Program Book

The 5th International Language and Language Teaching Conference

Issues in Language & Language Teaching

30 November - 1 December 2018

UNIVERSITAS SANATA DHARMA

Jl. Affandi Tromol Pos 29, Mrican, Catur Tunggal, Depok, Sleman, Yogyakarta, Indonesia
PROGRAM BOOK

The 5th International Language and Language Teaching Conference

Friday-Saturday,
30 November – 1 December 2018
Sanata Dharma University
Yogyakarta, Indonesia

English Language Education Study Program
Sanata Dharma University
Welcome Address by the Rector of Sanata Dharma University

On behalf of Sanata Dharma University, I feel honored to welcome all speakers and participants of The 5th Language and Language Teaching (LLTC 2018). I also would like to extend my warmest regards to all of you. Let us first thanks to the Almighty God for the grace we have receive in preparing this conference. I do hope this conference facilitates us an effective means to strengthen our role and improve our knowledge contribution as lecturers and researchers. I also wish that the 5th LLTC facilitates a fruitful sharing and exchange of ideas related to the conference’s theme on ‘Issues in Language and Language Training.’

As a Jesuit University, Sanata Dharma is fully aware of the complexity and dynamic of learning, especially language learning because it is highly connected with identity, culture, and its less structured outcome that is difficult to measure. Moreover, learning in general is not merely about technical endeavor but more mental and spiritual one. The success of learning is much affected by the quality of enthusiasm, curiosity, self-esteem, and mode of dialog enjoyed by both students and lectures. Through such understanding, Sanata Dharma University commits to embrace and implement authentic and contextual learning by adopting unique learning paradigm called Ignatian Pedagogy.

Employing Ignatian Pedagogy, learning outcome is directed to fully recognize that students are unique but expected to be a whole person having high competence in their field of study, capable of having conscience in their feeling and mind, and commit to develop their compassion to others. It is 3C in short. To achieve such learning outcomes, Ignatian pedagogy needs a unique learning dynamic. It should provide enough time, space and attention to facilitate students’ multi-sensory experiences from head, heart, and hand. Only through
such dynamic, learning would be personalized, authentic, and far from being formalistic. In practice, Ignatian pedagogy requires learning activity that follows a 5 steps cycle: start from understanding context, intensively using and recognizing real past experiences, doing some real related actions, employing comprehensive evaluation, and facilitating in depth reflection.

Therefore, I position this conference as a highly relevant response to the recent call to all of us in improving our leaning quality while we are witnessing the rapid change of modern learning that is much influenced by sophisticated smart technology. I do hope that the conference becomes a good avenue not only to discuss our research findings but also to facilitate a fruitful dialogue in which sharing of knowledge, values and awareness of language learning takes place with joy and respect to each other. It is through such an orientation that we can proactively contribute to shape up our new generation for the betterment of our society. May the conference be successful and enjoyable. Thank you.

Johanes Eka Priyatma, PhD
Rector of Sanata Dharma University
Welcome Address by the Dean
of Faculty of Teachers Training and Education

To all the respected conference participants,

One of the big problems that is being confronted by Indonesia and also the citizens of the world is the problem of hoax and hate speech. This has become a rising problem as Indonesian entering the political year ahead of the parliamentary and presidential elections. It is not exaggerating if we say that at this time the world is in emergency. Not only of war, but of a worst kind of malice - hoax. The use of language that is supported by the media that has transformed because the inclusion of the technology in the media influences the culture and behavior of the society. Conflicts that are triggered by simple problems have wasted a lot of energy and attention. Community behavior have a tendency to be sensitive and intolerant with the surrounding situation. In the education world today, there are also widespread cases of bullying that have victimized students and teachers. These are troubling because there are so many victims with psychological trauma as well as fatalities.

Given the language used in communication tends to be unproductive, the public and students need to be motivated and educated to communicate using correct and polite language. Of course, it is not unwarranted if people often say that language skills or communication skills are one of the four soft skills that are most needed in addition to leadership, collaboration, and time management.

On that basis, efforts need to be made to renew the language education within a synergy of wider framework so that it encompasses many parties. Language education certainly can no longer count on interaction in classroom, but to involve all life experiences encountered by the students. Language education is supposed to encourage deeper affection that it can be used to foster a sense of love that will drive people to empathize and synergize. Language education means developing a constructive attitude based on the foundation of attitude of building a better society. Therefore, in this conference I have a hope that it will bring upon rejuvenation on the field of linguistic and
language education.

Finally, I would like to welcome you to the Multicultural Campus of Sanata Dharma University. We hope that this conference will run smoothly, productively, and be valuable for our daily lives.

Yogyakarta, November 16, 2018

Dr. Yohanes Harsoyo
Dean of FKIP
Welcome Address by the Chair of English Language Education Study Program

Greetings from the English Language Education Study Program (ELESP),

I would like to welcome all presenters and participants, who have come from different parts of Indonesia and from different parts of the world to the Fifth Language and Language Teaching Conference (LLTC) in Sanata Dharma University.

This year, we are enthusiastic about our main theme: **Issues in Language and Language Teaching.** When discussing learning and teaching, and when discussing the efforts we have devoted to improving our students, we are brought into discussing the issues. Then, various perspectives and interesting discussions are raised. This year, we also want to bring these themes forward: Autonomy in learning, creativity and innovations in teaching, critical thinking in learning, cultural issues in language teaching, information technology, and other topics related to language and language teaching.

I want to express my gratitude to the keynote speakers **Hayo Reinders, Ph.D.** Doctor of Education in TESOL Program Director. Dr. Reinders is a Professor of Education and Head of Department at Unitec in Auckland, New Zealand. Our second keynote speaker is **John Macalister, Ph.D.** Dr. John Macalister is a Professor in Applied Linguistics at Victoria University of Wellington, New Zealand and Associate Dean (International) in the Faculty of Humanities and Social Sciences. Our third keynote speaker is **Iwan Syahril, Ph.D.** Dr. Iwan Syahril was a Fulbright Scholar studying at Columbia University and Michigan State University. Currently, Dr. Syahril teaches at the Faculty of Education, Sampoerna University, Jakarta. Our last keynote speaker is **Prof. Soepomo Poedjosoedarmo, who** is a Professor in Linguistics. He was awarded his Professorship in 2006 at Sanata Dharma University. He is mostly passionate about phonology and sociolinguistics.
I would like to take this opportunity to thank the committee members of this two-day conference: lecturers, students, and administrative staff of the English Language Education Study Program of Sanata Dharma University. I want to express my appreciation to all presenters, who have travelled for different distances and made it to be here with us to share their ideas. I would like to send my appreciation to all participants who have joined us. I hope we learn a lot of things during these two days, and return to our home institutions, so our students will also gain some benefits from our presence here. We hope to see you again in the next LLTC conference.

Kind regards,

Yohana Veniranda, Ph.D.
Chair of English Language Education Study Program
Welcome Address by the Chairperson of LLTC 2018 Committee

Ladies and Gentlemen,

I would like to extend the warmest welcome to distinguished speakers, honorable guests and ELT colleagues for attending the Fifth International Language and Language Teaching Conference under the theme “Issues in Language and Language Teaching”. This year’s theme is quite general so that many ELT practitioners can gather, share and further collaborate together to have a strong bond.

As Radhanath Swami says that redwood trees can survive in thousand years not because their roots grow deep but because each root seeks other roots and then they intertwine making a permanent bond each other. Malcolm Gladwell in his book ‘The Outliers’ also writes that “successful people don’t do it alone. Where they come from matters. They’re products of particular places and environments” (p. 119)

For this conference, we have selected 179 abstract proposals from various educational institutions. As scheduled, there are 80 presentations for two days. We have presenters from New Zealand, United States of America, Japan and Indonesia. For plenary and featured speakers, our sincere gratitude goes to Professor Soepomo Poedjosoedarmo, Professor John Macalister, Doctor Hayo Reinders and Doctor Iwan Syahril.

This conference can run smoothly due to the great support from Sanata Dharma University, Teachers Training and Education Faculty and all committee members who have given their best and excellent coordination.

We do hope that LLTC 2018 can bring enlightenment for us to create new connection and to maintain the bond for a better world especially in education. Thank you and enjoy the conference.

Maria Vincentia Eka Mulatsih
Chairperson of LLTC 2018
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ENCOURAGING OUT-OF-CLASS LEARNING WITH AUGMENTED REALITY

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Augmented Reality (AR) is an increasingly common technology that is starting to be explored for its educational potential. It involves overlaying digital information onto the physical world (for example by using the camera of a mobile phone) and as such provides opportunities for learning outside of the classroom. Because both teachers and students can add information, it has the potential to provide learners with an active role in the learning process. Despite increasing use in science education, the training of medical practitioners and the use of simulations for a range of skills, the application of AR in language education has been limited. In this practical talk, I will briefly review recent developments in this area and look at some of the potential benefits of AR for preparing learners for, and supporting them in their learning beyond the classroom. I will give a few examples of activities that can easily be adopted by teachers without specialised technical skills or experience in this area. I will also consider some issues relating to privacy, security and implementation.

Keywords: out-of-class learning, augmented reality, language education
THE EFFECTS OF SYNTACTIC CHANGE ON THE ENGLISH NOUNS, VERBS, ADJECTIVES AND SPEECH SOUNDS

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Abstract

This paper is to see why English has tenses and irregular verbs, the plural forms –s, and the definite article the. English has lost the case system and also the gender system. However English still keeps the numerous phonological elements. To answer the question, a comparison between English and German is examined. Both in German and in English, the phonemes are a lot. They can form words that are very short, consisting of one syllable. English used to be like German, which allows the structure to be SVO, SOV, and VSO. English and German are still related. They are languages from Germanic subfamily.

