



UPI

The Language Center,
Linguistics Study Program,
English Education Study Program

PROGRAM BOOK

CONAPLIN 16

16TH CONFERENCE ON APPLIED LINGUISTICS

Language and Empowerment:
Applied Linguistics in Practice

JULY 17 & 18, 2023

**The Sixteenth Conference on Applied Linguistics (CONAPLIN 16)
Bandung, 17-18 July 2023**

PROGRAM BOOK

THE SIXTEENTH CONFERENCE ON APPLIED LINGUISTICS
(CONAPLIN 16)



*Language and Empowerment:
Applied Linguistics in Practice*

17-18 July 2023

Jointly Organized by

Language Center of Universitas Pendidikan Indonesia
Linguistics Study Program of Universitas Pendidikan Indonesia
English Education Study Program of Universitas Pendidikan Indonesia

**The Sixteenth Conference on Applied Linguistics (CONAPLIN 16)
Bandung, 17-18 July 2023**

WELCOMING AND OPENING REMARKS

Head of the Language Center of Universitas Pendidikan Indonesia

Assalamualaikum wa ramatullahi wa barakatuh.

It is with great pleasure and honor that I welcome you to CONAPLIN which on its 16th year birthday has a theme: “Language and Empowerment: Applied Linguistics in Practice” to celebrate. Our celebration comes in the forms of exploring, examining, scrutinizing language and its infinite potential in empowering individuals, communities, and societies. Using various tools from the applied linguistic framework, the multifaceted impacts of language on various aspects of our lives will be analyzed, discussed and celebrated in this conference.

Language is not merely a means of communication. It is an instrument of empowerment that can transform lives, challenge societal norms, and foster positive change. It is through applied linguistics that we can examine and connect the power of language in practical contexts. This year, our lineup of remarkable speakers: Professor Jim Martin from University of Sydney, Professor Jan Hardman from University of York, Professor Rouli Esther Pasaribu from Universitas Indonesia, Professor Iwa Lukmana from Pustaka or Center for Language Development and Empowerment and presenters from various backgrounds and disciplines will illuminate the diverse dimensions of language and profound impact on empowerment. Therefore, I would like to encourage the conference participants to be actively engaged in the discussions, workshops and in every possibility of networkings and collaborations. Let us put into practice: use our language for empowerment!

For this year’s CONAPLIN, Balai Bahasa is also empowered by the significant contribution from our collaboration with Pustaka (Pusat Penguatan dan Pemberdayaan Bahasa) of Badan Pengembangan dan Pembinaan Bahasa, BenQ and NUADU, the Linguistics Study Program, School of Postgraduate Studies UPI and the English Language Education Study Program of UPI. Our deepest gratitude for the productive collaborations that has ensured the conference to happen.

On another note, I would also like to highlight the fact that for CONAPLIN this is a special year. This is her sixteenth birthday. We have been through so many ups and downs in the past sixteen years. Looking at the many conferences that comes and goes, or just disappears, to be able to celebrate a sixteenth birthday for a conference is an incredible achievement. Therefore, I would like to thank, first of all, the committee which under the command of Wawan Gunawan has worked so hard and for so long to make sure that we arrive at this moment as planned. Thank you, Pak Wawan Gunawan and squad. However, for all the 16 years of hard work, my most sincere gratitude and appreciation goes to the staff of Balai Bahasa UPI who has always been in the background, behind the scene, making sure that every year each and every committee succeeds in organizing CONAPLIN. Thank you.

I thank each and every one of you for your presence here and out there -in the virtual rooms- for your shares enthusiasm to explore the vast realm of language and empowerment. May CONAPLIN 16th inspire us all to embrace the incredible power of language and its potential to transform lives, communities, and the world. Enjoy the conference! Thank you.

Dr. Raden Safrina, M.A.

The Sixteenth Conference on Applied Linguistics (CONAPLIN 16) Bandung, 17-18 July 2023

Chairperson of CONAPLIN 16

Assalamu'alaikum Wr. Wbr.

Warmest greetings!

First and foremost, I would like to express my utmost gratitude to the keynote, plenary, and workshop speakers for making their time available onsite and online to share their valuable knowledge and experience at this yearly event. Welcome all presenters and participants to the 16th CONAPLIN, and thank you very much for your participation. I also appreciate all of the work that went into organizing this year's conference.

The selection of this year's conference theme "Language and Empowerment: Applied Linguistics in Practice," is prompted by the inevitably ever-growing role of Linguistics that has impacted the evolving social, cultural, and disciplinary practices across contexts. Linguistics plays a significant role in understanding and leveraging this relationship in practical contexts across interdisciplinary fields. The theme is raised to address real-world language-related issues by drawing on insights from linguistics and other related fields such as psychology, sociology, anthropology, science and education. Language and empowerment intersect in various ways and applied linguistics plays a crucial role in understanding and promoting this relationship. Applied linguistics has been informing research and practices to empower individuals and communities, for example, by advocating how individuals should learn languages and tailor teaching approaches to suit learners' needs and goals to lead them to greater educational opportunities and job market opportunities. Applied Linguistics has been able to shed light on language planning and policy formulation to promote linguistic diversity and inclusion by advocating for the recognition and support of minority languages, enabling speakers of those languages to participate fully in society and express themselves confidently with increased self-esteem and a sense of belonging. Some other evidence that applied linguistics plays a role significantly is ensuring accurate translations and interpretation in medical practices and legal proceedings to empower individuals to access essential services and exercise their rights effectively. Overall, applied linguistics has been witnessed to bridge the gap between theories and practices, focusing on enhancing language use and understanding to empower individuals and communities by recognizing the values of languages.

Such applied linguistics in practice has prompted us to explore its roles more in this yearly conference. The conference attempts to facilitate discussions to address the empowerment of language and education, language and identity, language and access, language and advocacy, and language and social changes in various discourses. Practical applications of linguistic theories and principles should harness the power of language in enhancing agency, participation, and social change.

Those concerns will be reflected in this year's 16th CONAPLIN theme by advocating better collaborations and networks. I personally believe that this conference will facilitate thought-provoking dialogues among teachers, researchers, policymakers, and enthusiasts in applied linguistics to traverse the specific aspects of language and empowerment in the presenters and participants' practices and research involving language.

I wish you all a great and joyful experience in joining the 17-18 July 2023 conference. Hopefully, we can foster critical awareness of using and viewing language in trans- multi- and interdisciplinary practices.

Have a great conference!
Best regards,
Wawan Gunawan, Ph.D.

The Sixteenth Conference on Applied Linguistics (CONAPLIN 16) Bandung, 17-18 July 2023

Vice Rector for Research, International Affairs, Partnership and Business
Universitas Pendidikan Indonesia

Assalamu'alaikum Wr. Wb.

Ladies and gentlemen..

On behalf of the Rector and the entire academic community of Universitas Pendidikan Indonesia, it is my greatest honour to express a warm welcome to each and every one of you at this remarkable international conference, Conaplin 16th, with the theme Language and Empowerment: Applied Linguistics in Practice.

We have come from different places, representing a variety of backgrounds, experiences, and expertise. Scholars, researchers, educators, and teachers join together at this conference to exchange ideas and share their best practices. I believe that we share a similar goal which is the pursuit of knowledge, innovation, and collaboration.

We do hope that CONAPLIN 16th excites and inspires us to continue working for the advancement of Applied Linguistics, particularly in taking benefits of living in a superdiverse world through cross-collaboration within our circles, networks and beyond. Enormous thanks and appreciation to UPI Language Center, Linguistics Study Program, English Education Study Program, and the committee who have worked hard preparing and organizing this conference. The solid teamwork makes this conference possible to be administered and becomes our asset toward the mission to make UPI a World Class University.

Let us begin this conference with enthusiasm and may our collective efforts during these two-days conference foster a deeper understanding of the practical applications of applied linguistics and inspire us to continue our work in promoting language empowerment.

Once again, I want to thank you all for coming. I hope that this conference be a source of inspiration, knowledge, and collaboration, leading us to new frontiers of language and empowerment.

To close my remarks, I would like to congratulate everybody and have a great time at CONAPLIN 16!

Prof. Dr. Bunyamin Maftuh, M.A., M.Pd.

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KEYNOTE SPEAKERS' ABSTRACTS

THEORY, DESCRIPTION AND PRACTICE IN APPLIABLE LINGUISTICS: A SYSTEMIC FUNCTIONAL PERSPECTIVE

J. R. Martin
University of Sydney

For more than half a century now Systemic Functional Linguistics (SFL) has evolved as an applicable linguistics, engaged as it has been in a dialectic of theory, description and practice. In this overview presentation I'll reflect on some examples of theory and description evolving in relation to the challenges of practice – drawing on my experience in the fields of clinical linguistics, educational linguistics and forensic linguistics. There are many exemplars we could focus on. Here I'll concentrate on the emergence of discourse semantics from studies of schizophrenic discourse, the emergence of genre and appraisal from action research in genre-based literacy programs and the emergence of iconisation from work on Youth Justice Conferencing (a form of diversionary justice). In general terms what we observe in this work is a steady elaboration and extension of Halliday's recontextualisation of Firth's prosodic phonology for his studies of lexicogrammar – leading to the rich models of users in uses of language shaping SFL research today.

Keywords: Systemic functional linguistics (SFL), clinical linguistics, iconisation

About J. R. Martin:

J. R. Martin is Professor of Linguistics (Personal Chair) at the University of Sydney. Professor Martin was elected a fellow the Australian Academy of the Humanities in 1998, and awarded a Centenary Medal for his services to Linguistics and Philology in 2003.

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EMPOWERING LEARNING THROUGH CLASSROOM DIALOGUE AND DIALOGIC PEDAGOGY

Jan Hardman
University of York

International educational research has shown that classroom dialogue is crucial for effective teaching and learning. It is employed as a tool for creating an inclusive and empowering classroom environment, promoting engagement, and improving educational outcomes. In the talk, Professor Hardman will delve into the concept of classroom dialogue and demonstrate how it can be harnessed through a dialogic pedagogy. Then, drawing on her own research, she will provide empirical evidence of the positive impact of classroom dialogue and dialogic pedagogy on learning and attainment. Finally, the talk will conclude with practical implications for teachers, making it an excellent opportunity to learn how to integrate this approach into the classroom.

Keywords: Classroom dialogue, Dialogic pedagogy, Inclusive, Engagement, Learning

About Jan Hardman:

Jan Hardman (*nee* Abd-Kadir) is Professor of Language Education at the University of York, United Kingdom. Her research focuses on classroom discourse and interaction, dialogic pedagogy and teacher education across all phases of education. She has published extensively on classroom talk, dialogic pedagogy and teacher professional development. In addition, she has worked on numerous research projects, including a large-scale randomised controlled trial of a teacher professional development intervention aimed at improving the quality of classroom talk, learning engagement and student attainment in primary schools that serve socially deprived areas of England. Her research employs mixed methods that use quantitative and qualitative data collection and analysis approaches. Informed by her research, Jan contributes to staff professional development courses on teaching and learning in schools and higher education.

PLENARY SPEAKERS' ABSTRACTS

TEACHING LITERATURE IN PANDEMIC AND POST PANDEMIC TIME: CHALLENGES, CHANGES, AND OPPORTUNITIES

Rouli Esther Pasaribu
Universitas Indonesia

The outbreak of the Covid-19 has changed our lifestyle and impacted how we work, learn, and communicate. One of the significant changes we face is how learning is conducted in learning institutions, starting from primary to higher education. This study examines the strategies in teaching and learning literature subjects at university during pandemic time. In this study, I will focus on the implementation of student-centered learning at literature classes and students' digital exhibition projects as students' space to express their idea and feeling, especially during pandemic time. The data is collected from focus group discussion with students, questionnaire, students' feedback, and students' digital art exhibition through Instagram platform. This study will also discuss the challenges and the changes in teaching literature in post pandemic time and how we will conduct our classes after we experienced Covid-19 pandemic.

Keywords: teaching, pandemic, literature, student-centered learning, post pandemic

PERLUASAN CAKUPAN PROGRAM PEMBELAJARAN BAHASA ASING KE RANAH KOKURIKULER PUSAT PENGUATAN DAN PEMBERDAYAAN BAHASA

Iwa Lukmana
*Kepala Pusat Penguatan dan Pemberdayaan Bahasa Badan Pengembangan Dan Pembinaan
Bahasa*

Ranah kurikuler dari sebuah program pembelajaran bahasa asing tentu merupakan aspek inti, karena dari ranah kurikulerlah program pembelajaran itu bermula. Sebuah konteks pembelajaran bahasa asing akan memerlukan kurikulum, silabus, bahan ajar, alat tes, dan bahan pendukung lainnya yang dianggap perlu. Namun demikian, perlu dipahami bahwa ranah kurikuler baru memenuhi kebutuhan siswa pada jam-jam pelajaran yang telah ditetapkan sebelumnya, yang jumlahnya tentu saja terbatas bahkan mungkin sangat terbatas dalam konteks-konteks tertentu. Untuk itulah diperlukan upaya untuk menyediakan kesempatan belajar bagi para siswa di luar jam-jam pelajaran baik secara terpandu maupun mandiri. Dalam konteks inilah ranah kokurikuler menjadi relevan. Presentasi ini akan membahas bagaimana ranah kokurikuler dapat dikelola untuk meningkatkan partisipasi belajar siswa bahasa asing untuk mendukung pencapaian target pembelajaran. Lokus yang dijadikan contoh adalah pembelajaran Bahasa Indonesia bagi Penutur Asing (BIPA) yang dikoordinasi oleh Badan Pengembangan dan Pembinaan Bahasa pada Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.

Keywords: BIPA, kurikulum, Kokurikuler

WORKSHOP SPEAKERS

ANALYSING TEXT FOR APPLIED LINGUISTICS

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In this workshop, we will explore how to analyse texts for practical purposes. The workshop will draw on the theoretical framework of Systemic Functional Linguistics, which offers an extensive range of tools for understanding text. In particular, it will focus on a *discourse semantic* toolkit that can help in analysing and interpret texts from a range of registers and genres. This toolkit has been comprehensively developed to investigate discourse in relation to its social context, including how text works to construe experience, to enact social relationships, and to organise this into a meaningful text. The workshop will primarily focus on English, but to illustrate the ‘applicability’ of the toolkits to texts from languages other than English, we will also consider text analysis in Bahasa Indonesia and Sundanese. Upon completing the workshop, participants can be empowered to use the discourse semantic toolkit in their various practices in different fields, such as education, critical discourse analysis, forensics, and literary studies, to mention just a few.

Keywords:

JOINT RETELLING: SUPPORTING EFL LEARNERS TO SHUNT FROM SPOKEN TO WRITTEN LANGUAGE

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English literacy in EFL contexts is concerned with the development of students’ spoken and written language. While spoken language is known as the foundation of literacy in the first language, EFL students need to work on both modes simultaneously. This workshop explores ways to scaffold EFL learners to shunt between spoken and written language through Joint Retelling activities. A number of studies show that involving students in literary experiences helps them develop their comprehension, a sense of story structure, and oral language. In this workshop, the participants will be invited to participate in the telling and joint retelling of a story. To conclude the workshop, issues related to the practicality of Joint Retelling will be discussed based on the participants’ reflections on their joint retelling experiences and their teaching contexts.

Keywords: English literacy, EFL contexts, spoken language, written language Joint Retelling

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HOW TO DESIGN FOR MULTIMODAL LITERACY LEARNING IN THE LANGUAGE
CLASSROOM

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Literacy today has expanded beyond the learning of language to include multiliteracies (New London Group, 1996; Cope & Kalantzis, 2015). Specifically, the use of multimodal meaningmaking resources in communication has been described as multimodal literacy (Jewiz & Kress, 2003; van Leeuwen, 2017). Multimodal literacy focuses on the process of creating meaning through multiple modes within the framework of multiliteracies. It entails a set of codified knowledge and skills, as well as semiotic awareness demonstrated by students through their comprehension and representation of multimodal texts in contextually appropriate manners (Lim & Tan-Chia, 2023). This workshop will discuss the principles in designing for multimodal literacy learning in the language classroom. The principles are derived from the outcomes from a multi-phased design-based research project that focuses on integrating multiliteracies in English classrooms in Singapore (Lim, et al. 2022).

Keywords: literacy, multimodal, semiotic awareness

PRESENTERS' ABSTRACTS

SPEECH ACTS ANALYSIS OF THE MAIN CHARACTER IN FILM JOKER: A PRAGMATIC STUDY

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The purposes of this research are: 1) to catalog the different kinds of utterances made by the film's protagonist and co-stars in order to better understand the film's plot, and 2) examine how specific sentences or words are expected to convey an intended message. The theory of speech acts by Austin and Searle is used in this work. Austin's idea about speech acts says that there are three types: locutionary acts, illocutionary acts, and perlocutionary acts. Searle's theory, on the other hand, says that there are five types of speech acts: directed, expressive, representative, commissive, and declarative. The descriptive method is used by the writers to study speech acts. In this particular investigation, there are a total of 18 different types of speech acts, including 9 locutionary speech acts, 12 illocutionary speech acts, 4 perlocutionary speech acts, 1 directive speech act, 7 representative speech acts, 3 expressive speech acts, 1 commissive speech act, and 1 declarative speech act. The conclusion of this study is that all of the sorts of speech actions described previously can be observed and reported. As a result, researchers are able to more readily comprehend a person's intentions and goals through the words that they speak thanks to the findings of this study.

Keywords: Joker, Pragmatic, Speech Acts

Abeer Alhossary

CORPUS-ASSISTED DISCOURSE ANALYSIS OF GREAT RETURN MARCH: PERSPECTIVES IN PALESTINE CHRONICLE NEWS

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The Great Return March is one of the prominent stages of the Palestinian struggle toward freedom that lasted for two years, from 2018-2020. This study uses a corpus-assisted discourse analysis framework to analyze the linguistic representations of the GRM in the corpora of the Palestine Chronicle online news article. PC corpus is evaluated using the British National Corpus (BNC) as a reference due to the lack of distinct Palestinian corpora in English. Keywords, collocations, and concordance analyses were employed to reveal the dominant discourses of the GRM within the Palestinian freedom struggle. It was also enriched by critical discourse studies' commitment to analyzing social and political contexts. The analysis of the PC corpus reveals several noteworthy findings. Firstly, it emphasizes the importance of Gaza as a focal point in the discourse surrounding the GRM. Secondly, it highlights the perspectives of Palestinians involved in the march. Thirdly, the themes of protest and the right to return feature prominently in the media coverage. Lastly, international participation in the GRM is also a significant aspect of the discourse. These findings contribute to a more comprehensive understanding of the discursive features and narratives associated with the

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GRM, shedding light on the complexities of this issue within the broader Israeli-Palestinian conflict. The implications of these findings extend to future research endeavours and policy considerations. They provide a more profound comprehension of media discourse and its influence on public opinion, emphasizing the importance of critically analyzing media representations of protest movements.

Keywords: Corpus-assisted critical discourse analysis, Great Return March, the Palestine Chronicle.

MOOD AND MODALITY ON TEACHER'S APPRECIATION IN CLASSROOM INTERACTION: APPRAISAL SYSTEM

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The purpose of this study was to investigate the realization of the teacher's utterance in giving appreciation to students and to find out the type of mood and modality referring to the choice of grammar that conveys the teacher's attitude or stance in interacting with students and analyzing the realization of linguistic elements of Mood and modality in appreciation with an appraisal system. The research method used descriptive qualitative with an analytical Systemic Functional Linguistic (SFL) and appraisal theory. Data was collected by conducting observation and case studies, the respondents were elementary school teachers. The results and findings of this study found the results of the type or type of mood in the form of illocutionary force, speech function, speech act, interpersonal attitude, polarity, and part of the teacher's speech modality in the form of epistemic modality, modality strength, modality type, modality attitude, and modality polarity. Then in the appraisal system, attitude appreciation refers to the evaluative attitude expressed by the teacher towards students in relation to the elements of affective stance and personal stance in giving appreciation. The conclusion is that understanding the impact of moods and modalities on classroom interactions can help educators improve their communication strategies and create more effective learning environments. The theory of language evaluation Systemic Functional Linguistics and appraisal system can help understand how language is used to express evaluative attitudes and provide judgments about people, objects, or events in communication.

Keywords: Mood and modality, teachers' utterance, SFL, appraisal, classroom interaction

FTA (FACE-THREATENING ACT) AS A STRATEGY OF DEFENSE: A PRAGMATIC ANALYSIS ON SRI MULYANI INTERVIEW IN "KICK ANDY DOUBLE CHECK" TV SHOW

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Language in practice is used not only for communication purpose but also as a tool of empowerment. In certain case, when we are in a difficult position like in a competitive debate or aggressive interview, language also can be used to strengthen our position towards the opponents. With it's influential

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power, language can be used to attack, oppress, or defend ourselves both in public or in individual situation. This paper examines an interview of Minister of Finance of the Republic of Indonesia, Sri Mulyani, which was conducted by Andy F. Noya during 'Kick Andy Double Check' TV show. The objective is to assess how Sri Mulyani defended herself against the aggressive interview conducted by Andy. The data is taken from a YouTube video "Tangan Besi Sri Mulyani". Transcriptions analyzed using Brown and Levinson's Politeness theory (1988) which includes the Face Threatening Acts (FTA) strategy. Results show that during the interview session, Sri Mulyani showed cooperative attitude by doing positive politeness. In order to defend herself, Sri Mulyani performed FTA that potentially "threatened" Andy's "face". But, even though Sri Mulyani did FTA, it didn't generate any negative comments towards her. Otherwise, she received many positive comments from the public regarding her good attitude and good answers in the interview session. The outcome of the analysis leads to a conclusion that 1) FTA can be used as a negotiation tool to balance the position between the speaker and the interlocutor when one party has a tendency to be offensive, 2) FTA carried out in self-defense are not always considered negatively by society.

Keywords: Political communication, defense strategy, language and empowerment, Face Threatening Act, politenes

TEACHING SPEAKING IN KAMPUNG INGGRIS: PROBLEMATISING THE TUTORS' CHALLENGES AND SOLUTIONS

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Teaching English speaking has become a center of attention among scholars and TESOL practitioners for a few decades. However, the issue of teaching English speaking in Kampung Inggris remains under-researched, notably viewed from the tutors' challenges and solutions in the Indonesian EFL milieu. Hence, this study addressed this gap is to help tailor training initiatives, lead to be more competent and effective language educators, and improve the quality of language instruction which can facilitate students' language learning and enhance their speaking skills better, and contribute to be ultimately benefit the students. Two English tutors from Kampung Inggris were recruited as the participants. The data were garnered through semi-structured interviews and analyzed with Thematic Analysis (Braun & Clarke, 2006). The findings unveiled that there were five challenges encountered by tutors when teaching English speaking, namely tutors' incapability of exploring English language teaching materials, tutors' insufficient English vocabulary, tutors' ineffective time management during language teaching practices, demotivated tutees to learn English, and perceived teaching anxiety. In addition, the tutors stipulated four solutions to cope with such challenges, namely building a good rapport of tutor and tutees, tutors' self-motivation to English vocabulary enrichment, selecting appropriate and updating issues of English language teaching materials and (4) providing English language learning motivation. Therefore, teaching English speaking should not only rely on immersing students in fluency-based activities but also manage tutees' psychological factors to attain more effective teaching English speaking objectives.

Keywords: challenges and solutions of teaching English speaking, Kampung Inggris, teaching English speak

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TEACHING SPEAKING IN KAMPUNG INGGRIS: PROBLEMATISING THE TUTORS' CHALLENGES AND SOLUTIONS

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Teaching English speaking has become a center of attention among scholars and TESOL practitioners for a few decades. However, the issue of teaching English speaking in Kampung Inggris remains under-researched, notably viewed from the tutors' challenges and solutions in the Indonesian EFL milieu. Hence, this study addressed this gap, two English tutors from Kampung Inggris were recruited as the participants. The data were garnered through semi-structured interviews and analyzed with Thematic Analysis (Braun & Clarke, 2006). The findings unveiled that there were five challenges encountered by tutors when teaching English speaking, namely tutors' incapability of exploring English language teaching materials, tutors' insufficient English vocabulary, tutors' ineffective time management during language teaching practices, demotivated tutees to learn English, and perceived teaching anxiety. In addition, the tutors stipulated four solutions to cope with such challenges, namely building a good rapport of tutor and tutees, tutors' self-motivation to English vocabulary enrichment, selecting appropriate and updating issues of English language teaching materials and (4) providing English language learning motivation. Therefore, teaching English speaking should not only rely on immersing students in fluency-based activities but also manage tutees' psychological factors to attain more effective teaching English speaking objectives.

Keywords: challenges and solutions of teaching English speaking, Kampung Inggris, teaching English speaking

FORMANTS IN NATIVE AND NON-NATIVE PRODUCTION OF FRENCH VOWELS

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Non-native pronunciation of French is sometimes annoying and unintelligible to native speakers. This is partly attributable to the inability to produce accurate formants. This paper deals with the formants of 15 vowels in Modern Standard French (MSF) produced by native and non-native speakers. The investigated vowels include [i], [y], [u], [a], [ɑ], [o], [ə], [œ], [ø], [e], [ɛ], [ã], [õ], [ẽ], and [œ̃]. Using a descriptive and comparative method, discrepancies in the formants production between Indonesian learners of French and native speakers were scrutinized. F1, F2, and F3 formants were computed using a phonetic software. The data were collected from 2 corpora: French native and Indonesian accented French utterances. This study involved a group of 40 students enrolled at 4th semester of Universitas Negeri Semarang and native speakers' recordings. Phonetic analysis on Praat package was preferred since it allowed for clearer visualization and more precise measurement. The result shows a variability of formants values of native and non-native speakers.

