PROGRAM BOOK

THE 1ST ICE3LT

INTERNATIONAL CONFERENCE ON ENGLISH LINGUISTICS, LITERATURE, AND LANGUAGE TEACHING

27-28 SEPTEMBER 2018

ice3lt@uny.ac.id
http://seminar.uny.ac.id/ice3lt
Indonesia Raya-The National Anthem of Indonesia

Indonesia Raya

The National Anthem of Indonesia

By: W.R. Supratman

1 = (90 - 100)

Indonesia tanah airku Tanah tumpah darahku Disa

na-lah aku berdiri Jadi pandu Ibu-ku Indo

nesia kebangsaanku Bangsa dan tanah airku Mari

lah kita bese-ru Indonesia bersatu Hidup

lah Tanahku hiduplah Negriku Bangsa-kuku Rak-yatku semua Bangun

lah jiwanya bangunlah badannya untuk Indonesia Raya Indo

nesia Raya merdeka merdeka Tanahku Negriku yang kukinata Indo

nesia Raya merdeka merdeka hidup-

lah Indonesia Raya Indo ya
Dear Distinguished Participants,

On behalf of the ICE3LT organizing committee, I am honored and delighted to welcome you to the The 1st International Conference on English Linguistics, Literature, and Language Teaching (ICE3LT). I believe we have chosen a topic that guarantees a successful academic conference amid the culture and scenery of Yogyakarta, Indonesia.

Our academic program is rich and varied with 6 plenary speech and hundreds parallel split between 3 areas of linguistics, literature, and language teaching each day. Besides, there are pre-conference workshops, a technical demonstration of full paper writing, and numerous opportunities for informal networking.

As a conference chair of ICE3LT, I know that the success of the conference depends ultimately on the many people who have worked with us in planning and organizing both the conference program and supporting social arrangements. In particular, we thank the The Rector & Four Vice-Rectors of Universitas Negeri Yogyakarta for the opportunity to hold this event. Our appreciation goes to the Dean and Vice-Deans, Faculty of Languages and Arts for their advice and brilliant suggestion on organizing this event; the academic committee members for their thorough and timely reviewing of the papers, and our sponsors who have helped us to keep down the conference costs for all participants. Recognition should also go to the Organizing Committee members who have all worked extremely hard for the details of important aspects of the conference programs and social activities.

I look forward to welcome you to a scientifically inspiring event enhanced by the natural and harmonic environment of Universitas Negeri Yogyakarta campus and let's make the 1st ICE3LT 2018 a highly positive scientific, social, and aesthetical experience.

Conference Chair,

Ashadi
Assalamu’alaikum warahmatullah wabarakatuh.
May peace and God’s blessings be upon all of us.

English has long been the language of the world with an increasing importance in supporting the 21st century skills. Particularly with the rapid development of science and technology, a good mastery of English will be very useful. The first International Conference on Linguistics, Literacy, and Language Teaching, (IC3LT 2018) hosted by the English Education Department of the Faculty of Languages and Arts, Universitas Negeri Yogyakarta (UNY) is among those conferences where teachers, practitioners, and researchers meet and share new development and directions in linguistics, literature, and language teaching research. As a Rector of UNY, I am very happy for this conference, and would like to congratulate and thank to you all for presenting in this conference.

As one of the leading universities in Indonesia – rank 11 nationally this year–UNY hasa high commitment and is highly determined to promote research and publications among the university members to help improve the quality of educational practices and research in particular, particularly in the field of linguistics, literature, and language teaching. Furthermore, with the commitment to be a world class university in 2022, UNY strives to increase its impacts on education and educational research worldwide by encouraging the academics to promote their research and publications to journals with international reputation. With this commitment, it is expected that UNY can contribute better to the improvement of linguistics, literature, and language teaching in Indonesia and worldwide.

Finally, appreciation and gratitude are for all committee members and those who have been working hard to make this conference possible. I also hope that this conference will contribute to the upbringing of linguistics, literature, and language teaching.

Wassalamu’alaikum warrahmatullah wabarakatuh.

Yogyakarta, 27 September 2018
Prof. Dr. Sutrisna Wibawa, M. Pd.
Rector
ORGANIZING COMMITTEE
The 1st ICE3LT
International Conference on English Linguistics, Literature, and Language Teaching

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|     | Prof. Dr. Margana, M.Hum., M.A. | Prof. Supyan Hussin | Sukarno, M.Hum. |
|     | Dr. rer. nat. Senam | Prof. Joko Nurkamto | The Head of English Education Department YSU |
|     | Prof. Dr. Endang Nurhayati, M.Hum. | Kuswandono, Ph.D. | Ashadi, M.Hum., Ed.D. |
|     | Dr. Maman Suryaman, M.Pd. | Prof. Fuad Abdul Hamied | Lecturer of English Education Department |
|     | Prof. Suwarsih Madya, Ph.D. | Prof. Endang Fauziati | Devi Hermasari, M.A. |
|     | | Prof. Willy Renandya | Lecturer of English Education Department |
|     | Dr. Widyaastuti Purbani, M.A. | | 
| II. | Rector of YSU | UKM-Malaysia | NTU-Singapore |
|     | Vice Rector I of YSU | UNS-TEFLIN | |
|     | Vice Rector IV of YSU | USD-APS PBI | |
|     | Dean of The Faculty of Languages and Arts (FLA) | UPI-Asia TEFL | |
|     | Vice Dean I FLA YSU | UMS | |
|     | Lecturer of English | | |
|     | Education Department | | |
|     | YSU | | |
| III. | Organizing Committee | Lecturer of English | Lecturers of English |
|     | A. Chair | Education Department | Education Department |
|     | B. Secretary | | |
|     | C. Treasurer | | |
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Asrul, S.E.

D. Secretariat & Multimedia
   Siwi Karmadi K. M.Hum.
   Siti Mahripah, Appl. Ling.
   Sari Hidayati, M.A.

E. Event Organizer
   Nunik Sugesti, M.Hum.
   B. Yuniar Diyanti, M.Hum.

F. Academic and Evaluation Program
   Nur Hidayanto P.S.P., Ph.D.
   Anita Triastuti, Ph.D.
   Erna Andriyanti, Ph.D.
   Ella Wulandari, M.A.
   Siti Sudartini, M.Hum.
   Basikin, Ph.D.

G. Promotion and Sponsorship
   Ari Purnawan, M.Pd., M.A.
   Nila Kurniasari, M.Pd.

H. Accommodation, Equipment, Decoration, and Documentation
   Dyah Setyowati Ciptaningrum, Ed.D.
   Tri Sugiarto, M.Hum.

I. Transportation, Security and Licenses
   Sudiyono, M.A.
   Eko Rujito Dwi Atmojo, S.S., M.Hum.

J. Logistics
   Emi Nur Rokhani, M.Pd.
   Suciati, M.Pd.
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FLOOR PLAN
The 1st ICE3LT
International Conference on English Linguistics, Literature, and Language Teaching
SPEAKERS
The 1st ICE3LT

Dr Willy A Renandya is a language teacher educator with extensive teaching experience in Asia. He currently teaches applied linguistics courses at the National Institute of Education, Nanyang Technological University, Singapore. He has given numerous plenary presentations at regional and international conferences, and published extensively in the area of second language education. His latest publications include *Motivation in the language classroom* (2014, TESOL International), *Simple, powerful strategies for Student Centered Learning* with George Jacobs and Michael Power (2016, Springer International), and *English language teaching today: Linking theory and practice* with Handoyo P Widodo (2016, Springer International). He maintains an active language teacher professional development forum called Teacher Voices: https://www.facebook.com/groups/teachervoices/

E-mail address: willy.renandya@nie.edu.sg

Gary Barkhuizen is Professor in the School of Cultures, Languages and Linguistics at the University of Auckland, New Zealand, and Research Fellow at the University of the Free State, South Africa. His research and teaching interests are in the areas of language teacher education, teacher identity, study abroad, and narrative inquiry. He has published widely on these topics in a range of international journals. His books include *Second Language Identity in Narratives of Study Abroad* (Palgrave, 2013), *Narrative Inquiry in Language Teaching and Learning Research* (Routledge, 2014), and *Narrative Research in Applied Linguistics* (Cambridge University Press, 2013). His latest book is *Reflections on Language Teacher Identity Research* (Routledge, 2017). Gary has taught ESL at high school and at college level, and has been involved in teacher education in South Africa, New Zealand and the United States. He presents talks and workshops in many countries around the world. His website can be found at:

http://artsfaculty.auckland.ac.nz/staff/?UPI=gbar062&Name=Gary%20Barkhuizen
Suwarnsih Madya has been an English language teacher educator since 1977 right after finishing his first Sarjana in English language and literature from IKIP Yogyakarta (now YSU). She earned her Master and Ph.D. from Macquarie University, Australia. With a range of experiences in international cooperation and language teacher education from her past posts as the Attache of Education and Culture at the Indonesian Embassy in Bangkok (1995-1999), the Head of the Bureau for International Cooperation and PR at the Ministry of National Education Jakarta (2003-2005), and the YSU Vice-Rector for Cooperation and Development (2012-2016), she now views language teaching from multi-perspectives by relating it to other important matters such as national development, character education, identity formation, and world peace establishment. Her research interest is around teacher and instructional developments with emphasis on autonomous learning. Last year she published “Learning English Pronunciation Systematically: A Resource Book for Student Teachers and Teachers of English” (UNY Press), which is aimed to equip student teachers and teachers of English with a comprehensive knowledge about the unique English sound system seen from the point of view of learners whose first language is a phonetic language. This year she has co-edited together with Fuad Abdul Hamied (Asia TEFL President), Willy Renandya (NIU, Singapore), Christine Coombe (Arab Emirate) and Yazid Bastomai (UM) a conference proceeding entitled “ELT in Asia in the Digital Era: Global Citizenship and Identity”. Her revised book on action research is coming soon. She is currently supervising the production of an online standardized test of English proficiency (TOEP) for national use.

Masaki Oda, Ph.D. is Professor of Applied Linguistics and the Founding Director, Center for English as a Lingua Franca (CELF) at Tamagawa University in Tokyo, Japan. His primary research interests include sociopolitical aspects of language teaching, learner beliefs, reflective language teaching, media discourse, and language of aviation. He is currently Vice President for Membership of AsiaTEFL and the Director of Academic Affairs of JACET in addition to serving as a reviewer for numerous journals including TEFLIN journal and Lingua Pedagogia (UNY).
Dr. Manneke Budiman is Senior lecturer and Vice-Dean for Academic, Research, and Student Affairs in the Faculty of Humanities, University of Indonesia. Dr Budiman researches language and literature, especially issues of identity and contemporary cultural politics in Indonesia. He recently co-edited the book Words in Motion: Language and Discourse in Post-New Order Indonesia. He obtained his PhD in Asian Studies from the University of British Columbia, Canada in 2011 and his MA in Comparative Literature from the University of Wisconsin-Madison, USA.
THE CONFERENCE SCHEDULE

The 1st ICE3LT
International Conference on English Linguistics, Literature, and Language Teaching
27 – 28 September 2018
Conference Schedule
The 1st ICE3LT
27 – 28 September 2018
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**11.45 – 13.00**

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LIST OF ABSTRACTS

The 1st ICE3LT
International Conference on English Linguistics, Literature, and Language Teaching
SPEAKER

Workshop title: An introduction to narrative inquiry for language teachers

By: Gary Burkhuizen

University of Auckland
g.barkhuizen@auckland.ac.nz

Keynote title and abstract

Exploring language teacher identity through short story analysis in a disruptive era

In this presentation I provide a brief overview of narrative research in language teaching and learning, and draw attention to how it can be particularly useful to explore changes, dilemmas, tensions and the emotional and moral responses to these in a disruptive era. I illustrate this approach in a study that explored the developing identities of a cohort of seven experienced language teacher educators enrolled in a PhD program at a public university in Colombia, South America. After discussing selected findings relevant to all participants, a ‘short story’ analysis (Barkhuizen, 2016) of an extract from an interview with one of the teacher educators will be presented. Short stories are short excerpts of data extracted from a larger set of data such as interviews and written narratives. In analyzing short stories interest turns to the content of the stories – what they are about – as well as the contexts in which the stories are experienced. The focus teacher challenges what he calls the ‘instrumental’ plurilingual language teacher education policies and practices in his country, particularly as they apply to indigenous teachers, and reflects on how he desires in the future to draw on his developing knowledge, skills and identities in his own English teacher education practice. In the presentation, I will show how short story analysis can be used by teachers to explore their own experiences.
Numerous studies have shown that students who do a great deal of self-selected pleasure reading develop more positive attitudes towards reading, have wider vocabulary and more sophisticated grammar, and become better readers and writers. Despite these remarkable language learning benefits, extensive reading (also known as pleasure or recreational reading) continues to receive little attention in the second language classroom. One of the reasons could be that implementing extensive reading in traditional classrooms can be rather disruptive as it requires teachers to embrace a more student-centred approach towards language learning. Not surprisingly, many continue to use the more teacher centred approach to teaching reading known as intensive reading. In my presentation, I will discuss some of the fundamental differences between intensive and extensive reading and argue that because these two approaches are based on different theoretical orientations, their contribution to student learning is also different. While intensive reading can help students become skilled and strategic readers, extensive reading can help students become more fluent, enthusiastic and lifelong readers. What is even more amazing is that extensive reading can also enhance students’ overall English language proficiency, i.e., their speaking, listening and writing skills improve in tandem with their increased reading proficiency.
ELT 1001

AN ANALYSIS OF ENGLISH LEARNING PROCESS BASED ON SCIENTIFIC APPROACH IN SENIOR HIGH SCHOOL YOGYAKARTA: TEACHERS’ PERSPECTIVE

Susiat Abas¹, Pratomo Widodo²

¹Graduate School, Yogyakarta State University
²Graduate School, Yogyakarta State University

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This study aimed to analyze the quality of learning process based on scientific approach in English learning of senior high school students Yogyakarta. The research was descriptive qualitative. The samples of this research were nine teachers from nine different senior high schools in Yogyakarta. Scientific data of learning process were collected by using lesson plan review, observation, and interview. The results showed that the achievement of scientific learning process has been good, because the five learning steps (observing, questioning, experimenting, associating, and communicating) have been implemented by the teachers in the learning process, it’s just still constrained to the students who are still embarrassed or afraid in the activities of questioning and communicating.

Keyword: scientific approach; English teaching; lesson plan.
ELT 1002

Pre-writing Activities for Constructing Content of an Explanation Text: Process Approach of Writing for Intermediate EFL Learners

Luqman Alhakim, Slamet Riyadi University
luqman.hakim76@gmail.com

Abstract

This article aimed to describe the implementation of pre-writing activities to construct content of explanation text in writing III subject at the 3rd semester students at the English Education Program of Slamet Riyadi University, Indonesia. The participants were 20 students. The research was a collaborative action research. The phases of the research were exploring, identifying, planning, collecting data, analyzing/reflecting, hypothesizing/speculating, intervening, observing, reporting, writing, and presenting (Burns, 1999). The methods of collecting the data were observation, questionnaires, and document. To analyze the data, the researcher utilized interactive method (Milles and Hubberman, 1988) which consists of data collection, data display, data reduction, and conclusion drawing. The research findings were that applying questions (wh-questions and yes-no questions), vocabulary either in Indonesian and English, sharing content, exchanging learners’ work, a well-organized explanation text as a model of good writing, writing an outline to organize the content, and checking students’ a writing element mistake by moving to every student are adequate preparation to write first draft of writing and were helpful to indirectly teach and apply elements of writing (vocabulary, grammar, mechanics, content, and organization) in a writing.