Keywords: syntactic change, speech sound, old English, modern German
HOW CAN AN ESL/EFL TEACHER EDUCATION IMPROVE THE EDUCATION QUALITY OF, AND TRANSFORM, A NATION?
A PROPOSAL FOR INTERDISCIPLINARY/INTEGRATED TEACHER EDUCATION

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While it has been long established that the mastery of English can contribute to a country’s social and economic development, ESL/EFL teacher education programs rarely create innovative programs that directly respond to it. In this paper I argue that ESL/EFL teacher education programs should be the leading agents of change in transforming education, especially in a developing nation. With its emphasis on English mastery, an ESL/EFL teacher education program generally produce teachers with sufficient English to comprehend development/global issues such as climate change, poverty, inequality, environmental degradation, prosperity, peace, and justice. Their mastery of English as the international language will make them relatively better able to understand and produce multimodal English texts around critical development/global issues compared to the one of other subject area pre-service teachers. With some earlier work in Content Language Integrated Learning (CLIL) and content area literacy, ESL/EFL teacher education can make a new innovation: an interdisciplinary/integrated teacher education program. I envision that an ESL/EFL pre-service teacher education program collaborates with other subject area teacher education programs (e.g, social studies, science) working on an overreaching theme, such as sustainable development. Student teachers can learn inter-(disciplinary) content knowledge and pedagogical content knowledge around global issues and universal values. Arguably, this kind of program will create teachers who can think critically, systemically and creatively, using a multi-perspective approach that recognizes the different dimensions, perspectives and angles of issues. At the same time, this kind of
program can produce teachers with non-cognitive skills such as empathy, communication skills and aptitudes for interacting and collaborating with people of different backgrounds, origins, cultures and perspectives, and responsible and ethical decision-making skills. Indeed, this is a proposal for a new generation of (language) teachers, the ones who can teach 21st century skills (e.g., critical thinking, communication, collaboration, creativity) with innovative forms of teaching (e.g., project-based learning, problem-based learning, inquiry-based learning, theme-based learning) around authentic problems with a multi-perspective approach. Indeed, for a developing nation, such as Indonesia, having teachers who can think and teach in an interdisciplinary manner around global issues can be very strategic not only in improving and transforming its education but also for accelerating its social and economic development. ESL/EFL teacher education programs can lead the way for this proposed transformation to meet our societal challenges of the 21st century.

**Keywords:** interdisciplinary teacher education, content language integrated learning, ESL/EFL
AN ON-GOING ISSUE IN LANGUAGE LEARNING:
THE TEACHING OF READING

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Abstract

Much of my work involves pre-service and in-service language teacher education, and collaborating with serving teachers on curriculum-related projects in second and foreign language settings, including in Indonesia. In this work a recurrent issue in the teaching of reading is a failure to relate the teaching of reading to reading as a meaning-making activity. In this talk, I will consider what current research on L2 reading has actually succeeded in bringing to the classroom. In doing this, I will examine the three obvious candidates for inclusion in a reading programme: extensive reading, reading fluency development, and intensive reading. For each of these I will give my view on what’s getting through to teachers, and what is not, and my best guess as to why it is not. This leads to suggestions about actions that need to be taken in order to improve classroom practice. One action is to evaluate and improve the design of the curriculum.

Keywords: teaching reading skill, classroom practice, reading programme
PARALLEL SESSIONS
THE TEACHING OF ENGLISH FOR ELEMENTARY SCHOOL STUDENTS WITH LOCAL-CONTENT VALUES

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Abstract

It is already a common perception that English can lead to involvement in globalization. However, the teaching of English has led learners to be advanced in the language and become too globalized. The problems emerge when their attitude is no longer rooted to the culture they have been brought up in. It somehow triggers the concern of some parties because students nowadays seem to have lost the grip of the values of the culture. It is expected that the teaching of English can make students think globally but act locally. It can be done by reorganizing the teaching materials by inserting some local culture and values into the teaching and learning. Thus, this study is intended to explore the teaching of English using local-content values. This is a descriptive qualitative which employed questionnaire and interview as the instruments of the research. The findings of the study revealed that cultural values were necessary to be integrated in the teaching of English for elementary school students.

Keywords: cultural values, globalization, local-content
INCORPORATING LOCAL CULTURE IN ENGLISH LANGUAGE TEACHING IN INDONESIA: EXPLORING STUDENTS THOUGHT

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Abstract

In EFL/ESL classrooms in Indonesia, it is common to see materials related to the cultures of Canada, the U.K, the USA, and Australia which are considered as countries of native speakers. Meanwhile, as English as an International Language concept emerged, EFL teaching across the world starts to incorporate more local cultures to contextualize materials and equip students to communicate with more various communities. Nevertheless, in Indonesia, there is still very limited material which gives opportunity for the students to explore other cultures including their local cultures. This study aims to explore students’ perception on the incorporation of local culture in the English teaching materials in Indonesia. It investigates how much local culture has been incorporated and how much should be included according to the students.

Keywords: local cultures, English teaching materials, Indonesia
Manggaraian people believe in God and His place in the world. It is lexically stated in their language, Manggaraian Language (ML). There are six common expressions containing the lexicons saying lexically and syntactically the place of God in ML. Such expressions include (1) Pinga hitu Lité (le Hau) Sina // Ségét hitu Lité (le Hau) Lé ‘Listen that by You in the other side // Listen that by You in the South’, (2) Be léh dé Hau // Be cé’ékm dé ami ‘You are in the South // We are here (north)’, (3) Nggere lé ranga de Morim dé Hau ‘You go to the face of God in the south’, (4) Nggeluk kali lako de Hau nngere lé ‘Your walk should be straight to the South’, (5) Ulun le // Wa’in lau ‘Water source in the south // Estuary in the north’, and (6) Le maiN sekola de ata (data) hitu ‘His study comes from the south’. These kinds of ML lexicogrammar are called verbal symbols in the theory of cultural linguistics that are based in the cultural imagery of the Manggaraian Language Speakers (MLS). It tells us that the MLS believe in one God. They also believe that He lives in the south seen from the position of human. This is the cultural imagery of MLS. Describing these chunks of lexicogrammar is the capacity and power of semantics. Explaining the belief of MLS in God with His place is the capacity and power of the theory of cultural linguistics (TCL) that investigates two main things: verbal symbols of ML and cultural imagery of MLS.

Keywords: cultural linguistics, cultural imagery, God, Manggaraian Language, verbal symbols.
A TREND OF ENGLISH LEARNING STRATEGY: A SILL SURVEY

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Abstract

One of determiners in succeeding English acquisition among university students is in choosing appropriate learning strategies. By knowing the trend of English learning strategies used by the students, the educators can design their teaching designs which can support the students’ English acquisition. One of ways in recognizing the students’ English learning strategies is by a survey. In this research, Strategy Inventory for Language Learning (SILL) version 7.0 is chosen to help students of Sarjanawiyata Tamansiswa University in recognizing their English learning strategies. In this survey, the 50 statements in six parts covering both direct and indirect strategies were presented in Likert scale 1-5. The data shows that 81% participants gave their highest score on Part B. This part refers to a type of direct language learning strategies named using all your mental processes. Basically, this part concerns on the cognitive strategy.

Keywords: SILL, cognitive strategy, learning strategy
TEACHING ENGLISH THROUGH LOCAL AND FOREIGN LITERATURES

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Abstract

In the ESL/EFL classroom, the language-literature relationship takes on a different meaning and dimension as various forms of literature provide the foundation for the acquisition of language as well as function as starting points for developing language skills. For instance, traditional stories have repetitive elements which can help reinforce vocabulary and grammatical structures. Using local and foreign literatures, this paper examines the reasons for using stories and poetry in language teaching; evaluates the kinds of literary forms that are suitable for the ESL/EFL learners; and presents strategies and techniques on how various forms of literature may be modified or adapted to suit different levels of learners to promote fluency and accuracy in the target language, English. This study brings language and literature closer as it emphasizes the long standing strong connection between the two and also reveals new possibilities in the conflation of language paradigms and literary forms.

Keywords: language, literature, language teaching
BEHAVIORISM OR MENTALISM: THE CASE OF FOREIGN LANGUAGE LEARNING PROCESS IN MODERN ISLAMIC BOARDING SCHOOLS

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Abstract

There are two majorities of thought in the process of language learning and acquisition, they are behaviorist and mentalist theory. The behaviorist theory is based on psychological aspects of learners in their habit formation while the mentalist’s come with the new theory called Language Acquisition Device (LAD) that used in the process of learning. In Modern Islamic Boarding School the term of language environment is used as the process of foreign language learning in which students communicate each other by using the foreign languages, but they are also forced to learn their structures and systems in the classes. The narrative study is used in this paper as the researcher have done some readings to proof his understanding about the concept of foreign language learning in Modern Islamic Boarding School. As the conclusion, both theories are used by Modern Islamic Boarding School in the process of language learning.

Keywords: foreign languages, language learning, acquisition, environment, LAD
Abstract

Nutrition students of STIKES Panti Rapih Yogyakarta have to learn many subjects which are needed for their study and future career such as human anatomy, general chemistry, food hygiene, and so on. They had some difficulties in English vocabulary related to nutrition topics. This study aimed at designing a practical bilingual dictionary for nutrition students of STIKES Panti Rapih Yogyakarta which can enhance the students’ learning in English classes. The study belonged to a Research and Development study adopting the instructional models proposed by Borg & Gall’s (1983), Gall et al.’s (2007), and Morrison et al.’s (2011). As underlying theories, the study implemented the steps of Nabirye's (2008) framework for compiling dictionaries. Other data from the students and experts in nutrition were collected through document analysis and interviews and would be validated by experts in nutrition and English teaching.

Keywords: English for nutrition students, bilingual dictionary
NEED ANALYSIS FOR NURSING STUDENTS: 
A STEP TO DESIGN MATERIAL OF ENGLISH 
FOR SPECIFIC PURPOSES (ESP) FOR NURSING

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Abstract

Need Analysis is needed as a planning, training, and developing the material of learning. The study aims at analyzing the students’ need in a bachelor of nursing department to the ESP material for nursing. Respondent of the study were 120 students taken by stratified random sampling from the first to the fourth grade in bachelor of nursing department, 2 ESP lecturers, 2 graduated students whose work abroad, and 2 nursing lecturers. The study used mixed method and designed concurrent triangulation in which the qualitative and quantitative data were submitted in the same period at a different place and then will gather as one of the result data. Both the questionnaire and interview data showed a positive result to complete the material design of ESP for nursing. In addition, students need to learn about general English instead of English for nursing as their social language interaction, prepare academic test, lead of behaving good behavior and attitude in line with Indonesian social culture.