Keywords: discrepancies, formant, phonetic, pronunciation, Praat analysis

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TERTIARY STUDENTS' CHALLENGES TOWARD THE USE OF ORAL PRESENTATION IN SPEAKING CLASS

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Oral presentation has been trusted as one of the methods that has many benefits for improving students' speaking skills. Moreover, in university level, the use of oral presentation becomes one of the communication competencies that should be carried out by the students especially for a freshman. However, apart from the benefits, demanding of students' speaking skill also becomes challenges for this method. Many obstacles were reported that arise during student performance. This study attempted to investigate students' obstacles in using oral presentations during their performance. The subjects of the study were first year students of English Education Study Program at a university in Lampung. Qualitative approach was used in this study. The data were gained by delivering Likert scale questionnaire and an interview to verify the data and gain further information in depth. The result showed that there were two main factors influencing students' challenges during oral presentation, they were personal traits and presentation skill. In addition, these two common factors should be put in attention during the process of learning oral presentation. In can be concluded that some of the challenges faced were psychological issues and inadequate presentation skills during oral presentations. In addition, future researchers may address how to maximize the practice of oral presentation skill in a college.

Keywords: Oral Presentation, Speaking Skill, Challenges

FAMILY LANGUAGE POLICY: BALANCING INDONESIAN-ENGLISH LANGUAGE FOR INDONESIA'S EARLY
CHILDHOOD

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Recently, Many Indonesian parents believe that teaching English earlier to their children can help their children to achieve academic success and cultural diversity knowledge. This statement is also underlying family language policy toward English which parents prefer to use the English language rather than the Indonesian and local languages. For this reason, excessive emphasis to use English as the family language policies can have an impact on unbalance conditions between local/heritage languages, Indonesian as the national language, and English as a global language. The factor of unbalancing language conditions is due to parents lacking several principles including the language practice guidelines, knowledge, and values that must hold in raising bilingual children through family language policy at home. Focusing on this problem, this paper is a conceptual paper that critically synthesizes the prior theoretical and empirical research to promote the changes related to family language policy toward bilingual balance. In short, this present paper attempts to propose six key principles based on the language ideology in family language policy by Spolsky's theory like cultural values and social values. Considering that family language policy should be focused to prioritize the

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Indonesian language, preserving the local language, and mastering the global language. Six language development principles, such as being loyal to using national and local languages, English as the first international language for mastering, positive attitudes toward the two languages, prioritizing national and cultural identity, and consideration of equal exposure that those principles can be alternatives in balancing the Indonesian-English language for early childhood.

Keywords: Family Language Policy, Indonesian-English language, Language Balance Principle, Early Childhood

HEALTHCARE SERVICE COMPLAINT REPORT AS MATERIAL OF DESIGNING LEARNING OBJECTIVES BASED ON COMMUNITY NEEDS

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Delivering communication goals in medical communication setting is very crucial because misunderstanding may lead to negative effects. Lack of understanding in capturing message can make consumer dissatisfied on healthcare service units, which can trigger consumers to make complaints. This study aims to describe an overview of rhetorical forms of reporting complaint text related to healthcare services. This study employed a descriptive qualitative research design and used the SFL genre analysis approach as an analytical tool. This study observed 35 complaint report texts related to communication in the realm of health services on <https://www.ombudsman.org.uk/> website which were taken by using a purposive sampling technique with based on two considerations namely complaints made in 2023, and complaints related to communication on healthcare service units. The results show that the generic structure of complaint report text is **<(Orientation)>^*^*<(Effect)>^*(Assumption)^**; and the things complained regarding communication include unclear in conveying patient care, not exploring patient complaints, not showing empathy, and not explaining the patient's condition. The results of this study can be used as a reference in developing English for Specific Purposes curriculum based on community needs.

Keywords: Complaint, Report, Systemic Functional Linguistic, Genre Analysis, Healthcare Service

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“THE ADVENTURE IN MANGROVE FOREST” AS A LEARNING RESOURCE IN DIFFERENTIATED PROJECT BASED ENGLISH LEARNING

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This study aims to determine the learning outcomes of class IX D students improve in Procedure Text. The research was conducted in class IX at SMP Negeri Unggulan Sindang. The research subjects were 30 students. The method used in this research is a class action research method which consists of two cycle actions, namely cycle I and cycle II. This study used a quantitative research method in the form of a written test and a qualitative research method using observation sheets. The results of the study show that differentiated learning can improve learning outcomes in Procedure Text. Best Practice for the Implementation of “Merdeka Belajar” through “The Adventure in Mangrove Forest” as a Learning Resource in Differentiated Project Based English Learning which was carried out at SMP Negeri Unggulan Sindang, Indramayu Regency, West Java Province, was proven to be able to significantly improve student learning outcomes, increase creativity, critical thinking, collaboration and support students to have a Pancasila Student Profile, namely (1) Faith, piety to God Almighty and noble character (2) Global diversity, (3) Mutual cooperation, (4) Independent (5) Reasonable Critical and (6) Creative.

Keywords: learning resource, differentiation learning

EMPOWERING EFL STUDENTS THROUGH COOPERATIVE LEARNING IN LEARNING ENGLISH

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This study explores (1) the impact of Cooperative Learning on the students’ performance, (2) to find out the factors that hampers the students’ active participation in Cooperative Learning. (3) to elaborate which structures of Cooperative Learning are favorable, and (4) to know the positive outcomes of the Cooperative Learning for EFL students. This study employs quasi-experimental research approach. The research data were collected through three kinds of instruments: (1) performance test consisting of oral test, writing a letter test, and vocabulary test; (2) observation, and (3) questionnaires. The results of the study revealed that; (1) Cooperative Learning enhanced the students’ performance in English significantly, (2) the factors that hamper the students’ active participation were: language factors including insufficient basic knowledge, insufficient mastery of vocabulary, insufficient mastery of grammar; internal factors consisted of shyness, lack of confidence, hesitation and fear of mistakes, inability to communicate in English; external factor seating arrangement, students coming late, and disturbing classmates, (3) the order of the students’ preferences to the approaches in cooperative learning were: three steps interview, team discussion, team test taking for practice, turn-toss, numbered head together, roundtable, partners, pair

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discussion, pairs, within-team jigsaw, telephone, pairs-check, and (4) Cooperative Learning improves the socialization and competitiveness of the students.

Keywords: Cooperative Learning, ELT, Higher Education

INDONESIAN LANGUAGE E-MODULE DEVELOPMENT PROTOTYPE CURRICULUM MATERIAL STORY CONTAINS PANCASILA STUDENT PROFILE

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Developments in the field of Information and Communication Technology in the Society 5.0 era are an opportunity for the world of education by providing online modules that can be accessed anywhere and anytime. Online modules can be designed in the form of E - Modules that contain Pancasila student profiles. What distinguishes this research from previous research is the module development research, in addition to developing technology and information-based modules it also contains the character of Pancasila students. So that the learning objectives shape the character of students in their realization can be realized. The purpose of this study was to develop, compile, test the feasibility and effectiveness of the E - Module containing the profile of Pancasila students in class X Indonesian SMA Semarang City. The development of the E-Module in this study uses the Kvisoft Flipbook Maker Application which is also applied in making other teaching materials into digital e-books in book form. The software can be used for teaching materials for teachers which are widely downloaded through internet access. Kivosft Flipbook Maker is a powerful software designed to convert PDF files into digital publications or book page turners. The ADDIE model is an iterative instructional design process, where the results of the formative evaluation of each stage can lead to a return to each of the previous stages. The final product from one of the stages of the formative evaluation results is the initial product to start up to the stages including, 1) the initial product design stage (Design), 2) the product development stage (Development), 3) product implementation stage (Implementation), 4) test validation by Indonesian language experts and teachers, 5) product evaluation stage (Evaluation). The research results presented in this study include five things, namely (1) the results of an analysis of the availability and condition of the existing E-Modules, (2) an analysis of the needs of educators and students for the E-Modules containing profiles of Pancasila students (3) Draft E-Modules containing profiles Pancasila students for class X SMA Semarang City, (4) Expert judgment (expert judgment) (expert lecturers and Indonesian language teachers) and students' responses to the E-Module prototype containing Pancasila student profiles for class X SMA in Semarang City, and (5) Revision or improvement of the E-Module containing profiles of Pancasila students for class X SMA in Semarang City, (6). Limited trial.

Keywords: E-Module. Indonesian. Prototype Curriculum. Saga. Pancasila Student Profile.

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SENTIMENT ANALYSIS OF INFRASTRUCTURE DEVELOPMENT POLICY IN THE NEW CAPITAL CITY OF
NUSANTARA ON SOCIAL MEDIA

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Recently, one of the policies paid more attention of many parties is the infrastructure development policy in the New Capital City of Nusantara. The policy of relocation from Jakarta to Penajam Paser Utara Regency, East Kalimantan Province, requires many resources, including an adequate budget. However, the government's strong commitment and the large infrastructure budget received different responses from the public. These responses can be seen on social media, especially conversations on Twitter. For this reason, this paper examines the diversity of public sentiment toward infrastructure development policy in The New Capital City of Nusantara. By using the qualitative method, three typologies of sentiment were found, namely positive, neutral, and negative that can be seen from the categories of meanings of words/phrases used. In the positive sentiment, the words/phrases used are encouraging equity, making Indonesia prosperous, and becoming a developed country. In the neutral category, it used are development, forest city, and justice. While the negative sentiment it used are deforestation, degradation of forests, soaring cost, and spending tax money. For this reason, as a recommendation, it is necessary to carry out a more proactive communication strategy to explain to the public the aims, objectives, and benefits that will be obtained from infrastructure development in the New Capital City of Nusantara.

Keywords: sentiment analysis, words/phrases, infrastructure, policy, Nusantara

SECOND LANGUAGE PHONOLOGICAL TRANSFER: HOW HAS IT BEEN RESEARCHED IN THE L2
CONTEXT?

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Keeping abreast with the prevailing interlanguage phenomenon—the so-called language transfer, also known as a cross-linguistic influence, imbued this article to come about. In Second Language Learning, the transfer has appeared to the fore since the 1980s and has been one of the most influential factors determining one's success in acquiring a second language. This article attempts to shed light on L2 phonological transfer gleaned from a number of related research articles to explore how the phonological transfer has been defined, described, and researched in the L2 context. Therefore, this article involves some analyses of the select articles to elaborate on L2 phonological transfer from more rigorous points, such as on L1-L2 phonological distinctiveness, perceptual transfer, speech production transfer, perception and production interface, beyond the structural transfer, and transfer remedies. Ultimately, this article also provides some strategies on how to anticipate and deal with potential L2 phonological transfer as its pedagogical implication.

Keywords: Second language phonological transfer, L2 context, language learning, and acquisition

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INTEGRATING ISLAMIC VALUES IN ENGLISH COURSEBOOK DESIGNED BY ENGLISH TEACHER IN
ISLAMIC BOARDING SCHOOL

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Choosing and using materials are two crucial steps for the teacher because the quality of the materials might determine the quality of the learning activities. Therefore, it becomes important for the teacher to choose suitable materials for the students. Moreover, English teacher in Islamic Boarding School has to integrate Islamic values in teaching activities because it is considered as values that should be carried out in Islamic Boarding School curriculum. The English teacher should be aware of Islamic values that are represented in the teaching materials. This study aims to know the Islamic values presented in English coursebook designed by English teacher in Islamic Boarding School and discover on how the teacher perceive the use of English coursebook designed by English teacher in Islamic Boarding School. English coursebook was chosen as data because it was designed by the English teacher in the school and one EFL teacher in Islamic Boarding School was chosen as participant for this qualitative study. The results show that the coursebook contains Islamic values such as modesty, kindness, helpfulness, truthfulness, hard work, cooperation, hospitality, responsibility, honesty, love of knowledge, discipline, self-control, self-respect and courage. The use of English coursebook designed by English teacher also shows positive response from the students regarding the layout and content in the coursebook. However, there are lack of listening activities and evaluation activities in the coursebook.

Keywords: Islamic Values, English Coursebook, EFL Teacher, Teaching Materials

AN ERROR ANALYSIS OF JAPANESE GEMINATE CONSONANT BY INDONESIAN JAPANESE LEARNERS:
PERCEPTION VS PRODUCTION

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The difficulties by Japanese learners in Indonesia are difficulties in the perception and production the Japanese sounds. This is because there are some special sounds in Japanese that do not exist in Indonesian. These sounds are called special sounds or tokushuon. For example, is a geminate consonant in Japanese called sokuon. In Japanese phonology, sokuon is important. However, sokuon is often overlooked and considered unimportant by Japanese learners. This is because phonetic learning is not specifically taught in class, so learners are not familiar with and sensitive to these sounds. This study aims to describe how learners' errors in the perception and production of sokuon and the factors that cause errors in the perception and production of sokuon. This research uses a descriptive research method. The research instruments were tests and interviews. The samples in this study were 40 students of the Japanese Department Universitas Komputer Indonesia in the 2022/2023 academic year. The results showed that learners' errors in perception and production of sokuon were

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quite high. Factors causing errors in the perception and production of sokuon are due to the influence of the mother tongue, difficulty pronouncing it, rushing, unconsciousness, and lack of focus.

Keywords: Error Analysis, Japanese, Perception, Production, Geminate Consonant, Sokuon

INTERCULTURAL COMMUNICATIVE COMPETENCE REPRESENTATION IN 'ENGLISH FOR NUSANTARA':
MANDATORY ENGLISH TEXTBOOKS FOR THE IMPLEMENTATION OF THE INDEPENDENT CURRICULUM

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The role of culture in teaching English as an international language (EIL) is indispensable yet challenging. It has become of particular importance with the emergence of differing global contexts where English is used. This presentation examines the portrayal of intercultural communicative competence (ICC) in two English textbooks – 'English for Nusantara', nationally prescribed for the implementation of the Independent Curriculum in Indonesia. This portrayal is in reference to a sociocultural perspective in that language use is open to negotiation and context dependent. Data will be collected from the two sets of the textbooks, namely those for year 7 and 8 secondary school students, and from semi-structured interviews with five English teachers who have utilized the textbook in their classrooms. The data will be analysed in relation to the theoretical construct underlying ICC to reveal how intercultural components such as intercultural knowledge, attitude, and abilities are represented and managed. Results from the ICC analysis are provided, and the findings will be explored in the context of previous research. They will serve as recommendations for future textbook writers and classroom practice.

Keywords: Intercultural communicative competence, Textbook analysis

CLIL ON THE PROFICIENCY OF SECOND LANGUAGE ACQUISITION AND SKILLS IN JUNIOR HIGH
SCHOOL CLASSES

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Content and Language Integrated Learning (CLIL), a methodology for teaching and learning content is, one of, the promising methods for acquisition of English language competences in junior high school classes. There some are some of studies have examined the developing and implementing CLIL-based strategies in junior high education, yet only some have focused on the Language acquisition based on its strategies. The purpose of the research is to collect the new evidence on Content and Language Integrated Learning (CLIL) effectiveness in the acquisition of English language competences (LSRW; Listening, Speaking, Reading, Writing) compared to conventional learning of English as a foreign

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language (EFL) in junior high school classes settings. In the implementation, results of CLIL and non-CLIL learners enrolled in the 2nd year of junior high school classes (13-14-year-olds) were examined and contrasted. The result showed that the communicative competence in which differences in favor of CLIL students were significant was spoken production and interaction. Nevertheless, the other significant differences have also been detected in the following indicators: firstly "identification of details", secondly "understanding space-time relations", lastly "preparing an outline before writing". The effectiveness of CLIL may be due to the limited time of extra exposure to English, Family's background, the circumstances and the absence of any selection process for CLIL learners.

Keywords: Key Words: CLIL, Language Competences, Junior High School.

STUDENTS' PERCEPTION OF TEACHERS CODE-SWITCHING FUNCTION AND EFFECT IN ENGLISH AS A
FOREIGN LANGUAGE CLASSROOM

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Code-switching refers to the merging of two or more dialects in speech by bilinguals and multilinguals, frequently without varying the topic or conversational partner. Nowadays, English lecturers used code switching in EFL Classroom to make easy teaching English. Thus, this study aimed to investigate students' perceptions of teachers code-switching functions and effects in English as a foreign language classroom. This study used a descriptive quantitative design and an interview were used as an instrument to investigate the functions and effects of teachers code-switching in English as a foreign language (EFL) classroom. The participants in this study are 50 EFL students who are teaching English Universitas Islam negeri Fatmawati Sukarno Bengkulu, (UINFAS). Among the 40 EFL students, there are 10 male EFL students and 30 female EFL students. They were selected through stratified random sampling. Moreover, seven English lecturers (two males and five females) were chosen purposefully from Al-Ain district to take part in the group interview. The data were analyzed quantitatively and qualitatively. Quantitative data were through percentage, frequency and mean scores, while qualitative data through thematic analysis. The interview findings revealed six functions and four effects of code-switching. According to the survey findings, the majority of teachers supported the use of code-switching in their classrooms because it served a useful purpose in the process of teaching and learning English. It means that the teachers gave positive responses towards the use of code-switching in EFL classrooms.

Keywords: Perception, code-switching, EFL

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COMPARATIVE ANALYSIS OF LANGUAGE PEDAGOGY: A STUDY ON LANGUAGE TEACHING
APPROACHES IN FINLAND AND INDONESIA

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This study aims to provide a comparative analysis of language pedagogy in Finland and Indonesia, exploring the similarities and differences in language teaching approaches employed in both countries. The research investigates the educational philosophies, language policies, curriculum frameworks, teacher training, and technology integration in language education. Through a comprehensive literature review and analysis of relevant documents and resources, the study examines the underlying principles and approaches to language pedagogy in Finland and Indonesia. It explores the student-centered, collaborative, and inclusive approach in Finnish language education, contrasting it with the more teacher-centered and examination-oriented approach in Indonesian language education. The study also delves into the multilingualism aspect, examining the prominence of bilingualism and the teaching of additional languages in Finland compared to the emphasis on Bahasa Indonesia and regional languages in Indonesia. Additionally, it explores the integration of technology in language teaching and the role it plays in enhancing language learning experiences in both countries. The findings contribute to a deeper understanding of effective language teaching approaches and provide a foundation for future research and educational policy development in language pedagogy.

Keywords: Finland, Indonesia, Language Pedagogy, Teaching Approach

AN ERROR ANALYSIS OF THE USE OF KOREAN LANGUAGE PARTICLES: A CASE STUDY OF UGM KOREAN
LANGUAGE AND CULTURE DEPARTMENT STUDENT'S SHORT ESSAYS

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A person who acquired language skills through the learning process must have made errors. The errors can occur due to differences in the rules of the students' first language and the second language. Korean grammar and Indonesian grammar have several differences, one of which is the use of particles. This research aims to describe the types of errors in the use of Korean language particles found in the Korean Language and Culture Department of Universitas Gadjah Mada's student essays. This qualitative research analyzed 48 short essays that were written by 24 students as a part of Korean Reading and Writing II Course's assessment in the 2021/2022 academic year. Sentences that showed errors in the use of Korean language particles were identified and classified. The classification was carried out based on the particle usage error classified by Jo Cheol Hyon in the Research Study of the Types of Errors Produced by Korean Language Learners (2002). Based on the analysis that has been carried out, the particle errors found are deletion errors, substitution errors, addition errors, and shape errors. The type of errors that frequently appeared are deletion and substitution errors. Errors are

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often found in the use of adverbial marker -e, subject marker -i/ga, object marker -eul/reul, and auxiliary postpositional particle -eun/neun. In general, errors that were produced show that the students have not fully understood the use of Korean particles and Indonesian language interference.

Keywords: Errors, Korean, Particles, Indonesian Learners, Essays

CREATIVE WRITING THROUGH PERSONAL REFLECTION: SHORT STORY COMPOSITION USING REAL-LIFE EVENTS

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The purpose of this study was to measure the effectiveness of techniques to reveal students' factual experiences in improving the ability to write short stories. The research was conducted on students of the Indonesian Education study program who will teach short story writing. The research method chosen was a quasi-experiment with a "one-group pretest-posttest design". As a comparison, before treatment, students were asked to write short stories written based on their habits in writing short stories. The form of treatment given: (1) remembering and writing events that have been experienced, seen, heard, or watched, (2) modifying events starting from the beginning, conflict, to the end of the event, (3) determining the characters in the event based on their imagination, (4) writing the characters of the story characters, (5) determining the setting of the place, time, and atmosphere, (6) writing short stories through the initial script stage, editing, editing, and finalization. The results showed that students claimed to be able to write more easily and the quality of the short stories they wrote was better than those that had been made before the treatment. The results of this study are a solution to the problem of difficulty in teaching good short story writing skills. Therefore, this short story writing technique is recommended to be used in teaching short story writing skills.

Keywords: Factual Experiences, Short Stories

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THE REPRESENTATION OF MEN ON THE RISE OF DADVERTISING IN INDONESIA (A MULTIMODAL APPROACH)

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The majority of advertising has historically portrayed people in a stereotyped manner. However there has been an increase in the number of advertisements featuring non-stereotyping portrayals of men. It is called as 'dadvertising' which is considered as a contemporary advertising trend which supports the involvement of men (both as father or husband) within the home, such as in the activities of childcare and household. In Indonesia, dadvertisings are gradually on the rise. This study finds out that there are some brands supporting the changing role of men such as in the products of soy sauce (Kecap ABC), diaper (Baby Happy, Sweety), baby soap (Zwitsal), baby powder (Johnson), electronic (Mielle) and dishwasher soap (Lifebuoy). While this topic is still growing up and there are a few of references, this study is expected to give more insight of how the men is represented in the dadvertising. This study will employ multimodality approach from the theory of Kress and van Leeuwen's reading images (2021), the theory of Halliday and Matthiessen's SFL (2014), and masculinity theory. The data are video advertisement taken from You Tube and will be transcribed in the Tan's multisemiotic framework (2009). This study proposes that the men are represented as active actors in doing the chores while the hegemony of masculinity are still portrayed such as toughness or athleticism.

Keywords: gender, advertising, dadvertising, multimodality, masculinity

STUDENTS' EXPERIENCE ON ONLINE LEARNING FOR ACADEMIC WRITING

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Academic writing is a crucial ability to possess, particularly for students in higher education. Discussion is a popular method to assist students with their academic writing, but with the adoption of technology in language teaching, more and more online classes have arisen. Education policy must understand how students experience online classes to improve their learning experience. This study is specifically done to find out how the students perceive their learning experience in an academic online writing class. This study employed a case study methodology. Eight graduate students from one Indonesian university are the participants in this study. In terms of how academic writing abilities and the student experience were impacted, this study found no discernible difference between offline learning and online learning. However, it seems that more and more students are opting for online delivery because it is more effective and efficient. The findings indicate that online learning may be a good substitute for traditional classroom instruction in certain situations, but further research is required to fully grasp its advantages and disadvantages.

Keywords: Academic writing, online learning, higher education

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READING ANXIETY AMONG SECOND-YEAR ENGLISH STUDENTS: A CASE STUDY OF ACADEMIC
SOCIALIZATION

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At the university level, reading texts and activities are more difficult and complex. To train and improve their reading skills, students should be familiarized with university cultures and discourses. However, some problems may arise during the socialization process, including reading anxiety. Reading anxiety may occur when students feel highly anxious and worried when dealing with English texts and get involved in reading-related tasks and activities. This study aimed to investigate reading anxiety among second-year English students and to find out the factors that influence their reading anxiety in their academic socialization in the reading course. In gaining the data, this study employed a qualitative research design that embraces case study characteristics. The participants of the study were a class of second-year English students at one public university in West Java, Indonesia. The data were obtained from three main instruments: observation, questionnaire, and semi-structured interview. The findings showed that most of the second-year English students experience high levels of reading anxiety, while the rest of them were in medium and low levels. Some factors that may influence their reading anxiety are three types: personal traits, text features, and contextual factors. Personal traits involve negative self-thought, fear of making mistakes, and fear of being judged. Meanwhile, text features deal with unfamiliar words, sentences, topics, and cultures. Lastly, contextual factors include test anxiety, classroom environment, and the student's perception of their lecturer.

Keywords: L2 reading, reading anxiety, academic socialization

SUMMARY MAKING AS A WAY OF LEARNING TO READ AND WRITE ACADEMIC ARTICLES

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Reading-Writing Connection Studies have indicated that these two major literacy activities share more standard features than they appear diametrically different. This presentation will examine how 17 advanced EFL students approach summary-making and response-writing assignments. To situate the reading and writing activities within an instructional context, a published essay in Indonesian was distributed to the students, and they were asked to write a two-part essay: the first part is to provide a summary of the article, and the second part is to respond to it. The results of the analyses indicate that these advanced EFL students are capable of producing exceptionally well-written summaries and responses. To conclude this presentation, a set of recommendations to strengthen the instructional practice of utilizing reading-and-writing literary literacy will be presented.