Keywords: Pre-writing Activities, Process Approach of Writing, Explanation Text, Constructing Content
ELT 1011

Enhancing Indonesian Elementary Students Engagement in Learning English through Cooperative Learning Strategies

Emeral
Dyah Setyowati Ciptaningrum
Elsa Maria Marahati
Thuthut Kartikarini

Yogyakarta State University, Indonesia

ABSTRACT: Student engagement is considered as one of influential factors in teaching and learning process. It is proven since considerable research have been trying to propose the best strategy to enhance student engagement. However, promoting student engagement seems to be a challenging work for teachers as each student is naturally different in term of background and knowledge. Therefore, the present study aimed at enhancing EFL student engagement in English learning process through Cooperative Learning Strategy (CLS). To obtain the objective, Classroom Action Research was applied. This study took place at one of the public elementary schools in Yogyakarta, particularly in class five which consisted of 28 students. Puzzle games, jigsaw, and project as the techniques of CLS were utilized in the study. The data from on-going classroom were recorded with narrative observation notes and then analyzed qualitatively. The overall result showed that there is a significant improvement in students’ engagement in learning English and the class situation became more conducive.
ELT 1004

Need Analysis: ESP in ELT context

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Abstract
This paper is aiming to establish the roles of the ESP teachers in ELT context and to suggest those teachers apply the Need Analysis in ESP especially for each major in vocational high school. It is argued that English in vocational schools is considered irrelevant to the students' needs, therefore the vocational students do not truly achieve the real goal intended. The materials for the learning process are considered too general for the students whereas they need more specific materials related to their major and their needs in the future. This phenomenon occurs because of the lack of awareness about the Need Analysis for ESP. Thus, this paper will discuss the definition of ESP, the principle and types of ESP, the role of ESP teachers and training of ESP teachers.

Keywords: Need Analysis, ESP, Teachers’ Roles, ELT
Abstract: Islamic junior high schools have more duties than the public schools. They have the duty of teaching Islamic values to their students because these schools are established based on Islamic teachings. Islamic values must be included in all aspects of the school program. The materials used for teaching the students should also contain Islamic values. Unfortunately, based on the writers’ observation, not all Islamic junior high schools integrate Islamic values in the materials taught to the students. This paper is based on a study conducted to develop materials which integrate Islamic values for teaching Speaking in a private junior high school in Yogyakarta. The study was aimed to reveal the students’ needs in relation to the integration of the Islamic values in the materials for teaching the speaking skill and to know the appropriateness of the materials. This is an R & D study, involving the seventh grade students of a private Islamic school.

Keywords: Islamic values, speaking materials, language class program
The Differentiated Types of Role Play to Enhance Speaking in Contextual Learning

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ABSTRACT: Contextual learning is defined as learning occurred in the most effective and natural manner that associate classroom theory with real-world application (Bolt & Swartz, 1997). It is believed that the purpose of contextual learning is to reconnect work and education so that the learning can occurs effectively in the context of its natural use. Meanwhile, the goal of language teaching today is being able to use language for meaningful communication (Richard, 2006). Having known these, the learners in vocational school needs to be fluent enough in speaking to build communication with their future foreign coworker. Moreover, Harmer (2001) argues that fluency can be achieved by involving learners in real-life situations that require communication. One classroom activity to meet that requirement is role play. Thus, among many advantages of role play, it is said to be able to provide the real-life-like situation by giving space to the learners to practice with their peer. It can also increase students’ engagement as well as motivation because it can be fun in the classroom. It is also proved by some previous studies which use different types and techniques of role play. Hence, this literature-based paper aims to provide the ideas of using role play activity to enhance learners’ speaking skill in contextual instructional process. However, one type of role play might or not be working in one context. Thus, the knowledge on the difference types of role play is essentials for teachers to be able to select the proper technique for their own learners.
Developing Teacher Sense of Autonomy Scale

Basikin, Ph.D.

Teachers’ sense of autonomy has received significant attention in the field of teacher and teacher education research for the last two decades. It has been considered an important factor of quality teachers worldwide. In the Indonesian context, Bjork (2002, 2003, 2004, 2006) has long discussed problems of low sense of autonomy among Indonesian teachers. This study aims at developing an instrument to assess the teachers’ autonomy among school teachers in Yogyakarta province of Indonesia. This research involves two groups of respondent. The first consists of lecturers, school principals, subject mater supervisors, teacher instructors, and teachers. The second consists of teachers of various subjects. This research is conducted in three phases of preparation, development, and validation. In the preparation stage the researcher collects information through critical literature review on elements of teacher autonomy, focused group discussion involving lecturers, school principals, subject mater supervisors, and teachers. The development stage is conducted in four steps covering the development of the teacher sense of autonomy construct, the development of the items, item analysis, and limited trying out. The scale resulted from the first and second stage will be validated in the field at the third stage of this research.

Keywords: teacher autonomy, teacher professional development, teacher sense of autonomy scale
ELT 1008

Out-of-class language learning activities of good language learners: A case study

Wawan Cahyadin¹, Halija Koso²

¹ Faculty of Education, Halu Oleo University
² Faculty of Cultural Science, Halu Oleo University

ABSTRACT

This study examines the out-of-class language learning activities (OCLLAs) undertaken by good language learners in the Indonesian EFL context and their specific local context. Eight students from English department of UNIDAYAN University chosen as good language learners participated in this study. This study employs a descriptive qualitative case study. It firstly identifies and describes the out-of-class English learning activities conducted by the participants through a four-week diary/journal and questionnaire. Afterwards, the tendency of the students to particular skills-based OCLLAs is explored further through interview. The study finds that the participants involve in a variety of language learning activities outside the classroom. It further finds that the participants tend to engage more frequently in productive skills-related OCLLAs primarily in speaking with considerable time allocation. The tendency is caused by internal and external factor. Internally, their belief on the importance of speaking and their low-inhibition of using English in public encourage them to practice more spoken English. While externally, positive experience from OCLLAs, neutral/positive perception of community and the availability of native speaker enhance their motivation and extend their opportunities to practice oral English directly with native speakers.
ELT 1009
A descriptive study on accommodating turnitin to optimize the role of portfolio assessment and self-evaluation for students’ process writing

Dewi Cahyaningrum, Hasan Zainnuri, Ngadiso

*Universitas Sebelas Maret*

**Abstract**

Following the direction of learner centered approach, teachers need to provide assessment which more learner-centered and authentic. Portfolio assessment promotes students’ participation and autonomy to assess their own success. Moreover, Gallagher (2001) maintains that reflection is a major component of portfolios as it helps students to learn from experience and practice. It helps students to bridge the theory-practice gap. Infact, facilitating students with documenting files system is not easy for teachers. Turnitin provides feature of documenting students works in the form of online portfolios. Turnitin also allows teachers to create and customize writing scoring rubric to help students to work and assess their portfolio for their own success in writing. This is a descriptive study concerning on the process of accommodating turnitin to optimize the role of portfolio assessment and self-evaluation for students’ process writing.
ELT 1010

Evaluating EFC (English For Children) International Teaching Practice Program Involving Students of Fontys University Netherland in SD Percobaan II Yogyakarta

B.Yuniar Diyanti, Ani Setyaningsih, Lusi Nurhayati
Yogyakarta State University

ABSTRACT

This study is an evaluation study aimed at evaluating the student-teachers’ challenges and problems during their apprenticeship in the elementary school. A questionnaire was distributed to survey the pedagogical challenges, content knowledge mastery, technological supports, and cultural gaps. The results of the survey were analysed deeper through in-depth interviews. Data analysis referred to Miles and Huberman qualitative data analysis. The results show that there are three problem categories the student-teachers had to deal with. There are problems related to pupils, the student-teachers themselves, and school policies. Student-teachers tried to adjust and adapt to the foreign condition while finding solutions for their problems. Solutions were obtained from talking and referring to the right people like university supervisors. However, they thought that supervisors were not always present at school to help them solving problems and to give feedback. In addition to that, they also hoped that Yogyakarta State University, as program host, could improve the program scheduling and provide them with opportunities to teach in two different schools.

Keywords: EFC, teaching practicum, evaluation, elementary school
ELT 1012

DEVELOPING SUPPLEMENTARY LISTENING AND SPEAKING MATERIALS FOR GRADE X STUDENTS OF SENIOR HIGH SCHOOLS

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Abstract

The objectives of this study were: 1) to identify the target needs of Grade X students of SMA Negeri 1 Klirong in learning listening and speaking; 2) to identify the learning needs of Grade X students of SMA Negeri 1 Klirong in learning listening and speaking; 3) to develop the appropriate supplementary listening and speaking materials for Grade X students of SMA Negeri 1 Klirong.

This was a Research and Development (R&D) study. The research procedure was adapted and modified from Masuhara in Tomlinson (1998:247). The research subjects were 64 students of Grade X of SMA Negeri 1 Klirong. The steps were: 1) conducting needs analysis, 2) writing the coursegrid, 3) developing the first draft, 4) getting the expert’s judgement and revising the units, and 5) developing the final draft. The data collection instruments used were a needs analysis questionnaire, an expert judgement questionnaire, and interview guidelines.

The research findings showed that: 1) the students wanted to learn English in order to improve their English proficiency level; 2) they wanted the English materials being developed can facilitate them to be active learners; 3) the developed supplementary materials were based on Task-Based Language Teaching approach proposed by Nunan (2004) entitled “Let’s Listen and Speak Up!”. Each units consist of 21 tasks, and it consists of 3 parts, namely: introduction, main lesson, and reinforcement. From the expert judgement results, the mean value of all aspect of the developed materials was 3.91, which was in the range of the “very good” category, 3.25 ≤ x ≤ 4.

Keywords: learning materials, listening, senior high school, speaking, supplementary, Task-Based Language Teaching
LING 1001

How English and Javanese Language Differ in Greeting Expressions: A Descriptive Qualitative of Pragmatic across Culture Study

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ayutriworoandayani13@gmail.com and basikin@gmail.com

Abstract: The current paper aims to describe various greeting expressions produced by English and Javanese users as well as compare what language that has more various expressions. The study was done due to the emergence of English as a foreign language in Indonesia and the popularity of Javanese language in the country as having the most users. The diversity of greeting expressions are the impact of some factors including culture. This study seeks how the culture influences the English and Javanese language in expressing greetings. A descriptive qualitative study of pragmatics across culture analysis was designed. The researcher utilized the expressions of greeting and the responses of English and Javanese as the object for the research. The data were taken from various techniques and sources. The data collection techniques were observations, in depth-interviews and questionnaires. The sources were taken from movies and literature. The study found out that English has seven types of greetings including formal greetings; informal greetings; the combination between formal and informal greetings; questions greetings; statements greetings; the combination between informal greetings with statements; and the combination between informal greetings and questions. For Javanese greeting, there are formal greetings; informal greetings; greeting by Salam; greeting by questions; greeting by statements; greeting by invitations; greeting by complaints; greeting with particular utterances. In conclusion, the study showed that the expressions produced in Javanese language are more various than those in English language.

Keywords: Pragmatic across culture; greetings; expressions; language; English; Javanese
ELT 1002

Disruption of Spoken Language in Cleft Lip Sufferers: A Phenomenological Study

Rangga Asmara¹, Widya Ratna Kusumaningrum², and Melita Sitangga³
Tedar University
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Abstract
This study records the performance of cleft lip sufferers on production of spoken discourse. The data consisted of three different guided spoken texts focused on the articulation clarity of words, phrases, sentences uttered by cleft lip sufferers. This study was a phenomenological study. The participants were two Indonesian cleft lip sufferers with some following criteria (1) have not undergone surgical intervention before, (2) within the age range of 12 to 60 years old, and (3) speaking at least two languages, such as Indonesian and Javanese. This study was observed under qualitative research design with phenomenological study. To collect the data, the study used observation and semi-structured interview. In analysing the data, this study used phonetic transcription and relationship theory. The results suggested that the cleft lip sufferers had phoneme difficulty and tended to utter words, phrases, and sentences inconsistently. This inconsistency is clearly denoted from the consonant changes such as plosive, fricative, lateral, trill, and nasal, depending on the phonemes despite the use of vowels in words, phrases, and sentences.

Key words: phonetic, disruption of spoken language, cleft lip, phenomenological study
LING 1002

Investigating Individual’s Clarity of Enunciation with Orai Application: Implications for L2 Assessment

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Abstract

Disruptive era in the EFL teaching lets the perception of world Englishes grow rapidly. It allows people to talk English with their own L1 accent. It raises a new problem in enunciation. This study attempts to explore the effect of the Orai application on the individual’s clarity of enunciation. Investigated under a quasi-experimental research with non-equivalent group design (NEGD), this study ran dependent sample t-test or commonly known as paired sample t-test. The study compared two groups of university students consisting two different L1 background for each group (Indonesian and Thai) (N=40) within age range of 20-21 years old: (1) an Orai experimental group, which measured with Orai application (an artificial intelligence), and (2) a non-Orai control group, which rated by two EFL teachers (human intelligence). The current study presented the quantitative data in the forms of the learners’ responses to the pre-test and post-test. The findings showed that the implementation of Orai application is more objective and accurate in investigating learners’ individual clarity of enunciation than rated by EFL teachers, while the non-Orai control group tended to receive the changeable and subjective rate. Thus, it perceived that the results have implications for L2 assessment, particularly for nurturing assessment for learning.

Keywords: Clarity of Enunciation, L2 Assessment, Orai Application, Gamification, Artificial Intelligence
LING 1003

Does frequency influence students’ acquisition of –ing form structure?

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Abstract

Even though –ing form is acquired earlier based on the natural order of L2 morpheme acquisition, it remains difficult for L2 learners to acquire mainly for those who are not frequently exposed to the targeted linguistic feature inputs. A number of investigations were already carried out to find out the frequency effect on the acquisition of verbs as a complement (gerund and infinitive), yet this paper was designed to identify the role of frequency on the acquisition of English –ing form structure by Indonesia L2 learners. Participants consisted of four groups from different semester (1, 3, 5, and 7). Each semester also indicated various language exposure experienced by L2 learners. Each group comprised 10 participants. Data were collected by employing the writing test with a designed direction to elicit the required data. The scoring of students’ answers and written documentation were used to analyze and interpret students’ acquisition and their misconceptions in composing a sentence containing –ing forms. The findings revealed that the frequency of –ing form structure occurred in the total possible distributions fairly contributed to students’ constructional schemas besides –ing form which was distributed as nominal was acquired earlier because the nominal constructions were correctly answered by students in accordance with the highest score. In addition, intra-lingual errors were responsible for any misconception perceived by learners (overgeneralization, ignorance of rule restriction, and false concepts hypothesized).

Keywords: Usage-Based Theory, Constructional Schemas, Type and Token Frequency, –ing Form Structures
LING 1003

Does frequency influence students’ acquisition of –ing form structure?