Keywords: need analysis, ESP, English for nursing, material design
A NEED ANALYSIS OF ESP COURSE
ADOPTING COMMUNICATIVE LANGUAGE TEACHING

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Abstract

English has become the language of international communication. Being the worldwide standing of English, effective methodology of teaching ought to be enforced in several contexts of teaching English, as well as E.S.P. categories. Dudley-Evans (1997) outline that English for specific purposes (ESP) will create use of underlying methodology and activities of discipline it serves. The aim of the study is to determine the actual fact regarding the educational desires of vocational students (SMKN 2) in Kediri. The information assortment use 2 totally different questionnaires that were organized within the multi-option question pattern for the students whereas the scaled queries were for the teacher. There are twenty six students and two teachers of tourism subject answer the queries. The analysis finding discover that Communicative language teaching and methodology is secured students’ learning needs.

Keywords: need analysis, communicative teaching, ESP class, academic tourism
STUDENTS’ USE OF TECHNOLOGY IN INDEPENDENT LEARNING OUTSIDE ENGLISH COURSE

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Abstract

This study was an exploration on the technology used by students in improving their English. The respondents were first year students who took English course in a non-English department in Sanata Dharma University. The respondents were surveyed on how they use technology to improve their English outside the English course schedule. From the responses it was found that the technology used were YouTube, websites, online dictionary, web blogs, cellphone application, social media and online TV. The use of YouTube was the most favorite technique used by the respondents. It constituted 79.41% of the total responses using 95% confidence level and 6% margin of error. There were 29% of the respondents who reported that they use social media including Facebook, WhatsApp and Instagram to improve their English outside the English course schedule. The use of cellphone application constituted 24% of the total responses. Other technology media (website, online dictionary, web blogs, and online TV) constituted less than 15% of the total responses. All of the measurement used 95% confidence level and 6 – 9 percent margin of error. The findings provide information that is useful for English instructors for designing technology integration into English language learning.

Keywords: English course, independent learning, technology
COURSE SYLLABUS: RESPONDING TO STUDENTS' NEEDS IN THE FOURTH INDUSTRIAL REVOLUTION

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Abstract

Universities are required to improve their service mainly in offering effective reading course which meets diverse issues. Reading course syllabus should be designed appropriately dealing with the students’ needs and the shift of current global issues. This study was carried out in the purpose of evaluating pre-existing reading course syllabus and intending the novel one. The study utilized various methods namely questionnaire, interview, and instruments. The data were analyzed statistically and descriptively. It was found that students focus on the general-literary skills mastery only so they have unclear goals in the content-specific literacy skills. It led to the usage of backward design. Further, skill syllabus and content-based syllabus are selected to promote students’ skills in their contextual learning. Integration of contextual and flexible topics, materials, and mobile apps in the course syllabus is significant to transform their learning to be more fruitful.

Keywords: fourth industrial revolution, need analysis, syllabus construction
PHOTOVOICE IN PROMOTING IN-SERVICE TEACHER REFLECTION WITHIN TPACK FRAMEWORK

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Abstract

Engaging teachers’ reflective practice toward 21st century learner who are commonly near on TPACK framework is very challenging. Maintaining reflective practice is needed to develop teachers’ quality on their teaching learning process. In this case, Photovoice is considered as a way to promote in-service teacher reflective practice as well. Photovoice refers to an approach to enable teacher recording and reflecting their strength or issue arises on their community systematically on thinking order. The study investigates the implementation of Photovoice for teachers’ reflective practice in Indonesian context. A qualitative study was conducted toward two English teachers implementing TPACK on Senior High School. The data is taken from interviews, documents and observations. The finding shows that Photovoice categorized as a pedagogy tool is successfully proved as a reflective practice tool for English Teachers. The findings are intended to give further concept for teachers about Photovoice to be their way on reflective practice.

Keywords: TPACK Framework, reflective practice, photovoice
In teaching English, many teachers employ different approaches in order to make the teaching and learning process successfully delivered to students. One of the approaches used is Communicative Language Teaching (CLT). Each teacher, however, has different perceptions on the use of this kind of approach as some say it is good and some others say that is bad. This research aims to investigate the teachers’ perceptions on the use of CLT in English classrooms. This qualitative study used questionnaire and interview to collect the data. Five English teachers in IONS International Education were chosen as the subjects of this research. The results showed that the teachers had positive responses towards two dimensions; view and understanding. This means that all teachers had positive perceptions on the use of CLT approach in the English classrooms.

Keywords: CLT, perception, English classroom
Abstract

Listening is one of the most important language skills for developing other language skills. However, the important role of this skill is still lacking attention. In addition, thematic learning conducted by teachers is still trapped in a learning pattern that is too focused on the technical aspects rather than the substance. This study aims to examine the atmosphere of classrooms that do not make listening as a learning control center. This study is based on learning observations in several low-grade elementary schools in Barito Kuala District, South Kalimantan. The results of this study indicate that teachers do not exercise their students' listening skills. Teachers are more active and dominant in speaking than their students. Students are not trained to listen to each other. As a result, classroom management is not effective.

Keywords: listening, classroom management, thematic learning
MOTHER TONGUE ISSUES AND CHALLENGE IN LEARNING ENGLISH AS FOREIGN LANGUAGE

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Abstract

Learning English as foreign language (EFL) is quite challenging to particular learners. Their mother tongue somehow can be such obstacle in comprehending the language they learn. The interference of their mother tongue more or less influence EFL Learners’ language acquisition. The aims of this research are to find out (1) the interference of learners mother tongue in acquiring English; and (2) the challenge faced by EFL Learners in acquiring English as their foreign language. The population of this sample is EFL learners at University level in Bandung. The researcher used purposive sampling to collect the data. Triangulation is used during the data collection process. Those are observation, test items, and interview. Relevant theories are used to analyze the data. The data show that the grammatical rule and phonological aspect of learners’ first language affect their language production.

Keywords: mother tongue, first language, EFL
ILLOCUTIONARY ACTS AND THEIR RELATIONSHIPS DURING THE MAKING OF INVESTIGATION REPORTS

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Abstract
This research analyzes the level of interviewees’ trustworthiness in giving information during the making of investigation reports in Situbondo Police Precinct. Searle’s theory of speech acts is used to analyze the data. The level of the interviewees’ trustworthiness is based on the information given by the police officers, which is integrated with the result of the illocutionary act analysis. This qualitative descriptive research produces deep descriptions of the utterances stated by interviewees. Taxonomic analysis proposed by Spreadly is used to classify the data based on the types of illocutionary acts found. Componential analysis is used to reveal the interrelationship between variables. The result of this research reveals that there is a strong relationship between an interviewees’ trustworthiness and kinds of illocutionary acts, and that assertive, which produces a large number of less trustworthy utterances, is the most frequently found illocutionary act.

Keywords: speech acts, investigation, level of trustworthiness
THE USE OF NOTIONAL AND GRAMMATICAL AGREEMENT OF SEMESTER 1 ENGLISH LANGUAGE EDUCATION STUDY PROGRAM STUDENTS

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Abstract

Grammar has become one of the fundamental aspects of the language learning. However, the language learning usually only focuses on grammatical agreement instead of the notional grammar. This paper has an attempt to find out the Semester 1 English Language Education Study Program’s students understanding toward notional agreement. The findings of the research is that most of the students were not able to use the notional agreement well on the given exercises. The average score of the students is only 14.36 out of 30. Moreover, based on the observation and interview, the students faced some difficulties in using and understanding the concepts of the subject-verb agreement and notional agreement. In conclusion, most of the students lack of notional agreement understanding because of their limited vocabulary knowledge and misconception of the words’ forms. Therefore, it is needed to add notional agreement as one of the learning materials in the educational institution.

Keywords: notional agreement, grammatical agreement, English grammar
RECYCLED BASED LEARNING MEDIA
IN AN ENGLISH CLASSROOM

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Abstract

This study aimed at improving the students’ vocabulary mastery using recycled based learning media. The study belonged to Classroom Action Research (CAR) applying the four step procedures i.e planning, action, observation and reflection. The research was done in July – August 2018 collaboratively between the researcher and the English teacher. The CAR procedures were carried out in two cycles with three meetings each. Test, interview guide, field notes, and observation checklist were utilized as the research instruments. To collect the data, the researcher used test, observation and interview. The collected data were analyzed qualitatively. In addition, it also used quantitative analysis as the backup. The results of the research showed that the use of recycled based learning media was able to improve the students’ vocabulary mastery. The improvement could be seen from the increase in the mean score between the pre-test and post-test, which increased from 66.1 to 89.8. In addition to the improvement of the students’ vocabulary mastery, the use of recycled based learning media could also improve the students’ learning motivation and interest. In sum, it can be said that the use of recycled based learning media can improve the vocabulary learning process among the students.

Keywords: recycled material, learning media, vocabulary learning
A number of scholars in education have asserted that emotions play a significant role in students’ learning motivation. By applying mixed-method, this research is to answer two formulated problems in order to describe English Language Education (ELESP) students’ academic emotion specifically in speaking and later to elaborate their strategy to regulate it. The problems are 1) To what extent do students perceive their state of academic emotions in speaking? 2) To what extent do students tend to use the strategies of regulating their emotion in speaking? The theories used are academic emotion by Pekrun (2002) and emotion regulation by Gross and John (2003). The result shows that ELESP students tend to perceive positive emotion towards their speaking. The students also tend to apply a cognitive reappraisal strategy in the stage of preparation speaking, and expressive suppression in the stage of performing speaking.

Keywords: regulation of emotion, expressive suppression, cognitive reappraisal strategy
FOSTERING SPEAKING MOTIVATION
FOR AUTONOMOUS LANGUAGE LEARNERS
THROUGH ORAI

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Abstract

Motivation has a longtime reputation as one of the key issues in language education. This study was undertaken to explore speaking motivation for autonomous learners through an online application, known as Oral Artificial Intelligence (ORAI); a public speaking app that gives instant feedback on users’ speech. ORAI will coach its users to reduce filler words, speak clearly, enthusiastic, and at a good pace. The study also aimed to discover to what extent ORAI was used to support their public speaking practice ‘anytime, anywhere’. Five final-year students in a private institute in Bandung were involved, and ORAI was new to them before making use of it for eight weeks consecutively. The data of this study were 1) students’ weekly ORAI results, 2) in-depth interviews at the end of the program. The findings showed that ORAI had intensely boosted the participants’ motivation in reaching a higher level of confidence in public speaking practice. Additionally, the use of ORAI during the program has allegedly sustained their intrinsic motivation in being better speakers. Thus, the data suggested that students with higher motivation and confidence, can result in having better public speaking performance.