Keywords: EFL, literary-literacy, pedagogy, reading-writing connection

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LANGUAGE PRACTICE IDEOLOGY IN CAUSING ENDANGERED REGIONAL LANGUAGE IN INDONESIA

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Cross-cultural communication through language status in Indonesia illustrates the existence of colonialization practices. In analyzing this phenomenon, the researcher used Foucault's theory in seeing the colonialization practice through language instruments and practices. And descriptive qualitative method was used in supporting and explain the data. In this study, the researcher aims 1) to find out how the status of language in Indonesia now. 2) to find out the implication of language practice ideology in Indonesia. As a result, the use of Indonesian, which has the status as the national language and eventually appears in language tools in government circles was described, this condition eventually triggers language genocide in Indonesia as the implication of language ideology practice, where Indonesian controls all languages and influences speakers of other languages to feel inferior in a situation conversation. Besides, the research also found that there were government efforts to overcome this language gap phenomenon with a language revitalization program, but in practice, the revitalization program reflected in these instruments still placed regional languages not as a top priority and there was no room for regional language development, see through with cross-cultural communication paradigm, Indonesia experienced a decreased in terms of the variety of speakers which is the result of a sense of inferiority and language extinction as a result of the domination of existing ideological practices. In overcoming it decreased the government can provide regional languages in the educational sector by adding a curriculum for regional languages

Keywords: Language Practice, Endangered, Regional Language

IDEOLOGICAL PRACTICES CAUSING ENDANGERED REGIONAL LANGUAGE IN INDONESIA

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Cross-cultural communication through language status in a country illustrates the existence of colonialization practices. In this case the use of Indonesian, which has the status as the national language and eventually appears in language tools in government circles, this condition eventually triggers language genocide in Indonesia, where Indonesian controls all languages and influences speakers of other languages to feel inferior in a situation. conversation. In this study, the researcher aims 1) to find out how the status of language in Indonesia is described. 2) To find out what causes the language gap in Indonesia and its implications. In this phenomenon, researchers place cross-cultural communication based on the language used when spoken. Where regional languages and Indonesian have different standards and patterns. In the end, due to differences in standards and patterns between Indonesian and regional languages, the ability to understand and communicate across different cultures becomes an ability that requires the willingness of speakers to accept the cultural differences that each one has. The research found that there were government efforts to overcome

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this language gap phenomenon, namely with a language revitalization program, but in practice, the revitalization program reflected in these instruments still placed regional languages not as a top priority and there was no room for regional language development so that in the end the language status Indonesian as the national language not only dominates but also indirectly intimidates other languages in Indonesia.

Keywords: Language Practice, Endangered, Regional Language

CHATGPT - EXPLORING THE OPPORTUNITIES TEACHING AND TESTING ENGLISH

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From practising conversational English, to providing detailed feedback on writing, ChatGPT is a powerful, intuitive tool for both teachers and learners. Launched at the end of 2022, ChatGPT is a free, online computer programme that can understand and respond to human language in a natural, conversational style. In this presentation we will look at five practical ways that the programme can be used to radically transform English language teaching and learning in the classroom and at home. Possible uses include creating personalised grammar and vocabulary practice activities, generating reading passages on a range of topics at different ability levels, producing speaking and writing prompts for creative writing and discussion, correcting errors in writing, and creating individual and group learning plans. As part of the session, we will also outline some of the potential drawbacks of using a tool like ChatGPT and how to address them, as well as how learners can use the tool to help with self-study.

Keywords: ChatGPT, artificial intelligence, AI, teaching, English language, technology

CULTURAL REPRESENTATION IN LYRICS TRANSLATION OF JAPANESE POP SONGS

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The study focuses on cultural representation in the translation of Japanese pop song lyrics. The cultural significance and distinctiveness of Japanese pop music, commonly known as J-pop, have gained international recognition, resulting in an increased demand for translated versions of these songs. However, the process of translating lyrics from one language to another poses significant challenges due to the cultural nuances embedded within the original texts. This study aims to explore the cultural representation and potential issues arising from the translation of J-pop lyrics, shedding light on the impact of these translations on the perception and understanding of Japanese culture by non-

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Japanese audiences. To achieve this objective, a comprehensive analysis of translated J-pop lyrics from various languages will be conducted, focusing on the adaptations made to reflect cultural elements such as customs, traditions, idiomatic expressions, and wordplay. The study aims to identify the recurring patterns and challenges in maintaining cultural authenticity while ensuring accessibility for the target audience. Additionally, this research will explore the implications of cultural representation in translated J-pop lyrics in terms of shaping and influencing the perception of Japanese culture among non-Japanese listeners. The study will investigate how these translations contribute to the construction of cultural stereotypes or promote a more accurate and diverse understanding of Japanese society. The findings of this study will contribute to the field of translation studies, providing insights into the complexities of translating J-pop lyrics while maintaining cultural authenticity. Furthermore, it will inform translation practitioners, scholars, and enthusiasts about the challenges and opportunities associated with translating cultural elements in popular music.

Keywords: Japanese pop songs, Cultural representation, Lyrics Translation, Perception of Japanese culture

A 'MODEL' OF READING FOR CRITICALLY MAKING MEANING OF PRINTED-BASED MULTIMODAL TEXT
IN EFL CLASSROOM

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Multimodal literacy has gained stages and popularity in the world. However, in Indonesia it is just started to be officially taught and learned through the introduction and implementation of Kurikulum Merdeka (2022). This multimodal literacy significantly changes the way texts should be read and understood. This is a very essential thing for teachers and students in Indonesia to comprehend. This article aims for three important objectives. First, the article discusses the role of English language textbooks in language class and the shift of the latest change in language textbooks that serves as one of the indications of the shift in literacy concepts and practice from verbal literacy to multimodal literacy in approaching texts that students should do in their classroom. Second, the article defines what multimodal texts are in relation to English language textbooks, and clarify misunderstanding in the practice of teaching multimodal text and multimodal literacy. Third, the article offers for teachers and students a model of reading print-based multimodal texts to grow students' ability to critically framing the texts as part of the practices recommended to grow and develop students' multimodal literacies.

Keywords: Textbooks, Multimodal Texts, Reading Model

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AMERICAN PERCEPTIONS ON BARRIERS OF LEARNING INDONESIAN AS A FOREIGN LANGUAGE

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Foreign language acquisition is one of the important issues in the current era globalization. Indonesian is not an exception because, within the last twenty years, the significance of Indonesian language has increased. This study aims to reveal the problem of the learning of Indonesian language as a foreign language. It focused on adult learners from the United States of America in a reputable language institution. More specifically, there are two questions in this study. First, what are the barriers of learning Indonesian that were found by the American learners? Second, what are the types of teaching materials that these learners like? This study is a case study with description methods. It was conducted in a training institution focusing to train Christian Missionaries

Four learners from the United States of America were the informants in this study. The data were generated from the four American learners in obtained through (1) observation; (2) depth interviews with informants; and (3) relevant documents. This study concluded that (1) in general, the barriers faced by the American learners can be classified into four types: social, mental, phonological, and grammatical; and (2) the learners prefer various teaching materials but their common preference is the authentic learning materials that consider aspects of audiovisual media use, Indonesian cultural diversity, and language formality. Since the study only relied on four informants, the results cannot be generalized to all learners of Indonesian Language. However, they can provide a figure in the learning of Indonesian language involving non-native speakers, especially the American.

Keywords: Indonesian for non-native speakers, second language acquisition, language barriers, learning materials

EVALUATING ICT INTEGRATION IN EFL CLASSROOM USING SAMR FRAMEWORK

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Information and Communication Technology (ICT) is seen as an essential component of education in the 21st century. Recently, experts investigated the integration of pedagogical ICT in teaching and learning but there is still very limited research on the evaluation of technology integration infused in the classroom by teachers and students. The purpose of this research is to investigate various types of technology to support learning and to evaluate how teachers use technology in EFL classrooms. The Puentedura (2006, 2013) Substitution Augmentation Modification Redefinition (SAMR) model was utilized as the framework to analyze technological integration. Ten English lectures from a private university in Jakarta, Indonesia, and sixty respected students were involved in this study. Classroom observation, interviews, and document review were used to obtain the research data. While SAMR framework was used as the data analysis tool to determine the extent to which ICT was integrated by

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the teachers and students in English language teaching. The findings show that the lectures and students have utilized various types of technology and its integration has undergone four levels of Substitution, Augmentation, Modification, and Redefinition.

Keywords: EFL Classroom, Evaluation, ICT Integration, SAMR Framework

GENDER BASED SELF-PRESENTATION OF UNIVERSITY STUDENTS THROUGH INSTAGRAM

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The study was aimed to discover how male and female university students present their self-authenticity through Instagram features as well as identifying their perspectives toward Instagram usage. The qualitative method consisting of library research and content analysis are applied to investigate university students' self-presentations on Instagram. The data were obtained from ten male and female university students through interview sessions and screenshots of their Instagram posts and self-profiles using gendered online self-presentations and online identity theories. The result showed male formed simple profile and female involved favorable quotes in Instagram profiles. In the Instagram Feed, male students posted more activities and personal achievements while female students expose relationships and their physical features. Then, Stereotypical interactional style was considered as irrelevant for both genders which categorized Instagram as a democratic platform to present oneself. Lastly, there was no generalization of self-presentations by university students through Instagram.

Keywords: Instagram, self-presentation, students, gendered discourse

TOWARDS THE PLANNED ENDANGERMENT OF INDIGENOUS LANGUAGES: A CASE STUDY ON INDONESIA'S INDIGENOUS LANGUAGE REVITALIZATION PROGRAM

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Scholarships in language planning and policy (LPP) have claimed that the national or official LPP is a threatening agency of indigenous language endangerment. Given the trend of significant loss of indigenous languages in Indonesia, this study aims to find out: (1) the ideology behind Indonesia's language revitalization program (ILRP), (2) how the ideology affects the discursive practices of ILRP, (3) Why the ideology underlies ILRP. The corpus used as the data is built from legislation used as the legal foundation for revitalization planning in Indonesia which comprises UUD 1945, UU No. 20 (2003), UU No. 24 (2009), PP No. 57 (2014), and PERMENDAGRI NO. 40 (2007). The data is categorized into several parameters: jurisdiction, obligation, language type, explicit vs hidden, and domain. The data is

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analyzed and interpreted using the critical language policy approach and Bourdieu's concept of language as symbolic power. This study shows that the legal foundation of the ILRV accommodates the development of Indonesian rather than the indigenous languages. This discursive practice is motivated by linguistic legitimacy ideology. Indonesia's revitalization planning reveals that linguistic hegemony influences the revitalization planning and yields planned endangerment of indigenous languages. Tracing further back, this epistemic basis is rooted in the colonial legacy in which the language of the ruling regime can give high social capital to its speakers. This study concludes that as a part of Indonesia's revitalization planning, ILRP is based on an epistemic fallacy of the production and distribution of power through the advocacy of language policy.

Keywords: Revitalization Planning, Language Policy and Planning, Indigenous Language, Language Endangerment.

THE INVESTIGATION OF TEACHER TALK AND STUDENTS TALK IN INDONESIAN EFL CLASSROOM
INTERACTION

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In recent years, several research studies have been undertaken to explore teacher talk and student talk in a classroom context, with an emphasis on teachers' teaching and students' learning. In this research, the objective of this research was to find out the most teacher talk and student talk categories that appeared in EFL Indonesian classroom interaction and also the percentage of verbal interaction during the learning process. The participant of this research was a teacher and students at the secondary school level that was taken using a purposive sampling technique. This descriptive qualitative research used observation and interviews in collecting the data. The result of classroom interaction observation was analyzed by using Flander's Interaction Analysis Categories (FIAC). It was obtained that teacher talk (74.4%) dominated the interaction in the classroom. In the interaction, the teacher mostly used the lecturing category (30.3%) meanwhile the students mostly used student talk response category (9.6%). It can be concluded that the teacher dominated the class by lecturing and students only giving a response to the teacher's questions. In addition, the analysis of teacher talks and student talks in the classroom would be beneficial for teachers to plan and conduct enhanced learning situations.

Keywords: teacher talk and student talk, FIAC, EFL classroom interaction

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[IS:KUL.]: A STUDY OF THE INFLUENCE OF INTERLINGUAL INTERFERENCE ON MULTILINGUAL
LEARNERS IN PHILIBIT DISTRICT, UTTAR PRADESH, INDIA

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In a multilingual context, people simultaneously acquire several words from the L2 along with their mother tongue (L1). Do the learners of Philibit Urdu produce the L2 words like the words in the mother tongue (L1) or retain the phonological features and rules of L2, thereby implying that they perceive the two languages as distinct?. This study attempts to address these questions by examining the language spoken by Philibit – Hindi Urdu – English multilingual learners in Ganna Krishak Samaj degree college, Philibit District. Data were collected through field methods, interviews and recordings. And there were twenty students as the subject of this research. The findings show that the production of English words has been partly influenced by Philibit Hindi Urdu phonology. It can be seen from how Philibit Hindi-Urdu speakers added a segment in the initial position of English words and break the consonant cluster between [s] and [k]. English /sku:l/ 'school' to [Is.ku:l], earlier addition to the front short close unrounded vowel [ɪ]. This suggests that Philibit Hindi Urdu acquire English words just as they acquire Philibit Hindi Urdu words at early stage of language development, without being aware of the distinction between Philibit Hindi Urdu and English words.

Keywords: multilingual learners, vowel epenthesis, optimality theory (OT)

MEDIATION IN DYNAMIC ASSESSMENT: A SYSTEMATIC LITERATURE REVIEW

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The notion of Dynamic Assessment is applicable to practically every subject matter, and significant improvements in research on Dynamic Assessment in Second Language Learning have been made in recent years. As a current approach for measuring student learning progress in the field of second language learning, Dynamic Assessment stresses the integration of assessment in interactive learning by utilizing mediation as one of its primary characteristics, making mediation strategies an integral part of the assessment process. Utilizing a hand-searching strategy, this study is a review of the literature on mediation in Dynamic Assessment in the EFL writing class from 2000 to 2022, which examines teacher's mediation strategy for assessing students' writing skills. The study was also carried out by exploring education databases such as Education Research Complete, ERIC, EBSCO, JSTOR, and Google Scholar, and inclusion and exclusion criteria were applied to obtain the articles under study. The findings cover the categories of mediation, components of mediation, mediation strategies, and outcomes of mediation. This research provides a solid foundation to systematically enhance research

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around mediation in assessment and serves as a starting point for a better understanding of doing mediation in Dynamic Assessment.

Keywords: dynamic assessment, mediation, language development

BEFORE FINITUDE: TOWARD COGNITIVE SCHEMA OF INDONESIAN DELETABLE OBJECT
CONSTRUCTION

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Directness of an object in a finite clause is one of some cutting-edges of TRANSITIVITY. However, in Indonesian, there are verbs in which the object is inherently presupposed such that it is deletable, such as "melahirkan (anak)" and "mendengar (suara)". In this kind of construction, the object is not formally present, but conceptually tangible. Some linguists regard the DELETABLE OBJECT (DO) construction as a kind of transitive clause, despite its non-prototypical form, since the object is presupposed by the verb as prototypical transitive verbs do. Thus, the claim presupposes TRANSITIVITY as property of verb rather than of construction. This paper aims to defend the end-point of the claim, that DO construction is a non-prototype TRANSITIVE construction, but not its presupposition. Instead, I argue that TRANSITIVITY is property of construction by approaching it through Construction Grammar (CxG) and applying Collostructional Analysis toward Indonesia corpora by Leipzig Corpora Collection. Here I found that "melahirkan" could be considered as TRANSITIVE with syntactically unrealised object iff the AGENT is FEMALE. Other than that, the object is undeletable. Since, in CxG, a FORM is a representation of a MEANING, I argue that what is shared by prototypical transitive construction and DO construction is a cognitive schema of ACTION CHAINED. In the schema, there is a chain of ENERGY TRANSFER from an entity to another entity. As DO construction is non-prototypical transitive, there is a "less-definite" ENERGY TRANSFER in the CHAIN — set it apart from the prototype.

Keywords: object deletion, transitivity, construction grammar, cognitive schema, corpus linguistics

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EXPLORING THE IMPLEMENTATION OF TEACHING FACTORY-BASED STRATEGY IN TEACHING ENGLISH
TO POLYTECHNIC STUDENTS

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Teaching factory (TEFA) is a production based learning concept that prioritizes the practical ability of students. It has been a promising paradigm for teachers of vocational high school to adjust the students skills as close as the industry demands. The implementation of TEFA based curriculum at Politeknik Perkapalan Negeri Surabaya (PPNS) in all subjects including English subject has been performed since 2019. Therefore, this study aims to find out the effectiveness of TEFA-based strategy implemented in English classes. This research is descriptive qualitative research which also explores students' perspectives on TEFA teaching and learning strategy. The students observed were from 4 different study programs in PPNS. The results of this study show the obstacles faced by both students and lecturers in implementing TEFA learning strategy, thus can contribute practically to polytechnics by providing an overview of the implementation of teaching factory especially in English language teaching.

Keywords: TEFA-based strategy, production based learning, learning strategy

AN ANALYSIS OF IDEATIONAL MEANING ON EXPLANATION TEXTS IN INDONESIAN SENIOR HIGH
SCHOOL STUDENTS IN ESL WRITING: A STUDY OF SYSTEMIC FUNCTIONAL LINGUISTICS

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SFL is useful for contributions to the field of education, especially in language teaching. It can enhance teachers' creativity in the learning process. In addition, SFL can also stimulate children's critical thinking and reading analysis. In this way, children can be slowly taught to analyse the relationships, meaning, content, and purpose of texts and contexts. This research analyzes the ideational meaning of explanation texts written by Indonesian Senior High School students in ESL writing. The objectives of this study are: 1) to know the process types used in explanation text written by Indonesian Senior High School students in ESL Writing, 2) to know the dominant process of the type used in explanation text written by Indonesian Senior high school students in ESL Writing, and 3) to find out the contribution or pedagogical implication of Ideational Meaning analysis in the writing process. The researcher employed qualitative descriptive as the research design. The data were taken and collected through documents collection from students' worksheets. The documents were collected from eleventh-grade students in Senior High School in Bandung. The result showed that the process types used in explanation text written by Indonesian Senior High School students in ESL Writing are material, mental, attribute, identifying, and existential. The identifying process is the dominant process found in explanation texts that occurs 21 times (31,81%) in the written text by Indonesian Senior High School

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students in ESL Writing. The ideational meaning embodied in the students' explanation text shows that students present their work in a state of being and doing through material, mental, attribute, identifying, existential processes, and circumstances to support their writing. In improving students' writing skills, teachers can use a genre-based approach. It can be concluded that students mostly used relational processes to give their idea about the phenomenon/ event discussed in their explanation texts. Finally, the writer suggests that the teacher master ideational meaning and explain more about the lexico-grammatical feature used in explanation text so that the students can produce a good text in ESL Writing.

Keywords: Explanation Text, Ideational Meaning, Transitivity, SFL.

STUDENTS' ATTITUDES TOWARD LOCAL LANGUAGES: THE CASE OF INDONESIAN HIGH SCHOOL
STUDENTS

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Local language constitutes one of the critical parameters in supporting Indonesian identities residing across the archipelago and a means for preserving linguistic diversity. Despite its importance, there are very few studies highlighting the issue of Indonesian local languages extensively. Most of the identified studies tend to focus on the linguistic aspects of certain languages, e.g., Javanese or Sundanese. In fact, language is naturally affected by various factors, including socioeconomic factors; identifying other intertwined factors is imperative. The present study examined Indonesian local languages from a much wider perspective (pedagogy, employability, and publicity). The present study employs a mixed method to collect the data. The instruments employed were written questionnaires, interviews, and documentary analysis. The written questionnaire was first used to elicit the participants' attitudes toward their local languages, linguistic diversity, and other potential determinants affecting their local languages. Furthermore, selected interviews with certain participants were conducted. Lastly, the researchers conducted a documentary analysis to obtain more detailed results. Sixty participants from a public high school were conveniently recruited. Despite the absence of local language teaching in their school, the result indicated the students' positive attitudes toward their local languages. Specifically, the students used their local languages in their daily activities outside of their learning activities. Regarding employability, the students perceived that taking local languages in college would not guarantee better employment. They also perceived that local language publicity in the mass and visual media was beneficial to arouse public interest and increase the economic value of local languages.

Keywords: Indonesian high school students, attitudes, local languages

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AN ANALYSIS OF JAPANESE VERB TRANSITIVITY AND INTRANSITIVITY IN BASIC JAPANESE TEXTBOOKS

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This study aims to find out how transitive and intransitive verbs are introduced to students in elementary level Japanese textbooks. Although an analysis of textbooks, especially related to intransitive transitive verbs, has been carried out, recently textbooks have emerged aimed at prospective workers to Japan, such as Irodori, which with its online communicative approach guides students to live and work in Japan. Previously there was Marugoto which no longer focused on grammar but on the context of a language used in everyday life. So in this study, the Minna no Nihongo textbooks were selected which are commonly used by students around the world, then Marugoto levels A1-A2 and Irodori as well as various textbooks compiled by Japanese language lecturers majoring in Japanese. From the results of data analysis it is known that in Minna no Nihongo's book, transitive verbs appear earlier than intransitive verbs. Followed by form-paired transitive and intransitive verbs. Then the unpaired intransitive transitive verbs are followed. Likewise with Marugoto and Irodori's books, which have the same tendency, but more on the communicative approach which is emphasized so that intransitive transitive verbs appear vaguely in various conversations and listening. Whereas textbooks compiled locally by Japanese language lecturers have advantages in conveying meaning and using a sentence. However it has drawbacks in practice for Sakbun and Kaiwa. After knowing how students get their input in Japanese, the next step is how to revise existing textbooks so that students can master the transitive and intransitive with proper use.

Keywords: Japanese verb, transitivity, intransitivity, basic Japanese textbooks, textbooks analysis

BLASPHEMY ON SOCIAL MEDIA AND ITS LEGAL IMPACT : FORENSIC LINGUISTIC STUDY

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Indonesia is not a religious state, but the state guarantees freedom of religion and every citizen has the right to embrace religion and worship according to their beliefs. This implies that the state is obliged to make laws and regulations or carry out policies to protect its citizens, and prohibit anyone from committing defamation, harassment, blasphemy of religious teachings and adherents. However, in fact it is not uncommon to find practices of intolerance in religion, namely cases of blasphemy. The purpose of this research is to find out what lexical meanings appear in blasphemy on social media; knowing the purpose of blasphemy on social media; and uncovering and describing the impact of blasphemy on social media. The method used in this research is a qualitative method with a forensic linguistic study approach. From the results of this research, using text analysis on social media, it can be concluded that; 1) the lexical meanings that appear in the research data are grouped into 5 (five) groups, 2) the purpose of blasphemy on social media is utterances to hate, insult, demean the dignity of religion and its adherents, 3) the legal impact of blasphemy on social media is by imposing a court

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judge's verdict on a defendant who is proven to have committed blasphemy on social media, as a means of public space.

Keywords: blasphemy, social media, verdict, judge, trial process, legal impact

THE ROLE OF FEEDBACK ON WRITING IN AN ACADEMIC CONTEXT: A CASE STUDY IN AN EFL RESEARCH
PROJECT CLASS

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Writing in an academic context presents barriers for EFL students since English is not their first language. They are concerned about making mistakes and lack confidence, so feedback can be beneficial to help them overcome these challenges and learn about their strengths and weaknesses. This study examines the role of feedback in a research project class. This class's final examination is English academic writing. Two participants, students from this class, have agreed to participate in this study. This study collected data through document analysis and interviews and then analyzed it using thematic analysis. Three themes emerged from this case study: types of feedback received, advantages of receiving feedback, and students' ways of overcoming challenges in receiving feedback. As a result of receiving feedback, participants' work becomes more structured and directed. Furthermore, students will be able to improve their writing content in response to feedback from the lecturer.

Keywords: feedback, EFL students, academic writing

MY LEARNING DIARY: A ROAD TO TOEFL VICTORY (SCAFFOLDING EXPERIENTIAL LEARNING OF 2ND
SEMESTER PGSD STUDENTS AT KAMPUS UPI DI SUMEDANG)

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Education in Senior High flinches a significant proportion of undergraduate curriculum. However, many pupils exhibit negative tendency on learning general education especially in senior high. Having shared out with TOEFL as one of English subject obliged in university level, students' ammunition are what they have acquired in Senior High through English subjects. Pedagogy of experiential learning is one of the stratagems in arousing their TOEFL learning motivation. Although many previous smithereens of research conducted in the field scattered, attention on how experiential learning works with students' independency and learning strategy on teaching TOEFL at university worth more attention. Thus, by embracing Kolb's learning cycle from Experiential Learning Theory, this paper suggests a ground-breaking pedagogical approach of implementing experiential learning with scaffolding approach to teaching mainly imposed on differentiated teaching, and has been successfully implemented for six months within classroom setting to enhance learning motivation and consolidate learning experience.

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Data were collected as many as 200 students mingling with general English subjects as a road to TOEFL and then analyzed through conversation analysis and qualitative content analysis. Through suggesting the pedagogical approach, this study is momentous in reconditioning experiential learning beyond personal level and encompassing students' wisdom from within to beyond classroom setting in a cost-effective way.

Keywords: Keywords: undergraduate curriculum, TOEFL teaching, experiential learning, David Kolb, learning cycle

INVESTIGATING PHONOLOGICAL INTERFERENCE OF BAHASA TO FRENCH UTTERANCES

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Foreign language learning is a conscious activity undertaken by language learners. Prior to taking a foreign language, learners have acquired a deeply internalized L1 which is deemed to incite a disturbing process commonly called interference. This study was aimed to investigate phonological interference of Indonesian (Bahasa) and its causes to French utterances. The subjects of the study were 4th semester students of French Literature Department of UNNES. Data are collected from students' utterances in French. These utterances were then orthographically and phonetically transcribed to uncover pronunciation mistakes made by the students according to Larousse French dictionary. The result shows that there are 12 phonemic violations like [ɛ̃] uttered [ã] as found in the word main; [j] uttered [i] and/or [l] as found in the word fille; [f] uttered [w] as found in the word fois; [ə] uttered [ɛ] as found in the word se repose, petit; [ø] uttered [ə] as found in the word deux; [y] uttered [u] as found in the word tu; [s] uttered [z] as found in the word son; [w] uttered [f] as found in the word vos, vous; [ɛ] uttered [ə] as found in the word chanter; [ɲ] uttered [i]; [ɛ̃] uttered [a] as found in the word main; [œ] uttered [o] as found in the word parfum. This interference may be attributable to linguistic factor namely the length of studying French and non-linguistic factor namely sociocultural background of the speakers.