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ABSTRACT: Even though –ing form is acquired earlier based on the natural order hypotheses of L2 morpheme acquisition, it remains difficult for L2 learners to acquire mainly for those who are not frequently exposed to the targeted linguistic feature inputs. A number of investigations were already carried out to find out the frequency effect on the acquisition of verbs as a complement (gerund and infinitive), yet this paper was designed to identify the role of frequency on the acquisition of English –ing form structure by Indonesia L2 learners. Participants consisted of four groups from different semester (1, 3, 5, and 7). Each semester also indicated various language exposure experienced by L2 learners. Each group comprised 10 participants. Data were collected by employing the writing test to elicit –ing form production including interview and observation. The coding of students’ composition and the scoring were used to interpret frequency effect on students’ acquisition and their misconceptions in composing a sentence containing –ing forms. The findings revealed that the rate of frequency inputs of –ing form structure accessed by learners fairly contributed to students’ constructional schemas in accordance with the high score. Each word possessed various frequency inputs of distribution which then led them to any deviant production. In addition, intra-lingual errors were responsible for any misconception perceived by learners (ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized).

Keywords: Usage-Based Theory, Constructional Schemas, Type and Token Frequency, -ing Form Structures
LING 1004

ABSTRACT

ERMANSYAH. The English Pragmatic Competence of Indonesian English Speakers

The aim of the research were (1) to examine and explain the role of English Grammar Competence toward English Pragmatic competence, (2) to find evidence of the conjunction of pragmatic and Grammar competence of Indonesian English Speakers.

Qualitative and quantitative methods were applied to analyze the result of the findings. English Grammar competence test (IELTS model test) was given to determine the subjects of the research Grammar competence. The English pragmatic test was given to determine the subject of the research competence on English pragmatic.

The subjects of the research were grouped into 3 (three) categories; group A which consist of subjects whose English Grammar competence are at basic level (IELTS score 5 to 6), group B consists of subjects whose English Grammar competence are at intermediate level (IELTS score 6 – 7) and group C consists of subjects whose English Grammar competence are at Advance level (IELTS score above 7). Each group consists of 5 individuals, who have no prior information of the test model and the aims of the research.

The English Grammar competence (IELTS model) is administered before the pragmatic competence test, to group the subjects of the research. The grouping can also be fulfilled by subjects’ official IELTS statement of result.

There are 3 parts of the English Pragmatic Competence which researcher applied to determine the result of the research, (1) identifying formal, informal and neutral request utterances, (2) Expressing subjects willingness and unwillingness with reasons in using the utterances (3) Answering appropriately to multiple questions.

The result of the research shows different finding from each of the English Grammar competence level. The research result also showed the conjunction between Grammar and pragmatic competence at higher level or at the third group. The research result surprisingly shows low level of pragmatics competence at the second and first group or at intermediate and basic level of Grammar competence.

Keywords: English Pragmatic Competence, English Grammar Competence, IELTS.
LING 1005
L1 IN L2 CLASSROOM: DOES IT ASSIST LEARNING?

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Abstract

First language use in second language classroom has long been a controversial issue among experts. Some of them support the exclusion of the first language use by the exclusively use of target language, while some others support the inclusion of that first language. Research shows that exclusive target language use significantly gains second language classroom as language exposure for learners. However, impacts of first language use cannot be neglected. This paper is a literature review. It aims at analysing the pedagogical significances of first language use in the classroom of second language teaching and learning. This is to provide comprehensible analysis and clear cut position of the first language use and to explore how it may assists learning broadly. Review shows that first language serves pedagogical functions particularly as cognitive source, classroom management tools, and positive language transfer and skill comprehension that significantly contributes to second language learning. Recommendation and suggestion are also discussed.

Keywords: first language, second language classroom, learning
LING 1006

THE PATTERNS OF VERB PHRASE TRANSLATION SHIFTS IN HARRY POTTER AND DEATHLY HALLOWS NOVEL AND ITS TRANSLATION

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Abstract

Translation is the rendering of source language message into the target language accurately. This purpose of the article is to classify the pattern of English verb phrases and their translation shift. The data are sentences containing verb phrases functioning as predicate and their Indonesian translation shift. The data were collected using content analysis and comparation method of source and target languages. The data sources are taken from Harry Potter and Deathly Hallows novel and its Indonesian translation. The data were analyzed using Catford’s translation shift and Spradley theories. The results indicate that there are twelve English verb phrases and they are translated using two translation shifts: level and structure shifts. The two translation shifts are used to gain the translation accuracy, acceptability, and readability.

Key words: verb phrase, translation shift, accuracy, acceptability, and readability.
LING 1007

Abstract

Playing games is the most enjoyable activity for some teenagers. However, playing games nowadays can be considered both a wasting time activity because by playing games some of teenagers spend much time to play it and an addicting activity making the players anti-social persons because they tend to isolate them from their surroundings while playing. However, some android games can offer the good example as the learning materials for discourse analysis course. One of those is the game from Supercell ‘Clash Royale’ which is considered the famous games which most game players have ever played. The unique way of describing the game characters through the cards is the object of this analysis. The method of collecting the data of these games is by downloading the games from ‘Supercell” and from other game builders and then to screenshot them one by one. After being screenshot, they are transcribed into text with the original pictures and analyse them by comparing the way in describing the characters in the cards. The use of bending and blending genre which appear in describing the characters is used to arouse the humorous feeling among the game players without breaking the conventional structure of the genre. This kind of data will be possible for alternative teaching materials for discourse analysis class, especially for the topic genre analysis so that the student can be more engaged to learning process because the materials used for teaching are familiar to most of them.

Keywords: Android games, describing-character cards, discourse analysis, genre analysis
LING 1006

AN ANALYSIS OF ERRORS MADE BY THE STUDENTS OF STKIP MUHAMMADIYAH BULUKUMBA

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ABSTRACT
This research are to describe the kinds and the causes of errors made by the students of STKIP Muhammadiyah Bulukumba in speaking English. The sample of this research was the students of STKIP Muhammadiyah Bulukumba. The data was collected by interview the students one by one through the use of video cameras by ArcSoft Webcam Companion 3. From the data it was found that there are seven types of errors in grammar during the interview. In grammar, errors in using verb groups are the most common errors made by the students of STKIP Muhammadiyah Bulukumba. While the causes of errors are interlanguage transfer and intralingual transfer. It can be concluded that the students who have learned English language as a second language still confused by the structure of the English language.

Keywords : Analysis of Errors, Speaking English.

LING 1009

ENGLISH BORROWING IN MODERNIZING INDONESIAN THROUGH NEWSPAPER

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ABSTRACT: English still considered as foreign language in Indonesia. However, time to time it is widespread in its using to many aspects such as mass media. A language can not stand by itself and it always makes a contact as language contact situation. As the result of this, many lexicons from English absorbed into Indonesian that especially found in newspaper as borrowing. This article aims to search what are types of borrowing, strategies of borrowing, what are reasons of people using borrowing, how about equivalence between English and Indonesian in case of form and meaning before and after borrowing that English borrowing much contributes to Indonesian as language modernization. The methods that used in the research of this article are syntactical analysis and semantics analysis. The result of this research, found borrowing from English into Indonesian in form of words and terms.

Keywords: borrowing, English, Indonesian, language modernization.
LIT 1004

PORTRAYING THE STUDENTS CHARACTERISTIC AND CHARACTER EDUCATION THROUGH THE MOVIE “CONFESSION”

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The character education has higher understanding of moral education, because with character it is also not only teaching about right or wrong but how to teach good habit in life. And to have good habit in life, one should have a good life as well. The objective of this paper entitled “Portraying the students characteristics and character education through the movie Confession” is to explain the struggles, educational and character education aspect that presented in the 2010 Japanese movie entitled “Confession”. This research used descriptive qualitative method. The research used an approach through the theory of Maslow’s hierarchy of needs. There are several steps to obtain the data required for this research. The first is to start watch “Confession” intensively, then take notes of the narration and dialogues and last analyze the character based on their character, utterances and Maslow’s needs theories to conclude students’ characteristic. From the movie context and characterization, therefore the essence of a successful character education is to make sure that all teachers and all students have their needs fulfilled include physiological needs, safety needs, love and belonging needs, esteem needs and self-actualization needs – and then apply the character education concept which suits the school concept, curriculum and environment with components of moral feeling, moral knowing and moral action.

Keywords: movie, confession, characterization, character education
LIT 1005

RYUNOSUKE AKUTAGAWA’S KAPPA:
WARNING AGAINST THE DANGERS AND PITFALLS OF MODERNIZATION
(STRUCTURAL SEMIOTIC APPROACH)

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Abstract:
The aim of this study is to find out the evil aspects of a modernized society which threaten
Japanese society in the end of 19th century and the beginning of 20th century. The use of
literary text in foreign language classes have some advantages, among others it serves as a
source to understand the people behind the language being learned. To be able to do that an
ability to understand and to grasp any meaning conceived in literary text is required. The
study is undertaken in this context to provide the meaning especially the criticism of Japanese
society as it expressed in the novelette. Structural semiotic approach is used in the analysis.
Through the analysis it is made clear some evil aspects and dangers that threaten the process
of Japan modernization. The study uses qualitative research approach with structural semiotic
analysis. Structural semiotic analysis is used to examine the relationships between the
components of the literary text as a sign framework. Based on the current study, the dangers
undermine the foundation of traditional Japanese society with its values such as ie and amaе
philosophy. By understanding the problems and how the Japanese cope with it, reader can
learn why Japan has been able to recover from its disastrous defeat in World War Two.

Key words: criticism, modernization, Japan, kappa, society
LIT 1106

THE ABSURDITY OF THE CHARACTER IN THE PLAGUE
BY ALBERT CAMUS
(A PSYCHOANALYSIS STUDY)

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ABSTRACT

The purpose of this literary research is to describe the absurdity of the characters in the plague based on the concept of Albert Camus with the approach of psychoanalysis. The research method used is qualitative research with content analysis. For the description of the absurdity of the characters used narrative research.

Data are collected and classified by careful reading of the novel. From the results of the analysis and interpretation of the data obtained the main findings as follows: 1. The elements of the plague novel builder consists of intrinsic elements: characters and characterizations, themes, plot and background. While the extrinsic element is closely related to the author's biography which is reflected in the absurdity of the characters in the plague novel. 2. The absurdity of human life is an extension of the concept and image of the absurdity developed by Albert Camus. Individual absurdity as absurd, unreasonable is reflected by each character, while collective absurdity is felt by the people of Oran. 3. The linkage of the absurdity of the character with the personality structure of the id, namely: Cottard 4. The linkage of the absurdity of the figure with the ego personality structure, namely: Grand and Rambert, Tarrou and Pastor Paneloux 5. Linkage of the absurdity of the figure with superego personality structure, super ego : Dr. Rieux, Tarrou and Pastor Paneloux (surrendered to death).

These findings can be used as a recommendation for lecturers, students and literary researchers to be used as a reference in reviewing the novel, whether viewed from the elements of the novel builder, especially the absurd novel with the approach of psychoanalysis literature.

Keywords: absurdity, psychoanalysis, id, ego, super ego.
ELT 1013

Abstract

The Power of Words: Exploring Stories in English Language Classrooms

Flora D. Floris & Willy A. Renandya

Research has shown the value and the numerous benefits of authentic stories for English learners, which include improvement of language skills, affective filter lowering, and vocabulary or grammar contextualization, among others. “[A] bove all, stories offer the language learner an opportunity of experiencing language rather than studying it” Wright (in Floris, 2016, p. 112).

Stories that we bring into our classroom may come from a variety of different sources; and one of the richest sources of stories is our own teaching practices. Our real teaching experiences are stories that may appeal to many students and teachers because what we have experienced might be relevant and familiar to the listeners or readers. Our stories therefore have the potential to be used as a powerful pedagogical instrument at all levels of education.

In this presentation, we showcase inspirational stories and fun classroom activities that teachers from around the world have used to help both students and teachers become more aware of the key role of motivation and other affective factors in language learning and become more sensitive to learner differences and how to address these in the classroom.

Reference:

- Floris, F. D. (2016). Because everyone has a story to tell: Interview with Andrew Wright. *REL*C, 47(1), 111-114
Learners’ Responses about Global Perspective on Education Values on the Video and the Passage Viewed from Mental Revolution: Questionnaire Based Practice in Teaching Reading

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Abstract

This paper reports one of the research findings of a classroom action research on the implementation of teaching reading through global view on education based videos in terms of the students response for educational values on the videos and passages. The subjects of the research are the 2nd and 4th semester students at the English Education Program of Slamet Riyadi University, Indonesia. The research method is a collaborative action research. The research was applied in on April up to May 2018. The methods in collecting the data were observation, questionnaire, and document. The data were analyzed through interactive analysis that comprises data reduction, data display, dan conclusion drawing/ verification.

Research findings showed that the students’ responses about videos and passage titled (1) “Restaurant Then and Now” indicated that they preferred their own product, i.e. local food and beverages and beneficial activities during eating; (2) “Ray Harry hausen, Special Effects Genius” show that they were impressed with his effort to realize his dream, had the same ideas as him to achieve the desire, and the content taught innovation, creativity, professionalism, and trust; (3) “Interview with a Young Environmentalist” indicated that they preferred her struggle to preserve environment although she was still young and it taught professionalism, autonomous, creative, and working social activities together; and (4) “A New College Course: What Motivates Altruism?” show that they like being altruism because it motivates them to do the same activities, altruism comes from intrinsic motivation is the more valuable, and it teaches sense of regard, autonomous, professionalism, and trust. Thus, it could be concluded that teaching values of mental revolution on reading class got positive response from the students and they were inspired to do the same activities as them.

Keywords: Learners’ Responses, Global Perspective on Education, Mental Revolution, Questionnaire Based Practice, Teaching Reading
ELT 1014
Factors Influencing Anxiety of Non-Native ESL Teachers in Compulsory Schools

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Abstract: Following a qualitative method approach, this study investigated the anxiety factors of non-native ESL teachers in compulsory school (elementary school, junior high school, and senior/vocational high school). This study involved four teachers as participants working at four different levels of school, and data were collected through qualitative method. The data collection instrument consisted of interview which was then transcribed. The findings derived from qualitative data reveals that factors which make the teachers feel anxious comes from both the teachers themselves and the students. The factors which come from the teachers include classroom management, teaching experience, and their physical condition. Whereas the factors caused by their students include students’ English competence to understand their explanation delivered in English, students’ discipline, and students’ behaviour in the classroom. All teachers, especially the one teaching at the elementary school almost always used Indonesian language as the medium of instruction.

Keywords: factor anxiety, ESL teacher, compulsory school
The Use of Study Pack Improves Learners Motivation and Writing Achievement 10th Grade Senior High School
(Narrative text)

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Achieving an effective learning activity requires appropriate teaching materials in the learning process. Yet, there are some problems in the preparation of learning materials to teach that affect the learning process and deliver the materials. This limitation leads to inhibition of the process of interaction and communication between teachers and learners to achieve learning objectives. The study pack is a learning media which is used to support in delivering the subject matter effectively so that it motivate learners to grasp knowledge in learning activities. It is applied in order to get good learning outcomes for learners because they can learn the material easily with integrating skills. Also, it can help teachers to perform teaching and learning activities more efficiently, also it is able to improve learners' motivations to learn rather than worrying about test scores results.

This journal entitled The Use of Study Pack Improve Learners Motivation and Writing Achievement is aimed to establish study pack as a learning material which is able to motivate learners in learning activity and provides a packet of lesson plan and interesting activity for teaching and learning to improve learners’ writing achievement. The research method which is used in this study is experiment research. The data is taken from questionnaires for student, interview for teacher, observation and document analysis as a field of the research. The respondents of this research are an English teacher and 68 senior high school students. The secondary data is taken from. The respondents were students, male, and female who is selected stratified purposive sampling method. These study packs includes lesson grid, and learning materials based on student different learning style.