Keywords: ORAI, motivation, autonomous learner, public speaking, MALL, TELL
FOSTERING STUDENTS’ POSITIVE AFFECTIVE FILTERS THROUGH AN “OUT OF CLASS” ACTIVITY

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Abstract

This paper reports on how an “out-of-class” activity is possible to lower students’ negative affective factors. Many theorists have argued that students’ positive affective factors might provide an opportunity to channel students towards successful learning. Meanwhile, some students who are considered as beginner language learners often feel anxious when they have to perform their speaking skill. Therefore, investigating strategies which could raise student’s positive affective dimensions should be taken into account. An “out of class” program namely English Extension Course (EEC) Speaking Club was observed in this study. The EEC students are invited to join EEC Speaking club as an additional program which provides a chance for students to get better confidence and motivation to improve their speaking skill. Besides, by joining this club, the students are expected to find a place to apply what they have learnt in class. This study was employed under academic library study research method. Some relevant supporting theories, data, and examples from other studies were collected and discussed. Affective filter hypothesis by Krashen (1981) became the main theory since it brings variables which were reviewed in this study. Some results from different studies which focused on learning anxiety were also used as the evidence to strengthen the claim that a community-based class with anxiety-free activities would be relatively beneficial to develop students’ confidence and intrinsic motivation in using English during the activities.

Keywords: affective factors, anxiety-free activity, intrinsic motivation
CLASSROOM MANAGEMENT ISSUES OF THE ENGLISH PRE-SERVICE TEACHERS IN THEIR TEACHING PRACTICE

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Abstract

The aim of this research is to find out the classroom management issues that the English pre-service teachers encountered in their teaching practice. There were two formulated research questions, namely “What are the classroom management issues experienced by pre-service teachers in their teaching practice?” and “How do the pre-service teachers handle the classroom management issues?”. The researchers employed qualitative research. The participants were 27 pre-service teachers from batch 2013 and 2014 who had finished their teaching practice in Junior High School. The findings showed that there were seven classroom management issues encountered by the English pre-service teachers in their teaching practice. Those issues were: 1) Difficulty in changing seating arrangement; 2) Students’ disobedience to rules and routines; 3) Students’ ignorance towards the pre-service teacher’s instruction; 4) Difficulty in understanding the students’ characteristics; 5) Difficulty in getting closer to the passive students; 6) Students’ lack of respect and attention; 7) Difficulty in maintaining the students’ focus on the learning activities. There were seven strategies proposed to handle those problems. Those strategies were: 1) Being friendly; 2) Providing personal approach; 3) Treating the students patiently; 4) Making agreements and rules; 5) Giving warning to the students; 6) Being an assertive teacher; 7) Ignoring the misbehaved students.

Keywords: Classroom Management Issues, Pre-service Teachers, Teaching Practice
Abstract

Plagiarism goes rampant. Like a plague, it spreads and tarnishes the academic field. A lot of teachers complain when they find out that their students do this unethical act. They become angry when the students blatantly copy one’s work and submit it as if it is their work. As a teacher, we often point our fingers to the students and blame them for committing the crime. In some cases; however, it is unwise to judge our students without trying to discover the reasons why they do it. This paper discusses some causes of plagiarism and offers some ideas on how to avoid this happen again in the future.

Keywords: plagiarism, causes, remedies
INVESTIGATING PEER-ASSESSMENT PRACTICE IN GRADUATE STUDENTS’ ACADEMIC WRITING CLASS

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Abstract

Academic writing has rigid rules that can sharpen the writers’ critical thinking. Constructing the academic writing paper is related to the way the writers’ engaged with the texts they read. In writing academic paper, the writers will deal with multi-literacy practice. The products of academic writing need to be assessed. Peer assessment is one of the alternatives to monitor students’ learning progress. The aim of this study is to explore the application of peer assessment in the academic writing class. In order to explore the data, this study uses a case study as the method of the research. The data is taken from academic writing class in graduate program of a university in Surakarta and the participants are the first semester of graduate students. The findings show that the peer assessment practice considered being one of the assessment tools to assess students’ writing in academic writing class.

Keywords: assessment, peer-assessment, academic writing
ENHANCING UNIVERSITY STUDENTS’ ENGLISH WRITING SKILLS ON CONTENT AREA

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Abstract

Writing is accomplished mostly in English to ensure information understood globally via digital platforms. This creates a transformation in job fields into utilizing technologies to textually deliver messages. Therefore, it is vital to generate high qualified future employees competing in the work places. Accordingly, university students must be equipped with English writing competencies as well as strategies focusing on content area, regardless of forms, to promote meaning-making concerning critical and logical thinking skills, besides to comprise comprehensive realization. This qualitative research utilized a critical literature review by conducting in-depth data collection, organization, integration, and classification of writing strategies. It offers suggested maneuvers to overcome higher education learners’ writing problems: lack of content maturation practices, through implementing collaborative writing discussions including verbal plus online discussions, also integrating (intensive/extensive) reading and writing instructions in contextual cognitive processes concentrating on intellectual meaning development.

Keywords: content area, qualitative research, university students, writing strategies
TEACHING WRITING RECOUNT PARAGRAPH THROUGH REACT STRATEGY IN PGRI 1 JUNIOR HIGH SCHOOL OF PALEMBANG

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Abstract

The Indonesian students’ academic in writing is the hardest skill to acquire. Particularly at PGRI 1 Junior High School of Palembang. The purpose of this study is to find out whether or not there is significant difference between the eighth grade students at PGRI 1 Junior High School of Palembang who are taught through REACT strategy and those who are not. The research applied quasi experimental method with nonequivalent control group design. The population of this study all the eighth grade students of PGRI 1 Junior High School of Palembang. The sample of this study was VIII.1 and VIII.2 by using purposive sampling. The result of this study showed that it was significant difference between the experimental and control group pretest and posttest results. The REACT strategy was successful in engaging them in writing paragraph and providing ways to discuss with their friends.

Keywords: teaching, writing, recount, paragraph, REACT strategy
READING AND WRITING RADICALISM AND INTOLERANCE IN BBC MONITORING

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Abstract

It is only natural when the reader learns about the standard text form, how to concentrate on its beginning, how to anticipate what will follow, and indeed, how to use “the second chance” most texts give to understand the main facts. It is from this perspective that the paper addresses the case of a specific Indonesian terms “Radicalism” and “Intolerance” as seen in Indonesian media in general and in those items carried on BBC-Monitoring, UK during the past 2017-2018. Not only does this study highlight the terms as defined by many different good dictionaries such as www.merriam-webster.com, claremont.org, www.urbandictionary.com, and www.dictionary.com, but they are also examined through the combined theory of Research Writing and that of journalism, investigative critical writing and Katresnanism. It deals, therefore, with the so-called readership and scientific writing style including dictions of writing for publication. In the meantime, Katresnanism is concerned with implementing the two different values of both the individual and communal societies due to creating the intended world peace. Understanding beyond the two terms, radicalism and intolerance, would be, thus, different from those as understood in the Middle East regions and in the West.

Keywords: media, Katresnanism, BBC-Monitoring, radicalism, intolerance
ENGLISH LANGUAGE ACQUISITION AMONG RADIO ANNOUNCERS IN YOGYAKARTA

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Abstract

People who experienced about second language acquisition could be learned language acquisition from mass media. This research focused on the radio as a mass media for language acquisitions. Announcers of radios become a frontline for radio as a mass media. The choices of the words, phrases, and sentences have an important part to build a brand of the radio. This study aimed to analyze the English utterances produced by radio announcers in Yogyakarta Special Region, find their purposes on using their English utterances, and investigate their processes to learn the English utterances. The research participants consisted of three radio announcers in Yogyakarta based on English utterances frequencies. Data were collected through in depth interviews and the data analyze qualitatively. The finding showed that the English acquisition phenomenon has truly happened among those three radio announcers in Yogyakarta. They used English for strengthened the character of the radio that they conducted.

Keywords: second language acquisition, announcers, English utterances
MOTHER TONGUE MORPHOLOGICAL INTERFERENCE OF SECOND LANGUAGE ACQUISITION (SLA)

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Abstract

Every student in Indonesia should speak Bahasa Indonesia in a classroom activity. It means, every student becomes bilingual every day. Accordingly, every region in Indonesia has regional language as mother tongue. In line with this issue, some learners are getting involved with such error in using correct Bahasa Indonesia morphological terms. They are interfered by their first language. The aims of this research are to investigate: (1) The forms of first language morphological interference of second language and (2) Factors that cause the morphological interference of second language speech production. This qualitative research used Simak (scrutinizing) and catat (recording) method to collect the data and it is supported by using interview technique. Descriptive analysis and error analysis theories are used to analyze the data.

Keywords: interference, error analysis, first language, SLA
The reason for including pronunciation in the curriculum is partly due to the fact that students need to be introduced to the correct pronunciation of English sounds and the right methods to produce them. In an attempt to assist learners to reach such a goal, it is considered necessary to teach pronunciation of the target language sound system. This is certainly an important reason underlying the decision to include pronunciation as a required subject in a language learning process. Bearing this in mind, the present researcher conducted a study aiming at identifying the students’ problems in joining this course. The respondents of the study were 51 students who had taken this subject at the time of the research. The data, elicited through the administration of questionnaires and interviews, were analyzed using SPSS 20 while those of the interviews were used for completing as well as cross checking them. The results indicate that despite their acknowledgement of the importance of this course along with the materials taught to them, students had some significant problems, such as lacks of interest and motivation, difficulties in pronouncing certain sounds of English not available in the Indonesian sound system, lacks of practices and exposures to native speakers of English and so forth.