Keywords: conscious activity, interference, phonological, phonemic violations

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IDENTIFYING THE PROFICIENCY LEVEL OF PRIMARY ENGLISH LANGUAGE TEACHERS' PRODUCTIVE
SKILLS FROM CEFR AND KURIKULUM MERDEKA

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This study aims to identify the language proficiency level of primary English language teachers' (PELTs) productive skills (speaking and writing) analyzed using the Common European Framework of References (CEFR) and Kurikulum Merdeka. As a foreign language in Indonesia, English language proficiency among PELTs is crucial to determine the success of the learning process in a classroom. Furthermore, PELTs should also possess adequate language proficiency to communicate effectively with students in any situation. However, several local context studies show the low language proficiency level possessed by PELTs. The low proficiency level was mostly gained through general English tests, for example, from TOEFL, which focuses on teachers' receptive skills (listening and reading) and structure. A qualitative approach and case study research design were employed in this study. It was identified that the majority of teachers' productive skills proficiency level is categorized into the B1/B2 level of CEFR. Additionally, the mixed level of proficiency among PELTs is still apparent which can create issues regarding primary-students' language development and the standard of proficiency level that PELTs should be. Therefore, by involving subject teachers' communities and the government, a standard of language proficiency for PETs should be developed.

Keywords: Primary English language teachers, Language proficiency level, CEFR, Kurikulum Merdeka

ANALISIS MULTIMODAL VIDEO YOUTUBE BTS X VISITSEOUL SEBAGAI REPRESENTASI DESTINASI
WISATA KOTA SEOUL.

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This study discusses the multimodal elements in the promotional videos for the city of Seoul, South Korea to see the representation of tourist destinations which was uploaded on the VisitSeouls youtube account. This study conducted due to the growth of the media use for promotion. This study used multimodal approach to find out the true meaning of each semiotics element. This research used qualitative descriptive methods. The data obtained from the VisitSeouls youtube account titled BTS Life in Seoul, BTS See You in Seoul, and BTS *이기영차 서울*. The data grouped according to their semiotic elements, as well as the attributes of the destination image, and then analyzed using a multimodal theory with a systemic functional linguistic approach, visual language metafunction, and destination image attributes. This study shows that these promotional videos consist of three semiotic elements namely linguistic, visual, and audio elements. The intersemiosis polysemy relationship between linguistic and visual elements provides a broader meaning, and in the logical-semantic meaning of verbal texts and visual images each provide new information which is included in the additive intersemiosis. This emerging semiotic element illustrates that the city of Seoul has an image

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of a tourist destination that is related to nature, has natural conditions that are free from pollution, smooth traffic, rich with culture and art, has good infrastructure for tourists, has friendly tourist attractions, has interesting activities for tourists, gives comfort, has good public infrastructure, and a good social environment which is reflected by the friendly citizens. The results may broaden the knowledge of multimodal analysis.

Keywords: Multimodal Analysis, Promotional Video, Tourism Impressions.

COMPLIMENT RESPONSE STRATEGY IN THE DRAMA "TWENTY FIVE TWENTY ONE" (스물 다섯 스물
하나)

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This research aims to find a compliment response strategy in the drama "Twenty-Five Twenty-One." When we receive praise from others, we tend to respond by saying "thank you". Not only saying thank you for a compliment response but other compliment responses exist in the drama "Twenty-Five Twenty-One." The fact is that by saying thank you, this compliment response is also included in the compliment response strategy. In the compliment response in the drama "Twenty-Five Twenty-One", nine forms of praise responses were found. According to Hong Min Pyo (2014), the nine praise response forms will be divided into a compliment response strategy. Compliment response strategy, according to 홍민표 (2014) is divided into four forms of strategy, namely 수용하기 (Accepting), 부정하기 (Denying), 비껴가기 (Deflecting), 기타로 (Others). This research uses the qualitative method. After collecting data, the data will be analyzed using choosing and listening methods to identify compliment response strategies. After collecting compliment strategy data from dialogue characters in the drama "Twenty-Five Twenty-One," compliment responses strategy's data analysis uses a descriptive way. After analyzing compliment responses strategy data, the results found that of the four praise responses strategy put forward by 홍민표 (Hong Min Pyo), there were four compliment responses strategies in the drama Twenty-Five Twenty-One. Compliment responses strategies found in the drama "Twenty-One Twenty-Five" are 수용하기 (Accepting), 부정하기 (Denying), 비껴가기 (Deflecting), 기타로 (Others). Characters in the drama "Twenty-One Twenty-Five" tend to use compliment response strategies 수용하기 (Accepting) because in the drama "Twenty-One Twenty-Five" 's dialogue, whenever characters receive praise from others, they tend to use the accepting strategy to give compliments response.

Keywords: Compliment response strategy, drama, Twenty Five Twenty One

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THE EFFECT OF SELF-REGULATED STRATEGY DEVELOPMENT (SRSD) INSTRUCTION ON EFL LEARNERS'
AUTONOMY AND WRITING PROFICIENCY

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This quasi-experimental study investigated the effects of (SRSD) instruction on learners' writing proficiency and autonomy in a university-level English program in Indonesia. RSD has become shedding light on the learning process of EFL writing skills. Several empirical studies have concluded that this instructional approach has enhanced EFL learners' strategic behavior, knowledge, and motivation. However, adding to the limited set, this approach discusses its effect on learners' autonomy. Two intact classes of English students were involved in the study. They were in their fourth semester learning English Writing, a compulsory topic in their department. Within six months, participants in the experiment group were trained with SRSD to improve their writing proficiency and autonomous learning skill. A comparison group learning the same topic, but without the SRSD training, was also assigned. Data were gathered in two ways: pre-test and post-test writing tasks for assessing writing proficiency and a questionnaire for assessing learners' autonomy. Exploratory Software for Confidence Intervals (ESCI), an open-access statistical tool, was used to analyse the data. The estimation analysis results showed that the experiment groups' writing proficiency improved significantly, with effect sizes ranging from medium to large. Results of the study contribute to research and practice on EFL learners' writing development by strengthening claims regarding the relationship between SRSD instruction and writing proficiency on the one hand and with learners' autonomy on the other hand.

Keywords: Autonomous learning, ESCI, self-regulated language learning, writing strategy

THE IMPACTS OF GRIT FOR ENGLISH ADULT LEARNERS: A CASE STUDY OF INDONESIAN EFL LEARNERS

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This paper discusses the impacts of grit toward foreign language learning in Indonesian context. As we all know that language learning is a complex, multifaceted, and comprehensive human phenomenon, Atkinson (2002) called it as a process that involves mind, body and world. Thus, achieving goals and learning objectives in Foreign Language Learning (FLL) should not be assumed as teaching-driven only but also internal factors such as motivation, anxiety and grit. This paradigm leads us to an understanding that every learners is aligned with the nature of their existence both outside and inside. Studies have shown that grit need to be implemented, constructed and revitalized for pedagogic purposes (see for example, Changlek, 2015; Keegan, 2017, and Yamashita, 2018). These studies have agreed that grit-based approach can help both learners and teachers to create more effective learning behaviors and self-learning instruction. However, there has been limited sources that points how grit could be an essential factor need to be understood by EFL teachers and practitioner for successful language learning in the Indonesian context. As one of the mandatory subjects in the national

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curriculum, learners of English should aware of their own capability and self-initiate in gaining more perseverance and passion to successful English-language learning. Simultaneously, teachers could design their method, strategies, tasks and evaluation that favor grit as the core of the development. It is very useful especially when it comes to overcome problems of foreign language classroom anxiety (Horwitz, Horwitz & Cope, 1986). To get more empirical perspectives of the grit, I interviewed two Indonesian adult English learners (pseudonyms as Roma and Diana). This paper uses a basic conceptual definition of grit from a most-viewed TED talk video presented by Angele Lee Duckworth uploaded in 2013 that presents a brief introduction about grit and how it relates to a diverse educational environments. This preliminary studies found that grit can be manifested through many activities, self-initiation and programs. This study also found that grit is connected with learners' belief, identity, future expectaion and attitude towards language. At the end, I provide some pedagogical implications that might be considered as a new basis for maximizing output from language learning processes in foreign language teaching and learning context.

Keywords: Grit, EFL, English Learners

DISCOURSE MARKERS AMONG EFL SPEAKERS IN ENGLISH CLASSROOMS INTERACTION

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Discourse markers (DMs) are widely thought to make conversations more interactive, personal, and engaging. Without them, the conversation may seem stale and awkward. DMs were once thought to be just speech fillers, but discourse researchers now perceive that they serve a distinct role in speech while serving no substantive meaning within the discourse (Gumm, 2023). A previous study from Chapetón (2009) undertook an exploratory study to describe the occurrences and frequency of DMs in EFL classroom interactions with a teacher who was a non-native speaker of the language as a subject. However, this paper explores the utilization of DMs by EFL students in classroom interaction instead of teachers. Two excerpts from two classes with different demographics and significant English proficiency gaps were transcribed and analyzed by employing Fraser's (1988) simplified taxonomy of discourse markers categories as the main framework, namely; Interpersonal, Referential, Structural, and Cognitive DMs. The findings indicate that EFL speakers at a higher level implement DMs more than speakers at a lower level. Cognitive DMs, which show the thinking process when conveying utterances in conversations, are the most commonly used DMs for both high and low-level speakers. DMs containing the words 'hmmm' were found five times in a higher-level class and three times in a lower-level class. Speakers in a higher level class indicated the use of 'like' three times, whereas, in a lower level class, they did not use it at all. A similar DM in Indonesian, 'misalnya' has a similar meaning to 'like' occurring only once.

Keywords: Discourse markers, EFL Speakers, Classroom language, English variety

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RESEARCH TRENDS IN THE USE OF BLOGGING IN ENGLISH AS A FOREIGN LANGUAGE (EFL)
EDUCATION: A BIBLIOMETRIC AND CONTENT ANALYSIS

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This study aims to analyse the research trends underlying comprehensively the use of blogging in English as a Foreign Language (EFL) education. The investigation employs bibliometric and content analysis methods to identify significant outcomes and investigate the current state of this field. Using search terms such as 'blogging,' 'blog,' 'blogs,' 'foreign language learning,' and 'English as a foreign language,' a selection of Scopus-indexed journals were examined. Thirty-eight articles were manually and systematically reviewed after the enactment of exclusion criteria. The bibliometric analysis revealed the United States to be the most productive nation, with 'Foreign Language Annals' garnering the highest number of citations. In addition, China emerged as the most frequently mentioned country, while 'blog,' 'students,' and 'teaching' were the most frequently mentioned terms. The content analysis shed light on the participants, revealing that students, especially those in higher education, were the primary focus; moreover, the analysis revealed that writing was the primary skill to be taught. This study provides an overview of the discipline and highlights prevalent trends by analysing the research agenda from 2008 onwards. The findings underscore the significance of writing, teaching/learning strategies, and learner engagement in studies on the use of blogging in EFL education. Therefore, developing more effective blogging features that support EFL teaching practises is imperative. This study recommends that future research prioritise the pedagogical aspects of blogging to enhance EFL students' learning experiences.

Keywords: Blogging, learning experience, language learning, literature review, trend analysis

EXPLORING THE USE OF GOOGLE SITES AS E-PORTFOLIO-BASED ASSESSMENT IN ENGLISH LISTENING
CLASSROOMS: STUDENTS' VOICES

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A brand new approach to assessing student performance in listening classrooms is value-added assessment through Google Sites as e-portfolios, one of the most powerful tools to gauge teacher effectiveness while also recognising student growth. However, how to make use of e-portfolios in EFL students' listening classrooms and the manner in which it influences their learning engagement remains unclear because neither researchers nor students have addressed these issues in depth, and studies on using Google Sites as an e-portfolio-based assessment for teaching listening comprehensions have also been insufficiently utilised. This study aims to investigate EFL students' attitudes on the utilisation of Google Sites as e-portfolio-based value-added assessment in English listening classrooms. It employs qualitative case study and involves second-year higher education students. Data are collected through students' course reflections and semi-structured interview and

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are analysed qualitatively using coding and thematic analysis. The result shows that developing e-portfolios using Google Sites is beneficial in assessing students' learning achievement, tracking, and measuring students' progress as well as diagnosing deficiencies that require improvement as perceived by the students. It may also reveal how the e-portfolio can be better employed from a different standpoint. Thus, future research may be conducted across other teaching and learning institutions since comparison of different case studies may additionally reveal more development, strengths and challenges related to e-portfolio use. This study contributes to understanding Indonesian educational ideology of assessment, so as to place emphasis on assessment for quality learning rather than on teaching to the test.

Keywords: Academic Listening Classrooms, E-Portfolio, Formative Assessment, Google Sites

REVEALING STUDENTS' GRAMMATICAL AND PRAGMATIC COMPETENCE IN WRITTEN ONLINE DISCUSSION

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Communicative competence is the goal in learning a second language. It is important, therefore, that the teacher provides, delivers, and teaches all aspects in communicative competence to learners. The teacher is required to give as much exposure as possible for learners. During online learning, assessment on competence does not change much, particularly in terms of grammatical and pragmatic competence. Despite some difficulties in online teaching and learning such as unstable internet connection, incompatible gadgets, or less humanistic and personal interaction, the teacher may find online learning to be more beneficial in assessing students' grammatical and pragmatic competence. In an online discussion, either the teacher or the students post a topic to elicit responses. From the responses, the teacher can assess students' grammatical and pragmatic competence in putting forward their opinions. This study was conducted using Learning Management System (LMS) LiVE (Learning in Virtual Environment) with the feature of Forum. In this study, responses from sixty students enrolled in a subject matter course were discussed to reveal grammatical and pragmatic competence as responses to the topics. An analysis of students' responses in the Forum disclosed various levels of students' grammatical and pragmatic competence. Some students who tended to participate more actively than others had slightly higher level of competence compared to those with less participation. In general, the students' participation in the discussion denoted their willingness to discuss the topics that may be due to less pressure in giving written responses.

Keywords: grammatical competence, pragmatic competence, written discussion

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A CORPUS PEDAGOGICAL STYLISTIC APPROACH: APPLICATIONS AND PRACTICES

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Corpus Pedagogical Stylistics (CPS) is a relatively new approach to language teaching and learning that uses large collections of authentic language data to explore patterns and features of language use in specific literary genres, registers, and contexts. This study presents the efficacy of the approach in the field of language teaching and learning, with a particular focus on its application to the teaching and learning of English as a Foreign Language (EFL). This paper highlights the potential benefits of CPS for enhancing learners' linguistic and stylistic analytical skills while learning literature, as well as teachers' awareness and expertise in language pedagogy. It also identifies some of the challenges and limitations of cps, such as the need for specialized skills and resources, the complexity of data analysis, and the potential for overgeneralization and reductionism. Overall, the review suggests that PCS can be a valuable tool for promoting evidence-based and learner-centered language teaching and learning, provided that it is used appropriately and critically. It calls for further research and development in this area, particularly in terms of exploring the relationships between PCS and other approaches to language pedagogy, and investigating the potential of approach for promoting intercultural competence and critical literacy.

Keywords: Corpus Pedagogical Stylistics, language patterns, literature

FROM READING TO WRITING: INCIDENTAL LEARNING OF CONFIX AMONG BIPA STUDENTS AT INCULS

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In the curriculum of the Indonesian language program for foreign speakers (BIPA), BIPA students are expected to learn both receptive (i.e., listening and reading) and productive (i.e., writing and speaking) skills while sharpening their grammar and vocabulary. BIPA students' writing results can be used as an indicator of their comprehension of both grammar skills and vocabulary adoption. While writing skills can result from intentional learning, incidental learning becomes another contributing factor. Interestingly, intermediate-level BIPA students at INCULS managed to use verbs with me-kan confix in their writing test results, whereas the only grammar material on confix discussed in the "Titian Bahasa Madya 2" coursebook by INCULS is me-i confix. The study examines the potential correlation between the reading materials of the BIPA coursebook and the writing test results of BIPA students at INCULS, with the hypothesis that BIPA students experienced incidental learning of me-kan confix through the BIPA coursebook reading materials. It was discovered that there are nine identical verbs with me-kan confixes found in both BIPA coursebook reading materials and BIPA students writing test results. The hypothesis testing showed that BIPA coursebook reading materials and BIPA students' writing test results were found to be moderately correlated, $r(7) = .39$, $p = .29$. This result suggested that there was an incidental learning of me-kan confix from BIPA coursebook reading materials, as evidenced by BIPA

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students' writing test results. Additionally, this demonstrates how INCULS successfully incorporated grammar learning into its BIPA coursebook to achieve incidental learning from reading to writing.

Keywords: BIPA students, BIPA coursebook, incidental learning, me-kan confix

EFL TEACHERS AND LEARNER'S PERCEPTION OF TRANSLANGUAGING PRACTICE IN ESP CLASSROOM

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With the growing interest from pedagogy experts in multilingual environments, the traditional monolingual approach to language learning has been questioned. As a new approach to language learning, translanguaging provides its users the chance to make use of their linguistic resources as a new paradigm in language acquisition for a world with multiple languages. The current study examined how teachers and students used and perceived translanguaging in nursing situations using English for Specific Purpose (ESP). The study used a mixed-methods approach to gather the research data, including classroom observation, semi-structured interviews, and a questionnaire. According to the study, nursing students generally have favorable opinions of the translanguaging techniques used in ESP classes. The vast majority of EFL teachers are aware of the efficacy of translanguaging for content instruction to improve comprehension, foster solidarity in the classroom, and produce better learning outcomes, especially for lower ESP language proficiency. Teachers also call for the continuation of the translanguaging ideology and practice by supporting language policy that relates to its use in ESP learning. This paper also discusses the continuation of the study's findings with reference to the requirement for contextualized translanguaging implementation. The use of translanguaging in multilingual views of ESP learning should be seen by instructors and students from a wider viewpoint.

Keywords: Perceptions, Translanguaging, English for Specific Purpose, Nursing English

EXPLORING TEACHERS' PERCEPTIONS OF INTEGRATING MULTIMODAL LITERACY INTO ENGLISH
CLASSROOMS

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The present study examines the new evidence of English teachers' perception of integrating multimodal literacy into English classrooms situated in primary education in elementary and middle schools across Indonesia. It looks specifically at to what extent English teachers perceive the integration of multimodal literacy in the classroom, their current practices in embedding multimodal literacy based on the national curriculum, and their limitations in implementing it. In this study, data were gathered from an online questionnaire, and fifty-five English teachers from different regions

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volunteered to participate. It is revealed that despite the limitations in terms of facilities in the classroom and the lack of teachers' strategies in integrating multimodal literacy into practices, most English teachers perceive multimodal literacy as an integral part of teaching and learning English in the digital era. This study suggests that future teachers' professional development should promote effective strategies to include multimodal literacy in English language classrooms in response to the curriculum reform.

Keywords: multimodal literacy; primary education; teachers' perceptions

THE USE OF STORIES IN THE SPEECHES OF GREAT AMERICAN LEADERS

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Stories have long been recognized as powerful tools for influencing and captivating audiences. Acknowledging the potency of storytelling, numerous notable American leaders have skillfully incorporated stories into their influential speeches. This qualitative case study investigates the types of stories employed by six prominent American leaders and examines the functions these stories serve in their speeches. The study draws upon the theory proposed by Martin and Rose (2008), which classifies stories into 5 different variations, namely recount, anecdote, exemplum, observation, and narrative. The data analysis involved the examination of 49 embedded stories found within the leaders' speeches. The findings reveal that observations (77.5%) emerged as the dominant type of story utilized by the speakers, present in all the analyzed talks. Conversely, anecdotes (2%) and narratives (2%) were the least frequently employed variations. Regarding the functions of these stories, the majority (75.5%) served to support the main points of the speeches. Additionally, stories were used to open a speech (12.2%) or share personal experiences (8.1%). The prevalence of observations as the primary variation suggests that these leaders strategically employed this type to reinforce their claims and emphasize key points in their speeches. By utilizing stories, they effectively engaged their audience and bolstered the impact of their arguments. This study provides valuable insights into the use of storytelling techniques by great American leaders and highlights the importance of employing narratives to enhance persuasive communication.

Keywords: genre, leaders, persuasion, speech, storytelling

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FORENSIC LINGUISTICS ANALYSIS OF SUPREME COURT REGULATION NUMBER 1 OF 2016
CONCERNING MEDIATION

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Language used in legal text is one of English specific purpose studies, in which language characteristics represented distinctively. Distinctive language gives negative impacts on societies' legal text understanding. Language readability, understanding, comprehending, and acceptability of legal text is a part of linguists' responsibilities who participating, assisting and formulating linguistic aspects in the preparation of legal products. Linguist's involvement takes a part to bridging legal product to understanding due to its "silent" texts. Forensic linguistics is a study concerning to legal text which can apply systematic functional linguistics by using speech function analysis. The aims of this study are to identify and elaborate types and structure of speech function on Indonesia Supreme Court regulation number 1 of 2016 concerning mediation. Since this research is still ongoing (April-June 2023), so findings are not able to be explained and written yet.

Keywords: Forensic Linguistics, Legal Text, Speech Function

TEACHERS' PERCEPTION AND STRATEGIES ON IMPROVING THE SOCIAL AND COMMUNICATION
ABILITY OF STUDENTS WITH ASD: CASE OF SPECIFIC PROGRAM OF SLBN CILEUNYI

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Social interaction and communication disorder as well as repetitive behaviour are the core impairments in children with ASD that occurs across their lifespan. Although the impairments cannot be cured totally, it can be minimalized by early and intensive intervention. To accommodate these needs, the Indonesian government through the special education department has set a specific program for students with ASD covering social skill, motoric sensory, self developmental, as well as language and communication. The program is integrated in all school subjects learning and allow teachers to be not only educators delivering knowledge in common but also therapists stimulating ASD children to improve their social and communication ability to be more independent in the future. This study aims to discover teachers' perception and strategies on improving the social and communication abilities of students with ASD at SLBN Cileunyi Bandung. Using qualitative method, interviews with three teachers of autism students and a documentation study of the specific program were performed in data collection. Results of the interviews and documentation study were then analysed using Miles et.al model, which covers data reduction, data display, and finally verification or conclusion. The analysis of findings revealed that teachers as educators and therapists have a positive perception toward the specific program by accepting and implementing the program optimally through some strategies for parents and students that support the effectiveness of the programs. Acceptance from

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parents and individual treatments in the learning process, among others, are strategies performed in the specific program learning.

Keywords: Teachers' perception, strategies, Autism Spectrum Disorder, specific program, Special school

Use of Indonesian in Senior High Schools through the Face of Language at SMA Yadika 4

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In a variety of written languages, the use of Indonesian is always associated with writing on billboards or writing that is readable by the general public. At school, the use of a variety of written Indonesian can be identified through the language used by the school, for example the use of the name of the institution, the name of the room, the name of the position, the name of the direction sign, or the name of other information. The facial language assessment is intended to monitor the orderliness of the use of Indonesian in public spaces, both in government and private institutions. Therefore, research is needed which aims to determine the use of Indonesian in senior high schools through the Face of Language at SMA Yadika 4. The method used is descriptive qualitative. Data were obtained through observing the use of the name of the institution, the name of the room, the name of the position, the name of the direction sign, or the name of the other information at the school as well as interviews with students, teachers, administrators and school administrators. The results of this study are expected to be able to find out the use of Indonesian in high school through the face of the school at SMA Yadika 4. The results of this study are also expected able to raise awareness for the younger generation to use Indonesian in the midst of the strong desire of BIPA activists to internationalize Indonesian.

Keywords: Use of the Indonesian language, Senior High School, Faces of Language

THE CULTURAL CONTENT ANALYSIS IN AN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL

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Since the existence of textbooks has a substantial impact on the teaching process, teachers must be able to select successful textbooks for use in the teaching and learning process by considering the needs of their students. Therefore, it is essential that textbooks include essential elements of language and culture and adapt to their needs, cultural background, and linguistic proficiency of students. Some English textbooks introduced students to diverse cultures, including source culture, target culture, and international culture. In the Indonesian educational system, the textbooks, especially English textbooks, must be updated due to the curriculum's regular changes. Therefore, the author is

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interested in analyzing the new revision of the kurikulum merdeka English textbook. This study was done to assess the categories of culture offered on the English textbook Bright: An English Course for SMP/MTs Grade VII used by teachers and students, as well as to determine the intercultural communicative competence (ICC) displayed in English classrooms. The textbook was released by Erlangga in 2022 and was created in accordance with the Kurikulum Merdeka standard. This research was conducted by using qualitative design, particularly content analysis of textbooks. The result of this study revealed that textbook tended to present source culture. It was important to note that the two other cultures were also being represented through the texts and pictures such as international culture and target culture. Moreover, in this research, the ICC is not implemented yet in the classroom because of the limitation of comprehension by the students in English.

Keywords: Cultural content, English Textbook, Intercultural Communicative Competence.