The result of this research is expected to going applicable for teachers who want to shift their teacher -entered learning style to be student-centered style in writing activities. Also, it is for the reader who is concerning to English learning media and students motivation. The
significance for this study is for the readers who want to know study pack as an English teaching and learning media. It also provide useful information for student or the readers who want to continue this research related with the use of study pack as a learning media in various learning methods.

Keywords: Study Pack, Motivation, Writing, Achievement
RECONSIDERING THE IMPORTANCE OF CTL-BASED ENGLISH LEARNING MATERIALS FOR STUDENTS AT VOCATIONAL HIGH SCHOOL

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ABSTRACT: Learning materials become one of essential elements in conducting instructional process where language activities occur. In vocational high school context, learning materials such as textbooks have vital role that they help teachers conduct their teaching repertoire within a classroom. Thus, teachers require appropriate learning materials as resources to conduct their instructional process that can help students learn and acquire knowledge. At the same time, students can achieve intended learning objectives as well as enhance their skills by having learning materials as their input. Equally important, learning materials in vocational high school should help students experience learning within a context. By means having Contextual Teaching and Learning (CTL)-based learning materials, students will gain new insight through their background and expected knowledge. In a like manner, providing CTL-based learning materials help students discover meaning of subject matter by generating their own thinking. Besides, CTL-based learning materials helps students to enhance their English skills as they can have meaningful practices within a context. Acknowledging these prominent points, the present study endeavours to elaborate the needs for teachers to reconsider the importance of CTL-based learning materials in their instructional process. This paper is literature-based research where theoretical and practical views will be presented to give insight that CTL-based learning materials should be provided within the instructional process. Thus, teachers as well as students will realize that learning materials which are suitable with their learning context can give beneficial to them in the learning process.

Keywords — CTL, learning materials, vocational high school
ELT 1017

The Implementation of STAR (Student Teacher Aesthetic Role-Sharing) Learning Method in Cross-Cultural Understanding Class through Project Based Learning

Abstract

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Based on tracer study conducted by UniversitasGadjahMada (UGM) in 2003 proved that UGM’s alumni have lower soft skills than hard skills. Therefore, since 2004, UGM has changed the learning orientation paradigm from TCL into SCL. STAR which stands for Student Teacher Aesthetic Role-Sharing is learning method developed by UGM in 2010 which combines SCL and local wisdom. STAR has three main local wisdom elements Niteni (paying attention), Nirokake (imitating), Nambahi(improving) and another three elements Nulari (transmitting), Nutugake (continuing) and Ngrembakake (developing). The purpose of this paper is to convey the implementation of STAR in Cross-cultural Understanding Class in the English Program, Vocational College, UniversitasGadjahMada through Project Based Learning for freshman students batch 2017.

The project was conducted from February to March 2018. There were three classes of Cross-cultural Understanding becoming the objects of research. The group project given was producing a cultural workshop for midterm exam.

The results show that the implementation of STAR through Project Based Learning was done from the process of giving background of the project, group formation, topic selection, giving instruction, consultation, and assessment. Through Project Based Learning, the students can be more independent and focused on the process of producing the work while improving their soft skills on group management. By implementing STAR, the roles of teacher in this project are more as facilitator, role model and motivator for the students.

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ELT 1018

The Representation of Cultural Elements in the Promotion of Intercultural Communicative Competence in Senior High School EFL Textbooks in Indonesia

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ABSTRACT: This study aims to examine the promotion and development of Intercultural Communicative Competence (ICC) within the English Language Teaching (ELT) textbooks used in public senior high schools for grade X (the lowest grade) and XII (the highest grade) in Indonesia. Relevant literature by Byram (1997), Holliday (1999), Cortazzi and Jin (1999), and Baker (2011, 2012), is used as the research framework for the examination. The content analysis method is used to answer the research aim. The results were arrived at by analysing the frequency of three aspects of ICC representations: 1) the three key components of Intercultural Communication Awareness (ICA); 2) the cultural elements which cover large culture (large C) (that is, products and persons) and small culture (small c) (that is, practices and perspectives); and 3) cultural sources (that is, home (H), target (T) and international (I) cultures). Regarding the findings, the analysis found that the ICC promotion and development decreased from the grade X textbook to the grade XII one. Recommendations are tentatively suggested in terms of the development of teaching and learning, pedagogy, and material development. The limitations of this study include the absence of teachers’ and students’ perspectives.

Key words: Intercultural Communicative Competence (ICC), English Language Teaching (ELT), Intercultural Communication Awareness (ICA), cultural elements, large culture, small culture, cultural sources.
ELT 1019
Project Based Learning documented in Blog-folio
to foster autonomous learning

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This report explores the implementation of project-based learning, documented in blog-folio, in a Writing for Personal Communication class for pre-service teachers. There were 20 participants who were engaged in documenting all projects in their personal blog posts as digital portfolio during one semester. Participants’ reflections revealed that the blog-folio helped them to be responsible for their own project completions and their autonomous learning. The reflections also exposed students favourite writing projects and challenges during their completions. Peer and teacher feedback on the blog-folio was also considered effective in helping them review and revise the projects. Some participants suggested that they will continue posting their future writing projects on the blog-folio.

Keywords: project-based learning; blog-folio; pre-service teachers; autonomous learning; writing
ELT 1020

THE ESSENTIAL TECHNIQUES OF USING VIDEO IN ENGLISH LANGUAGE CLASSROOM

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Abstract
The utilization of a video as a medium in a teaching and learning process becomes very crucial since it provides scaffolding for the students’ achievements. However, it has not been used appropriately in some EFL classes which prevent the students from having scaffolding activities related to the learning materials. Moreover, the ways videos which are implemented give a little opportunity to the students in which, in fact, they can gain understanding about language autonomously through the use of videos in the classroom. Nonetheless, this cannot be realized if the videos are applied using traditional teaching methods. Consequently, scaffolding student’s prior knowledge pertinent to the topic of both the video and learning materials has not been realized. Thus, this present paper suggests various essential techniques or methods which support the students’ competences in building their prior knowledge towards the presented videos related to the English language learning materials. The method used in this paper is explanatory design which includes the means of a video in assisting the students’ achievement regarding to the given tasks. The proposed techniques, namely guess the dialogue, translate and order for a monolingual class, say what you see, soundtracks, and shadow-reading are discussed pertinent to the application of a video in the teaching and learning process.

Key words: Essential techniques, video, English language learning classroom.
ELT 1021

Literature in English Education Department: Does It Foster Students’ Critical Reading?

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Abstract

Many people assume that literature is only in the form of novel, poetry or drama. They do not understand that it also covers writing with artistic merit, like screenplays, nonfiction, and even song lyrics. The present study aims at investigating the benefit of literature for students of English education department. They study literature which is implemented in some subjects. One of the subjects is extensive reading. In this subject, students are allowed to choose their own reading materials. Students are given a choice of literature book collection which appropriate with their age, department and reading level. From independent reading, students will discuss and write notes about the content of the book. After that, students are able to investigate deeply the meaning of the literature, develop critical reading and have a valuable classroom discussion about the book that they chose. The findings revealed that students’ critical reading improved. However the result of the study indicated that students need to read literature critically.

**Key words:** literature, English education department, critical reading
ELT 1098

PROFESSIONAL DEVELOPMENT CHALLENGES FOR INDONESIAN ENGLISH TEACHERS

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Abstract:

Numerous studies on Teachers Professional Development (TPD) have indicated features of effective TPD programs. This attempt, however, has undermined the divergent contexts to which teachers are engaged and contributed to the drawbacks of existing TPD programs, especially in Indonesia. To this extent, there was a need for a study which identified challenges of TPD programs faced by Indonesian English teachers. This library study was conducted by critically reviewing several related studies in Indonesian context. Findings showed that there were four main challenges, namely extrinsic motivation, lack of institutional support, the gap between teachers’ needs and the program, as well as lack of a sense of autonomy. These findings suggest that the challenges come from both internal and external aspects, and have an important implication on the policy making in Indonesia.

Key words: challenges, English teachers, teacher professional development
LING 1010

THE LANGUAGE USAGE AND ACQUISITION OF A CHILD (0-3 YEARS OLD) IN THE ORIGINAL ENVIRONMENT

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ABSTRACT: In the field of psycholinguistic studies, cognitive development is part of the process of language acquisition that cannot be ignored. The purpose of this research was to describe the language usage and acquisition of a child of 0 to 3 years old viewed from her cognitive development and this research applied a qualitative descriptive research type with a case study research approach. The subject of this research was a girl named Najwa, she is 3 years old and she is the researcher’s nephew. The techniques for collecting the data in this research was the Uninvolved Conversation Observation Technique proposed. The technique for analyzing the data, the researcher applied a Triangulation technique. It was conducted to examine the analysis of the data by utilizing the data in accordance with the actual data on outside the purpose of examination of data or as a comparison of the data. The results of this research showed that the language acquisition of a child of 0-3 years is in accordance with her cognitive development and the language usage of a child of 0-3 years is often used a single word to refer to many objects, this is called the holophrastic stage. Last, in this age of 0-3 years, a child still has not experienced a lateralization process so that allows the child brain can absorb many words easily. Therefore, the parents are important to know so they can help their child in the process acquiring the language.

Keywords: Language Usage, Language Acquisition
LING 1011

READABILITY RESTS UPON TEXTUAL FACTORS

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Abstract

Textbooks as one of the learning sources served for students must fulfill the criteria of readability. Readability lies on the read factors (vocabulary and sentences) and of the readers (relevant local content activating background knowledge). This article focuses on textual factors affecting readability of texts. The topics are (a) the prominent type of vocabulary, (b) the prominent sentence types of the texts, (c) relevant local content appeared on the texts, and (d) textual factors contributing to readability. The majoring use of high frequency words enabling readers to recall items and provide the unity of ideas. Simple sentences employed make texts to be well comprehended for foreign language learners. Relevant local content represented through cultural items can activate learners’ background knowledge in reading session. The contribution of textual factors to readability is emphasized at the text level for the sake of foreign language learners.

Keywords: readability, high frequency words, relevant local content
LING 1012

INVESTIGATION ON TRANSLATION ABSTRACT PROBLEMS OF NURSING STUDENTS OF MUHAMMADIYAH UNIVERSITY OF EAST KALIMANTAN (UMKT)

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ABSTRACT

The problem raised in this study was the nursing science students’ difficulties in translating the Indonesian abstract thesis into English. This study was done to investigate their translation ability and their translation problems. This study dealt with sequential explanatory of mixed methods design by involving 76 eighth semester nursing science students. The quantitative data were analyzed using descriptive statistics of SPSS. Meanwhile the qualitative data were analyzed by using the flow data analysis presented by Miles and Huberman. The research findings revealed that the eighth semester nursing science students’ translation ability in translating the Indonesian abstract thesis into English was failure, with 52.05 in the average score. For 5 points of each translation aspect, it could be reported that the ability of linguistics aspect was 2.46, textual was 2.82, pragmatics was 2.59, and strategic was 2.55. The students faced the problems on: 1) linguistics aspect, the problems are on the different language structure between Indonesia and English, vocabulary, spelling and punctuation; 2) textual aspect, the problems are about different words order between Indonesia and English to make meaningful sentences, paragraphs, and texts; 3) pragmatic aspect, the students are confused at selecting the appropriate words choice or registers related to nursing terms; and 4) the students had not any translation strategy to solve their problems.

The students’ reasons having translation problems is not only having lack knowledge of translation and abstract thesis organization, but also personal reasons, such as they are not interested to English, never study, and practice translating abstracts.

Key Words: translation ability, translation problems, and abstract thesis.
Identity, ethnicity and religion of secondary schoolgirls: A case study of inclusion towards students’ academic achievement in a senior high school setting

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The inclusion of minority ethnic and religious groups’ participation within the dominant Javanese and Muslim society in Indonesia has been increasingly discussed within research (Warouw & Ikasari, 2013). This case study looks into the ways in which ethnicity and religion shape Indonesian schoolgirls’ identities and educational outcomes.

Drawing on postcolonial feminism of identity and difference as the theoretical and methodological framework, the study attempted to understand Indonesian schoolgirls’ experiences and constructions of ethnicity and religion. These experiences shape the schoolgirls’ educational outcomes.

The research data were collected from free-format, short essays written by the participants, individual and group interviews, and observation as well as online communications. Data analyses were initially carried out through data coding as determined by the research questions.

The findings show that, first, the four ethnic-religious groups in this study namely the Javanese-Muslimah girls and the Chinese-Kristiani girls set up binaries of their essentialised understandings of being ethnic and religious members. They also set up a binary of what it is to be high achievers and low achievers based on their academic achievements and extracurricular activities. Second, there are different ways of being high academic achievers and low academic achievers. These different ways are shaped by their ethnicity and religion. These two identities, in turn, shape their educational outcomes within and beyond their schooling site.

Keywords: inclusion, identity, educational outcomes
ELT 1023

Developing Pre-service English Teachers’ Critical Thinking by Using Academic Journal Writing 4.0

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Abstract

Learning a foreign language is an integrated process of the four basic skills: listening, speaking, reading, and writing. As non-native English speakers, students are expected too much with their English even with the resource-poor EFL settings. Pre-service English teachers in Asia context make teaching becomes a really impossible job. Moreover, the widespread of technology and pop culture make a new shift of paradigm in language teaching. Today, teachers and learners live in a technology-enhanced learning environment 4.0, and honestly, teachers are really difficult to catch up. Therefore, creativity and innovation in fostering TEFL is really needed. As pre-service teachers, they should intellectually have the abilities to conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action that is why academic journal writing in edmodo would be one of the solution. This case study is about how to develop critical thinking by using academic journal writing for pre-service English teachers in TEFL class. They not only discuss about current issues in teaching and learning English but also combine technology, creativity and innovation.

Key words: Pre-service Teacher, Critical Thinking, Academic Journal Writing 4.0
ELT 1024

An Analysis on Students’ Need to Develop Character Education-based English Reading Materials

Abstract

Character education becomes the main focus in teaching and learning. English as one of the main subject in junior high school is demanded to support character education. Character education in continuing implementation is expected to solve the commonly problems in Indonesia such as students fight, drugs, corruptions, plagiarism, and social unrest.

National education system in Indonesia mentions that the purpose of national education is to develop the students potential to be religious, good characters, healthy, knowledgeable, intelligent, creative, independent, democratic, and responsible netizen. It is also supported by Lickona (1991) that education is expected not only to teach knowledge, but also good characters. It means that English learning should contain both skills and characters. English teachers teach characters in English subject as important as teaching knowledge and skills to the students so that the students can master English and have good characters.

The aim of this study is to analyse the students’ need to develop character education-based English reading materials. The data are gathered from the grade ninth junior high school students.