Keywords: pronunciation problems, accuracy, motivation
INTERLANGUAGE ANALYSIS OF SYNTACTIC AND DICTION ERRORS FOUND IN THESES WRITTEN BY MAGISTER STUDENTS

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Abstract

Postgraduate students are expected to show more advanced writing skill than others. However, the writer observed that they still made some errors in their thesis writing. Having reread the theses written by graduate students, Linguistic Surface Category and Surface Strategy Taxonomy proposed by Dulay, Burt & Krashen were utilized to analyze the data. It was found that syntactic errors (89%) such as subject-verb agreement (15.42%), tenses (15.71%), redundancy (13.14%), article (7.71%), and pluralization (6.28%) are the most frequent errors occurred. While lexical or diction errors (11%) such as wrong selection of verb (5.14%) and adjective (3.14%) also still made by graduate students. The study revealed that intralingual interference is still the cause of the blunders in writing a thesis. It is hoped that the present study will initiate higher education students to contemplate that self-correction and self-awareness in making errors in scholarly writing are essential.

Keywords: interlanguage, error analysis, graduate students’ errors
PROJECT-BASED INSTRUCTIONS FOR PRE-SERVICE TEACHERS IN A SERVICE PROGRAM

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Abstract

This study aims to investigate the pre-service teachers’ perspectives and measure their attitude, confidence, and anxiety through project-based instruction when they teach English to young learners at RPTRA Akasia Tebet. There are twenty four pre-service teachers participate in this service program as part of the assignments of the Curriculum and Material Development course. During the project, the pre-service teachers are asked to respond to a questionnaire and write a reflective note about their experiences in the service program. The qualitative research is employed to measure whether the pre-service teachers possess a positive attitude, confidence, and low anxiety levels towards their first teaching experience. The statistical analysis will help to indicate the significance of the pre-service teachers’ attitudes, confidence, and anxiety levels before and during the program. From the results, it is expected that the service program will be able to prepare and train the pre-service EFL teachers to deal with designing a language course independently. The implications of the service program are certainly addressed to the pre-service teachers as well as the study program and the further research.

Keywords: project-based instruction, pre-service teacher, service program
Abstract

Creativity has fascinated researchers, educators and laymen from all walks of life, giving rise to the different views on what is and what counts for creativity. There has also been a debate on whether creativity is universally or culturally interpreted. As a part of a broader study on EFL creative writing practice in Indonesia, this presentation reports the Indonesian students’ and teachers’ views on creativity, particularly on literary creativity, and how the understanding on their views can illuminate their practices. Eleven university students and four teachers, who were taking and teaching Creative Writing class, were involved in this qualitative case study research through semi-structured one-on-one interview, focus-group discussion, classroom observation, and guided journal methods. Two of the initial findings emerged at this stage are: First, creativity is conceptualized as entailing the process of synthesizing, adapting, and developing existing outcomes to create a new one. Observation, research, and reflection are essential in the process. Second, being observant is identified as an important attribute of a creative individual, whereas novelty and originality that are commonly identified as attributes of a creative product seem to be culturally interpreted.

Keywords: creativity, EFL, views, Indonesia
LITERATURE CIRCLE TO PROMOTE LITERACY SKILLS IN INDONESIAN YOUTH

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Abstract

Literacy in today’s society has been the main part and parcel of the education. Sets of literacy skills – reading, writing, and oral skills (UNESCO, 2006) - are needed to be acknowledged and applied in certain situations to survive in college and workplace. In the case of Indonesia, Central of Connecticut State University (CCSU) in 2016 released the result of its study showing Indonesia is the second worst among the world’s 61 most literate nations. Having this fact, English Language Education (EED) – Sampoerna University, is initiating to take part in improving literacy rate with an emphasis on youth. Literature circle becomes a program chosen to promote literacy skills in youth in term of critical thinking. The program which has been employed in EED department, is now being implemented in groups of adolescence in Yayasan Asah Asih Asuh, located in Central Jakarta. The expected result of the program is these groups of youth will have skills for selecting a text, participating in textual discussion, and in-depth comprehension of and connection to reading.

Keywords: literacy, literature circle, literacy skills, youth
GERAKAN LITERASI SEKOLAH (SCHOOL LITERACY PROGRAM):  
A CASE STUDY ON ITS CHALLENGES AND OPPORTUNITIES  

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Abstract

Gerakan Literasi Sekolah (School Literacy Program) is a literacy program established by the Indonesian Government and has been implemented in schools since 2015 (Permendikbud 2015). One of the main purposes of this program is to increase the students’ literacy level and to build the students’ character through literacy (Panduan Gerakan Literasi Nasional, 2017) in the schools. Many established schools have managed to implement GLS, while some other schools are still struggling. This research focuses on the effort to comprehend the following: how the schools implement GLS and what possible challenges and opportunities that the schools face in the long run. The subjects were 5 Senior High School English teachers. One teacher is currently teaching in a senior high school in Yogyakarta, one in Surakarta, one in Tangerang, one in Bengkayang (Kalimantan), and one in Pontianak. The result of the research showed that the 4 schools implemented the literacy program by putting the program outside the curriculum, while 1 school in Surakarta integrated the literacy program in the taught subjects. Another result indicated that there was still a missing gap between the teachers’ understanding of GLS and the GLS’ vision and mission and thus it impacted the way the program was implemented. The last result indicated that the post-reading activities are not yet the main focus of attention. The implications of this research give some insights on how GLS is implemented and what can schools do to maximize the benefits of the program.

Keywords: Gerakan Literasi Sekolah, implementation, post-reading activities
APPRECIATIVE INQUIRY APPROACH TO REDEFINE
THE CONCEPT OF CRITICAL READING

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Abstract

The choices of activities in college classes involving critical reading are driven by the conceptualization of the idea of critical thinking. Redefinition of the concept of critical reading is needed as the definition and practices of what is called critical thinking has not come to an end. Adopting activities that show the important component of critical reading, such as evaluating relevancy and adequacy of what is read, questioning, analyzing, and inferencing the worth of what is read does not necessarily utter or act what we mean by critical thinking. The promotion of appreciative inquiry into activities in a critical reading class adds another element in the redefinition of the concept of critical reading. Introduced as a respectful and generous attitude in communication and resolution to conflicts, appreciative inquiry refines and redefines the concept of critical reading through bringing the activities determined for the critical reading class into the realm of civilized, relational, and constructive perception. This paper is a reflective essay on the implementation of appreciative inquiry approach in Critical Reading and Writing I, ELESP of Sanata Dharma University, 2018.

Keywords: critical thinking, critical reading, appreciative inquiry, constructive perception
AN ANALYSIS OF STUDENTS’ WRITING SKILLS: FOCUS ON GRAMMATICAL AND DISCOURSE COMPETENCE

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Abstract

This study reports the qualitative analysis of the students’ writing skills. Writing is one of communication skills that relies on the productive skills. It is considered important to be mastered by students. However, many students still experience difficulties in writing since it requires the grammatical and discourse competences. Therefore, this study tries to identify the students’ writing skills that will help them to improve their communication skills. The purpose of this study is to explore the students’ grammatical and discourse competence realized in their explanation texts. Data were obtained through documentation of student’ texts and interviews. The findings revealed the grammatical and discourse competences in students’ explanation texts. It was concluded that the students were aware of the importance of the use of correct grammar in their writing. Regarding some grammatical mistakes in students’ explanation texts, it is recommended that teacher gives explicit teaching and more exercises to them.

Keywords: writing skills, grammatical competence, discourse competence
TEACHING ACADEMIC WRITING OF RESEARCH PROPOSAL IN DIGITAL ERA: A CASE STUDY

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Abstract

Academic writing is essential for university students as writing research papers is compulsory to be written at the end of their study. With the development of technology in digital era, it surely can be used to support the learning of writing. Thus, the researcher conducted a case study to figure out the impact of digital era in the teaching academic writing of research proposals in English Education Department, Sarjanawiyata Tamansiswa University in academic year 2017/2018. The results show that the digital era does not give significant differences in the learning process of writing research proposals. It is not a matter whether the technology is used or not, but how well the students can use the technology to support their learning process and do not misuse the technology to get a shortcut for writing their research proposals.

Keywords: academic writing, case study, digital era
UNDERGRADUATE STUDENTS’ SELF-REGULATION IN THESIS WRITING: HELP-SEEKING AND MAINTAINING MOTIVATION

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Abstract

Under explanatory mixed-method framework, the researchers aim at investigating how undergraduate students self-regulate their thesis writing process, including how they seek help and maintain their motivation and to what extent their self-regulation assists them to do so. Using a Likert-type questionnaire, the researchers collected quantitative data from 102 undergraduate students taking thesis course in a private university in Indonesia to provide a descriptive analysis on participants’ level of self-regulation, help-seeking, and motivation regulation. Pearson correlation analyses between self-regulation, help-seeking, and motivation were also conducted using IBM SPPS 24. To strengthen the quantitative data, semi-structured interviews were done to 9 participants for detailed qualitative descriptions. So far, the results showed that the participants generally have high level of self-regulation, help-seeking, and motivation regulation. Furthermore, it is proven that self-regulation has positive, significant, and moderate correlation to help-seeking (r=.461) and high to motivation regulation (r=.648).

Keywords: help-seeking, motivation, self-regulation
HIGH SCHOOL STUDENTS’ READING HABIT AND PERCEPTION ON READING FOR PLEASURE

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Abstract

This paper aims to identify high school students’ reading habit and describe their perceptions on reading for pleasure. There were 41 high school students grade XI involved in this study. Data were collected from questionnaires, observation, and an interview. Results indicate that during holidays nearly 50% of the students read sometimes, 12% read once a week, 9% once in a month, and 29% never read although books are available. The students agree that reading for pleasure gives many benefits, but the quantitative data indicate students’ low interest in reading. This may be due to the reading culture which has not been sufficiently developed since the early ages. In addition, the availability and accessibility of reading materials seems to play roles in determining the students’ reading interest. Reading materials should also vary in genres, in themes, and in forms of both printed and on-screen regarding students’ digital nativity. This study has, therefore, initiated the needs for libraries with good book collection, facilities, and interesting design to attract students.