ETHNOMARITIME STRATEGY TO SUPPORT LANGUAGE POLICY IN EDUCATION IN NORTH HALMAHERA

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North Halmahera is a district on Halmahera Island, North Maluku Province which has quite high linguistic heterogeneity. Several ethnic languages can be found in this area, such as Tobelo, Galela, Loloda, Kao, Boeng, Modole, Pagu, and Tugutil. In addition, there are also two layers of the local Malay language, namely Ternate Malay and Ternate language, both of which are still used as lingua franca or social languages. What language policy implementation is appropriate in this area is still a dilemma and requires in-depth study. In addition, what material should be taught in the application of regional languages in the realm of education certainly needs to be considered properly and comprehensively. One perspective that should be considered is the ethnomaritime perspective in the strategy of bringing local languages to education. The Halmahera region is a maritime area that is rich with various local language treasures including maritime local wisdom, as well as various forms of maritime nuanced teaching materials that can be raised for students to study so that local knowledge and even local maritime traditions can be maintained through the realm of education. This research is a qualitative descriptive research with observation techniques and in-depth interviews. In addition, to complete the writing also used secondary data. The results of this study show that this region is rich in local knowledge and various maritime teaching materials to support language policy, especially the application of regional languages in schools.

Keywords: Language Policy, Ethnomaritime Strategy, Education, North Halmahera

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DIGITAL LITERACY BELIEFS AND PRACTICES OF IN-SERVICE EFL TEACHERS' ONLINE PROFESSIONAL TRAINING: A SOCIOCULTURAL APPROACH

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Digital literacy consists of two main points of view, digital literacy beliefs, and practices. Digital literacy beliefs relate to a comprehensive understanding of the principles of digital literacy; meanwhile, digital literacy practices are closely related to the implementation of digital literacy services and applications. Many activities involve digital literacy practices in the digital era; one is teaching-learning activities. Digital literacy beliefs and practices increase in English instruction practices. English language teachers try to develop their knowledge and skills in digital literacy beliefs and practices. Many studies discuss digital literacy practices in English instruction practices. The study aims to describe how English teachers develop and implement digital literacy beliefs and practices in in-service EFL teachers' online professional training. It uses a sociocultural approach. This study implements a qualitative method with online observation to determine the study's data. The subjects are EFL teachers' online in-service training at Surabaya. They are English language teachers in junior middle schools, senior high schools, and vocational schools. The results show that many English language teachers are still learning and studying to improve, develop and implement digital literacy beliefs and practices in in-service EFL teachers' online professional training. English language teachers need to develop and enhance their digital literacy practices day by day. It is in line with the principle of long-life education.

Keywords: digital literacy, English language teachers, online professional training, and sociocultural approach

THE ROLE OF INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) IN INDONESIAN EFL CLASSROOM FROM SOCIOCULTURAL PERSPECTIVE

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This study investigates the role of Informal Digital Learning of English (IDLE) in the Indonesian English as a Foreign Language (EFL) classroom. The research explores how informal digital learning practices influence language learning experiences in the classroom within the EFL students' context from different universities. Drawing on sociocultural theory, the study recognizes the significant impact of social and cultural factors on learning English. Through a mixed-methods approach, including questionnaires and semi-structured interviews, data were collected from (N=215) Indonesian EFL students. By utilizing both statistical analyses for the quantitative data and thematic analysis for the qualitative data, this study aims to provide a comprehensive understanding of the role of IDLE in the Indonesian EFL classroom. The findings reveal that IDLE plays a vital role in the Indonesian EFL classroom, providing learners with opportunities for authentic and meaningful language use. The use of digital tools and resources, such as social media platforms, language learning apps, and online

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communities, allows learners to engage in language learning activities. These digital environments facilitate communication, collaboration, and access to authentic English language input as well as fosters interaction and negotiation of meaning among learners, promoting the development of social and linguistic repertoire.

Keywords: Informal Digital Learning of English in the classroom, Sociocultural perspective, EFL classroom

REFLECTIVE PRACTICE IN THE TEACHER EDUCATION CURRICULUM: WHAT CAN ENGLISH PRE-SERVICE TEACHERS LEARN FROM?

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Reflective practice is a fundamental aspect of teacher education, as it enables pre-service teachers to critically analyze their teaching practices and improve their instructional skills. This study aimed to review reflective practice in teacher education designed and developed through theories immersion into teaching practicum. Grounded on a qualitative case study, eight pre-service teachers voluntarily participated in this study. Their self-assessment, classroom observations, and semi-structured interviews were analyzed using the reflective practice framework of Glasswell and Ryan (2017) in support of Smith (2011) and Farrell (2015). Results delved into key issues including the pre-service teachers' ability to identify the strengths and weaknesses in their teaching, which helped them gain insights into teaching methods, materials presentation, media use, and developing and administering classroom assessments. Furthermore, the reflective practice they experienced helped them reflect on their teaching practices critically. The study indicated that dialogic feedback in reflective practice is a powerful tool to reduce their anxiety about teaching, time management issues, difficulties encouraging students' engagement during learning activities in their class, and difficulties in making use of the feedback provision that leads to resistance of change in their teaching. The study also suggested that incorporating dialogic feedback-based reflective practice into teacher education programs could provide pre-service teachers with a rich learning experience. These preliminary results highlighted the significance of providing opportunities for pre-service teachers to reflect on their teaching practices critically and receive dialogic feedback from particularly their supervisors and provide insights that could inform the design of teacher education programs to enhance the pre-service teachers' future professionalism.

Keywords: dialogic feedback, pre-service teachers, reflective practice, teacher education, teaching practicum

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EXPLORING ESP TEACHER IDENTITY IN INDONESIAN VOCATIONAL HIGH SCHOOL: UNDERSTANDING
CONSTRAINTS AND IMPLICATION FOR PROFESSIONAL DEVELOPMENT

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English for Specific Purposes (ESP) teachers play an important role in preparing students for specific industries and professions; thus, demands have been increasingly laid on ESP teachers to deliver the instruction and specialized contents. Yet less than sufficient ESP teachers' professional identity studies have been done on the ESP teachers' professional identity and the constraints they encounter in their professional development. Therefore, this study aims to investigate the multifaceted source of constraints faced by ESP teachers in constructing and negotiating their identity. Also, it seeks to find out how these constraints influence their professional development and implies further improvement of professional development programs in supporting ESP teachers. Involving three ESP teachers, the study adopted a qualitative approach, utilizing interviews and relevant documents as the data sources. The findings revealed various sources of constraints in the ESP teachers' identity: lack of disciplinary backgrounds, resource limitations, professional development constraints, and student-related factors. These constraints impacted how ESP teachers perceived and constructed their professional identities, influencing their pedagogical choices and practices. Furthermore, the study highlights the need for tailored professional development programs that address the specific needs of ESP teachers in vocational high schools in the Indonesian contexts. The study calls for efforts to provide more opportunities for ESP teachers to enhance their specific-industry knowledge and navigate the discipline in addressing the student's disciplinary contents and communicative needs.

Keywords: English for Specific Purposes, teacher identity, vocation high school, professional development

RHETORICAL ORGANIZATION OF CONCLUSION AND SUGGESTION SECTION OF UNDERGRADUATE
THESES

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The rhetorical organization of conclusion and suggestion in undergraduate thesis are essential to be as guidance for student to restate the thesis and emphasize the study's essential aspects, explaining to the reader why the work is significant and how it adds to the area. Therefore, the study aim to recognizing rhetorical organization is to assist writers such as students, practitioners, and academicians in learning how to produce good writing and persuade their readers to comprehend their arguments especially in conclusion and suggestion section of theses. This study aims to provide an overview of the findings of a study that explores move and step the rhetorical organization of the conclusion and suggestion section of undergraduate theses at English Education Study Program. This study employed descriptive quantitative to describe the rhetorical organization of the conclusion and suggestion

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section of undergraduate theses at English Education Department Study Program. This study showed that Move 1 (Summarizing the Study) with a percentage of 93.33%, Move 2 Step 1 (Indicating Significance/Advantage) with a percentage of 8%, Move 3 Step 1 (Recommending Further Study) with a percentage of 95%, and Move 3 Step 2 (Drawing Pedagogic Implications) with a percentage of 86.67%. the rhetorical organization, while the majority of students merely write Summarizing the Study and Recommending Further Study. Despite the fact that there are move-step that should be included in the conclusion and suggestion section, such as (Indicating Significance/Advantage, Indicating Limits, Assessing Methods, and Drawing Pedagogic Implications).

Keywords: Rhetorical Organization, Move-step, Thesis, Conclusion

THE CORRELATION BETWEEN STUDENTS' PERCEPTIONS OF COLLABORATIVE STRATEGIC READING (CSR) AND THEIR READING ACHIEVEMENT

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To teach reading comprehension meets challenges since a teacher should equip students with reading skills to comprehend all information from reading texts. Collaborative Strategic Reading (CSR) is considered potential to be a teaching technique to cope with the challenges in reading classes. Investigating students' perceptions on CSR towards their reading achievement can be an indicator of the success of this technique. Therefore, the present study is aimed to find out the correlation between students' perceptions of Collaborative Reading Strategic (CSR) projects and their reading achievement. The participants of the study will be 167 students of the second semester batch 2022/2023 taking Intensive Reading courses in one of public universities in East Java Indonesia. The data will be collected through a questionnaire consisting of four dimensions with 32 items adapted from Klingner & Vaughn (1999). The dimensions are students' general perceptions of CSR instruction, perceptions of implementation procedures of CSR, views on their learning attitudes in CSR, and the dilemma the students' encounter. The students' reading test scores and TOEIC scores will be also documented as other data collection. The data obtained from the questionnaire will be analyzed quantitatively to get a mean score of each dimension. The data on the students' reading achievement will be obtained through their TOEIC reading test, CSR project, midterm test, and final test scores. In addition, the correlation between the students' perceptions of CSR and reading achievement will be analyzed through Pearson Correlation coefficient.

Keywords: students' perceptions, collaborative strategic reading, reading achievement

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LIP-SYNC CABARET TO ACQUIRE FOUR ENGLISH LANGUAGE SKILLS INTEGRATEDLY

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In the Indonesian context, the four language skills of English are often taught independently through a series of teaching learning sessions that usually cover one particular basic competence. This leads to fragmented activities that sometimes are mutually exclusive in that each set of activities to teach a language skill is “bridged” one to another. A series of activities that are interconnected and interlocked is important to make students’ learning experience become complete. A project-based learning involving of drama or cabaret may serve well to this purpose. This practice has been conducted in my context and the result was satisfying in that the students could learn several basic competences at one project and they enjoyed the project. This project (being named Kang Baris that stands for Kabaret Nganggo Bahasa Inggris) involved the students in designing the series activities, scheduling, preparing and performing the cabaret. How the language skills in this project is as follows: the reading and writing skills were acquired when they researched to get ideas and wrote the story for the cabaret; the speaking and listening skills were acquired when they practiced the dialogs of the cabaret. One particular thing that made this project of cabaret differ from other performances was that the dialogs were recorded to avoid the students going blank on the stage. This practice also could make sure that the comprehensible pronunciation was assured. The project proved to be successful from my point of view because the performance was conducted smoothly, the students’ on-stage performance was not hindered because their voice was recorded, and the response of the students showed that they enjoyed the project and wanted to do it again.

Keywords: lip-sync, cabaret, acquisition, language skills, integrated

ANALYSIS OF RECEPTIVE AND PRODUCTIVE VOCABULARY KNOWLEDGE OF INFORMATICS ENGINEERING
STUDENTS IN A PRIVATE UNIVERSITY

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Many universities in Indonesia require the use of English in some aspects of the learning process for non-English Education students, engineering majors for example. This brings up several challenges for students who are not used to the English language in their daily life, especially when they have to use English in a more specific context. It keeps on becoming increasingly challenging as students are presented with assignments in written and spoken forms. Meanwhile, English has become a primary need for engineering students, specifically for the Informatics Engineering Study Program. The activities to be frequently carried out in their learning process are reading, listening to creating texts in written and oral form. These kinds of activities certainly require extensive vocabulary knowledge. This is what later became the fundamental reason for conducting this research. This research uses a mix method design. The data were collected by conducting Receptive Vocabulary Size Test (RVST) and Productive Vocabulary Size Test (PVST) within Academic Word List (AWL) and a set of questionnaires. The results reveal on what level the students’

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vocabulary knowledge and the factors that affect its size. The implication of research results for the students of the Informatics Engineering Study Program vocabulary knowledge is then investigated.

Keywords: Informatics Engineering, vocabulary knowledge, RSVT, and PVST

LANGUAGE STYLES ON BEAUTY PRODUCT ADVERTISING SLOGAN IN INSTAGRAM

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The objective of the study is to classify language styles used in advertising slogan on beauty products. Language style analysis was carried out to understand the distinctive features of language use and communication strategies used in advertising slogans. The research method used involved collecting samples of beauty product advertising slogans from several Instagram accounts by using a reading and note technique. The data was analyzed using meaning analysis, namely by reading the data that has been found in observing advertisements on Instagram, then translating the advertising language and classifying the data into language styles. The results of the research showed that 19 advertising slogan data containing 28 styles of language. The results of the analysis consist of 8 metaphorical styles, 7 alliteration styles, 4 hyperbolic styles, 2 anaphoric styles, 3 antithetical styles, 1 personification style, 1 simile, 1 allusion, and 1 euphemism.

Keywords: Keywords: language style, advertising slogan, beauty product.

EXPERIENCE AND PERCEPTION: THE IMPORTANCE OF LANGUAGE SKILLS FOR STUDENTS IN THE ERA OF GLOBALIZATION

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The era of globalization, which is accompanied by very rapid developments in technology and information, is an opportunity and a challenge for students. One of the important things that need to be prepared in responding to these opportunities and challenges is language skills as a communication competency. The purpose of this research is to analyze the importance of language skills for students in academic process in the era of globalization. This research is a qualitative descriptive research that will describe the results of an analysis of students' experiences and perceptions about the importance of language skills during their process as academics in the era of globalization. The data collection technique used is the technique of distributing questionnaires and interview techniques. The research data that has been collected is then analyzed with the perspective of skill theory in the 21st century. The results of this study indicate that language skills play an important role for students in carrying out the academic process in tertiary institutions. The era of globalization is accompanied by an abundance

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of information, but students need the ability to listen and read critically in order to filter information effectively. The era of globalization offers flexible communication spaces, but students need to be equipped with speaking and writing skills to take advantage of these opportunities properly. Therefore, language skills should be used as a fundamental concern as a preparation that supports students' skills in facing the era of globalization.

Keywords: experience; perception; language skills; globalization

INDONESIAN POLITICIANS' RESPONSES AGAINST INFLUENCER'S "HARSH" CRITICISM OF LAMPUNG
POTHOLE ROAD: A CRITICAL DISCOURSE ANALYSIS

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Being an influencer means you are prepared to publish content for public consumption and receive social media user feedback. Social media is one of sharing ideas tool for current times — the digital age — everything uses the internet and technology. In regards to this, one of TikTok's video content went viral in Indonesia since it criticized Lampung pothole road with a criticism that indicates "harsh". The video took much attention from any background, such as politicians, government, and society. This study is primarily concerned with the politician's response. Specifically, the researcher intends to provide a critical discourse analysis of their response in the case of Lampung pothole road criticism. Five Indonesian politicians' responses in catatan demokrasi TVOne is investigated through Van Dijk's (2006) framework. Twenty-five discursive devices are used in analyzing the discourse. Using Van Dijk's (2006) framework, hopefully, the researcher will obtain further exploration regarding the discursive strategies used in that response. The researcher used qualitative (i.e., to determine the discursive strategies) and quantitative analysis (i.e., to show the frequency of each discursive strategy) to gain a rigorous analysis. The findings of this study show the micro and macro levels of text analysis. A micro-level includes discursive strategies used by politicians. Meanwhile, a macro-level text of analysis reveals the ideologies of positive-self representation and negative others representation.

Keywords: criticism, critical discourse analysis, discursive strategies.

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STRENGTHENING AND MAINTAINING LOCAL LANGUAGE LEARNING IN ACEH THROUGH THE STORY
LITERACY MOVEMENT

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This article discusses strategies for strengthening and maintaining local language learning in Aceh through the Hikayat Literacy Movement or GLH. GLH is an innovation movement in learning local languages through old literary texts. The things explored are (1) the importance of learning local languages through saga texts; (2) strategies and innovations in the treatment of saga texts as a model for the literacy movement towards strengthening local language learning in Aceh. This study uses a qualitative approach. The method used is document analysis which is integrated with the empirical experience of the writing team. The results of the study show that (1) the text of the saga plays a very important role in strengthening the learning of local languages, especially the Acehnese language, both at school and in the life of the wider community; (2) innovations to the Hikayat Literacy Movement can be done in terms of rewriting, retelling with various artistic mediums, and composing saga texts into contemporary literary texts. Thus, GLH becomes an innovation in strengthening and maintaining Acehnese language learning, which can inspire other regions in Indonesia to revitalize their respective regional languages and literature through local literary texts.

Keywords: Aceh language, language learning, language maintenance, hikayat literacy movement.

TEACHING AND LEARNING INDONESIAN (BAHASA INDONESIA) UNTUK ORANG ASING (BIPA)
THROUGH INDONESIAN SONGS IN AN INTERGRATED WAY

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This article aims to describe a variation of learning Indonesian for foreign speakers so that they are more interested in learning and can overcome difficulties so that their language skills increase. There are many difficulties experienced while learning and teaching Indonesian to Japanese students, one of which is the difficulty in keeping the learning participants motivated, interested and more enthusiastic about learning so that variations are needed in learning Indonesian to avoid monotonousness in order to make them more successful. The use of songs in learning Indonesian in an integrated way to learn grammar, vocabulary, pronunciation and other focuses is one way or variation that can be done. The consequence is that teachers must always be more creative in terms of the techniques used in learning activities so that they remain interesting for learning participants starting from planning for using songs in class, determining or selecting songs according to the ability level and age of participants, the grammar of the language being discussed, the pronunciation of words or sentences, vocabulary, themes or messages contained in the songs as well as the exercises given so that participants feel more interested, their language skills increase, and they feel more motivated to develop their abilities.

Keywords: BIPA, songs, motivated, foreign speakers

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CASE STUDIES' EFFICACY IN THE ONLINE CLASS OF ENGLISH SPEAKING FOR BUSINESS PURPOSES

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The article aimed to explore the effectiveness of case studies in improving speaking abilities of general business-experienced learners aged 25-35 in Indonesia through online business English speaking lessons. Existing research demonstrated that case studies were necessary as a resource of Task-Based Learning (TBL) to teach business English speaking at university level. The interactive, with real life problems, class was almost integral in the success of a business English speaking and only achievable through resources such as case studies. This paper attempted to explore the proven effectiveness of case studies as a teaching method by employing it to general business-experienced learners aged 25-35 who are eager to improve their English speaking skill. This paper is qualitative method with descriptive design. With 7 students who were enrolled in the online class, they were interviewed online to recount their experience of learning business English speaking through case studies. Finally, research confirmed that the use of case studies in improving business English speaking skill was impactful according to the students not only at university level but also to general business-experienced learners in Indonesia.

Keywords: Case studies, Business English, Speaking skill

FAKE NEWS ANALYSIS IN ARTICLE 45A PARAGRAPH (2) OF LAW NO. 19 OF 2016 IN TERMS OF FORENSIC LINGUISTICS

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This study is to know the implied meaning of the Supreme Court's decision texts from a linguistic forensic perspective. Especially for Defendants who have violated the law related to Article 45A Paragraph (2) of Law Number 19 of 2016, which is a change from Law No. 11 of 2008. The fake news and meaning types were obtained from the speech forms of several defendants charged with criminal acts of fake news related to insults, and hate speech against ethnic groups, Religions, Ethnicity, and Intergroup. Analysis of fake news types of meaning based on the grand theory approach of Leech 1981 explains 7 types of meanings; conceptual, connotative, collocative, reflective, affective, social, and thematic. Meanwhile, the fake news category analyzed is based on the grand theory of Wardle & Hossein, 2018 covering; 1). Misinformation consists of false connections, and misleading content, 2). Disinformation consists of false context, imposter content, manipulated content, and fabricated content, 3) Mal-information consists of leaks, harassment, and hate speech. The method used in this study is descriptive qualitative by collecting data, analyzing, discussing, and interpreting data. The results of the data analysis found several types of meaning in the text of fake news related to hate speech. While the results of three categories of fake news are misinformation, disinformation, and mal-information.

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Keywords: Keyword: Texts, Meaning; Fake news, Forensic linguistic, Mal-information

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STUDENT'S ONLINE QUESTIONS IN DEVELOPING CRITICAL THINKING SKILL THROUGH E-LEARNING SYSTEM

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A questioning session is essential to be conducted by students in a learning process. It is used to show students' curiosity and thinking skills related to material taught in the class. However, the students are often passive and seem unwilling to ask some questions and explore some problems connected to the course object in the face-to-face class. Therefore, this study used an e-learning system to help the students to convey the questions. This study was aimed at exploring how students deliver their questions in developing critical thinking skills during the learning process through the e-learning system. Specifically, this study is to clarify the question types and identify interdependent elements stated by the students. The study explored 100 students to deliver their questions related to some courses through the e-learning system. The result implies two question types, namely basic and wonderment questions. The basic questions provide factual questions, while wonderment questions include comprehension and application questions. Statistically, more students express wonderment questions than basic questions. Not only do the students ask the questions directly, but they also express some interdependent elements including cognitive presence, social presence, and emotional presence. The students attempt to state a problem and do brainstorming in cognitive presence. They also involve social presence by saying greeting and vocatives. Furthermore, they also use emotional presence to express directed affectiveness. Thus, implicating the e-learning system significantly affects the students to convey their questions to develop their critical thinking.

Keywords: student, question, learning process, e-learning system

ERGATIVITY IN SUNDANESE: A SYSTEMIC FUNCTIONAL APPROACH

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This paper examines the ergative function as opposed to transitive model of the Transitivity system in Sundanese language. Systemic Functional Linguistics (SFL) provides a comprehensive framework for analyzing the interplay of language structure, meaning, and context. The study focuses on understanding how the ergative case operates within the Transitivity system particularly in the process-participant relation in Sundanese clauses. The analysis is conducted to investigate the distribution, usage patterns, and functions of the ergative construction. The research explores the syntactic, semantic, and discourse properties associated with ergativity in Sundanese, shedding light on its role in expressing transitivity and assigning grammatical roles to participants. The findings contribute to our understanding of the systemic functional organization of Sundanese and provide insights into the broader typological patterns of ergativity. The study enhances our knowledge of the functional mechanisms underlying transitivity in Sundanese and extends our understanding of language diversity and its functional manifestations.

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Keywords:

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ANALYSIS OF ENGLISH VOCABULARY DEVELOPMENT AND GEOGRAPHICAL CULTURE KNOWLEDGE
ACQUISITION OF EFL STUDENTS PLAYING SQUARE TALKS®

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Recent studies have increasingly investigated the effectiveness of game-based language learning and knowledge acquisition in a university English-medium environment. In regards to this phenomenon, this study evaluates how Square Talks® can accommodate EFL low intermediate learners with their English vocabulary development and geographical culture knowledge acquisition. By employing a quantitative approach through vocabulary tests, geographical culture tests and a survey, this study involved thirty four EFL learners to measure the effect of the game statistically and depict the overall experience of using the tabletop game. After the intervention, the t-value of the vocabulary (-2.061) and geographical culture (-3.386) test results indicate that Square Talks® has improved the learners' English vocabulary and geographical culture knowledge. Further, the survey result exhibits the learners' positive attitudes toward Square Talks® in terms of efficacy, usability, and satisfaction. These findings confirm that not only Square Talks® can be considered as an alternative learning media technology to cater for EFL low intermediate learners' vocabulary development, but also their geographical culture knowledge presented in the game.

Keywords: tabletop game, EFL learners, vocabulary development, knowledge acquisition

COLLABORATION AND TEAMWORK IN PROJECT-BASED LEARNING: ADVANTAGES AND CHALLENGES

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In Bandar Lampung, there are only three vocational high schools with a tourism concentration. This shows that there is an imbalance between the demand for and supply of personnel in the sector. This imbalance can be corrected, though, if classroom instruction and learning are optimized and consistent with the norm. Currently, the government issued a new curriculum that obligates teachers to implement project-based learning in their classroom. This study aims to investigate the advantages and challenges of conducting group working in project-based learning. This study adopted a qualitative study, utilizing online open-ended surveys and group interview as the research instrument. This study found that collaboration and teamwork in project-based learning certainly have many benefits, but there are also some drawbacks to them. This result suggests that before placing students in groups, teachers should carefully consider several aspects and teachers must watch over the groups as they work on the project to avoid issues. Last but not least, the teacher may wish to consider other ways to conduct a project in addition to simply arranging the kids for the project.

Keywords: Group work, Project-based learning, Tourism major, Vocational high school

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AN ANALYSIS OF ASSERTIVE SPEECH ACTS IN RAYA AND THE LAST DRAGON MOVIE

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Speech acts are important to study in order to have a meaningful conversation. This study uses a qualitative method with a case study design using Kreidler's (1998) theory to analyze assertive speech acts in *Raya* and *The Last Dragon* movie. The result shows there are 94 assertive speech acts found from 6 characters, and they belong to indirect assertive, the researcher concludes that characters in *Raya* and *The Last Dragon* movie expressed the word without repeating the exact word. Based on the form of indirect assertive, the researcher found that the most occurrence categorization in speech focus is focus on the truth-value of utterance (35%, 33 out of 94), and it's followed by focus on information (31%, 29 out of 94) focus on speaker's commitment or involvement in what is reported (20%, 18 out of 94), focus on the manner of communicating (5%, 5 out of 94), focus on the aspect (5%, 5 out of 94), and focus on the nature of the message (4%, 4 out of 94). Among those characters, the highest occurrence of utterances is *Raya's* (33 times), in which 14 utterances belong to focused on truth-value indicating that *Raya* discovers more of the facts and truths conveyed by the speaker. This is in line with the movie, which tells the journey of *Raya* and her friends to save the world and reunite the divided people of *Kumandra*. It is suggested that the next researchers explore and develop pragmatic studies, especially those related to speech acts.