Keywords: students’ need, character education, materials.
ELT 1025

The Effectiveness of Direct Study Skill Teaching to Improve students’ learning at Higher Education

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Abstract

Study skills need to be trained for new higher education students yet it is rarely discussed in Indonesian context. Study skill teaching can be included in a course such as English for Academic Purposes as a means to prepare students for their study. It can be taught either directly or indirectly. This research aimed to examine the effectiveness of direct study skills teaching, either through blended or face-to-face learning. Quasi experiment study with pre-test-post-test control group design was implemented. Three groups of students were involved in the study, two of which belonged to the experiment groups which were given direct study skill teaching, one of which employed face-to-face learning and the other one was through blended learning. The third group was the control group which was given indirect study skill teaching. A test was administered before and after the treatment in order to collect the data, which were, then, analysed quantitatively employing SPSS 22. One way ANOVA was employed to compare the mean scores of the groups and t-test was employed to compare between the mean scores of pre-test and post-test. The findings show that direct study skill teaching is more effective than the indirect one. The students in the experiment groups got more knowledge of study skills than those from the control group. On the other hand, there was no significant difference in the learning achievement between those in the blended learning and in the face-to-face learning. It implies that direct study skill teaching either through blended or face-to-face teaching is beneficial for students’ learning ability improvement.

Key words: effectiveness, direct teaching, study skills
ELT 1026

Children’ Voice: A Need Analysis of English for Young Learners in Indonesia

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ABSTRACT: A growth of interest in teaching English at a younger age has triggered an emergence of Teaching English for Young Learners (TEYL) in Indonesia. Though English is not a compulsory subject taught in elementary schools, some public elementary schools in Yogyakarta run it as an extracurricular program. However, there has been a lack of attention in conducting a need analysis of EYL from viewpoints of young learners themselves. Filling this gap, this study was conducted in order to assess students’ current knowledge, wants and needs of English learning for twenty-seven of the fifth graders of SDN XYZ 1 Yogyakarta in Academic Year 2017/2018. Questionnaires were distributed to know the students’ wants in learning topics, media, techniques, and working preference as well as a place of learning. Experts judgment and a pilot study were conducted to validate the questionnaire. To assess the students’ current knowledge, an English Proficiency Test adapted from Pre A1 Cambridge English Assessment was administered. Findings revealed that dream jobs and hobbies were the students’ most favorite topics. In terms of learning media and techniques, they enjoyed learning English through games and picture stories. Learning in the classroom through group work was the students’ learning preference. Test results showed that most students were low achievers, having a lack of knowledge of English. These findings are expected to shed light on the importance of students’ real needs which is beneficial for EYL teachers and curriculum developers in designing an appropriate curriculum for an EYL program.
Implementation of Intercultural Language Learning in Teaching Indonesian language as a Foreign Language to International Students

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Abstract

In this global and digital era, we cannot avoid massive interaction of people from different cultural backgrounds. Although English has been used as international lingua franca for many years, there is vital need to study other foreign languages in intercultural perspectives. Intercultural language learning is essential to move learners from ethnocentrism to intercultural competence (Ethnorelativism) hence minimizing conflicts during interaction. This study aims at exploring how intercultural language learning is implemented in teaching Indonesian language to international students. The study applied purposive sampling; the participants were international students studying in one university in Yogyakarta, five from Africa and two from Asia. Interview and questionnaires were used for data collection. The data were qualitatively analyzed. The results showed that it was well implemented according to principles and processes (Scarino & liddicoat, 2013) and Byram model. However, 88% of the students recommended that the reflection in their cultures is not sufficient. This implies that there is a need of adding different sources to reflect the learner’s culture.

Key words: Intercultural language learning, Principles of intercultural language learning, Processes in intercultural language learning, Ethnocentrism, Ethnorelativism
Abstract

It is a fact that critical thinking is one of the 21st-century skills which is becoming paramount. It is a higher order of thinking which focuses on how facts are proven, arguments are built, and conclusions are drawn. In reading, it is more than just finding facts, or getting information from the reading material. It is assumed that critical thinking can be trained and developed via some ways. One of the ways may be conducted by means of teaching reading which promotes critical thinking. This involves students, while reading, to give comments, arguments, predict what is next, and draw conclusions based on the material they have read. However, this strategy will need a creative teacher who is able to make his/her reading class interesting, motivating, and challenging.

This paper will explore on how reading activities can build critical thinking among senior high school students. It will deal with the procedures, materials, evaluation, feedback, problems, and students’ comments on the application of the technique in learning critical reading through reading. A trial has been made for a reading class with this technique. Hopefully, this can inspire other teachers in teaching critical thinking in other settings.

Key words: critical, reading, thinking, teaching
ELT 1028

Effects of Giving Technology-Based Assignments on Students’ Reluctance to Learning

Ninit Krisdyawati

Reluctant learners need to be both challenged and supported. They need to be actively engaged by instructional approaches designed to maximize the possibilities for engagement. Finally, they need to feel safe enough to take the risk of participation instead of retreating from them. Thus, classroom instructions must be designed as to fulfil those mentioned. Since most of students are digital natives, one possible instruction that will make them feel challenged, safe and engaged is through the use of technology. The use of technology in classroom instruction has been proven beneficial. “…and the development of a range of technological applications has offered tools for language learning…”(Bloch, 2013). This study investigates whether giving technology-based assignments has any effects on students who are reluctant to learn. Why assignments? By giving technology-based assignments, students will be able to explore their ability in using technology. This, then, will put the students into their highest engagement since they feel challenged and safe. Assignments are given after each unit of material taught. In completing the assignments, students will use various kinds of technological advancements, such as gadgets, applications, and technological tools. At the end of the semester, questionnaire is distributed. Data are then analyzed to see the effectiveness of technology-based assignments on students’ reluctance to learning.

Keywords : technology-based assignments, students’ reluctance, engagement
ELT 1029

Looking at Learner Engagement and Motivation in A Digital Multimodal-Based Instruction
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ABSTRACT
Student engagement and motivation is regarded as crucial aspects in today’s education and has been called “the holy grail of learning” (Sinatra, Heddy, & Lombardi, 2015) because of its correlations to academic achievement, persistence, and satisfaction. This paper reports an investigation of learner engagement and motivation in an English for Specific Purposes (ESP) classroom practice in which multimodal pedagogy is used as the overarching framework in the overall instructional procedures. Digital multimodal texts were utilized as learning tools for this study to provide opportunities for learners to learn different multimodal text types; to promote alternative ways of reading, interpreting, and text composing; and to facilitate learners to develop their multimodal communicative competence. This study employed qualitative case study design in which the data were gained from multiple sources including classroom observation, questionnaires, and students’ personal narratives. The participants of this research were students of two ESP classes in a state polytechnic in Banjarmasin. The tentative findings of this study revealed that the integration of digital multimodal texts in ESP classrooms could lead to the improvement of learners’ engagement and motivation in learning. The results confirm the need to reconceptualize ESP instruction in that multimodal approach is integrated in the teaching and learning process as it promotes positive learning outcomes.

Keywords: engagement; motivation, digital, multimodal, instruction
ELT 1030

Self-, Peer- and Teacher Assessment to Overcome Subjectivity in Scoring an Oral Test

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A common drawback of a subjective test lies in scoring, which may result in scores which are too high or too low. This problem occurred in one of the classes that the author taught in the English Department of Surabaya State University (UNESA) when some learners expressed their doubt in the objectivity of the author in giving scores. To overcome the problem, action research was conducted. The subjects of the study were twenty four undergraduates taking the elective course Teaching English to Young Learners (TEYL). At the end of the semester they took an oral exam to evaluate their understanding about the materials. During the exam they had to assess themselves (self-assessment) and their classmates (peer-assessment). At the same time, the author as a lecturer also assessed them (teacher assessment). The results showed that the teacher assessment yielded the lowest mean (\( \bar{X} = 1.63 \)), but it had only a slight difference from the mean of scores obtained from the self assessment (\( \bar{X} = 1.79 \)). It was the peers who overestimated the learners’ knowledge about TEYL, resulting in a higher mean (\( \bar{X} = 2.31 \)) than these two. The mark of each undergraduate was the average of the scores they got from the self-, peer- and teacher assessment. In this way, the subjectivity of the teacher in assessing the undergraduates could be eliminated and fairness in determining the scores could be improved.
ELT 1031

Need Analysis of the Automotive Engineering Student of Vocational High School as the Base to Develop the Reading and Writing Learning Materials

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Abstract. This research used a descriptive method. It was aimed at identifying student’s learning needs for English Reading and Writing skill as the base for developing the learning materials. This research covered the analysis of target needs and learning needs. The subject of the research were the second grade students of vocational high school 1 Purworejo of automotive engineering study program that consisted of 64 students. The data was collected by using questionnaire. The finding were as follows (1) The target needs covered the necessities, lack, wants, and goals. (2) The learning needs covered the input, procedure, setting, role and layout. The implication of the findings would be base in developing the learning materials for English reading and writing skill.

Key words: Needs Analysis, Reading and Writing Skill, Learning Material
ENGLISH TEACHERS’ PERCEPTION ON THE IMPLEMENTATION OF CHARACTER EDUCATION IN CURRICULUM 2013

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ABSTRACT

The implementation of character education in Curriculum 2013 plays an important role in the development of curriculum in Indonesia. However, the change of this new curriculum requires the teacher to have more knowledge and experience to integrate character education into their teaching. The main purpose of this study is to describe how the teachers implement character education in the English class. Besides, this study is aimed to know the advantages and disadvantages of implementing character education in Curriculum 2013. This study uses descriptive qualitative research that was grounded in ethnographic design. Data were collected in depth-interviews with six English teachers working at different junior and senior high schools in Yogyakarta, Indonesia. Interviewed teachers had an experience in teaching ranging from one to eight years. Data were analyzed by qualitative techniques based on pre-determined categories standing for each of the interview questions. After that, the researcher summarized all the findings from the data and drew a conclusion. The result of the study indicated; first, most of the teachers accepted and know about character education in Curriculum 2013. Second, teachers inserted character value in their teaching by integrating it with learning activities, learning materials, learning culture and assessment. Third, implementing character education can provide some positive impact on students’ lives. Fourth, it is not easy to be implemented character education in Curriculum 2013 because teachers also find several problems and difficulties at this moment. Therefore, most of them hope that valuing character in Curriculum 2013 should be evaluated, improved and made it more simply.

Keywords: Character Education, Curriculum 2013, English Teachers’ Perception
ELT 1033

Are age and background of education significant factors of L2 acquisition?

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ABSTRACT: This research aims to prove that age and background education do not become a constraint for English as L2 acquisition of multinational corporation workers. Many studies only focused on L2 acquisition with regard to the influence of age, which is a special aspect of L2 acquisition. For this reason, age has become a main goal in the field of SLA. This is an on-going research which is based on of the participants’ belief on whether or not age and background education affect L2 acquisition. The subjects of this research were employees of multinational corporation in Jogjakarta. The data analysis used qualitative approach and was based on online questionnaires and interview related to subjects’ age and education background. This research followed the analysis phases from Moustakas (1994) that identifies five basic phases of analysis: 1) immersion, 2) incubation, 3) illumination, 4) explication, and 5) creative synthesis. The qualitative analysis emphasized on triangulation process, multiple data sources, data collection and theories in order to validate the findings. The preliminary result of the study showed that the age and critical period do not limit the process of subjects to experience the L2 acquisition; even in the workplace they got more exposure in English. The background of their education also had a role to determine their succeed to integrate more with their L2 acquisition in order to support their ability in multinational corporation.

ELT 1034

Khaira Liza

Abstract

Group quiz presentation to promote autonomy learning: a narrative inquiry analysis

EFL learner should be encouraged to be autonomous learner since the advances in technology has provided them with many sources and media without waiting for teacher’s instruction in the class. However, there is a misconception among teachers and learners about autonomy learning that the students should learn individually. This present paper will describe about group quiz presentation in English class that encouraged the students to be autonomous learning based on writer teaching experience. The quiz involved 130 students of high school in Batam that divided into several groups to present the quizzes related to history, religion, science and civil. The study reveals that the group quiz presentation is effective to growth EFL students’ autonomous learning.
ELT 1035

TEACHING VOCABULARY USING MATCHING WORD THROUGH BLENDED LEARNING AND COMPUTER ASSISTED LANGUAGE LEARNING IN MUSIC LEARNERS UNESA

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ABSTRACT

The aim of this study was to investigate the impact of blended learning and Computer Assisted Language learning on Music students' vocabulary learning. To this end, 85 Music learners were assigned to two groups: the experimental and control groups. The experimental group received instructions through matching word software while the control group received traditional instructions. The data were collected through a vocabulary posttest and classroom observations. The results indicated the great level of disparity between the two groups of learners regarding their acquisition of new vocabulary - in other words, matching word software had positive effect on students' vocabulary learning. In addition, learning with technology also showed positive activity engagement. Based on the current study, suggestions were made on how matching word software can be adopted and incorporated more effectively in Music classes.

Keywords: Matching word, blended learning, CALL, interactive learning environment,
Abstract: Islamic junior high schools have more duties than the public schools. They have the duty of teaching Islamic values to their students because these schools are established based on Islamic teachings. Islamic values must be included in all aspects of the school program. The materials used for teaching the students should also contain Islamic values. Unfortunately, based on the writers’ observation, not all Islamic junior high schools integrate Islamic values in the materials taught to the students. This paper is based on a study conducted to develop materials which integrate Islamic values for teaching Speaking in a private junior high school in Yogyakarta. The study was aimed to reveal the students’ needs in relation to the integration of the Islamic values in the materials for teaching the speaking skill and to know the appropriateness of the materials. This is an R & D study, involving the seventh grade students of a private Islamic school.

Keywords: Islamic values, speaking materials, language class program
ELT 1096

PLAN (Predict, Locate, Add, and Note) strategy: An effective way to assist EFL students’ reading comprehension through task-based learning

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ABSTRACT: It is indisputable that one of the 21st Century demands is to encourage students being able to read effectively in order to enhance the intended students’ reading achievement. Nevertheless, it is revealed that conventional reading strategy implemented by the teachers during the teaching and learning process surely does not accommodate a communicative experience. Hence, the researcher attempts to discuss a reading strategy to aid the students in comprehending by implementing the PLAN Strategy to highlight that the strategy turns into an essential point toward students’ reading comprehension. In addition, Task-based Learning is chosen as a suitable technique that can motivate the students to read various text types in a more engaged and enjoyable learning process. This paper is aimed to give an insightful understanding related to the strategic reading that can trigger the students to think actively by remarking their ideas and the text information in the task-based learning context.
SELF CORRECTION STRATEGIES FOR ORAL GRAMMATICAL ERRORS: A DESCRIPTIVE STUDY

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Abstract

Performing English for non-native speakers is considered difficult especially in terms of employing the correct grammar. Regarding the issue, self-correction towards grammatical errors is vital for language learners to help them improve their accuracy. However, research on self-correction strategy is not much. This study was addressed to fill the gap by identifying the variations frequent oral grammatical errors made by non-native speakers and their self-correction strategies to treat the errors. The data were collected by means of interview towards 20 participants who have learnt English for more than 10 years. This study found that there were three most frequent errors namely word choice, verb tense error, and sentence structure errors. To correct the errors, four self-correction strategies commonly employed were avoidance, output modification/ recast, form negotiation, and speaking pauses. The finding indicated that participants mostly encountered errors at the discourse level. Furthermore, the mentioned self-correction strategies were actually seen as negative cross-linguistics influence in second language acquisition, yet they came to be positive opportunities for helping language learners to develop their self-correction sense.