Keywords: extensive reading, reading for pleasure, reading habit
I CAN RELATE THAT STORY: ENHANCING EFL STUDENTS’ INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH IMMIGRANT LITERATURE

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Abstract

This article intends to illustrate the implementation of relational teaching to enhance students’ critical Intercultural Communicative Competence (ICC) by using authentic American Immigrant Short Stories. This pivotal competence should be integrated in EFL classroom as it is believed that one of the fundamental goals of EFL teaching is not only to study language skills but also to prepare students with knowledge and attitude to become critical intercultural citizens of the world (Banks, 2004). This action research will be conducted in a Reading Class which is programmed for the students of the fifth semester at an English Department of a private university in Surabaya. This article will report the findings of the study qualitatively by answering the main research question: How do EFL students enhance their ICC through the integration of immigrant literature using Relational Teaching in an EFL Classroom of a private university in Indonesia?

Keywords: intercultural communicative competence, immigrant short stories, relational teaching
In EFL setting, reading and understanding English texts are still challenging. In the effort of establishing students’ reading habit, Indonesian government launched school literacy movement called Gerakan Literasi Sekolah (GLS) that was stated in Education and Cultural Ministry Regulation No 23 in 2015. The main purpose is to develop students’ reading habit and to improve their reading ability. Based on the interview with some school teachers, the researchers found that this movement is not yet effective. There are few factors suspected to contribute such as the teachers and students’ confusion on what books to read and how to make reading meaningful. Therefore, this presentation would discuss two main points: (1) possible follow-up activities that can help reading become meaningful, and (2) the contributing factors to the success of extensive reading. It is expected that by knowing these two points, teachers can help students improve their reading habit.

Keywords: extensive reading, Gerakan Literasi Sekolah, follow-up activities
CONCEPTUAL METAPHORS AND METONYMIES ENCODED BY EXPRESSIONS OF EMOTIONS IN ADONARA-LAMAHOLOT

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Abstract

The study deals with conceptual metaphors and metonymies encoded by expressions of emotions in Adonara-Lamaholot, a dialect of Lamaholot Language spoken on Adonara Island of Eastern Indonesia. Applying cognitive linguistic theory, this study examines the conceptual metaphors and metonymies encoded by the expressions of emotions used in casual speech and in poetic texts. It aims at answering the following questions: (1) What conceptual metaphors and metonymies of the expressions of emotions in Adonara-Lamaholot are shared with the conceptual metaphors and metonymies of expressions of emotions in other languages? (2) What conceptual metaphors and metonymies of the expressions of emotions are specific of Adonara- Lamaholot?

Keywords: expressions of emotions, metaphor and metonymy
A PRAGMATICS ANALYSIS OF REQUESTING IN THE FILM
THE TERMINAL BY STEVEN SPIELBERG

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Abstract

This research concerns with the forms and the types of requesting which is used in the dialogue of the film The Terminal. Requesting itself is an act of asking something. This research uses descriptive qualitative research as a method. The subject of this research is the film The Terminal. Then, the objects of this research are the forms and the types of requesting. The researcher collected the data through the dialogues and the utterances in the film. The researcher did six steps in conducting this research. The analysis of research findings concerns in the forms and types of requesting, the forms are: interrogative, declarative, and imperative. Furthermore, the types of requesting are direct speech act, conventionally and non-conventionally indirect speech act.

Keywords: pragmatics, types of requesting, and forms of requesting.
DEVELOPING STUDENTS’ READING AND SPEAKING SKILLS IN ESP PROGRAMS FOR TERTIARY EDUCATION

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Abstract

The recent global demands urge college graduates to be able to use English in specific professional fields. EFL teaching for tertiary education, therefore, must facilitate college students’ need of English for Specific Purposes (ESP). The paper presents arguments regarding the necessity of enhancing ESP students’ reading and speaking skills. Furthermore, the relevance of integrating reading and speaking skills in ESP for tertiary education is examined in this paper. Since ESP programs’ main goal is to develop learners’ communicative competence (Ahmed, 2014), ESP courses must enable learners to use English in real-world’s communicative situations. Hence, developing learners’ reading and speaking skills becomes prominent. Further, the integration of the two skills is proven relevant to facilitate the improvement of speaking and reading skills of college students.

Keywords: ESP for tertiary education, reading skill, speaking skill
SUPPORTING STUDENTS’ CRITICAL READING AND LITERACY SKILLS THROUGH FUNCTIONAL LANGUAGE APPROACH

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Abstract

The challenges of twenty first century demand that students’ critical reading and literacy skills of university level are currently a major of discussion. Informed by Perie, Grigg & Donahue (2005) that too many adolescents lack the literacy skills necessary especially to comprehend texts in academic content areas. Regarding this problem, the aim of this study is to support students’ critical reading and literacy skills. The writer uses functional language approach to support students’ critical reading and literacy skills. Informed by Fang and Schleppegrell (2008) that functional language analysis is an approach to secondary content area reading grounded in systemic functional linguistics (SFL; Halliday, 1994). Descriptive study chooses as the research method and the research participants are the students from third semester of English Department Wiralodra University, Indramayu. The result of study indicates that functional language approach is able to increase students’ critical reading and literacy. It is demonstrated by the student’s ability in restatement, description and interpreting gain better in a text.

Keywords: critical reading, literacy skills, functional language approach
THE DEVELOPMENT OF ENGLISH TEXT BOOK BASED ON CHARACTER EDUCATION FOR POLYTECHNIC STUDENT

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Abstract

The advance of technology, especially information and digitalization, have had impacts on the rapid changes on all aspects of living including job opportunity. There is one human quality, however, which cannot be replaced by machine and program that is character because humans serve as subject or agent of changing. It is why character education is very important for all. The most effective character education is by integrating it in all learning processes, not as an isolated subject. Thus, English learning and Character Education may take place simultaneously. It is very urgent to provide English textbook based on character education to support such a goal. This Research and Development is conducted for producing English textbook based on character education. This textbook consists of 10 themes relating to character-building and green knowledge. Thus, it may be supplement for other English textbooks.

Keywords: textbook, character education, language learning.
A CASE STUDY OF CLASSROOM MANAGEMENT: THE IMPLEMENTATION OF LOGICO GAME FOR THE FOURTH GRADERS

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Abstract

Teaching English to young learners is quite challenging since teachers need to create a meaningful learning process. One of the ways is using LOGICO game. This kind of game can motivate young learners to solve the next tasks. Indeed, it can also be used to check their understanding of English. This research aims to describe the ways of the teacher to handle the game, including giving instructions, organizing the classroom, playing the game, and playing the teacher’s role in the classroom. The data was taken from the video recording in 4B class of SD Kanisius Demangan Baru 1, Yogyakarta. In this classroom, there were 26 students. The English class observed was on Tuesday, September 15th, 2015. It started at 9.20 a.m. and finished at 10.50 a.m. The researcher observed and recorded the classroom activities focusing on the game. After getting the data, the researcher listened and watched the video, paid attention more on how the teacher explained LOGICO game, and analyzed the implementation of LOGICO game. The results show that the teacher has handled the game well, but the teacher needs to pay attention on the language use, teach the students useful language, be consistent if using competitive game, and monitor the students in order to prevent them from cheating. The researcher hopes that this research can be beneficial for teachers and other researchers to conduct better research.

Keywords: LOGICO, games, teacher’s role
INQUIRING ENGLISH TEACHERS’ PROFESSIONAL DEVELOPMENT THROUGH CRITICAL INCIDENT: A NARRATIVE INQUIRY RESEARCH IN INDONESIA

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Abstract

Teacher’s professional development (TPD) is the foundation in making the teachers – who are the backbone of teaching process – ready to adapt to the current educational situation. However, in Indonesia, there is an urgent need for a professional development program which can facilitate sharing of professional experiences. One of the possible answers is reflection which is proven to be effective by many researches but rarely researched in Indonesia. Thus, this research would like to see how using reflection develops Indonesian teachers professionally, specifically through the perspective of Critical Incident (CI). For this reason, two topics of literature are presented: the connection of TPD and reflection; and reflecting using Critical Incident framework. As the literature suggested, the data gathering techniques employed to incite the participants’ CI were guided reflection and interview. The data were then triangulated and coded by using open-, axial-, and selective-coding.

Keywords: teacher’s professional development, reflection, critical incident
INTERCULTURAL COMPETENCE OF BIPA TEACHERS

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Abstract

This program which is held in domestic and overseas belongs to an effort to improve the function of Indonesian language from national to international. The enthusiasm of foreign people particularly foreign students to learn Indonesian language gets increasing for various purposes, such as having research project, further study, business, or Darma Siswa program and KNB program held by Indonesian government. It means that Indonesian teacher interacts with foreign students who have different cultural background. In this case, Intercultural Competence (IC) in teaching BIPA is required. IC means the ability to communicate effectively within cross cultural situation. There is cultural dimension in foreign language teaching. The aims of this study are to investigate obstacles encountered by Indonesian teachers in teaching BIPA and to explore Intercultural Competence of Indonesian teachers as in teaching BIPA. The data were collected through interview with 5 BIPA teachers, two of them taught BIPA in Poland and America, while the rest taught BIPA at three universities in Surabaya, Indonesia. Since the class is multicultural, they got various obstacles in teaching BIPA such as learning material, teaching strategy, and teaching sources. Meanwhile, BIPA teachers implemented Intercultural Competence in various ways such as varying teaching topic, media, strategy, and so forth.

Keywords: BIPA, Intercultural Competence, teacher, Indonesian
THE POTENTIAL OF INSTAGRAM TO FACILITATE ONLINE QUIZES

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Abstract

Nowadays Instagram becomes a popular social medium especially for teenagers. There are always new features raise to facilitate them exploring themselves. Some of them also involve the viewers’ participation to respond to what someone has uploaded, such as likert scales, question stickers, and polling. These features achieve the goal of Instagram which is to enhance communication. On the other hand, this fact can be an opportunity to facilitate people who want to learn English through online quizzes. By giving quizzes through a medium that is close and oftenly accessed by the subjects, the effectiveness of the material delivery is expected. Moreover, through the features, it can be seen whether or not the quizzes are beneficial for the viewers.