Keywords: Assertive, Direct Assertive, Indirect Assertive, Speech Focus

MOTIVATION AND ATTITUDE OF POSTGRADUATE EFL STUDENTS TOWARDS ENGLISH LANGUAGE
LEARNING

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Students' motivation and language attitude is one of the important things to be successful in the language learning process. However, most of the students learned English when they were kids but they were still less than satisfied. Why does it happen? There are several reasons why they feel no importance in English. Therefore, this study tries to investigate students' motivation and attitudes in learning English, especially intrinsic and extrinsic motivation. This study investigated the students' motivation and attitudes toward English language learning in postgraduate programs. A group of postgraduate students was surveyed using the AMTB (Attitude, Motivation Test Battery). The study employs a qualitative method. The data were gathered by questionnaire and using semi-structured interviews. The findings revealed that most of the students have positive attitudes toward English. Interestingly enough, the results indicated that a high number of the students showed their interest in the culture of English-speaking countries as represented by English language films and songs. On the other hand, another result showed intrinsic motivation is a primary resource of students' motivation in learning English. In conclusion, postgraduate students have positive attitudes and intrinsic

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motivation, next pedagogical implications, especially for the teacher in determining strategies and techniques to build students' attitudes and motivation both extrinsic and intrinsic.

Keywords : Attitude, EFL postgraduate students, individual differences, students' motivation

THE SHIFT OF TEXTUAL MEANING IN LITERARY TEXTS WITH DIFFERENT MODES OF CONTINUUM
PRODUCED BY EFL STUDENTS WITH DIVERSE LEVELS OF ACHIEVEMENT

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This study aims to investigate the textual meaning in literary texts with different modes of continuum. These texts were written by three junior high school students with diverse levels of achievements: the high-, middle-, and low-achieving students. This study analyzes how the textual meaning shifted from their personal recount posted on a blog to their narrative (fable) written on paper. This study also aims to find out students' reasons for making choices of Themes and thematic progression to justify the interpretation of the findings from the text analysis. The findings reveal that the high-achieving student having an awareness of language use across mode variables successfully managed the realization of the textual meaning in her narrative but left out the stages of events in her recount with many rapid thematic shifts. The middle- and low-achieving students, on the contrary, have shown a rudimentary realization of the textual meaning in both texts, mainly undeveloped stages of events in their recount. In addition to the mode appropriacy, the Theme choices in the high and low's texts have conformed to their mode but not in the middle-achieving student's narrative due to the emergence of the spoken language in the text that was supposed to be written.

Keywords: Textual meaning, mode of continuum, personal recount, narrative

TEACHING ENGLISH AT PRIMARY LEVEL UNDER THE MERDEKA CURRICULUM: THE CHALLENGES

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The transformation of the education curriculum is inevitable since the quality of teaching and learning should be improved. In Indonesia for instance, it has experienced more than 10 changes since the independence up to now where the Merdeka curriculum is implemented. As a part of the curriculum, the status of English at the primary level remains the same. It is an optional subject that can be taught based on school readiness which is no different compared to the previous curriculum (K-13 Curriculum). However, given the new look of the curriculum that emphasizes students' interest and needs in learning, it is worth finding out what challenges exist in its implementation. In addition, the study on the challenges of the Merdeka Curriculum Implementation particularly in teaching English

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has not been voiced loudly by other researchers. Therefore, this study is aimed at figuring out the challenges faced by English teachers. The participants of the study were Ten English teachers (three males and seven females) who teach English in the first and fourth grades of elementary schools. In this study, the researchers used several techniques for collecting data including a questionnaire that covered four aspects; teacher, students, school, and policy, and interviews that were held by two modes onsite and online. The results show that several challenges are still there to be solved sooner rather than later. Therefore, the quality of teaching English at the primary level could be better in the future.

Keywords: English, primary school, merdeka, curriculum, challenges

EXPERIENCED AND NOVICE ENGLISH TEACHERS' WRITING ASSESSMENT LITERACY IN INDONESIA

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Assessing writing is still considered as the most laborious part in the teaching and learning process for teachers as it relates with the teachers' subjectivity in assessing students' writing, which influences the quality of the assessment and also influences students' achievement. However, teachers' ability in conducting assessment is considered not really proficient (Mahdiansyah et al., 2017). Moreover, research on Writing Assessment Literacy (WAL) which comprises three elements, namely, knowledge, beliefs, and practices, is under-researched in Indonesia. In consequence, this study attempted to explore teachers' literacy in writing assessment knowledge, beliefs, and practices. The participants of this research were 40 Senior High School English teachers in Bandung city (20 novice English teachers and 20 experienced English teachers). This research employed a mixed method (explanatory sequential design), consisting of two different stages which will be conducted sequentially; quantitative in the first phase and followed up with the qualitative phase. To collect the data, this research conducted survey, interview, and analysis of teachers' rubric and written feedback. The results of the study showed that there is no significant difference between experienced English teachers and novice English teachers in terms of their knowledge, belief, and practice in "writing" assessment.

Keywords: Writing Assessment Literacy, WAL, Teachers' Knowledge, Teacher's Belief, Teachers' Practice.

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MOTIVATION, PROFESSIONALISM, AND LANGUAGE SKILLS: AN ANALYSIS OF THE PPG PRAJABATAN
PROGRAM IN INDONESIA

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PPG Prajabatan has claimed to be benefitted numerous teachers because it addresses specific needs and challenges and also provides young teachers with the necessary skills and knowledge for their teaching careers. However, it is often found that many young teachers undertaking the program complain about the effectiveness of the training process and admit that they have not received many benefits. Understanding teachers' motivation and professionalism as well as language skills improvement are crucial for teacher education practices therefore exploration of those aspects of the program is needed. This research aims to investigate the perspectives of current and past PPG Prajabatan students by exploring the impact of PPG Prajabatan on their motivation, professionalism, and language proficiency. An online survey form and interviews were conducted to collect comprehensive experiences and testimonials from participants. The findings indicate that participants generally understand the subject matter they teach, although certain areas still require improvements, such as training engagement and leadership involvement. However, the program shows limited contribution to the enhancement of language skills in Indonesian and English. Interestingly, activities such as discussions, group work, and presentations are found to be more effective in fostering language development compared to traditional lectures and assignments. Thus, there is a need to review the training materials to ensure that participants' motivation is beyond external factors and encompasses self-improvement. Recognizing the importance of language skills in teacher quality, integrating activities targeting local and foreign language proficiency is recommended for the PPG Prajabatan program.

Keywords: PPG Prajabatan, teacher motivation, teacher professional development, teachers language development

ASSIGNING IDENTITY IN FANFICTION: A CASE STUDY OF TRANSLANGUAGING ON TWITTER

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In the construction of identity through translanguaging, An individual expresses their identities through various language use under one whole linguistic competence. Identity is inseparable from translanguaging as when one uses language, they show their identity, and in translanguaging, a person demonstrates how meshing code enables them to project their identities as a translingual. In fanfiction, the authors, as fans, created the characters based on the idols. However the characteristics of these idols are suited to the storyline as the author desired. Therefore, this article aims to find out: the role fanfiction plays in author's identity development, the role of author's identity plays in constructing characters' identity and how real life identities affect the identity assigned to the

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characters through the use of translanguaging. In this study, I draw on constructs in literacy, cultural and media studies as theoretical bases for examining how networked ICTs and fan culture provide an individual with a site for shaping their identities and shaped their characters' identities through analyzing the language use and taking consideration of the notion of identity as a fluid construct that shifts over time with the writer long-term participation in a fan community. It is found that the assigning of identity in fanfiction was done to negotiate meaning which become means to project both the author and the idols' identities. Translanguaging was used to suit certain communities in their online interactions to be a part of the circle in their space which comprises of sub culture groups. The use of jargons and other specific language was done to suit the community.

Keywords: translanguaging, identity construction, fansfiction, Twitter

INTEGRATING SYNTACTIC ASPECTS IN GRAMMAR TOWARDS THE STUDENTS' COMPREHENSION ON
CONSTRUCTING SENTENCES THROUGH IMPLEMENTING TRANSLANGUAGING ON TWITTER

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As pre-service English teachers, it is compulsory for the students at the English Education Department of Teacher Education and Training of University of Islam Syekh Yusuf Tangerang to master English skills. However, it needs to be admitted that most of the students still find it hard to construct sentences in English as can be inferred from their performances. This research is intended to find out whether teaching English structure by integrating syntactic aspects and facilitating the practice of translanguaging on Twitter enable students to construct sentences in English at ease. It aims to investigate whether learners can be taught to generate grammar by relying on their linguistic competence. It is to prove that L1 operant could facilitate L2 learning given that learners are taught to operate their innate grammar faculty. This study used multiple data collection methods, such as interviews, observations, and document analysis to gather rich and detailed information about the students' academic performance. The students are found to have little to no problem in understanding and using the tense/shift concepts in constructing the sentences. The mistakes in syntactic aspects were mostly in applying words into wrong category and lack of knowledge in word formation which are basically more on vocabulary knowledge.

Keywords: syntactic aspect, translanguaging, Twitter

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QUALITATIVE RESEARCH: PURSUING MY CONFIDENCE ABOUT MY HOLISTIC RESEARCH CAPABILITY

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I was confident enough to conduct my doctoral research on a qualitative multi-case study under my supervisors' guidance. The data collection is challenging enough. I observed three participants from three different universities. I conducted classroom observation, interviews, document analysis, and focus group discussions to collect my data. The data analysis was quite dynamic and I believed that I was the best person to transcribe the observation records and interviews. The most challenging part so far is the writing of the results. I encountered problems when it turned to data analysis and writing my research report, chapter 4 (the findings and discussion). I was underconfident to start chapter 4 for the reason that I thought I am not capable enough to write and I questioned if my data has been sufficient. This dilemma was very personal for me. However, I appreciate how my supervisors guide me so far.

Keywords: Qualitative Mindset, Research Capability, Researcher Confidence

COMPETING DISCOURSE ON LGBT ISSUE IN INDONESIA

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LGBT has been a long-standing issue in Indonesia. The re-emergence of this issue was triggered by a podcast from one of the public figures in Indonesia, which presented directly the gay couple who had legalized their marriage. Various opinions from public figures to government staff emerged along with the controversial Podcast entitled "Tutorials to be Gay in Indonesia - We are happy" The video was uploaded via YouTube and had 18.6 million views on Saturday 07 May 2022. The purpose of this study was to determine the government's reaction to the LGBT issue as seen from the statements expressed by government staff including the president, chairman of MPR, Ministers, and members of the DPR. The method used is a qualitative descriptive method with transitivity analysis developed by Halliday and data collection was done by purposive random sampling. From the findings, it can be drawn that the government in this case cannot provide decisions on LGBT issues because there are so many interests in it, not only human rights issues but also bilateral relations with countries that support this LGBT issue. Religion in this case cannot be used as the basis for the government's decision. The implication of this research is that the government should have a Strick and firm view on LGBT social issues because the government is the benchmark for the views of the Indonesian people and hopefully with this research the government can quickly determine the view towards LGBT issues.

Keywords: LGBT, government, transitivity analysis.

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EFL CURRICULUM DEVELOPMENT: AN INTEGRATED CURRICULUM MODEL FOR ISLAMIC TERTIARY
LEVEL

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English becomes the second subject for students at the Islamic University because they are more likely to be interested in Islamic subjects. It is necessary to carry out a needs analysis from students and higher education institutions in knowing how far English is understood and desired by students and also stakeholders in universities. One of the curricula that has been proven is the integrated curriculum model that is being promoted by Malaysia in the higher education curriculum at the International Islamic University of Malaysia (IIUM). The purpose of this research is to develop an Integrated Curriculum Model at STAI Persis Garut. The research method using needs analysis proposed by Richard (2001). The participants of this research were 104 students and 2 English lecturers at STAI Persis. The instruments used in this study were questionnaires designed from the theory of Duddley-Evans and St. John (1998). The result of this study is a model of an integrated curriculum for English learning at STAI Persis. From the results of the need analysis that has been carried out, there are several things that have been found: (1) the integration of Islamic topics in English learning, (2) reading and speaking skills become the main skill in English learning, (3) the Genre texts will be narrative, descriptive and report with students' speaking outcomes, (4) the interactive and group assessment are preferred than lecturing method and individual assignment, (5) the speech, poster and role play will become mid and final -term assessment.

Keywords: Integrated Curriculum model – English for Islamic tertiary level

SELF-REGULATED LEARNING STRATEGIES REPORTED IN THE IN-SERVICE TEACHER PROFESSIONAL
EDUCATION

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The In-Service Teacher Professional Education (hereafter PPG Daljab) is an educational program organized to prepare graduates of educational and non-educational bachelors who have an interest in mastering teacher competence in accordance with Teacher Education Standards. PPG Daljab is expected to be able to answer various educational problems, such as: (1) substandard qualifications, and (2) incompetent teachers. Indonesia has been implementing this program for almost two decades. PPG Daljab was carried out face-to-face at first but due to the pandemic, this program has been carried out online until now with a very busy schedule. The curriculum of PPG Daljab is very dynamic. At present, materials in the form of modules are no longer taught in synchronous sessions but are learned independently before lectures begin. At synchronous times, students are expected to actively interact with lecturers and it is followed up by asynchronous sessions containing individual assignments. The many and dense assignments that must be carried out by students make them have to use a self-

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regulated learning strategy to be successful in this program. This research was conducted to determine the use of self-regulation strategies carried out by PPG Daljab students and to find out which components of the SRL have the most influence on the success of students undergoing this program. 60 students became the participants of the study. Reflective journals, questionnaires, and interview questions became tools for collecting data. From the results of the study, it was found that motivation was the element that most helped students in maintaining their enthusiasm to complete their studies at the PPG program. From this research, it is suggested that lecturers always motivate students to be optimistic about their success in taking this education to completion.

Keywords: In-Service Teacher Professional Education, Self Regulated Learning Strategies

LANGUAGE ACQUISITION : THE EFFORTS OF AFGHAN REFUGEES IN INTERACTION WITH LOCAL
PEOPLE

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Language acquisition is a process which is experienced by a child in acquiring a first and second language. It needs a natural setting of target language in order to convey and understand the message correctly (Krashen: 2002). The research was designed in qualitative research that aimed at describing second language acquisition experienced by Afghan refugees who were living in Makassar city for 5 to 10 years. Besides describing the language acquisition process of Bahasa Indonesia as the second language, it also describing the factors that influence the process. There were 10 refugees taken as participants who had spoken Bahasa Indonesia well. The data were taken by interviewing the informants. Thus, the data were analyzed based on Krashen's theory (1995) that related to acquisition learning hypothesis. The results revealed that there were various ways they used in acquiring bahasa Indonesia, namely: self-learning and course institutions. Moreover, they experienced 5 stages in the language acquisition process, they were: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency. Their second language acquisition process is influenced by two factors as like 1) internal factors : integrative motivation, instrumental motivation, personality, language aptitude, 2) External factors : formal situation and informal situation. Even though they faced some obstacles in learning the language, they kept practicing and communicating with local people in the neighborhood.

Keywords: Language acquisition, Afghan refugees, efforts, interaction, local people.

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EDUCATION THE IMPORTANCE OF HEALTH CARE FOR CHILDREN USING REGIONAL LANGUAGES

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Background: The importance of health culture must be taught to children starting from a very early age, namely from children who will certainly have a pretty good effect on growth and development, make children healthy, and make them become children who understand the importance of health and being the person who takes care of it. This study was conducted using the literature method. The key question is how important it is to maintain children's health by using local languages. And from this key question, the answer is that it turns out that the use of the local language in giving warnings about the importance of maintaining children's health is very important and striking because, in terms of the use of culture, this thing is deeply imprinted in the souls of children that they use the local language in their daily lives, and this can also easily provide lessons related to good health. And of course, by using the local language in learning, the importance of maintaining health becomes appropriate and important. By using the local language in the learning process, which is of course carried out by parents with their children. The results obtained are also in accordance with the expectations that were jointly expected, meaning that there is hope for the development of healthy children with the synergy of parents and their own cultural ways.

Keywords: health, children, language, region, culture, and parents

HOW DO STUDENTS' RESPONSE TOWARDS OCEAN LEARNING THROUGH INDONESIA LANGUAGE AND LITERATURE MICRO CURRICULUM?

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Ocean literacy integration can be carried out in any cross-subject, including Indonesian language and literature subject. Thus ocean literacy principles and competencies can be aligned with language achievements, namely listening, reading, speaking, and writing. Ocean literacy is also very necessary to be developed in coastal or island areas such as the Riau Archipelago. The purpose of this research was to identify the impact of implementing an Indonesian language curriculum that was infused with ocean literacy competencies. In terms of data collection procedures, this research went through interviews with five seventh grade students and one teacher at a junior high school in Bintan Regency which was part of a curriculum development limited trial. Furthermore, observations of student learning activities were also carried out which had been recorded to support the interview data. The results of this study described positive and good responses from students and teachers regarding awareness and fostering responsible behavior towards the ocean environment, especially in their area. Teachers and students also responded about how relevant the topic of the sea and maritime was discussed in learning Indonesian. This research also provides recommendations to curriculum and learning developers about how ocean literacy competencies which are science and environmental

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literacy can be integrated into Indonesian language competencies. In further development, the Indonesian language curriculum can become subjects that have an impact on mastering social-emotional competencies, motivation to act for collective welfare, and respecting and respecting various perspectives through ocean literacy.

Keywords: ocean literacy, integrated curriculum, Indonesia language curriculum

EFL LEXICAL KNOWLEDGE DEPTH: ORDER OF ACQUISITION AND PROFICIENCY LEVEL PARAMETERS

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The study at hand has attempted to describe the acquisition of three EFL lexical knowledge aspects - meaning, synonymy and collocation – across three academic levels: Baccalaureate, second year and fourth year university levels in Morocco. The research also compares the development of the three lexical knowledge aspects between knowledge (reception) and use (production) and attempts to trace their order of acquisition. This has led to the use of three main data collection tasks: translation, acceptability judgment and multiple choices. The study has revealed the following findings. First, the connectivity between L1 and EFL mental lexicons tends to relatively decrease as the academic level of the learners increases. Second, the research has revealed a significant “order” of acquisition between the three lexical aspects, though not a very strong one.

Keywords: vocabulary acquisition; EFL lexical knowledge; mental lexicon; order of development; proficiency

EXPLORING LANGUAGE VARIATION AMONG HIGH SCHOOL STUDENTS IN IBU KOTA NUSANTARA
(IKN): UNVEILING THE DIVERSITY OF INDONESIAN LANGUAGE

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Ibu Kota Nusantara (IKN) is a diverse population region representing various tribes and cultures, including the Dayak, Paser, Bugis, Javanese, and more. The Indonesian language exhibits distinct characteristics in this region that reflect regional linguistic attributes. Studying the variation of the Indonesian language in the IKN becomes crucial as it serves as the lingua franca in this multicultural and multilingual society. The research focused on analyzing emerging trends in digital communication, particularly exploring language variants in textual interactions on WhatsApp. The study examined authentic messages in Bahasa Indonesia and local languages like the Dayak, Paser, Bugis, and Javanese, leading to strategies employed in 'verbalized' written texts. The research data comprised a corpus of WhatsApp text sets obtained from 70 high school students in Penajam Paser Utara (PPU) and

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Balikpapan, amounting to 63,414 tokens with a total frequency of 1,874,368 words. Using corpus analysis, it uncovered the variation of Indonesian languages used by students in the IKN region. The findings indicate that age plays a significant role in determining the prevalence of non-standard languages. Despite the diverse ethnic groups and cultures, the regional language does not prominently manifest in their communication patterns. Instead, the dominant variety of the Indonesian language is characterized by the usage of particles such as 'lah', 'kah', and 'nah' at the end of sentences. These three particles are specifically identical to Indonesian language variants influenced by the local language in Kalimantan, particularly East Kalimantan, and used not only by native people but also by migrants.

Keywords: IKN, lingua franca, digital texts, verbalized written texts, corpus linguistics

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BRINGING MULTILITERACIES PEDAGOGY INTO PRACTICE: CONSTRUCTING ANALYTICAL EXPOSITION
TEXT THROUGH DIGITAL WRITING

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As one of the alternative approaches in literacy education, multiliteracies pedagogy acknowledges the diverse communication channels, the linguistic and cultural diversity, as well as the students' own experiences. The pedagogy emerges to expand the literacies theories, support the classroom practice, and promote the skills needed for the 21st century education. This study aims at portraying the implementation of the concept of multiliteracies pedagogy in learning analytical exposition text, particularly in constructing the text through digital writing. By using the framework of Learning by Design Model (Kalantzis & Cope, 2005), the study explores how each element of multiliteracies can be integrated in the English teaching and learning process. This qualitative study involved a class of XI grade in a public senior high school in Bandung. The data was gathered from multiple sources such as students' learning journal, questionnaire, interview, and students' writing samples. Findings reveal that despite the challenges, each element in multiliteracies pedagogy could be well implemented to support students' learning. Integrating multiliteracies pedagogy in the classroom is beneficial and it can be one of the alternative ways in encouraging students' engagement, facilitating students' creativity, raising students' critical awareness, enhancing collaboration, as well as improving students' multiliteracies skills.

Keywords: analytical exposition text, digital writing, learning by design model, literacy education, multiliteracies pedagogy

AN ANALYSIS OF SEMANTIC AMBIGUITY ON THE INTERPRETATION OF SONG LYRICS ALEXANDRA BY
REALITY CLUB

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This study aims to analyse the semantic ambiguity of the results of the interpretation of Alexandra's song lyrics popularised by Reality Club. This study used a qualitative method whose data were taken from the questionnaires results by six listeners from English study program students from three universities in Bandung. The results of this study indicate that: there are several ambiguities in the selected lyrics and produce different interpretations from each listener. Every listener has their own interpretation, from those who have their own theory of each piece of lyrics to some who also cannot draw the meaning contained in some of the lyrics. The ambiguity in Alexandra song can be categorised as quite difficult to interpret or take the implied meaning, because the style of language or allegory used in the lyrics is quite difficult to understand. Therefore, it can be concluded that the song

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popularised by Reality Club with the title Alexandra has various interpretations, because of the ambiguity of the lyrics.

Keywords: semantics, ambiguity, interpretation, song

LINGUISTIC LANDSCAPE ON KEMANTREN AND KELURAHAN SIGNBOARD IN YOGYAKARTA CITY

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This study discusses the use of linguistic landscapes in public spaces, especially on signposts of kemantren and kelurahan throughout the city of Yogyakarta. The existence of special funds from the central government for the city of Yogyakarta makes this city revitalize the city order, including changing the use of the nomenclature of naming districts into kemantren and kelurahan. By using Linguistic Landscape (LL), this study can identify place names (informational functions) and the meaning of naming kemantren and kelurahan in the city of Yogyakarta (symbolic functions). This research method uses qualitative methods. Data from this study was taken from all signposts of kemantren and kelurahan in the city of Yogyakarta. The results of this study reveal two functions of the linguistic landscape that exist on the signpost of the name of kemantren and kelurahan in the city of Yogyakarta. First, the informational function refers to geographical places naming the area based on past history and there are mixing language in the signboard of kemantren and kelurahan in Yogyakarta. Second, symbolic functions include the meaning of naming kemantren and kelurahan areas throughout the city of Yogyakarta which are closely related to the Yogyakarta palace. The use of Javanese script orthographies also strengthens that the city of Yogyakarta still maintains its special values by writing the Javanese script on all signposts of the kemantren and kelurahan

Keywords: Keywords: linguistic landscape, multilingualism, Yogyakarta palace, signboard, Javanese script

RESEARCH ON TEACHING READING IN INDONESIA FROM 2020 TO 2022: A REVIEW

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Teaching reading is crucial since reading is a fundamental skill in learning a language. The ability to understand reading is also an essential skill in education. During pandemic, there were changes in teaching, including in teaching reading. The changes because of it hit many aspects in many areas in teaching. Therefore, this literature review was presented. A number of articles and research papers published on teaching reading in Indonesia from 2020 to 2022 were collected and reviewed. It was expected to compare how reading instruction changed during and after the pandemic. It is found that researches on teaching reading from 2020 to 2022 in Indonesia were on teachers' strategies when

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teaching, the implementation of LMS, and the teaching practice itself. The researches also emphasize the use of technology and social media. The difficulties that both students and teachers confront are also presented, along with potential solutions.

Keywords: teaching reading, technology, skill

RUSSIA IS EXEMPLIFIED SUPERIOR COMPARED TO USA AND UE: SF-MDA ANALYSIS ON THE NEWS OF UE AND USA GIVING SANCTION TO RUSSIA IN ONE OF INDONESIAN DIGITAL NEWSPAPER

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This political discourse analysis aims to investigate the representation of Russia in facing the sanction from the USA and UE published by one of the Indonesian digital newspapers in early 2022. This descriptive qualitative study was derived with the systemic functional multimodal discourse analysis (SF-MDA) since this covers the area of the sociocognitive meaning of the author in realizing the issue. This found that Russia is represented positively by showing Russia's power in countering the sanction. It is shown by the existence of non-verbal texts which tend to use firm lines and the composition of the content that dominates the frame indicating the existence of domination which is a clear aspect of power. Then it is supported by the form of verbal texts which put the sanctions seem light to face by the emergence of objections by raising Russia's efforts to tend to be ready to accept sanctions by having other alternatives

Keywords: PDA, the representation of Russia, sociocognitive meaning, digital newspaper, SF-MDA

UNVEILING STUDENTS' ATTITUDINAL RESOURCES IN FEEDBACK PROVISION IN EFL SPEAKING CLASS IN TERTIARY EDUCATION

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Research on peer feedback has been conducted extensively, but how students use attitudinal resources linguistically has been scarce. Drawing on the appraisal framework (Martin & White, 2005), which categorizes attitudinal meanings into AFFECT (feelings), JUDGMENT (character), and APPRECIATION (value), the purpose of this research is to unveil the students' attitudinal resources in peer-feedback provision in EFL speaking activity in tertiary education. This case study research collected data from 22 students at a public university in Indonesia. The students were asked to provide written feedback on their peers' speaking performance during a speaking session. The data analysis revealed that the students produced 387 attitudinal resources during the peer-feedback provision, and the most used attitudinal resource was JUDGMENT, which accounted for 48.84%, followed by

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APPRECIATION (45.48%) and AFFECT (5.68%). Even though APPRECIATION, as an assessment of quality, is the most expected, JUDGMENT seems inevitable in feedback provision.