Keywords: oral grammatical errors, self-correction strategy
ELT 1038

English teachers’ and students’ perspectives on curriculum change in Indonesia

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ABSTRACT: This study focuses on teachers’ and students’ perspectives related to curriculum changes which have caused debates among many parties. Teachers are the doers who should apply the right use of new curriculum in their performance while students are the subject of their teaching. This qualitative study was conducted in SMAN Z Yogyakarta, which is categorized as one of senior high school in academic year 2017/2018. The participants were four English language teachers and four students who were interviewed to know their perspectives, feelings and knowledge about the current curriculum 2013 in Indonesia. To validate the instrument, the researcher asked for experts’ judgment and conducted a pilot study. Findings about teachers’ belief disclosed that the change of curriculum was created for the sake of a better education system. Based on teachers’ perspectives, there were several strengths and weaknesses in the recent curriculum 2013 especially in the aspects of time, materials, teaching methods or techniques, media and others. From the students’ perspectives, the current curriculum limited their opportunity to learn English. They thought that it forced them to learn various subjects at the same time so they could not focus more in English. Henceforth, these findings are expected to give account by Indonesian government in acknowledging the importance of teachers’ beliefs in curriculum change.
ELT 1039
FOREIGN LANGUAGE ANXIETY IN RELATION WITH
STUDENTS’ MOTIVATION: WHAT’S THE MATTER?

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Abstract

All foreign English learners have their own motivation. Sometimes most of them experienced on anxiety and fear towards L2 learning. The aims of this study are to investigate the factors which contribute the FL anxiety and motivation and to seek the correlation among those variables. The participants of this study are the second year of graduate students in English Department, Yogyakarta State University. There were 26 students who participated in this study. The data of the research were gathered through questionnaires of motivation (You, Dörnyei, & Csizér, 2013) and Foreign Language Anxiety Classroom Scales (FLACS) (Hortizwich et al., 1986). The data were analyzed statistically using descriptive statistics and Pearson correlation. The results indicates that most of the participants are anxious during the language test and have strong motivation in terms of ough to L2 self. The negative relationship among anxiety and motivation is found as a final finding.

Key words: Foreign language anxiety, Students’ motivation, Second language acquisition.
ELT 1040

THE CONSTRUCTION OF THE FARMER’S SUBJECTIVITY IN EDUCATION PROCESS IN NAGEKEO DISTRICT –EAST NUSA TENGGARA- INDONESIA

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Abstract. The study aims at investigating the construction process of the agricultural education especially in the teaching and learning process in the institution of the agricultural education in Nagekeo district. This qualitative study applies phenomenology approach which analyzes the phenomenon related to the agricultural education which is encountered by the student, teacher and related stakeholders. The result shows that the construction of the agricultural education in Nagekeo District is undergoing stagnation since education is unable to give the alternative solution in agricultural cultivation in accordance with the agriculture life context of the local society. It is identified in the teaching and learning process in the class that tend to emphasizes on the capitalism ideology of education. The execution of the agriculture education is refer more to the demands of capital things without emphasizing on the subject of the peasant politically, socially, and culturally. Therefore, the process of externalization, objectification and internalization emphasize more on the system of the modern agricultural knowledge. This condition leads the student to be incapable of developing the alternative agriculture models that based on the traditional education system. This situation results in the high dependency of the technology and chemical fertilizer in agricultural cultivation.

Keyword : Construction, Farmer’s subjectivity, Education process, Nagekeo
ELT 1041

Students’ anxiety in speaking English at tertiary level for Indonesian

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ABSTRACT

The objective of this study was to investigate English speaking anxiety for university students in the context of Indonesia. The participants of this study were bachelor’s degree students from four universities in Surakarta. There were 531 respondents who participated in this study. The instrument used to gather data was close questionnaire. Data was analyzed quantitatively using descriptive statistics and T-test. Based on descriptive statistics analysis, all participants’ anxiety in speaking English was moderate rating of anxiety levels (mean=73.94). The students’ anxiety from private university is higher (mean=72.28) than public universities (mean=74.51). Students’ anxiety based on universities which religious based is higher (mean=74.60) than public universities (mean= 71.95). Although, its difference was not significant (sig=0.74) based on the result of T-test (t=2.643).

Keywords: speaking anxiety, English as foreign language, tertiary level
LISTENING DIARY AS A TECHNIQUE TO ENHANCE STUDENTS' LISTENING PROFICIENCY

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Abstract: This article is aimed at sharing my experience in teaching listening in English Language Education Study Program, Faculty of Languages and Arts, Yogyakarta State University. It is as the continuation or elaboration of my previous article on the implementation of listening diary in enhancing students' listening comprehension skills. It is based on the practice of using this technique in three classes of English for Information and Enjoyment in the second semester 2017/2018. The students were assigned to find a video or audio which fit the topic being discussed. They had to listen and review it covering some points; the source of the video, the social function of the text, the summary of the video, their weaknesses in their learning process, and how they cope the problems. They did not only review the content of the video in general but also the cultural aspect found in the communication practice in the video. Using this model, they learned how to listen, what to listen, and even speaking and pronunciation. Finally, they had to report their listening activity for 5 days via Google Classroom. The use of this learning tool, as one of Google Applications for Education, is aimed to engage students in the use of ICT in their learning process as the trend in the 21st-century teaching and learning. Based on the online evaluation toward the implementation of listening diary supported by Google Classroom, it was found that students were motivated to improve their listening proficiency skills. They were trained to learn regularly, to think critically, and to accustom to social networking.

Keywords: Listening Diary, technique, listening proficiency
ELT 1043

Let’s Speak: Encouraging students to speak up in the classroom through project-based learning

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ABSTRACT: This article presents the result of a study on the use of project-based learning to improve speaking skill of 23 seven grade students in learning descriptive texts. These participants studied in a public junior high school in a regency in the southeast part of a Special Region in Indonesia. This research applied a classroom action research that implemented wall magazine as the project in the first cycle, while the second cycle was a lapbook, a simply file folder that contains a variety of pictures, and other materials that covers detailed information about a certain topic. Therefore, speaking rubric, interview guidelines, and questionnaire items were used to collect the data. The result of the study indicates that these types of project-based learning can improve students’ speaking skill especially in learning descriptive text as well as their creativity and collaborative learning.
Implementing a good syllabus that meet the needs of the stakeholders and the disruptive era is a vital importance. State Polytechnic of Banjarmasin as a higher education institution that produces graduates who are ready to work must be innovative in ESP teaching to prepare its graduates with good communication skill in English to compete globally. Employing theories from Brown (1995) and Richard (2001), this qualitative study investigates elements of syllabus namely needs analysis, objectives, language learning philosophy, methodology, materials used and resources and evaluation. Data are collected through questionnaires and interviews from three engineering departments in State Polytechnic of Banjarmasin to find out whether the current syllabus have met the requirements. The result of this study is expected to bring description about the factual situation and its implementation of the current syllabus which then can be used as a basis for further improvement of the syllabus, especially in facing the fourth industrial revolution.

Key words: syllabus evaluation, teaching English, ESP
Effects of Giving Technology-Based Assignments on Students’ Reluctance to Learning

Reluctant learners need to be both challenged and supported. They need to be actively engaged by instructional approaches designed to maximize the possibilities for engagement. Finally, they need to feel safe enough to take the risk of participation instead of retreating from them. Thus, classroom instructions must be designed as to fulfil those mentioned. Since most of students are digital natives, one possible instruction that will make them feel challenged, safe and engaged is through the use of technology. The use of technology in classroom instruction has been proven beneficial. “…and the development of a range of technological applications has offered tools for language learning…” (Bloch, 2013). This study investigates whether giving technology-based assignments has any effects on students who are reluctant to learn. Why assignments? By giving technology-based assignments, students will be able to explore their ability in using technology. This, then, will put the students into their highest engagement since they feel challenged and safe. Assignments are given after each unit of material taught. In completing the assignments, students will use various kinds of technological advancements, such as gadgets, applications, and technological tools. At the end of the semester, questionnaire is distributed. Data are then analyzed to see the effectiveness of technology-based assignments on students’ reluctance to learning.

Keywords: technology-based assignments, students’ reluctance, engagement
ELT 1046

English Language Teaching and Learning Innovation in Disruptive Era: Developing “Speak Now” Mobile Learning Application to Improve Learners’ Pronunciation Skill

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ABSTRACT

In education aspect, adapting to the disruptive era cannot be avoided. This era makes the students to become more familiar with technology. Thus, the teachers should be more innovative in order to align the technology and the learning process as a part of a digitalization era, especially in English teaching and learning. The observation was done to 42 students of elementary school at the age of 11-12 years old. It is noted that there are some problems related to the English learning: mispronounce and lack of confidence. The students had a poor pronunciation which made them afraid to speak in English. Therefore, the researchers decided to develop a mobile learning application named Speak Now. Speak Now is a mobile learning application which can help the learners to practice their pronunciation. This application will provide the example of pronouncing a word or a sentence appropriately and will correct the user if they mispronounce the word or sentence. In addition, it also has a feature which will give a brief explanation about the basic grammar based on the keywords given. By developing and using Speak Now mobile learning application, it is expected that the English language teaching and learning in the education system will be more innovative and creative. Furthermore, the learners will be more active and easier to keep in pace on their English learning materials as they can access it every time and everywhere on their smartphones or PCs.

Keywords: disruptive era, technology, English teaching and learning, mobile learning, Speak Now
ELT 1047

Raising English students’ intercultural awareness through cultural texts

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ABSTRACT: Along with globalization and the advancements of technology in foreign language teaching, intercultural awareness (IA) has become one of many important aspects needed to be addressed in English teaching and learning activities. IA promotes knowledge, understanding and tolerance, that later shapes how people think and behave in relation with the language they learn. It is also an essential prerequisite for developing intercultural communicative competence. Nevertheless, very limited efforts have been done by lecturers to raise students’ intercultural awareness during their teaching practices. They tend to focus more on grammar, vocabulary, and phonology with less attention to the cultural aspects of students’ target language. Thus, this research aims to explain the role of cultural texts in raising students’ intercultural awareness in English classroom. It is an ongoing research in one of the state universities in Yogyakarta. Two English lecturers and seven students majoring in Petroleum Engineering in the Faculty of Mineral Technology were chosen as the participants. To collect the data, the researcher used classroom observations and interviews on the role of intercultural awareness which can affects students’ success in intercultural communication. The data, then, will be analyzed using Miles and Huberman’s (1994) qualitative data analysis that consists of reducing the data, displaying the data, drawing conclusion and verification. Findings will be presented after the research is completed in early September, 2018.
ELT 1048

FACEBOOK AND LANGUAGE LEARNING: THE ROLE OF DR. GRAMMAR AND ITS HELP TOWARD EFL LEARNERS ACHIEVEMENT IN LEARNING ENGLISH GRAMMAR

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Abstract

People can personalize the way they experience and interact through social media. This is one reason social media become so popular. Social media is basically a structure that consists of individuals, communities, companies or organizations with similar interests, attitudes, values, lifestyles, visions and friendship. One of the social media tools that used to be exclusively used to take break from academics is Facebook. It was not created for educational purposes at first. However, recently, Facebook, can help people to obtain new resource to learn and retain knowledge, especially in learning English. In Facebook, it can also create a group learning, Dr. Grammar is the example. Dr. Grammar is a group learning in Facebook that has an aim to prove that “Grammar is confusing & I hate it” is totally WRONG. This research tries to investigate the role of Dr. Grammar and its help toward EFL learners’ achievement in learning English grammar. The result revealed that free and flexibility time, good material and lack of mastering grammar as the factors that cause the EFL learners join Dr. Grammar. Regarding to the offer that Dr. Grammar did in helping the learners, it was because Dr. Grammar offered good materials, example and explanation, gave practicing program, modul and test, and also every day learning program. Dr. Grammar had helped the learners achievement in knowing grammar aspects, improving grammar skill and improving self-confidence. In conclusion, there are some factors that cause the EFL learners in joining Dr. Grammar. Dr. Grammar has offered good materials and program to help the learners. Furthermore, it helps the learners achievement in terms of knowing grammar aspects, improving grammar skill and self-confidence.

Keywords: Facebook, group learning, language learning, grammar, Dr. Grammar.
ELT 1049
THE STANDPOINT OF XI GRADE STUDENTS OF SMAN 1 PIYUNGAN TOWARD ONLINE LEARNING MEDIA; A NEED ANALYSIS STUDY

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Abstract

In this modern era, teaching using technology can assist students’ learning. Teaching and learning activity by using online media is one way to get closer to ICT (Information Communication and Technology). The aims of this study are (1) to identify the main purpose of learning English, (2) to identify the students’ target needs and, (3) to identify the students’ learning needs of students’ grade XI in SMAN 1 Piyungan. This research is categorized as survey study. The subjects of this study are XI grade senior high school students of SMAN 1 Piyungan and their English teacher. The result of the study are (1) the students’ goal was to get knowledge about English and its culture (2) the students’ target needs were (a) they need Indonesian context, (b) they wanted to write and understand the generic structure of texts, (c) students got difficulty in constructing sentences correctly, (3) the students’ learning needs were an online media that suitable with many smartphone and laptop’s browser, exercises about jumble paragraph and developing main sentences to paragraph and direct feedback from lessons.

Keyword: Learning needs, E-learning, teaching writing
ELT 1050

Teacher Professional Judgment in Responses to Critical Incidents

Abstract

In the classroom, which is very dynamic, critical incidents potentially happen in teaching. The critical incident is an unplanned event during the lesson. The teachers’ professional judgment in making decisions is very important to do for responding to these critical incidents. It can be beneficial for the students in achieving their learning gains if the teachers can anticipate these situations. This study presents the verbal reports demonstrated by three English teachers with different expertise levels in making their analytical decisions for anticipating those incidents. The study is based on the premise that one can understand someone’s beliefs and in-action behaviours through his/her stories verbally expressed. Findings showed that the teachers differed in using their professional judgment. The differences included themes such as student learning, student discipline, and regulations.
ELT 1051

EFL ADULT LEARNERS’ PERCEPTIONS ON LANGUAGE ANXIETY TOWARD
THE SPEAKING PERFORMANCE

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Abstract
A considerable number of foreign as well as second language learners suffer from language anxiety when they step into the language classroom. This study drew on a study which was to describe and understand the affecting factors of EFL adult learners’ language anxiety toward the speaking performances at one private university in Yogyakarta. The purpose of this study is to report findings from the qualitative interview data on the factors of EFL adult learners’ language anxiety toward the speaking performance at one private university in Yogyakarta, Indonesia. The participants were six students in higher level education (postgraduate students) who were chosen randomly. The data were collected through semi-structured interview guided by an interview protocol. The demographic data were analyzed descriptively while the interview data were transcribed and analyzed line by line to generate and develop codes and themes. An analysis of the interview data revealed five major themes including (1) linguistic difficulties, (2) cognitive challenges, and (3) less of practicing English. Some ways to deal with language anxiety were also explained and followed by suggestions for the future study.

Keywords: Perceptions, language anxiety, speaking performance
ELT 1052

THE LEARNING HABITS OF HIGHER GAIN SCORE ACHIEVERS
IN TOEFL AND IELTS PREPARATIONS

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This paper presents the results of a study investigating the 1) learning habits of the higher gain score achievers in learning listening, structure and written expression, and reading skills tested in TOEFL ITP, and 2) learning habits of the higher gain score achievers in listening, reading, writing and speaking skills tested in IELTS.

The research was a case study involving participants of TOEFL ITP and IELTS preparations at the Center of Language Development of Yogyakarta State University. The respondents were selected using the purposeful sampling technique by choosing those who gained above average scores in skills tested in both types of proficiency tests. The data obtained in this research were qualitatively analyzed.