Keywords: Instagram, online quizzes, viewers’ participation
STUDENTS’ PERCEPTION OF TABLEAU IN EFL CLASSROOM

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Abstract

This is the qualitative study that examines the students’ perception of benefits and concerns of tableau used in EFL classroom. Tableau actually is one of the process drama techniques which allows the students to create a living picture using their body, gesture, and facial expression. Tableau is theoretically useful for students to be engaged in reading because it offers all reading strategies. However, there has been few available studies regarding to tableau, especially in EFL classroom context. It was then compelling for conducting the study of how students perceive of their experience in doing tableau in their classroom. The participants were 25 students in one of the EFL classroom in Indonesia. These participants were engaged in doing tableau for three-time meetings. After they experienced doing tableau in their classroom, they were asked to write a reflective journal to know their perceptions in regards to the benefits and concerns of tableau. Moreover, four participants were interview to get deeper understanding of their perception of tableau. The results from reflective journals and interviews revealed that the students perceived several benefits were gained after doing tableau, such as it helps them create sensory images, gain more vocabulary knowledge, deepen characters feeling, learn collaboratively, provide an alternative learning, and creating a fun atmosphere in the classroom. However, they also perceived several concerns about tableau, such as it takes much time, some ineffective group works still happens, and they also reported that they found some students misinterpreted the text in tableau.

Keywords: Tableau, process drama technique, students’ perception, EFL classroom
The development of human activity shares interactions using English as the common language for communication. For most non-English department students, mastering English would essentially assist their performance to cope with particular tasks related to their subject knowledge areas. The current ongoing study aims to design an ESP program for nutrition department students of Institute of Health Sciences Panti Rapih Yogyakarta, Indonesia. The program focuses on improving the students’ communicative skills in order to support their future profession as professional nutritionists. To draw the conceptual framework of the program, Dick’s and Carey’s (2014) instructional design model was adapted. Diagnostic tests, interviews, and observation were conducted to gain sufficient data for analyzing the needs in designing the program. The temporarily findings show that the program would integrate the lexical and functional syllabus, and utilize specific learning materials to enhance the students’ oral communication skills in performing tasks related to professional nutritionists’ responsibilities.

Keywords: communication, ESP, instructional design, nutrition department student
This paper strives to encompass the concept of language and thought in the perspective of psycholinguistics. It, moreover, elaborates two major linguistic theories, namely “Linguistic Determinism” and “Linguistic Relativity” to describe the concept. By comparing these two theories, this paper provides several empirical evidences that a language might shape—in a moderate version—or even determine thought—in an extreme version. Eventually, by providing many theories and empirical examples relating to the concept of language and thought, it is no longer important whether a language precedes thought or conversely thought develops a language; what is really important now is that how in the end we realize that these two surely have each own contribution in the way we perceive the world today.

Keywords: linguistic determinism, linguistic relativity, language concept and thought
THE COMPLEMENTARY DISTRIBUTION OF PHONEME /f/ AND /p/ DEPICTED FROM BANGKA BELITUNG PEOPLE: THE STUDY OF PHONOLOGY AND SOCIOLINGUISTICS

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Abstract

This research was conducted to study and compare sound of phoneme /f/ and /p/ in Bangka Belitung community. Basically the ability of human organs to sound various types of sound is the same because the organs we have are also the same lips, mouth, palate, teeth, tongue, and throat. However, the resulting output turned out to have a difference. Therefore, this study aimed to study the background of Bangka community and the comparison of phoneme /f/ and /p/ in relation to English linguistics. This study has a problem formulation that is how the background of Bangka community using phoneme /f/ and /p/ in vice versa (complementary distribution) in saying a word that contains the sound. Furthermore, what is the sociolinguistic impact of the people of Bangka who utter the phoneme /f/ and /p/. The research method used is quantitative and qualitative description with data collection technique that is record data. Therefore, this proposal is expected to be a qualified linguistic study that can be a joint study and also a reference for linguistic learners.

Keywords: linguistics, phonology, Bangka Belitung people, phoneme
VERBS WHICH MEANS “THE ACT OF TAKING OTHER PROPERTY WITHOUT PERMISSION” IN ENGLISH

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Abstract

The aims are to describe verb which means ‘the act of taking other property without permission’ in English, the semantic features of each verb, and explain synonym relation. To achieve those aims, the researcher collected the data from Cambridge Advanced Learner’s Dictionary (2008), Oxford Advanced Learner’s Dictionary (2010), British National Corpus, Corpus of Global Web-Based English, and the information of six native speakers. The data collected were analyzed by componential analysis theory and substitution technique. The result shows that there are at least forty verbs which mean ‘the act of taking other property without permission’ in English. From componential analysis, found at least seven distinctive semantic features. They are (1) target feature, (2) location feature, (3) manner feature, (4) agent feature, (5) style feature, (6) dialect feature, and (7) usage intensity feature. Synonym relation of each verb shows that different meaning of this research includes four aspects. They are (1) context, (2) style, (3) dialect, and (4) usage intensity.

Keywords: semantic, componential analysis, synonym relation
By nature academic writing requires students to use formal language and standard grammar. The fact, however, shows that learners are still struggling with their grammar despite the time they have spent to learning English. Meanwhile, we know that grammar is the groundwork for successful communication. This paper aims to argue that practicing peer feedback in academic writing class can facilitate learners to learn grammar autonomously. Furthermore, peer feedback has dual effects both on the receiver and on the giver. The skill to assess peer, as well as the skill to assess oneself, is very important in the development of lifelong learning and the development into autonomous individuals. The article highlights the importance of grammar accuracy in academic writing and how it can be achieved through peer feedback. By giving and receiving feedback, learner lean grammar in context indirectly and autonomously. However, some problems need to be anticipated in implementing peer feedback in writing course.

**Keywords**: peer feedback, academic writing, grammar learning, learner autonomy
ANDROID APPLICATION "GURU GRAMMAR" TO LEARN ENGLISH GRAMMAR INTEGRATED WITH CHARACTER BUILDING "ANTI-CORRUPTION"

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Abstract

ICT based English language learning plays an important role in education nowadays since it is compatible with the learning needs and characteristics of millennials students. They are categorized as generation Z who demand to have accurate and high-speed information for their English language learning. To cope with that, ICT based teaching media is urgently required. Therefore, the researchers intend to develop ICT based teaching media called “Guru Grammar”. This is an android application used for university students to learn English Grammar especially tenses which is integrated with character building focusing on “anti-corruption”. To develop the application, the researcher will employ development model adapted from Lee & Owens (2004) through 4 phases, namely need assessment, media design, development and implementation, and evaluation.

Keywords: ICT, guru grammar, character building “Anti-Corruption”
FLIPPED CLASSROOM: LEARNERS’ AND TEACHER’S PERCEPTIONS, CHALLENGES, AND ADVANTAGES

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Abstract

This present study examines the learners’ and teacher’s perception on the implementation of flipped classroom for Grammar I course in SV-UGM, and finds out the challenges and the advantages of flipped classroom. The research involved 48 freshmen who took the course and 1 teacher who taught 2 paralleled classes of Grammar I course. Data on learners’ perception, challenges and advantages of flipped classroom were obtained from a questionnaire, while teacher’s data were collected through interview. The results showed that the learners perceived flipped classroom to be somewhat helpful to make them understand the materials and to make them more autonomous. Reversely, the teacher found out that the learners did not have initiatives to get prepared prior to the class. The challenges of the implementation included the difficulties to make sure that the learners watched the video and some technical problems. Both parties agreed that flipped classroom offered more flexibility in learning.

Keywords: flipped classroom, teaching grammar, learners’ perception, teacher’s perception
GENDER AND APOLOGY STRATEGIES: THE CASE OF STUDENTS IN UNIVERSITY OF BALIKPAPAN

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Abstract

The objective of the study to investigate how gender influence students in University of Balikpapan choice of apology strategies. The design of this study is descriptive qualitative because it describes social phenomena in their natural settings. The participants are students in University of Balikpapan. Instrument to collect the data is pragmatic task in the form of DCT to assess students’ apology strategies by applying and/or adapting some of the items devised by Hasan in 2014. The data are analyzed and categorized by using theory of Trosborg and Aijmer compiled by Firiani and Lestari in Fitriani (2012). Finally, the researcher can continue by making conclusion from the result of analysis to find out the description of apology strategies used by students in University of Balikpapan based on gender.

Keywords: apology strategies, gender, pragmatics
THE USE OF CONTEXTUAL TRANSLATION EXERCISES
IN LEARNING CLEFT AND PSEUDO-CLEFT SENTENCES

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Abstract

Among various tools to learn a new language, transferring L1 to L2 is still one of the very useful tools. In learning certain grammatical constructions, learners can benefit from the awareness of the similarities and differences between their language and the target language. In my previous research, the respondents have positive attitudes of the use of contextual translation exercises to learn tenses, singular and plural nouns, finite and non-finite adverbial and adjectival clauses. In this study, I continue investigating the use of contextual translation exercises to learn cleft and semi-cleft sentences.

Keywords: cleft, pseudo-cleft sentences, contextual translation
ICE BREAKING AS WARMING-UP ACTIVITIES
IN YOUNG LEARNER'S CLASSROOM

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Abstract

Ice breaking is something done or said to relax an unduly formal atmosphere or situation at the start (American Heritage Dictionary of the English Language in Moaddi, 2009). The purposes of this research are: (1) to find out the advantages of ice breaking used by a teacher as warming-up activities in young learner's classroom; (2) to find out the difficulties encountered by teacher during the implementation of ice breaking as warming-up activities in young learner's classroom. Data were collected by using observation, interview, and documentation. This research involved young learner's teacher of an English course and her/his students. The result showed that the advantages of ice breaking are joyful alternative teaching to help both students and teacher in teaching learning process and to relax the students before they face the core material. However, the teacher found it difficult managing time and grouping the students.

Keywords: ice breaking, warming-up activities, young learners
Abstract

This research was undertaken to find out students’ opinion about using dramatic performance in ELT context. The objectives of the study are 1) assessing students’ understanding of drama theories through dramatic performance, evaluating students’ proficiency in English through dramatic performance and 3) outlining the implication of dramatic performance to students’ perception of their own culture. This qualitative case study collected the data from questionnaires and observations of 30 students who attended drama subject in South West Sumba Regency class. The findings revealed that engagement in dramatic performance helped the students to apply the theories of drama analysis. The results of the assessment also showed that students’ ability in English improved during drama performance. The respondents also pointed out they were proud with their own culture as they performed a play based on their local story.