Keywords: Affect, appreciation, appraisal, judgement, peer feedback

ALIGNING CEFR AND THE CURRICULUM OF THE SPEAKING SKILLS AT THE UNIVERSITY LEVEL

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Speaking is considered the pinnacle of language mastery and is part of the English curriculum since the stipulation of English in the curriculum in Indonesia. With the rise of CEFR as a framework to assess students' speaking proficiency, institutions have included CEFR in the learning outcomes. The aim of the research is to seek the alignment between the learning outcomes determined by the speaking lecturers and the CEFR as mandated in the curriculum. This qualitative approach with a case study design used a focus group discussion (FGD) to collect the data. Three lecturers participated in the FGD and simultaneously answered the questions asked in relation to the learning objectives and their alignment with the CEFR. The findings revealed that the lecturers included some CEFR descriptors in the learning process and assessment because they selected certain descriptors that were suitable for different levels of speaking courses.

Keywords: CEFR, learning objective, speaking

ONLINE WORKSHOP AS MEDIA TO IMPROVE TEACHERS' PROFESSIONAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING USING TPACK FRAMEWORK

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The integration of technology in English learning must be supported with teachers' knowledge and awareness of the uses and values of the technology for learning. The ability to connect technology, pedagogy, and content is a key for successful and effective integration of technology in ELT. As teachers face new teaching and learning settings, including hybrid, flipped, synchronous and asynchronous environments during the pandemic and in post pandemic era, professional development focusing on technology integration is one of critical things for teachers. This study analysed the existence of online workshop in form of active learning to increase the teachers' professional competences in integrating technology in their English teaching using TPACK framework as methodology. The conclusion showed that online workshop using TPACK knowledge help teachers a lot to conduct an effective teaching with technology.

Keywords: Online Workshop, Teacher Professional Development, Technological Pedagogical Content Knowledge

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STUDENT'S ANXIETY IN WRITING THESIS FOR GRADUATE STUDENT

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This research is motivated by the author's observations of the performance of master's students in writing their theses, where these students encounter difficulties and experience anxiety in various aspects. These difficulties include both technical aspects, such as writing skills and understanding the concept of thesis writing, as well as non-technical aspects, such as the assessment or feedback on students' writing performance, lack of self-confidence, and time management to complete their studies. Therefore, this study aims to investigate the difficulties encountered in writing and completing a thesis, both in technical and non-technical aspects. A qualitative research design, specifically narrative inquiry, is employed in this study, with one instrument: semi-structured interviews conducted with one master's student who is currently in the process of writing their thesis. The collected data are analyzed using a narrative approach. The findings of this study reveal that the participant still feels insufficient in terms of technical aspects, such as cognitive skills, as there are certain aspects that have been overlooked or not previously taught. Additionally, non-technical aspects such as detailed feedback from supervisors causing significant pressure on students, communication challenges, and inadequate time management due to conflicts with personal life were identified. These findings shed light on the challenges faced by master's students in thesis writing and provide insights into both the technical and non-technical difficulties they encounter. The results underscore the importance of addressing these challenges through appropriate support and interventions to enhance student's writing skills, self-confidence, communication abilities, and time management strategies.

Keywords: Writing Anxiety, Student's writing skills, student's writing performance

NEGOTIATING IDENTITY AND PARTICIPATION IN DOCTORAL EDUCATION: A TALE FROM WITHIN

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Although previous studies on doctoral education and doctoral students in language education contexts have been extensively carried out there is a paucity of research that looks at how doctoral students in Indonesia with prior experiences as language teacher educators construct their identities within a given classroom context. To fill this gap, the present study sought to investigate the identity construction and classroom participation of an Indonesian ELT doctoral student as a language teacher educator situated during a doctoral study in a higher education institution in Indonesia. Data were collected through multiple in-depth interviews. The data were then analyzed using Polkinghorne's (1995) thematic analysis that allowed for taxonomies and categories creations. The results of the analysis, following Connelly and Clandinin's (2006) lines of storying and Lave and Wenger's (1991) situated learning theory, suggest that the participant experienced fluctuating, dynamic, and

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negotiated multiple identities in the community of practice. The findings further unpack that the participant developed and reconstructed multiple identities throughout her doctoral path. The participant's experiences served as a narrative site for shaping and reshaping her identity as an early-career researcher in relation to her inward sentiments, outer contacts, and institutional and social surroundings during her doctoral education. The findings showcase the need for understanding identity construction in doctoral education and evolving participation in it influenced by context-dependent complexities during the doctoral study. Implications from the study are also discussed in the paper.

Keywords: community of practice, doctoral education, doctoral student, identity construction, participation

EVALUATING LEARNERS' CRITICAL READING BASED ON MULTIMODAL DIGITAL TASK FOR GENERAL ENGLISH LEARNERS

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This study was designed to find out EFL learners' awareness on their critical reading especially while being exposed with various multimodal texts. The method used is quantitatively by applying a designated questionnaires to find out the learners' views. To find out the students' perceptions toward the multimodal tasks derived from digital texts. To get the answer for the first question, the students were asked to work on assignments which required them in reading several articles and followed up with the reviews. Comments and reviews regarding to the contents were exposed in Padlet therefore they could read and also share their ideas toward other groups. Result shows around 38% percent of the participants applied Critical Reading Strategies either sometimes or often. In details, the critical strategies used more often is in "deciding how to use the text for one's own study" and also in "distinguish between fact and opinion. The results indicate that in order for advanced EFL learners to extend their reading of texts beyond meaning comprehension, a greater focus on explicitly teaching critical reading strategies in the classroom is needed. The use of multimodal approach as part of reading activities clearly helps the students especially in their motivation in reading based on the approach selection.

Keywords: multimodality, critical reading, language learning

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TRANSLANGUAGING PRACTICE IN AN INDONESIAN EMI (ENGLISH MEDIUM INSTRUCTION)
CLASSROOM: A CASE STUDY IN AN INTERNATIONAL PROGRAM OF SCIENCE EDUCATION

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The use of EMI (English Medium Instruction) or English to teach academic courses at the tertiary level has grown in recent years. Despite the fact that English is assumed in EMI, many EMI research and class show that lecturers and students engage in Translanguaging between English and other languages. One of the academic disciplines that currently apply EMI significantly is science. It is widely recognized that the language of science and mathematics contains different subject-specific technical terms. Therefore, this study aims to investigate the practice of Translanguaging in an Indonesian EMI classroom, particularly in an International Program of Science Education at a state university in Bandung City, Indonesia. Twenty-five (25) first-year EMI students and two (2) EMI lecturers participated in this study. Employing a qualitative case study as its research design, this study uses classroom observation, questionnaires, interviews, and stimulated recall interviews. The findings reveal that lecturers and students apply Translanguaging practice to facilitate learning comprehension, especially to explain technical terms. The data also show that Translanguaging recognizes people of having multilingual repertoires and can use a variety of languages to produce meaning and express their feelings. In addition, participating students' perception is generally positive about Translanguaging as a means of improving comprehension and subject learning in EMI classrooms.

Keywords: EMI, International Program on Science Education, Translanguaging

WHAT IS PHONOLOGICAL AWARENESS? WHY IT MATTERS IN THE TEACHING LITERACY PRACTICE

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Phonological awareness is a form of decoding and sight words knowledge in the reading comprehension which take a significant role for effectiveness of learning literacy. This study was designed to establish the existence of different phonological awareness level and their relationship with the mastery of the alphabetic code in Indonesian language. This article focuses on phonemic awareness activities as the object of the research in recent years. The first refers to the study of phonological awareness and the second, to the impact this awareness has on the acquisition of literacy learning. The research setting is in the early childhood education of four years old children. The procedure of data collection was taken during the four different activities include identification, clarification, deletion, and substitution. The results show that the children, who have good mastery of the alphabetic code in Indonesian language, have also a virtuous level of phonological awareness. It also indicates that the children have emerged critical thinking skill by scrutinizing the multimodal text through audio and visual include the sounds of the words and the symbol or picture as word knowledge. The findings of the study have some pedagogical implications to the literacy pedagogy. It

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emphasizes that the early literacy activities are amplification of the cognitive model of reading comprehension, that is connecting to prior knowledge, leveraging critical thinking, encouraging mistakes, nurturing creativity, and allowing for verbalisation. The last but not the least, it also provides both the instructional model and the assessment model as well.

Keywords: phonological awareness, Literacy, Critical thinking, Verbalization

AN ANALYSIS OF SCAFFOLDING APPROACHES IN VOCATIONAL HIGH SCHOOLS: BENEFITS,
CHALLENGES, AND STUDENTS' PERSPECTIVES

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Vocational high schools play a crucial role in equipping students with the necessary skills and knowledge for success in specific career paths. Within this context, implementing effective instructional strategies is vital to recognize the potential of scaffolding to support students' learning and skill development. This research analyzes the benefits, challenges, and students' perspectives of scaffolding approaches in vocational high schools. The study adopts a mixed methods approach. It collects quantitative data through surveys to assess students' perceptions of scaffolding practices. It also collects qualitative data through interviews with students and educators to explore their experiences and recommendations. Quantitative and qualitative data will be analyzed using statistical measures and thematic analysis, respectively. The expected outcomes of the research include identifying effective scaffolding strategies, insights into the challenges educators face, and a comprehensive understanding of student perspectives. In addition, these findings will provide evidence-based recommendations to enhance scaffolding practices in vocational high schools and contribute to the existing knowledge base in vocational education. Ultimately, the research aims to improve instructional practices, foster student engagement and success, and create optimal learning experiences in vocational high schools.

Keywords: instructional practices, scaffolding strategy, students' perspectives, vocational high school

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AN ERROR ANALYSIS OF STUDENTS' PRONUNCIATION OF VOWEL AND SEMI VOWEL SOUNDS IN
FRENCH

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The objective of this paper is to investigate students' pronunciation errors in vowel and semi vowel sounds. The subjects for this study are third-year students of French literature department of Semarang State University. To reach this aim, the researcher opts for a mixed method based on both quantitative and qualitative analysis. The quantitative method consists of the analysis of the students' questionnaire, whereas the qualitative method relies on the analysis of students' recorded speech. The participants of this study were 32 students of French literature department. The data were derived from the pronunciations of French words which were recorded and transcribed in the International Phonetic Alphabet (IPA). The standard value of French pronunciation was adopted from Larousse Dictionary. The result of this study shows that the participants make a great number of pronunciation errors, especially for sounds that do not exist in Indonesian languages, i.e. /æ/, /ø/, /œ/, /ɔ̃/, /ɛ̃/, /œ̃/, and / ə/

Keywords: pronunciation, error, vowel, semi vowel, French students

THE USE OF SCAFFOLDING THEORY IN IMPROVING UNDERGRADUATE EFL STUDENTS IN AN
ACADEMIC WRITING

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In university level puts forward higher requirements for the writing ability of students: Students can use the language knowledge and cultural knowledge they have learned to create new texts according to different purposes and audiences. Writing is difficult point. However, the current domestic English academic writing teaching effect is not satisfactory. English academic writing teaching has not been paid attention, and students lack the initiative to learn English academic writing. Scaffolding theory encourages teachers to follow the "students-centered" classroom teaching model and build scaffolds based on students' recent development areas, so as to promote students' knowledge construction and meaningful learning, stimulate students' interest in English learning, and improve their English academic writing level. This article analyzes the teaching of English academic writing from the perspective of scaffolding theory. Scaffolding is a temporary entity which enables the novice to achieve his/her potential and then is eliminated when they enhance their learning. Scaffolding theory has a wide range of influences in the fields of linguistics and applied linguistics. Scaffolding teaching is a new teaching idea based on constructivist learning theory. This theory was first proposed by the cognitive psychologist Bruner in the 1950s. The constructivist theory and the zone of proximal development form of the basis of the scaffolding theory. The scaffolding in the scaffolding teaching is the meaning of help. The scaffolding is equivalent to constructing the bracket during the architectural process,

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which is beneficial to the learners' upward climbing, and the learners can reach the potential development level by crossing the zone of proximal development. Theoretically, scaffolding has now been understood as a special force offered to the learners up to the possible level of assistance until their cognitive potential is exposed to new learning or acquisition of new skills.

Keywords: Scaffolding theory, academic writing

WHAT DID THE PRESIDENT OF INDONESIA TALK ABOUT INDUSTRY AND APBN (THE INDONESIAN BUDGET) DURING 2014-2019? : A CORPUS-ASSISTED DISCOURSE ANALYSIS

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Industry and state budget play crucial roles in the economic development and overall well-being of a nation. A strong and diverse industrial base can lead to increased productivity and higher living standards for the population. It must also be supported by the state budget that maintains economic stability by managing public finances, controlling inflation, and promoting fiscal discipline. Thus, the industry and state budget are interconnected. In the corpus of Indonesian President Joko Widodo's speeches during 2014-2019, the words industry and APBN (the Indonesian Budget) are included in the order of top 5 keywords. This shows that the two keywords had an important and strategic position during his first administration and communicated a lot and often by the President on various occasions during his official state speeches. This study aims to reveal what important matters the President discussed regarding the industrial sector and the state budget through corpus-assisted discourse analysis. This study applied a mixed qualitative and quantitative method in analyzing research data sourced from the transcription of the president's speeches in the form of words, phrases, clauses, and propositions. The total number of speech transcriptions built as a corpus is 1,121 speeches/files with a total of 860,669 tokens. Related to the industrial sector, it was found that the President discussed a lot about the processing industries and how Indonesia was able to anticipate the Industrial Revolution 4.0. Referred to APBN, the President communicated frequently about the amount of absorption of the government's budget and the timing of its absorption, as well as the focus on the use of the budget on strategic state programs.

Keywords: corpus-assisted, collocation, discourse analysis, industry, Indonesian Budget (APBN), keyword, macro structure, presidential speech.

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TEACHER VOICE IN UNDERSTANDING DIFFERENTIATED LEARNING IN AN ENGLISH LANGUAGE
TEACHING (ELT) CLASSROOM

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In the Indonesian context, senior high school students in an English language classroom have different language proficiency levels, learning styles, interests, and cultural backgrounds. The goal of differentiated learning in English Language Teaching (ELT) is to address these individual differences and provide tailored instruction to meet the diverse needs of students. While differentiated learning can be beneficial for students, teachers may face challenges when understanding and implementing this approach. Teachers with a large number of students may find it challenging to differentiate effectively. It can be overwhelming to address the individual needs of numerous students while still maintaining instructional quality and fairness. The study focuses on the teachers' understanding of differentiated learning, investigating the challenge encountered by the teacher and how the teacher overcomes the problems. This research uses a descriptive qualitative research design assisted by observation, a questionnaire, and an interview. The researchers, observation sheet, questionnaire, interview guide, and documents will be used as instruments to obtain the data. The participants of the study consisted of the researchers, an English teacher, and thirty-six students. The data will be analyzed through components of the data analysis interactive model includes three concurrent activities: data condensation, data display, and conclusion drawing and verification.

Keywords: differentiated learning, ELT, teacher's voice, understanding

REFLECTIVE PRACTICE IN TEACHING PRACTICUM PROGRAM: PRE-SERVICE ENGLISH TEACHERS'
REFLECTIONS

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Reflective practice has gained significant importance in various professional educational settings. There has been a surge in research conducted on reflective practice across different fields, including English language teaching, which indicates the increasing interest in this area. This study aims to explore how pre-service English teachers reflect on their teaching journey, spanning from their initial teaching experiences to their future aspirations. Furthermore, these participants have undergone a teaching practicum program at public high schools in Bandung, Indonesia. The study, additionally, utilizes a qualitative approach through a narrative inquiry design, with three pre-service English teachers participating in interviews to share their experiences. Prior to the interviews, the participants are required to complete a narrative framework. In addition, the data collected is analyzed through thematic analysis. The findings demonstrate how reflection in teaching practice can positively impact the teaching performance of pre-service English teachers such as enhancing their instructional strategies, addressing areas for improvement, and promoting continuous professional development.

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In conclusion, this research highlights the significance of reflective practice in the field of English language teaching and offers insights into its benefits for pre-service teachers. It emphasizes the importance of ongoing reflection to improve teaching effectiveness and enhance the overall quality of education.

Keywords: Pre-service English teacher, reflective practice, teaching practice

FROM ULAMA TO RELIGIOUS INFLUENCER: @ZIL_HB INSTAGRAM ACCOUNT AS A STRATEGY TO
ASSERT BU NYAI NU'S POWER

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Pondok Pesantren has long been an influential educational and cultural institution, even more so in Nahdlatul Ulama. Kiai, as the head of pondok, and his family, who served as supporting cast is the rigid bedrock structure of pondok pesantren. The exposure of pondok pesantren has always been mainly traditional. Either become a student, or listen to Kiai's lecture. However, access to pondok pesantren has entered a new age in the new media era. One of the defining accesses available now is through a Nyai—the Kiai's spouse—Instagram account. The IG account of @zil_hb has gotten much exposure for providing access to the educational resources of pondok pesantren. The owner, Jazilah Annahdliyah—who usually called Ning Zil—is the Nyai of Pondok Pesantren Al Falah. Using the netnography approach, the researcher analyzed the strategy of power affirmation of Nyai in NU society. Using her account @zil_hb, she narrates the life of Nyai and the family of pondok pesantren. With a candid representation of modern ulama/religious influencer, @zil_hb offers a different facade of pondok pesantren intelligence. Without abandoning the sanad principle of knowledge transfer, @zil_hb succeeds in redefining the position of female ulama in pesantren.

Keywords: Bu Nyai, Identity, Instagram, Religious Influencer, New Media

PEER REVIEWING ESSAY WRITING RESULTS: HOW DID COLLEGE STUDENTS EXPERIENCE IT?

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Writing essays plays a significant role in college students. Students must compose essays for various reasons. They should not only be capable of writing, but also know how to correct their friends' work. The purpose of this study is to examine students' practices when it comes to peer-reviewing their friends' work. This study used an interview analysis research design. Ten English college students voluntarily participated in this study. Data were gathered through a reflective journal, document research, and interviews. The findings showed that peer review activities teach students to think

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critically about what they have learned through their work. Furthermore, completing a peer review helps with writing the organization and research abilities. In conclusion, the students were taught to read critically by completing peer reviews in the classroom.

Keywords: essay writing, peer review, college students

THE IMPACT OF REVIEWERS' FEEDBACK ON THE WRITING OF LITERATURE REVIEW IN DOCTORAL CANDIDATES' DISSERTATIONS

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Feedback on doctoral candidates' dissertation writing has been widely reported beneficial in improving the quality of dissertations. This research intends to map the impact of the feedback provided by dissertation reviewers on the writing of doctoral candidates' literature review. This qualitative research utilized textual analysis of the literature review of the dissertations of two doctoral candidates from a university in West Java, that have been reviewed in 2023. The feedback was given by the reviewers in the form of rubrics and dissertation drafts. The results revealed that the reviewers' content-focused feedback underlined the establishment of a territory and relevance of a literature review. This was justified by the reviewers' suggestions to include some related knowledge and to situate the research in the body of the knowledge. Nevertheless, not all reviewers' content-focused feedback was taken by the candidates. There is some feedback that is not revised based on the reviewers' content-focused feedback. In the meantime, the reviewers' form-focused feedback emphasized the mechanics in making the sentences. Most of the reviewer's form-focused feedback was taken by the candidates.

Keywords: Doctoral candidates; feedback; literature review; textual analysis

CORPUS-BASED DIACHRONIC STUDY OF WAR METAPHOR IN INDONESIAN POLITICAL DISCOURSE.

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The use of metaphor in political discourse is pervasive. One of the common source domains used in political metaphors is of WAR source domain. The increasing use of the WAR metaphor reflects the intensity of the political situation. This paper examines the diachronic use of WAR metaphor in Indonesian Political Discourse. The aim is to analyze the use of the WAR source domain of metaphor used to speak about the Indonesian Political Coalition and situation and to compare the use of the metaphor before and after the direct election system was in effect (in 2004). The data are taken from news articles related to the political situation dan political coalition, that spans from 1980 to 2020 in Tempo online magazine. The study is corpus-based with The Conceptual Metaphor Framework of Lakoff and Johnson used as the theoretical background. The data analysis is conducted in two stages,

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first by quantitative analysis using Antconc Corpus Concordance Software to measure the frequency of WAR metaphor used to speak about Political situation. The second is the qualitative analysis to evaluate the change and the development of metaphor use. The result of the study should reflect how the political shift that occurred in Indonesia can be reflected through the language in particular reflected from the metaphor used to speak about the political situation.

Keywords: Corpus Study, Conceptual Metaphor, Political Discourse, Antconc Concordance

READING MEANING OF GAME SYSTEM IN METAL GEAR SOLID V: THE PHANTOM PAIN FOR
PROMOTING ENVIRONMENTAL ISSUE DURING COLD WAR

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Video game is a new media of telling stories to young people and adults and it is no longer seen as gameplay only but gameplay with story. However, many video games with war theme seem ignorant to another life represented as non-playable characters in form of human and animals. Metal Gear Solid V: The Phantom Pain which took Cold War as the main story background tells the story differently. The game system of this video game offers freedom to players to interact with anything during the gameplay, but this freedom has consequences. Applying social semiotic approach, this paper aims to explain how the game system in system network offers choices to players. After observing, collecting and viewing, transcribing and analyzing multimodal data, this paper found that killing non-playable characters in form of human and animals and even enemy will reduce the score which is important in developing the playable characters weapons and equipment. Adopting the theory from Kress and van Leewuen, Painter et al, and van Leewuen, this paper also found that the lethal and non-lethal weaponry and stealth and non-stealth game style could have positive or negative impact to players in game story development. This paper conclude that game choice system created by game developers can affect the gameplay style by players, either by killing or not-killing non-playable characters. Even though, this video game offers freedom in playing, every choice taken by players would reward or punish them by achieving or losing the heroism score which later make them able or unable to access significant missions online.

Keywords: Environmental Issue, Game System Network, Multimodal Discourse Analysis, War-themed Video Game

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BEST PRACTICE: DIGITAL TOOLS AND RESOURCES TO DEVELOP STUDENTS' CREATIVITY AND CRITICAL THINKING SKILL

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Integrating effective educational technology can be very challenging and teachers may have difficulty finding the right resources and tools to develop students' creativity and critical thinking skill. Some tools and resources that we can use to develop these skills are Seesaw.com, Activelylearn.com, and Learning a-z.com. On Learning a-z.com and Activelylearn.com, numerous interesting stories and articles with ready-to-use HOTS questions are essential for developing students' critical thinking skills. Ready-to-use templates on Seesaw.com enable students to develop their creativity and critical thinking skill too. After three years of using these tools, I see significant improvement in my students' creativity and critical thinking skill. These tools and resources can greatly help teachers with meaningful activities in developing students' creativity and critical thinking skills.

Keywords: Educational technology, resources, meaningful activities, creativity, critical thinking skill

TEXTBOOK ADAPTATION STRATEGIES IN A TECHNOLOGY-INTEGRATED CLASSROOM: A CASE OF AN ENGLISH TEACHER IN INDONESIA

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In this digital era, English textbooks need to be adapted and integrated with available technology for better learning outcomes. However, research on how English teachers in Indonesia integrate technology into their teaching remains under-explored. Therefore, this study aims to investigate the adaptation techniques employed by an English teacher in a technology-integrated classroom and the challenges that occur during the implementation. This qualitative case study involved an English teacher at an Islamic junior high school in Medan, Indonesia. The instruments employed were a teacher interview and document analysis. The interview results and the documents were analyzed through thematic analyses. The findings show that the textbook contents are adapted through the addition technique utilizing various websites (Cambridgelms.org) and digital tools (Assemblr Studio, ESL Kids Games, Teach This, among others). The findings also reveal that the challenges during the adaptation and implementation are the students' varied proficiency levels, learning styles, and students' high expectations. In conclusion, the teacher in this study has optimized technology-utilizing textbook adaptation despite the emerging challenges during the practice. This study implies the urgency of professional development training to assist teachers with material adaptations in a technology-integrated classroom.