The data analysis results indicated that higher gain score achievers employed more varied learning strategies than the lower gain score achievers did. They employed strategies they learned from their instructors and the ones they found themselves helpful from their learning experience. These achievers diligently utilized learning materials provided at the centre and sources available on the Internet. They also learned from videos from Youtube and other websites, e-books, applications and softwares they downloaded from the Internet. In addition, the study suggested that in average higher gain score achievers spent more learning time than the lower gain score achievers did.

Key words: learning habits, TOEFL preparation, IELTS preparation, gain score
Reverse Engineering for Test Development Practice: A Classroom Learning Experience

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Abstract

Developing a quality test battery for assessing EFL proficiency or results of learning is not an easy task to do. The presence of English language assessment lesson classes at English departments has been a big contribution to the development of this skill; however, it was also evident that students still faced a number of problems. Reverse engineering for language test development is not a new technique, but little has been done to practice this procedure in language classroom. This paper describes efforts that the students of language assessment classes have made to make the task of developing tests easier. Two language assessment classes at the English education department of Yogyakarta State University were used to make a comparison, and the data obtained from both classes showed that the reverse engineering technique provided helps and guidance in maintaining the validity and reliability of the newly-developed test items. This technique proved to be an excellent way in creating parallel structure and format of testing, but some precautions should be taken because the tendency to create a product similar to the basis was a source of questionable results. Other aspects that should be taken into consideration were the creativity and innovation; therefore, students should be encouraged to be confident in exploring larger new stages.

Keywords: language assessment, test development, validity and reliability
ELT 1053

A Need Analysis of Hearing Impaired Students’ Writing Materials

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Abstract

Materials development for students with specific needs has not been addressed widely in literature. This study identifies the learning and target needs of students with hearing problem and explains their problems in writing and the teachers’ challenges in teaching writing for these students. The descriptive methods were used to analyse the students’ needs in writing materials. With three research sites and a total subject of 12 students and 3 teachers in the academic year 2016/2017 in West Java, Indonesia, the study employs the interview guidelines, questionnaire and observation sheet to get the information from the students and teachers. The interview was conducted with the teachers in each school in order to disclose the information about the students’ problem and the teacher’s problem in teaching writing. Further, the questionnaires were distributed to the students to find out their needs in writing. In addition, the observation sheet was used as a guideline for the researcher to take into accounts the general characteristics, number of students, students’ activities and specific students’ attitudes in the teaching and learning process. The findings of the study show that the students still find difficulties in writing such as constructing sentences and paragraph, meanwhile the teachers find difficulties in finding the materials for the students to achieve the core and basic competences in 2013 curriculum. Further implications on materials development for these students with specific needs are discussed.

Key words: need analysis, hearing impaired students, writing materials
ELT 1054

NARRATIVE INQUIRY AS A MEDIUM FOR TEACHER’S PROFESSIONAL DEVELOPMENT

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ABSTRACT

Narrative Inquiry has gained popularity to be used as a tool for teacher’s professional development because through narrative inquiry, teachers have the opportunity to reflect on what they have experienced in their lives and in their teaching practice. It is needed to be done in order to provide in-depth information regarding teachers’ perceptions of their professional development experiences and any connections to improved student outcomes. However, not many teachers know about what narrative inquiry is, how it works, and what steps that they need to do when they do narrative inquiry. Therefore, this paper is aimed to give a brief explanation about Narrative Inquiry. It will be divided into four parts. Part I will be about the definition of Narrative Inquiry. Part II will discuss the strength and limitation of Narrative Inquiry. The steps of Narrative Inquiry will be discussed in part III. Part IV will present some studies that use Narrative Inquiry in English language teaching and learning.

Key word: narrative inquiry, professional development
ELT 1097

Vocational school teachers’ strategies facing the lack of teaching materials in EFL context

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ABSTRACT: Vocational high school students learn foreign language to prepare them deal with their future workplace. However, in teachers’ point of view, materials provided in the textbook given by the government are not suitable and applicable. Therefore, teachers should find supplementary materials which are considered appropriate for their students’ need. The aim of this study is to investigate Vocational school teachers’ strategies to solve problems related to the lack of teaching materials. The study was conducted in a public vocational high school and a private vocational high school in Yogyakarta. All four English teachers were interviewed to reveal their opinions, strategies and feelings toward the insufficient materials. The result showed that the teachers used technology to overcome their problems, e.g. providing videos for teaching speaking and listening, using PowerPoint to attract students’ attention, and finding educational website to support their teaching. The teachers said that the use of supplementary materials captured the students’ interests in and made them excited about the provided learning materials.
ELT 1055

DOES MODE OF READING AFFECT STUDENTS READING ATTITUDE?

ABSTRACT

This study set out to investigate the reading attitude profile of English Language Education Study Program students at Faculty of Languages and Arts, Yogyakarta State University. One hundred and one (101) students participated in this survey research. The data were collected through a reading attitude survey which consists of 25 items. Confirmatory Factor Analysis (CFA) and Latent Profile Analysis (LPA) were the main data analyses. Results from CFA confirmed that the 25 items from the survey converged into 6 factors, i.e. attitude in academic reading in print, attitude in academic reading online, attitude in academic reading in social media reading, attitude in recreational reading in print, attitude in recreational reading online, and attitude in recreational reading in social media reading. Then, a 2-profile solution from LPA led to a conclusion that the students can be divided into two groups, i.e. students with positive attitude towards reading in one group and students with less positive attitude towards reading in the other group. This study confirmed that, reading mode did not influence English Language Education Study Program students attitude in reading.

Keywords: academic stress, latent profile analysis
Developing the Students’ Reflective Skills in Reading Learning in Disruptive Era

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Abstract

In the disruptive era, the demand to focus intently on influential activities is highlighted. The teaching and learning of reading is required to apply meaningful activities that share positive impacts to the students’ outcomes. The development of technology influences the process of language teaching as proposed in the four Cs. One of the four Cs is the ability to have critical thinking that requires the students’ skills of reflection. The consideration of reflecting learning is still low that the students do not clearly understand why they learn something and what the benefits of their learning are. Thus, making reflection of the students’ learning is viewed as influential aspect in succeeding the teaching and learning. This study is a classroom action research that had been done in a senior high school aimed at developing the students’ reflective skills on their reading classes. The classroom action research was done in two cycles regarding the changes during the process of the teaching of reading. The findings of the study shows that the students have different learning behavior since they made their reflection process. Their individual reflection alters their ability to make their own learning goals so that their learning is more meaningful. Positive attitude during the learning was also found during the learning. Moreover, the improvement of their output of the learning was also proved.

Keywords: reflective learning, teaching reading, reflective skills
ELT 1057

EFL Learners’ Motivation and Self-Efficacy toward Listening Achievement: The Case of an Intensive English Language Program for Adult Learners in Yogyakarta

ABSTRACT: Research findings from various academic domains have proven motivation and self-efficacy are associated to behavioral performance or human functioning. In relation to EFL area, the operation of motivation and self-efficacy could relate with the language learning achievement. Being motivated and self-efficacious are associated with higher academic achievement. Hence, this study aims at uncovering the relationships among the level of learners’ motivation, self-efficacy, and language earning achievement, particularly listening skill achievement. The data gathered through a questionnaire from ELF learners (n=39) joining a one-year EFL program for adult learners in one of Islamic Universities in Yogyakarta. A listening test was also conducted to measure learners’ listening skill attainment. The data were analyzed quantitatively by using Pearson Correlations to see relationship among variables. The findings suggested there were positive and significant correlations among the three variables. As learners’ motivation and self-efficacy increases, they tend to perform higher score in listening. The results pointed to the importance of applying instructional processes and activities that can promote EFL learners’ motivation and self-efficacy. Although the design is small in nature, it is beneficial for further development of the current EFL program.

Keywords: motivation, self-efficacy, listening achievement, EFL, EFL program
A Correlative Study of Students’ Reading Interest toward Their Writing Ability

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Abstract

This research is purposed to find out whether there is any correlation of students’ reading interest toward their writing ability of the third semester of International Class Program majoring English Education Department of IAIN Salatiga in the academic year of 2015/2016 or not and to find out the profile of students’ reading interest and writing ability. This research is a correlative research. As a quantitative research, the data collection method that was used by the researcher was questionnaire and test. The researcher found that the correlation between reading interest and writing ability were very significant.

Keywords: Correlative study, Reading Interest, Writing Ability, Quantitative.

An Investigation into the English Language Writing Strategies Used by Indonesian EFL Learners

Abstract

The study is aimed at investigating the English language writing strategies used by Indonesian English as a Foreign Language (EFL) students. The concern was to determine whether those students were taught with the strategic knowledge of how to write texts in a foreign language. The study applied a qualitative method approach; The students’ writing samples were analyzed with the qualitative analysis and questionnaires were used to investigate students’ writing strategies. The objective of the qualitative approach was to generate hypotheses using the grounded theory as guidance. It was hoped that the collected qualitative data would provide an in-depth insight into the nature of the L2 writing and thus, would enable the formulation of new hypotheses.

Keyword: Writing strategies, Indonesian EFL Learners, qualitative method.
ELT 1060

THE DEVELOPMENT OF THE MODEL OF TEACHING MATERIALS FOR ENGLISH FOR SPECIFIC PURPOSES

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Abstract

The need of communicating in foreign language, especially English, is demanding at the moment. In the various job advertisements, English is mentioned as one of the requirements. Therefore, the English materials should be matched with the need of the business area. The goals of learning the English for Specific Purposes, in this case Business English, is to help the students broaden the vocabularies in relation with business, to be able to present their projects and to communicate in English with their clients.

The study is using quantitative research to find out the suitable teaching materials. The researcher is gaining the data through observation using field notes and giving questioners. The subjects of this study were the management Trainees of PT ASTRA Isuzu Sales Operation – Head Office Jakarta. Field notes are used during teaching learning process, while questioners are used to know the materials needed by the company to be given to the management trainees, and used after the try out. After the researcher collected the data, the researcher analyzed the data using quantitative approach.

The results of this study shows the materials needed for the management trainees, four skills included and interesting book layout.

Keywords: Development. Model of teaching materials. ESP.
ELT 1061

THE INFLUENCE OF COMPUTER ASSISTED LANGUAGE LEARNING (CALL) TO IMPROVE ENGLISH SPEAKING SKILL

ABSTRACT
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English is an international language that is used and required by countries around the world to meet various purposes and activities in various fields, especially in economics, politics, social, and education. In the education system, technology has a role to support curriculum development especially in design, development and implementation. In connection with learning English, the use of technology in learning this course has grown rapidly, one of which is learning English-based CALL (Computer Assisted Language Learning) is a computer-aided learning media. The use of computer media in the field of education has many advantages that is with this computer science more easily accessible, spread and stored.

This study aims to determine how much influence the use of CALL media with lecture methods and discussion to improve the cadets’ English speaking ability.

This study uses a quantitative approach and descriptive-quantitative analysis that reveals the problems that occur during the English learning. Analysis of data used is statistical analysis by reviewing the learning process as in learning activities using CALL with lecture and discussion methods. The sample of this study is cadets in class A and B which consist of 50 cadets.

The conclusion of this research is that there is a significant difference of use of Computer Assisted Language Learning (CALL) media in discussion method and lecture on English speaking skill.

Key Words: CALL, lecture method, discussion method, speaking skills
ELT 1062

The Utilization of Automatic Speech Recognition to Improve Indonesian EFL Student’s Pronunciation through Google’s Voice Search Application

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Abstract. Pronunciation is crucial in communication. Without good pronunciation skill, communication in foreign language will not run smoothly. However, in Indonesia, it seems that pronunciation has not been given proper attention in the process of foreign language learning. Pronunciation training requires more investment of time for English as Foreign Language (EFL) students to practice. However, EFL students have limited time to practice pronunciation in the classroom. Therefore, technology can be used to assist in addressing this problem. So Automatic Speech Recognition (ASR) technology is one of the examples of using technology here. Google Voice Search Application as one application that uses this technology can be used by both EFL teachers and students. This application tends to recognize sounds based on its intelligibility, meaning that it does not require the speaker to have a native-like pronunciation. Besides, it is free to download in computer or smartphone, it also can help teachersto create interesting activities in the EFL classroom instead of just drilling. Additionally, the technique on the sounds as a whole thing in teaching pronunciation will be the other concern to discuss. This paper then aims at discussing the utilization of Automatic Speech Recognition to Improve Indonesian EFL Student’s Pronunciation through Google’s Voice Search Application.

Keywords: Automatic Speech Recognition, Indonesian EFL Students, Teaching Pronunciation, Google’s Voice Search Application
ELT 1086

The significance of teacher’s talent in improving students’ engagement in EFL classroom

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ABSTRACT: This study aims at describing and explaining teacher’s talent as a significant factor to improve students’ engagement in ELT Classroom. The data were taken through observation and interview at a Vocational High School (VHS) in Yogyakarta. The participants were 32 students at the eleventh grade of culinary study program and an English teacher. Data were analyzed by using the theory of classroom management by H.J Brown (2001), the theory of characteristics of student’s engagement by Jones (2009), and the theory of learning and teaching by Wilson et al (2006). The result of this study showed that the teacher’s talent such as having the professional competence, artistry, and a good classroom management is significant to improve the students’ engagement at the VHS. The students showed positive engagement after the teacher improved the teaching strategy and used the teacher’s talent. There were five characteristics of students’ engagement that appeared during classroom observation: positive body language, consistent focus, verbal participation, students’ confidence, and fun and excitement. In conclusion, teacher’s talent in teaching EFL significantly improved the students’ engagement.
ELT 1064

Investigating teacher’s difficulties in enhancing EFL students’ motivation to read

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ABSTRACT: One of teachers’ concerns in teaching reading is their students’ low motivation. Studies show that most of students are not highly enthusiastic when the teacher gives them a text. However there are limited efforts done by the teacher to motivate the students. This study aims to investigate teacher’s difficulties in enhancing students’ motivation to read and what factors influence their motivation to read. The data were collected from observation and interview with a group of English teachers to gather information about teachers’ difficulties. Interview with students was conducted as well to gather information about what factors influence their motivation to read. The data were analyzed qualitatively through transcribing the interview recording and checking the field notes which were used to select the data concerning to the issue being addressed. Based on the later findings this paper will give information of teachers’ difficulties in enhancing students’ motivation to read and factors that influence their motivation so that teachers can map their problems, evaluate their teaching strategies, and find other strategies to overcome their problems.
ELT 1066

Reflective Learning Strategy in Developing Students’ Writing Ability

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ABSTRACT

The purpose of this research is to know the effect of reflective learning strategy towards the development of writing ability for XI grade students. The research applied a quasi-experimental design. The researcher used two different strategies for each group, in which reflective learning strategy was used in experimental class and conventional strategy that is direct/natural method was used in control class. The population of this research was the second year students of SMAN 2 Majene at 2015/2016 academic year and cluster random sampling was applied in the process of collecting the data. Two classes were taken as a sample: they were class X.D with 19 students as experimental class and class X. C with 21 students as control class. The researcher used writing test. The result shows that there was significant difference between students’ writing ability to write an essay in experimental and control group. So, the alternative hypothesis was accepted. It means that reflective learning gave positive development in students’ writing ability as shown by the XI grade students of SMAN 2 Majene 2015/2016 academic year.