Keywords: drama analysis, dramatic performance, local culture
STUDENTS’ TIME MANAGEMENT TO LEARN ENGLISH IN CURRICULUM 2013 AT SDN CATURTUNGGAL 4 YOGYAKARTA

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Abstract

This research aims to find out the problems of students who are hindered to learn English and the impact of the 2013 curriculum for English language. As for the background of this research that language is mastery of a foreign language becomes an obligation to face the development of the world. This research method uses descriptive research method by interviewing the principal of SDN Caturtunggal 4. The results of this study indicate that first, English is a foreign lesson for the elementary school making them afraid to deal with it. As a result, students become obstructed to learn English. Second, the lack of time in the 2013 curriculum for the English language, where English is only given 1 hour every week and included in extracurricular activities. Thus, the condition of students from SDN Caturtunggal 4 to learn English is still lacking in terms of time and teaching.

Keywords: time management, English language, 2013 curriculum
This study explores the differences of tension of teaching encountered by English teachers and how they enact their agency within the context of standardized curriculum implementation in public and private schools. An analysis of data derived interviews with four English teachers complemented with field notes are to be used to reveal the differential tensions and teachers’ agentic choices and action. The researchers make use of Carr’s (1998) theory on tensions of teaching to investigate the constraints faced by the teachers in each school setting. To analyze teacher agency within standardized curriculum implementation, the researcher used Priestly, Biesta, Robinson’s (2013) and Shawer’s (2010) theories on teacher agency and curriculum conceptualization. This study facilitates the educational – policy makers to gain insights on teacher professional development issues in order to provide sustainable strategies that reinforce teachers to actively participate in the rapid transformation of the education field.

Keywords: tensions of teaching, teacher agency, standardized curriculum
Abstract

This presentation reports on our first attempt at an online intercultural exchange between Kyoto University students and Indonesian students at Sanata Dharma University. The goal of the exchange was for the students and teachers to virtually communicate internationally with online tools (i.e., WhatsApp, Google Docs, and Facebook) in order to gain English understandings of “culturally unique” psychological concepts (e.g., nrimo, klinkutan, and tembhe mburi). During the exchange, we attempted to apply the principles of Exploratory Practice (Hanks, 2017) and Team Learning (Stewart, Dalsky, and Tajino, forthcoming). In addition to reporting on the progress of the exchange, relevant cultural theory will be discussed as the foundation for working together towards developing students’ research skills by collaborating on a website. This online platform will showcase intercultural learning materials in the form of academic essays that compare and contrast the relevant cultural concepts under investigation, which are rooted in the Javanese, Chinese, and Japanese languages.

Keywords: psychological concept, intercultural exchange, academic purposes
Teaching English at schools could not be separated from the use of Internet in this digital era. Most students and teachers especially on cities are accustomed to the Internet in their daily lives. However, some of them are not accustomed to use the Internet to learn English in a classroom setting. Thus, blended learning models are important to be promoted to help teachers selecting appropriate ways to teach English. This paper intends to give suggestion about teaching models of blended learning to teach reading skill for Indonesian teachers at Senior High School level. The organization of the paper is divided into two parts. Firstly, it is about the Indonesian context of teaching reading skill in schools including compulsory materials in curriculum. Secondly, suggested blended learning techniques based on web-based language learning to teach reading.

Keywords: blended learning model, reading skill, senior high school
HOW VIRTUAL LEARNING WORKS FOR INDONESIAN EFL TEACHERS IN TEACHING SPANISH STUDENTS: A CASE STUDY IN WONDER ENGLISH ACADEMY SPAIN

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Abstract

This paper describes the promising of Skype as a virtual learning platform to connect EFL teachers with their students in different places. It is believed that technology has been rapidly growing in educational field results people can easily access any pedagogical approaches through technology. This study is taking in Wonder English, an English academy based in Valladolid Spain which promotes the connecting cultures as its main goal. To maintain the goal, the academy works with several Indonesian EFL teachers in Yogyakarta to provide an online class for Spanish students. This paper explores how the online class works for Indonesian EFL teachers to teach Spanish students in learning English. The data is taken from a semi-structured interview, virtual learning observation, and students’ questionnaire. The study reveals (1) the teachers’ perspective in teaching Spanish students virtually, (2) the challenges of using Skype as a learning platform and (3) Spanish students’ response towards virtual learning. Moreover, this study gains fruitful information for both teachers and students who are looking for alternative tools in teaching and learning process. It also gives ideas for e-learning developers to design various virtual learnings in the nearly future.

Keywords: virtual learning, EFL teachers, skype, education technology
PRE-SERVICE TEACHERS’ ATTITUDE TOWARDS THE USE OF TECHNOLOGY DURING THE TEACHING PRACTICE PROGRAM

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Abstract

Technology is everywhere and many schools used it to support the teaching and learning process. Integrating technology into the classroom can be an effective way to connect with students with all learning styles. This survey research aims to investigate the attitudes of pre-service teachers towards the use of technology in the teaching process during the teaching practice program. Pre-service teachers of Borneo University are taken as the sample of this research. They are from six departments; English, Indonesian, Mathematics, Biology, Primary School Teachers, and Counseling and Guidance. Questionnaires are used to obtain the data and the results are discussed with relevant literature.

Keywords: Pre-service teachers, Attitude, the use of Technology
A DESIGN OF FOUR UNITS OF GAME FOR EXTRACURRICULAR CLASS OF SPEAKING FOR THE SEVENTH GRADE OF PANGUDI LUHUR JUNIOR HIGH SCHOOL 1, YOGYAKARTA

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Abstract

The research aimed to find out the answer to the following two research questions: (1) how four units of games for extracurricular class of speaking for the seventh grade of Pangudi Luhur Junior High School 1 Yogyakarta are designed, and (2) what four units of games for extracurricular class of speaking for the seventh grade of Pangudi Luhur Junior High School 1 Yogyakarta look like. The researcher adapted eight out of eleven steps of the guideline in designing games according to Bell and Wieckert (1985). Those steps were integrated with Borg and Gall’s (1985) Research and Development (R&D) cycle. As the result, the researcher presented four units of games in a form of a module entitled “A Teacher’s Guide to Teach Speaking through Games for seventh grade students”. The researcher recommends that future researchers shall conduct a trial for all the designed games. Moreover, tutors, who are willing to implement the games, are suggested to accompany the students as a guide or facilitator.

Keywords: speaking, games, extracurricular class, Pangudi Luhur Junior High School 1 Yogyakarta
DEVELOPING MODEL OF DIAGNOSTIC TEST INSTRUMENTS BASED ON DYNAMIC ASSESSMENT IN IDENTIFYING THE LEVEL OF DEVELOPMENT OF ENGLISH POTENTIAL SKILLS

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Abstract

In general, the purpose of this study (1) to examine more deeply about characteristics, types, and models of diagnostic test instruments that can detect difficulties student learning; (2) identify students' current speaking skills; and (3) measure zone of potential development of students' speaking ability. Therefore, this research can be a reference or reference in the development of diagnostic test instrument models especially in speaking skills in English subjects at the junior high school level. Operationally, this study aims to develop a variety of test instrument models diagnostic speaking skills that are tailored to the characteristics of students and characteristics of the region or region. A diagnostic test instrument model developed in this study was designed to perform its function in identifying problems, actual abilities, and potential students.

Keywords: diagnostic test, assessment, skills
FACILITATING SELF-REGULATED LEARNING IN THE CLASSROOM: OPPORTUNITIES AND CHALLENGES IN A NON-FORMAL EDUCATION CONTEXT

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Abstract

Despite having the belief in promoting self-regulated learning (SRL), many teachers felt unsure about the method to assist students in attaining SRL (Ewijk & Werf, 2012). This research aimed to gain another perspective on how teachers can facilitate SRL in a non-formal education context. This research was a descriptive study conducted at a non-formal-education setting with six English instructors being the research participants. The data were obtained through questionnaire and interview. This research examined to what extent the participants assisted their students to be self-regulated learners as well as the opportunities and challenges that these instructors had in implementing SRL. This study revealed that the participants tried to help their students become more self-regulated by encouraging and sharing some learning strategies with their students. However, most of them had not applied the whole cycles of SRL from self-evaluation to outcome monitoring. Challenges faced were related to the students, the instructors themselves, and the system. The use of technology was seen as the opportunity to help these instructors facilitate SRL.

Keywords: Self-regulated learning (SRL), opportunities, challenges, non-formal education context
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</table>
CONFERENCE ROOMS

Parallel Room 6
(Merapi Room)

Parallel Room 7
(Merbabu Room)

LIBRARY

LPPM BUILDING
LLT Journal: A Journal on Language and Language Teaching, to be published twice a year, namely in April and October, is a scientific peer-reviewed journal published by the English Language Education Study Program, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta. The journal welcomes articles on language and language teaching, including:

1. language studies/investigations
2. language teaching/learning
3. literature related to language studies or learning
4. linguistics related to language learning.

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Dialogue Magazine

Dialogue Magazine is a journal for English learners, which is published twice a year, in April and October. Each 40-page issue contains interesting and informative articles on collegiate advice, English tips, students’ opinion, travel diary, inspiring story, students’ literary works (such as flash fictions and poems), book and movie reviews as well as ground breaking ideas from academics in the area of English Language Teaching (ELT).

The magazine is managed by students of English Language Education Study Program (ELESP). While providing the team with publishing and journalistic opportunities, we are struggling to provide readers with genuine advice to achieve balanced success in both their academic and social life, might as well a chance for the readers to send in their writings to be published.

Dialogue Magazine is available in print and digital format which can be accessed at https://issuu.com/dialoguemagazine5. Find more updates from Dialogue Magazine on instagram @dialoguemagz_usd and feel free to contact Dialogue Magazine through email: dialoguemagz.usd@gmail.com.
Procedures for Attending Parallel Sessions

1. To ensure equal number of participants in each parallel session, participants should take a ticket prior to attending any parallel sessions.

2. The ticket shows the room number.

3. If there are changes in the schedule, the information will be put on the conference information board.

4. Tickets are available at the ticketing desk in the morning before parallel presentations start, during coffee & lunch breaks.

5. Each parallel room will accommodate maximum 20 participants.

6. Should one not have a ticket to the corresponding parallel session, s/he is not allowed to enter the room unless there is still a vacant seat. Priority is given to those with the tickets.