Keywords: personal experience, students’ writing skill, reflective learning.
Proposing Literature Circle Strategy to enhance students' reading comprehension in EFL classroom

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ABSTRACT: Traditionally, many teachers give rigid question-answer exercises which include some texts that should be answered by students in reading classroom. This strategy is commonly used by most of EFL teachers in the classroom but this conventional reading comprehension activity does not provide students opportunity to share what they have read. This mixed-method research is aimed to know students’ needs and wants as well as their interest and difficulties in reading classroom for Second Grade of SMA Ali Maksum Krapyak, Yogyakarta. Data were collected through observation in the classroom, giving the questionnaires to the students and having an interview with the teacher. The preliminary data analyses showed that the students in EFL classroom need a strategy which can help them improve their reading skill, increase their vocabulary and enhance their social skill, which all can lead to better learning in reading class. This paper proposes the strategy that can be used by the teachers in EFL reading classroom through the use of Literature Circle Strategy to develop the students’ reading comprehension skill while also increase their social skill needed during successful reading process.
ELT 1094

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The Implementation of Moodle to Help Teachers Develop

Blended Learning in the Field of EFL

Abstract

This paper presents a narrative review of literature in relation to the Implementation of Moodle to help teachers develop blended learning in the field of English as Foreign Language. Although many researches were done regarding the use of Moodle in teaching and learning processes, some shortcomings still exist in this discipline. The Moodle implementation is not covering all the universities of the world. Further studies are needed to help teachers know more about it and master its use to foster the blended learning approach. This paper intends to examine the extent to which Moodle has been given attention by the previous studies and from which its aspects have been mainly studied so that teachers can benefit from it for a better teaching method by reviewing previous studies. The current paper offers useful information that is expected to provide additional insights in relation to Moodle and the way teachers can use it efficiently during their teaching profession. Moodle and blended learning will successfully be applied by colleges and universities around the world. The overview provided by this paper is expected to facilitate teachers, students and school administrators to acknowledge the crucial value of Moodle in ELT and enable them gaining an excellent achievement and increase their teaching and learning strategies.

Keywords: Moodle, ICT, Blended learning, EFL
ELT 1069

Developing Integrated English Learning Material of Islamic Contents Based on Instructional Analysis: A Design Based Research

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Abstract
English learning material should be well developed based on the formulated learning goal. It should also be able to assist students to learn English well. In a case of achieving learning goal, instructional analysis helps teachers identify students’ learning level and specific learning skill. Thus, developing English learning material is essentially needed. It is also suggested that the material should be integrated in which the language skills are turned in. As this research aimed at developing English material based on instructional analysis, it used design based research. The data were gained from the result of learning semester program (RPS) analysis and questionnaire. The data were in terms of learning objectives identification. They then became the basic to formulate learning indicators which proceeded to determine the learning materials. In addition, since this research focused on Islamic contents, some islamic resources were selected accordingly. These Islamic contents were adapted based on the students’ level of difficulties. To proceed to learning material development, ADDIE model was used to design the learning material. As a result, English learning material was developed integrally to promote students’ integrated skills to achieve their cognitive, affective, and psychomotor objectives while learning English.

Keywords: Material Design, Instructional Analysis, ADDIE
ELT 1087

Negotiated Roles of Teacher, Student and Mentor Teacher in Using Media for Teaching Speaking

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Using media for teaching goes beyond teacher’s individual decision. It reflects negotiation of roles between teacher, student and school in selecting and utilizing media for instructional purposes. This multisite case study aimed at exploring how a novice teacher and a teacher trainee used technology in their teaching while completing teaching practicum program in the same English Education department. Individual and group interviews and classroom observations were employed in addition to assigning teacher reflection to both, in order to survey and compare their familiarity with different types of media for teaching English and their pedagogical decision in using selected media for teaching speaking. The findings offer suggestion to the teaching of instructional media in the department and accentuate the role of in-site mentor teachers during the practicum.

Key words: instructional media, speaking, mentoring, practicum
ELT 1099

NEEDS ANALYSIS OF ENGLISH FOR HOMESTAY STAFF IN BALI

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In response to the booming of tourism industry in Bali, one of the ways local people to respond to the development is through developing homestay, a small scale accommodation for tourists. This accommodation facility varies from a very basic ones to the ones having complete facilities including air conditioning. Since it is small in scale and usually manage by a family, the staff do not have adequate ability in English to communicate effectively. This study, therefore, aims to find out what the staff of homestay need to learn to be able to communicate effectively to guests in English. This research was conducted in Ubud and Munduk for identifying the profile of the learners’ target needs of English. The data were obtained through questionnaire, interviews, observation, and texts collection. They were then analyzed and are presented by using Hutchinson and Waters’ (1987) and Munby’s (1978) target situation analysis frameworks. The communicative acts/functions can be grouped into 9 communicative events: information clerk, reservation clerk, reception, clerk, bell boy/doorman, cashier, communicating by telephone, and dealing with complaints. In addition, the ability to speak and listen is considered more important than reading and writing.
ELT 1071

Using local culture materials for English learning in Yogyakarta Special Province

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ABSTRACT: The paper aims at arguing the importance of the using of local culture materials for English learning in Yogyakarta Special Province. It also will discuss the use of local culture materials in the instructional process. Based on chapter X article 37 verse 1 Law of Indonesian Republic No.20/2003 about system of national education, the curriculum in Indonesia requires the culture and local content for primary and secondary education to be implemented. In addition, the government of Yogyakarta Special Province has their own regulation No.5/2011 about management and organization of culture-based education. However, nowadays the era is challenging which may cause local culture slowly disappearing by the modernization era and outside influences. In relation to English learning, the teachers should add the content of culture especially local culture and maximize the use of local culture in their teaching process.
ELT 1072

Vocational High School English Teachers’ Perception toward Character Education Practices in the Classroom

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Abstract

This paper tries to examine the teachers of Vocational High School perception about character education practices in teaching and learning process in the classroom especially in English lesson. It aims to know the English teacher opinion about the ways in implementing character education in classroom activities. This qualitative study employs semi-structured interview in collecting the data. The researchers interviewed three English teachers of one Vocational High School. The result shows that all of the English teachers believe that character education implement explicitly in the classroom. Further, they prefer to advice the students directly about good character instead of insert the value of character in the learning materials or classroom activities. Considering the result, teacher training about character implementation is presumably needed in order to make character implementation in the classroom more effective.

Keywords: character education, ELT, vocational high school
ELT 1073

A review of research on the analysis of higher order thinking skills in English textbooks

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ABSTRACT: English textbooks play an important role as they are typically being used by teachers in the teaching and learning process. By the aim of keeping up with the development of education and the demands of graduates, the content of the textbook is also more diverse with many variations of activities ranging from low to the higher levels. Thereby, higher order thinking skills (HOTS) becomes an important aspect to be considered and presented in the textbooks so as to facilitate students in achieving the graduate targets. As a result, a lot of research has been done to investigate the existence of HOTS activity. While it is clear that HOTS are so important, previous studies have reported that most of the textbooks used have not provided much portion on HOTS activity. Therefore, this paper further reviews the research literature on the analysis of HOTS in English textbooks.

Keywords: higher order thinking skills, English textbooks, teaching and learning

ELT 1074

English language learning needs of culinary program students at vocational high school

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ABSTRACT: The aim of this study is to find the English language learning needs of the students of culinary program at vocational high school. Learning English at vocational school is certainly different from high school regarding with the graduate competencies expected by their major. One popular major is culinary that opens up many opportunities to work together with foreigners or be sent to work abroad. However, preliminary studies showed that the English language materials and activities obtained by culinary students were not much different from public high schools. Therefore, knowing what students’ need is important. Questionnaires were distributed to 62 students of tenth grade culinary program. By using the instrument, the students’ preferences in learning English will be sought. The result of the needs analysis showed that writing was the hardest skill for the culinary program students. They preferred to learn writing on topics according to their major. They also determine the activities that they prefer in learning writing. Finally, the results of this study are expected to open opportunities for materials developers to design learning materials in accordance with what is needed and desired by students, especially for culinary major.
ELT 1075
DEVELOPING ENGLISH LANGUAGE TEACHING METAPHORICAL
ASSOCIATIVE CARDS (ELTMAC)

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Abstract:

This is a report on action research that developed story cards and supporting games for ELT based on Jungian archetypes and the journey, and empirical research that demonstrates global improvement (5.4%) in narrative writing against a control group taught through only textbook and PowerPoint. This improvement may be due to how ELTMAC games can benefit English language learning: This research seems to corroborate Jungian researchers who have found improved language memory in tests with metaphorical associative cards derived from the Archetypal Symbol Inventory. The cards are easily scalable to learner level; with vocabulary profiling against a corpus linguistics BNC-COCA database, the 59 cards can be named with the most common (<2000) English words. Recent fMRI studies support Jung’s claim that archetypes are neurological structures and are universal worldwide; ELTMAC therefore transcends intercultural boundaries and accesses the brain on the level of language formation. The cards are based on fairytale, i.e. European folklore; both English and fairytales originate in the Bronze Age Indo-European dispersal, so the game affects a Whorfian synergy that imparts cultural competence. Story helps us understand ourselves; hence ELTMAC games aid development of L2 identity. Fairytales confront the realities of life, so the games allow for authenticity and meaningfulness to reemerge in ELT classrooms where commercial or social-political forces have censored it. And, narrative story card games are highly adaptable, with broad use for teaching skills and language forms.
ELT 1076
Self Access English Learning as a Support in Developing Students’ English Competence.
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Abstract: This paper is about how self-access learning might support the development of students’ English competence. The data is taken from a part of a two-year R&D study. It covers the importance of English competence for university students, how the university develop students’ English competence and students’ views on how Self Access Centre (SAC) can support the efforts.

Keywords: self access centre, english competence
ELT 1077

Instilling Characters through English Language Teaching Practices

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Talking about the practice of teaching English as a foreign language in this country always comes up with the discussion of whether it has successfully fulfilled all the learners’ need of learning the language. It rarely discusses about the importance of embedding characters in its teaching and learning practices. Questions need to be proposed in relation to the importance of integrating characters in English teaching learning practices and ways of doing it. This qualitative study is intended to answer three main questions related to the interfaces between character education and English language teaching practices, namely: 1) what English teachers say about integrating character education in English language teaching, 2) what characters to be embedded in English learning teaching practices and 3) what steps need to be conducted in integrating those characters in English teaching and learning practices in Indonesian context.

Key words: teaching English, characters, education, Indonesia
ELT 1080

BEING A REFLECTIVE ENGLISH TEACHER FOR PROFESSIONAL DEVELOPMENT: MY SELF-EXPERIENCES IN CONDUCTING LESSON STUDY

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Abstract

Being professional is both a demand and needs for English teachers in facilitating students’ learning to meet the pre-determined objectives. One of the ways to be a professional English teacher is being a reflective teacher. I reflect what I have done related to my teaching – plan, process, and assessment or even evaluation. This article discusses English teacher professional development through a way called being a reflective teacher: my self-experiences in conducting lesson study. The activities of reflection in lesson study are divided into three phases in each cycle: plan, do and see. Having finished each of the phases, I reflect what I have done and I get inputs and suggestions from my colleagues for the betterment. The positive factors are enhanced whereas the bad ones are minimized or even eliminated. The problems faced in each of the phases are collaboratively solved. The next cycle is planned and conducted based upon the previous cycle (redesign). Furthermore, this article also discusses the impacts of being reflective in conducting English teaching learning process through lesson study. The impacts show that there is quality improvement in conducting English teaching learning process attested in a number of indicators.

Keywords: reflective teacher, English, lesson study, and professional development
In doing their teaching, teachers need to have an awareness, knowledge, and skills related to the learning materials. The materials which is the English language does not consist of grammar, vocabulary and sounds only. The use of language in real communication needs to be learned and practiced by the language teachers in order that they can be models for the students. In addition, their knowledge in language use as formulated in pragmatics will help them in developing materials for their teaching especially in selecting the language input as well as teaching the aspect in a way that help students. In other words without adequate knowledge in the aspect of the English language use teachers might have difficulties in teaching English for communication in a real life. This paper presents why future English teachers needs to study pragmatics and how it can be conducted.

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ELT 1088

The Implementation of MOOC for English Language Learning using Schoology towards Students' Learning Outcomes: A Case Study

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ABSTRACT: The advent of Massive Online Open Course (MOOC) is believed to provide an autonomous learning space that minimizes the power structure between the teacher and students in Indonesian English as Foreign Language (EFL) classes. Schoology, a learning management system, is one of potential platforms providing an undeniable option for educators looking for something between an academic social network and a learning management system. This paper aims to report how Schoology gives impact on students’ learning outcomes in English classes at an Indonesian higher education. The qualitative case study employed semi-structured interviews and observations which involved 115 students enrolled in several English course subjects that adopted a blended learning method using Schoology. The findings explained how Schoology can provide students with meaningful and relevant English learning experiences in the 21st century through the impact of engagement framework, consisting of teacher engagement, student engagement, cognitive engagement, and social engagement, to students’ learning outcomes in English language learning.
Autonomous learning becomes one of the crucial issue in 21st century learning. The attention on this issue dramatically raise in the recent years due to the rapid change of technology. This tremendous change facilitates the teacher and students with abundance of information readily accessed on the internet. Unfortunately, many teachers do not incorporate technology in their instruction. Likewise, teacher are still practicing traditional approach in teaching. Consequently, students greatly rely on their teachers’ lecturing so that they become more dependent in learning. As a result, the writer proposes Flipped classroom model in order to foster students’ autonomy in learning English. This is an approach which incorporates technology for its instruction. Obviously, it inverts the lecturing at the class hour with watching lecturing video at home, while the students discuss, debate, present or ask the clarification of the video content at the class hour. In short, this approach facilitates the students to manage their own learning through watching the video.

**Key words**: Autonomous learning, traditional approach, Flipped classroom model
ELT 1083

Integrating the teaching reading and writing to cultivate the learners’ literacy skills:
scaffolding literacy approach

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Abstract.

In Indonesia, English language teaching has given much challenge because English is used for specific or academic purposes. However, the implementations of it are not adequate to pursue the Indonesian EFL learners. It is due to the lack of utilizing the English as their habitual communication to reach the target-aims which may come from the teaching learning process. Integrating the teaching reading and writing skills will probably help learners to cultivate the learners’ ability in the form of attaining the literacy skill. Therefore, this paper aims to describe the role of the scaffolding literacy approach to integrate reading and writing skills of Indonesian EFL learners followed by the explanation in depth.

Keywords: Teaching reading and writing, scaffolding literacy approach
ELT 1084

Digital Literacy Practices of English Language Learners: Indonesian Context

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Abstract

The number of Indonesian internet users around 13-18 years old in 2017 was 16.68% of 143,26 million people and keep increasing significantly. This range of age is the English language learners who spend most of their time daily connected to the internet using digital devices. Besides using it for entertainment purposes, they also learn English independently beyond the classroom. Accordingly, this study aims to identify types of digital practices employed by the learners as their attempts to learn English in the out-of-school setting in Indonesia. This study surveyed twenty-five high school students in Bandung by using close- and open-ended questionnaire. The quantitative and qualitative data were gathered and grouped into three categories of digital literacy practices as the findings. First, the digital natives are learning English by locating and consuming digital content as their engagement online. Besides, they are also creating digital content as the enhancement of their language experience. Lastly, they communicate the digital content by interacting with others online. It can be inferred that there are three different types of digital practices the learners concerned with during their learning process of English independently. Further study on learners’ perceptions and how each digital practice is contributing in English language learning experience is recommended to be done.

Keywords: beyond the classroom, digital literacy practices, English language learning