Keywords: English language teaching, English textbook, materials adaptation, technology integration

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COMMUNICATION PROBLEMS WITH JAPANESE STUDENTS: PROBLEMS AND STRATEGIES FACED BY INTERNATIONAL STUDENTS

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The improvement in Japanese language skills of international students (non-Japanese students) studying at universities in Japan, has the advantage of their high contact with native speakers such as Japanese students and Japanese teachers. However, the improvement is certainly a process along with the experience of international students interacting with Japanese students at the campus in particular. This study aims to find out the difficulties and strategies used by non-Japanese students when communicating with Japanese students in an activity called "Nihongo Shaberi Saakuru" (NSS). NSS is an activity designed by communication teachers at Musashino University to help non-Japanese students improve their speaking skills with Japanese students. The data used in this study is communication that occurred during 4 meetings between June and July, attended by 5 non-Japanese students (2 Taiwanese students, 2 Indonesian students, and 1 Vietnamese student) and 2 Japanese students. With the data collection method of participant observation, 3 types of data were obtained, which are (1) record data related to NSS activities from students and lecturers (2) transcript data of conversations of non-Japanese students with Japanese students, and (3) interview data of non-Japanese students and teachers. From the results of data analysis, 4 difficulties and 4 strategies of non-Japanese students' Japanese language communication were found. (1) at the vocabulary level, there is a lack of understanding of new words faced by international students, which is followed by the strategy of asking the meaning of the word so that the introduction of new words appears. (2) at the speech level, there are misuse of words by international students, which is followed by the strategy of explaining the meaning of the words so that it becomes a correct sentence. (3) at the discourse level, there are word misunderstandings faced by international student, followed by the strategy of explaining the discourse in question so that there is an understanding between the speakers. (4) at the language level, international students pronounce words that are still in English which makes native Japanese speakers not understand, the problem is followed by the strategy of explaining the meaning of the English word in Japanese then the correct pronunciation/vocabulary appears. From the results of interviews with non-Japanese students, this NSS activity is considered to be positive for improving Japanese speaking skills, so it is recommended that this NSS continue not only offline but also online. So that it can be applied in various universities in Indonesia to connect students with native Japanese speakers in order to communicate with each other.

Keywords: Japanese language communication, Japanese conversation program, Communication difficulty & strategy

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REINFORCING RELIGIOUS VIBES: EXAMINING ARABIC LINGUISTIC LANDSCAPE OF ISLAMIC SITES IN
MALANG

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The presence of Arabic scripts in public spaces mostly represents the strong influence of Islamic religious culture in the region. Therefore, this study aims to explore the role played by the Arabic language in reinforcing religious identity and practices in the Muslim community in Malang. This research also seeks to shed light on the relationship between the Arabic language, Islam, and local culture in the context of Malang. To examine how the Arabic language is used in the linguistic landscape of Islamic sites in Malang, as well as to explore the social and cultural meanings associated with this use, qualitative discourse analysis was utilized in this research. This study will elaborate on two components of analysis that include the various types of Arabic script displayed as well as the meaning and representation of these writings. The results showed that most of the Arabic writing was verses of the Quran in various types of calligraphy, followed by other writings such as the Hadith of the Prophet Muhammad, Names of Allah (*al-Asma' al-Husna*), and well-known prayers in Islam. These writings have dominant religious meanings and values, thus indirectly representing the strong Islamic religious culture around the place. From the research findings, we assume that the purpose of these writings is to create an Islamic atmosphere so that they can add to the sacredness of the place, which has implications for strengthening faith when visiting these places. This study contributes to a better understanding of the relationship between language, culture, and religion in the context of Indonesia, particularly in Malang. Moreover, it provides insights into how Arabic is used and perceived by the local Muslim community in Malang.

Keywords: Linguistic Landscape, Arabic Script, Discourse Analysis, Religious Reinforcement

INTERPERSONAL MEANING IN WORLD HEALTH DAY 2023 VIDEO CAMPAIGN: A SYSTEMIC
FUNCTIONAL MULTIMODAL DISCOURSE ANALYSIS

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The study aims to determine in what way World Health Organization (WHO) packaged the World Health Day 2023 Campaign especially in its campaign video. The interpersonal meaning represented in the campaign video shared in its official website and its official Youtube channel is analysed. The method used in the study is qualitative descriptive since the data are the visual and the verbal modes contained in the campaign video, and they will be presented descriptively in analysis. The analysis approach of the study is Systemic Functional Multimodal Discourse Analysis (SFMDA); therefore, both visual mode and verbal mode representations are considered in the analysis. To do the analysis for visual mode representation, visual grammar theory put forward by Kress and Leeuwen (2021) is used;

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by this theory, interpersonal meaning is analysed through interactive meaning concept involving contact, attitude, modality, and social distance. In addition, to do the analysis for verbal mode representation, Systemic Functional Grammar theory put forward by Halliday (2014) is used; by this theory, the interpersonal meaning is analysed through the analysis of mood system and modality values. The results show that both visual and verbal modes have to complement each other to insure proper information delivery to the viewers; thus, the expected goal from WHO as the campaigner can be well communicated.

Keywords: Interpersonal Meaning, SFMDA, Video Campaign, World Health Organization, World Health Day 2023

ANALYSIS OF ONLINE TRANSACTION SCAMS: A CASE STUDY OF SELLING ONLINE GAME ACCOUNT

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This study aims to identify rhetorical moves and linguistic features used by scammers during online transactions on social media. The data used for this study consists of 9 conversation transcripts between scammers and victims during the process of selling online game account data through social media. The classification process of moves and steps was conducted and continuously improved throughout the analysis process. Then, each move and step were analyzed for their linguistic features using speech act and Illocutionary Force Indicating Device (IFID). The results of the analysis identified that there are 4 moves and 16 steps used by scammers during fraudulent transactions of online game account data. By using comparative data, step 5 - Insisting on using middleman buyer recommends becomes a step that can indicate the potential for fraud in an online transaction process.

Keywords: Illocutionary Force Indicating Device (IFID), move analysis, online scam, online transaction, speech act

THE USAGE OF CODE-MIXING IN LIVE ADVERTISING ON TIKTOK: A SOCIOLINGUISTIC ANALYSIS

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The utilization of social media in various language-related activities among adults has become an intriguing phenomenon to study. One of the platforms favored by the community for promoting their merchandise is through live advertising on TikTok. This research focuses on the use of code-mixing as a communication strategy to enhance sales and product popularity. The study employs a sociolinguistic approach and refers to contemporary theories to understand the patterns and tendencies of code-mixing in the context of promoting goods in live advertisements on TikTok. Research data was collected

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through observations of live advertisements created by successful TikTok users in selling their products. The findings indicate that TikTok users tend to engage in code-mixing by combining Indonesian with foreign languages, Indonesian with regional languages, and Indonesian with slang terms or other colloquial language. Influencing factors include capturing attention, persuading the audience to be interested in purchasing the offered products, expanding audience reach, and establishing emotional connections with users. Additionally, individual linguistic preferences, cultural trends, and branding strategies also play a role. This study contributes to educating the public on utilizing language and communication on TikTok to promote their merchandise. These findings can serve as a guideline for entrepreneurs and marketers in developing effective promotion strategies on TikTok as well as enhancing understanding of sociolinguistic dynamics in the digital context.

Keywords: Code-Mixing, Social Media, TikTok, Product Promotion, Sociolinguistics.

TREND OF CRITICAL DISCOURSES ANALYSIS RESEARCHES IN LINGUISTICS JOURNALS OF SINTA 1 TO 4: FROM CDA MODEL TO RESEARCH DESIGN

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The 21st century linguistic study aims to achieve various goals, and one of them is the empowerment of Critical Discourse Analysis as constructivist approach on linguistic study. This study utilized content analysis as a research method, specifically employing a document scanning approach. The articles selected for analysis were retrieved from the websites of Sinta 1 to 4 in Indonesia between 2016 and 2022. To compile a list of journals indexed in the Sinta, the researchers accessed the Sinta website (<https://sinta.kemdikbud.go.id/>) and conducted a keyword search using "Linguistic" (Linguistic). Following these procedures, a total of 15 Indonesian linguistic journals were identified and analyzed a total of 30 articles. The objective of this research was to evaluate the range of Number of Publication, principles of CDA, CDA model, Type of Research, Type of Qualitative Data, Research Object, data collection and analysis techniques, as well as the research subjects covered in the articles published in. The findings of this study indicate an improvement in the number of publications on critical discourse analysis over the past three years. Qualitative research designs were dominant, particularly descriptive qualitative data. The most frequently targeted object of analysis was news scripts. Observations and content analysis were the commonly used instruments and data analysis methods. The Norman Fairclough Model and Culture were the discourse analysis model and principles of CDA employed in the research. Based on the research findings, several recommendations have been proposed for future studies that prioritize critical discourse analysis. These recommendations include enhancing the differentiation of research types, exploring alternative CDA models, focusing on analytical power in the study, and adopting more precise data analysis techniques.

Keywords: Keywords: linguistic journals, critical discourse analysis, data analysis, critical discourse analysis model.

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A TRANSITIVITY ANALYSIS OF RELIGION AND SPIRITUALITY IN NH. DINI'S NOVEL TIRAI MENURUN

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There has been some research on religion and spirituality in the novels conducted through the lens of literary criticisms, but thus far there has not been research on them from linguistic perspectives. Therefore, this study is expected to contribute to the study of religion and spirituality in the novels using linguistics as the main approach, highlighting that a rigorous study of the language of a novel potentially produces a thorough and systematic reading of it. In this paper, narration and dialogues in Nh. Dini's novel *Tirai Menurun* that express her religious and spiritual belief is analysed qualitatively using Halliday's Transitivity System, for a transitivity analysis of the texts will reveal Dini's worldview based on the processes and participants involved in the clauses that she uses to build the passages. Here, religion is defined with reference to the so called 'organized religion', the scripture, rituals, institution, and the community, while spirituality is more of an individual search for the fullest meaning and potential of life. The result of the analysis suggests that Dini favours spirituality over religion, as in more than 90% of her clauses, she presents her characters as spiritual beings, who think, behave, talk, and act in a spiritual manner than in a religious way. Another finding suggests that Dini's female characters are depicted as more spiritual than the male ones, which may indicate her preference to women over men.

Keywords: Transitivity, religion, spirituality, Nh. Dini, *Tirai Menurun*

IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) WITH DOCUMENTARY FILMS
ON THE SPEAKING ABILITY OF BIPA

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The Indonesian for Foreigners (BIPA) field is experiencing substantial growth in Indonesia, reflecting the increasing demand for language learning. In BIPA education, the development of speaking skills is crucial for effective communication and language acquisition. However, many BIPA students face challenges in improving their speaking abilities, necessitating the exploration of innovative approaches. This literature review investigates the potential advantages of integrating Communicative Language Teaching (CLT) methodology with documentary films to enhance the speaking skills of BIPA students. Previous research suggests that combining CLT approaches with documentary films effectively improves language proficiency in BIPA teaching. By embracing CLT principles, BIPA students actively engage in authentic and meaningful conversations, creating an immersive language practice environment. Integrating documentary films as a language input source allows BIPA students to be exposed to native language usage, expand vocabulary, and deepen their understanding of Indonesian culture, history, and community dynamics. The visual and auditory aspects of documentaries provide a rich language learning context, making the learning experience more engaging and immersive.

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Implementing CLT with documentaries not only improves speaking skills but also encourages students to express their ideas and opinions through interactive activities like role-playing, discussions, and presentations, thereby boosting their confidence in using Indonesian. Further research and collaboration will contribute to refining and enhancing this approach, supporting the development of proficient and self-assured Indonesian nurturer among foreign learners as the field of BIPA advances.

Keywords: communicative language teaching, speaking ability, documentary film, indonesian for foreigners

PHONETIC ANALYSIS OF ENGLISH SEGMENTAL SOUNDS PRODUCED BY THE ENGLISH YOUNG
LEARNERS' TEACHERS

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Difficulties producing natural English sounds appear to be unavoidable for Indonesian English learners. It occurs because some English sounds do not exist in the learners' mother tongues, resulting in unnatural pronunciation. The researcher is impressed by the teacher's command of the English language. However, researchers are currently investigating teachers' ability to pronounce the English words correctly. The researcher focuses on the pronunciation abilities of Al-Madinah School teachers. In other words, the teacher must be truly competent in the classroom and serve as a good role model for English pronunciation. This research is expected to be useful in the study of language development, particularly in the field of phonetics. This study was carried out using the descriptive method and two data collection instruments, namely picture description tasks and interviews. The findings of this study showed; an in-depth phonetic analysis of the teachers' production in terms of place of articulation, manner of articulation as well as distinctive features for the production of English consonant sounds, and openness of the mouth, tongue elevation, position of tongue elevation, lips' shapes, as well as length of vocalization for the production of English vowel sounds. The second; detailed explanation about contributory factors to the production of segmental sounds quality in terms of unnatural performance and unnatural competence. According to the findings of this study, the most frequent unnatural sounds produced by EYL teachers were in [ð] voiced dental fricative for consonant sound and [æ] Lax Low Front Unrounded for vowel sound. This study discovered causal factors where the unnatural sound occurred potentially due to mother tongue interference and less practice. Both were signs of unnnatural performance.

Keywords: phonetic analysis, English segmental sounds, English consonant sounds, English vowel sounds.

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THE APPLICATION OF THE GRAMMAR TRANSLATION METHOD IN TEACHING BAHASA INDONESIA FOR
FOREIGN LEARNERS

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This research aims to describe the use of grammar translation method (GTM). Additionally, the writer will share her experience in teaching Bahasa Indonesia using GTM to foreign learners at the intermediate level. Wojowasito (1976:38) mentioned that there are some issues in teaching Bahasa Indonesia, especially if it is conducted outside Indonesia (1) The learning process of BIPA is not integrated in to the student environment, (2) BIPA is usually learned in adulthood (3) BIPA is processed outside the system itself, which means the student usually do not have as many exposures as they have when they learn their first language. So, writer use the method for designed the program used GTM method. Elmayanti (2015) highlighted the reasons why teachers use GTM in language learning. This method can help the students improve their vocabulary and better comprehend the text. In addition, the teaching-learning activities run quite well. This research uses a qualitative research approach that is based on observation. The writer has already applied this method in teaching Bahasa Indonesia to foreign learners at the intermediate level. The writer concludes that it can significantly help students who already knows some basic Bahasa Indonesia vocabulary, such as students at the intermediate level. In addition, based on the result of the interview, the student could understand the entire text in detail and also helped to finding out the new vocabulary from the text. Furthermore, this method is most applicable in a small classroom as it requires a lot of time for practicing translation and completing practice activities.

Keywords: Grammar translation method, BIPA, Teaching method

IMPROVING STUDENT CREATIVITY THROUGH PILOT PROJECT: INTEGRATION OF THE CANVA AND
CLASS POINT IN LEARNING SPEAKING AND WRITING

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Teachers have increasingly included digital technology products in their curricula to improve students' creativity. In order to understand the most widely used digital technology products and their impact on students' creativity, 61 articles indexed by the Social Sciences Citation Index (SSCI) were reviewed. Th writer review revealed that the articles investigated six categories of digital technology products (information saving-sharing, digital gaming, digital design, digital writing, robotics, and virtual learning environment), used four methods to measure students' creativity (students' creative characteristics, outputs, process, and learning environment), and analysed five ways that digital technology products influence students' creativity (increasing motivation, professional activities, higher order thinking, creative cooperation, and cognitive load). The writer analysis of the literature indicates that the impact of digital technology products on students' creativity is mixed and depends on teaching strategies and

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learning behaviours and based on students' agencies. The writer identifies research challenges and important areas for future research.

Keywords: Student agency, canva, classpoint

THE RECURRENCES, COLLOCATIONAL PATTERNS, AND TRANSLATION TECHNIQUES OF 'VERY' IN THE
NOVEL PRIDE AND PREJUDICE

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Few studies have been carried out on the translations of English collocation with 'very' and their equivalents in Indonesian. Accordingly, this study focuses on examining the recurrences, collocational patterns and translation techniques applied in translating 'very' and their collocates in Indonesian. Collocations with 'very' were chosen purposively as the data of this study. They were selected from the novel *Pride and Prejudice* and the Indonesian translated novel. The data of this lexeme and the collocates were analysed qualitatively. They were classified based on the recurrences, collocational patterns and translation techniques. The results revealed that 'very' is identified 589 in the novel. Within the collocational patterns, the highest percentage of use is 'very' followed by adverbial phrase. The data of 'very' followed by adjectival phrase, noun phrase and that clause are also identified. In translating the collocation, some translation techniques are applied; they are established equivalent, literal, amplification, reduction, and modulation. It can be concluded that the translations of 'very' which conveys the meaning of *sangat* (very), *sekali* (very), and *terlalu* (too) in Indonesian are left out in some of the translations. Moreover, it can be interpreted that the collocational patterns of English with 'very' change in the translation of Indonesian collocational patterns. The changes were chosen to produce the natural equivalents in Indonesian.

Keywords: Collocational patterns, natural equivalent, recurrences, translation techniques, very

MULTIMODAL COMPOSITION WITH THE ADVENT OF ARTIFICIAL INTELLIGENCE: A LITERATURE
REVIEW

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Recognizing the changing landscape of communication in the digital era, there has been an increasing acknowledgment of the need to broaden the concept of literacy beyond traditional language learning. Scholars such as Cope and Kalantzis (2015), the New London Group (1996), and Weninger (2019) have emphasized the importance of incorporating multimodal communication in curricula and pedagogy. Instead of solely focusing on reading and writing, educational systems now embrace multimodality as

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an integral part of literacy development. Teachers in language classrooms are utilizing a wide range of multimodal texts as learning resources and exploring ways to design opportunities for students to engage with various semiotic modes through digital multimodal composition. This shift towards multiliteracies aims to enable students to meaningfully interact with different modes of communication, as evidenced in the works of Burn (2016), Lim and Nguyen (2022), Lim and Unsworth (2023), and Unsworth and Mills (2020). Digital multimodal composing, often referred to as "new writing" (van Leeuwen, 2008), involves students utilizing a variety of semiotic resources, such as words, images, animation, and music, through the use of digital tools. Extensive research has highlighted the value of digital multimodal composing in enhancing students' learning and equipping them with the necessary literacy skills for the digital age. This study conducts a comprehensive review of academic journal articles to examine the existing literature on multimodal composition in the context of Artificial Intelligence. The review focused on exploring and analyzing the topic from theoretical and conceptual perspectives. Initial searches were conducted using Google Scholar and electronic databases in relevant academic fields, including education and psychology, to identify articles related to the topic of interest.

Keywords: multimodal composition, multiliteracies, AI in education

THE VOICE OF INDONESIAN MIGRANT WORKERS: HOW ENGLISH PLAYS ROLE IN THEIR WORK PERFORMANCE

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The importance of English communication skills for Indonesian Migrant Workers is crucial for their success in the global job market. Good English proficiency enables effective communication and greater job satisfaction in the workplace. Additionally, English proficiency helps workers adapt to their work environment, build relationships, and avoid misunderstandings. However, many Indonesian Migrant Workers struggle with English, leading to difficulties in communication. Understanding the role of English proficiency in work performance can help identify necessary communication skills, enhance job satisfaction for Indonesian Migrant Workers. Therefore, further research is needed to bridge this gap. The primary objective of this research was to investigate the role of English proficiency in the work performance of Indonesian Migrant Workers. A qualitative case study design was employed, utilizing semi-structured interviews as the primary data collection method. The participants consisted of two Indonesian migrant workers currently employed in Malaysia and Saudi Arabia. The selection of participants was carried out using purposive sampling. The findings of this study revealed that the role of English on work performance varied depending on the specific occupational context. Notably, English proficiency emerges as a crucial asset for the spa therapist in Saudi Arabia, whereas its significance is comparatively diminished for the welder in Malaysia. Despite their limited English proficiency, the two Indonesian migrant workers rely on four competencies – grammatical, sociolinguistic, discourse, and strategic – as outlined by Canale and Swain (1980), to support their work performance.

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Keywords: Indonesian Migrant Workers, English Proficiency, Work Performance, Communicative Competence

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A RHIZOMATIC EXPLORATION OF PRE-SERVICE TEACHERS IN A TEACHING PRACTICUM: A
PHENOMENOLOGY STUDY

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Pre-service teacher professional development is dynamic rather than linear. During their involvement in a real-life teaching practicum, pre-service teachers interacted with various elements called assemblages including unprepared situations, such as curriculum adjustment. Accordingly, this phenomenology study aims to explore the pre-service teachers' experiences of professional development during the teaching practicum in the context of adjustment to the revised curriculum. Seventeen EFL pre-service teachers joining two months of teaching practicum in fourteen different schools were involved in this study. The teaching practicum was held in the very semester the Merdeka curriculum began to be implemented in the schools. The data were collected through interviews with the pre-service teachers and in-service teachers as well as observations. The data were analyzed using Lian's rhizomatic system comprising of intellectual framework, operational space, and support structure. The findings reveal that the teaching practicum served as the macrosimulation enabling the EFL pre-service teachers to experience non-hierarchical operational history change, thus personal learning outcomes. The macrosimulation was supported by mainly technology-based help and social networks including teacher supervisors and experts. The teaching practicum helped them to develop their teacher-related competences and shape their teacher identity. These findings implicate the need for a teacher professional development program that focuses on enhancing students' sense of autonomy and evaluating their level of agency.

Keywords: pre-service teacher, rhizomatic approach, teacher professional development

“HOW DO I MAKE MY STUDENTS LEARN WRITING?” INVESTIGATING THE USE OF FEEDBACK IN
TEACHING WRITING

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Feedback has been known to be able to lead to improved academic capabilities and higher attainment in the process of writing. This study investigated the beliefs of 65 preservice students in engaging feedback as future EFL teachers in teaching writing. A semi-open-ended survey was used followed by observations on selected students' teaching writing performance. Specifically, small numbers of preservice students have been found to relate writer-centred feedback approach along with goal-centred setting in their lesson plan. The majority still have not been able to relate the importance of writer-centred feedback. The knowledge of writing and processes involved in writing are necessary parts to promote their future learners. Despite most preservice students preferring to use written feedback to help their future learners, other students argued that verbal feedback may necessarily be

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beneficial in addition to the written feedbacks. The implications for preservice teachers' education are discussed in light of the findings.

Keywords: teaching writing, literacy, preservice students

INDONESIAN JUNIOR HIGH SCHOOL STUDENTS' PERCEPTIONS IN DIGITAL MULTIMODAL
COMPOSING: BENEFITS AND CHALLENGES

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In recent times, there has been an increasing interest in writing research regarding Digital Multimodal Composing (DMC). DMC is a prevalent practice in the contemporary digital age and it allows students to combine various resources, including texts, images, videos, and audio. However, DMC studies in Indonesia are restricted and students' perceptions of DMC are remained unexplored. Therefore, this study discovered the benefits and challenges students encounter regarding Digital Multimodal Composing (DMC). The participants of the study comprised classes of eighth-grade students in a junior high school in Bandung. A qualitative case study design was employed. Students were engaged in creating DMC products in the form of videos. The data collection involved close-ended questionnaires and semi-structured interviews. According to the results, it was observed that the students showed positive responses towards DMC. DMC task offers several benefits, including enhancing learner autonomy, developing digital and information literacy skills, improving speaking proficiency, promoting motivation, and fostering creativity. On the other hand, several students expressed that engaging in DMC was demanding and time-consuming. The present research offers an overview for English teachers to consider the integration of DMC into their teaching approaches.

Keywords: Digital multimodal composing, EFL students' perceptions, benefits and challenges of digital multimodal

BECOMING A NATIVE SPEAKER TEACHER: "NON-NATIVE ENGLISH TEACHERS' INVESTMENT IN
ENGLISH LANGUAGE AND TEACHING QUALIFICATION"

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The ongoing dominance of native speakerism in the field of English language teaching (ELT) has inspired non-native English speakers to invest in various professional development programmes to achieve a native-like competence. This study aims at looking into various modes of investment that non-native English teachers in Indonesia make to develop their linguistics and teaching credentials to achieve recognition as prestigious as their native speaker counterparts. Conducted as a narrative case

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study of six non-native English teachers in Indonesia, the data for this study was collected through interviews, and is analysed using thematic analysis. The findings show that the participants made various investment to improve their competence in English language and English language teaching through continuously attending English classes, reading English materials, watching English movies, working with native English teachers, and taking CELTA (Certificate in English Teaching to Adults). The participants believed that by becoming native-like teachers, they will be able to benefit financially and socially. The participants felt that they become more qualified teachers if they are certified by an international institution such as through CELTA and DELTA (Diploma in English Language Teaching to Adults). This study seeks to contribute to the discussion around English teacher's professional development and the persistence of native speakerism in ELT.

Keywords: native speakerism, investment, CELTA, DELTA

Extralinguistic Factors Influencing Indonesian Language Learning In France

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Used by over 300 million speakers, the Indonesian language is becoming increasingly important globally, which creates, therefore, a growing demand for its instruction. In France, for example, the language is formally taught in at least 5 public universities, but there are often difficulties of interference between the learner's mother language and the Indonesian language they are learning. Several papers have offered solutions to overcome these difficulties that influence the outcome of learning Indonesian by native French speakers, but have tended to concentrate on the linguistic aspects and overlook the extralinguistic aspects. This paper aims to correct the situation by examining the extralinguistic aspects in recordings of pronunciation used in 10 Indonesian sentences spoken by three Malay-Indonesian students at Institut National des Langues et Civilisations Orientales (INALCO), from three different college years. Following the examination, this paper then offers pedagogical suggestions. This study mainly uses Weinreich's linguistic theory (2010) and Saville-Troike's language learning theory (2006) and additionally Macatuno-Nocom's theory (2022), which examine the psychological aspects, together with Jafarova's theory (2021) which is used to probe the socio-cultural aspect. This research found that motivation and learning strategy are the two most important variables in the psychological aspect, while input and feedback are the most important aspects in the socio-cultural aspect. Nevertheless, the most decisive factor in Indonesian mastery is the duration of learning. This paper also offers an array of pedagogical methods to reduce phonetic interference.

Keywords: metalinguistics, extralinguistic factors, phonetic interference, French, Indonesian

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MULTIMODAL ANALYSIS OF THE BOOK DEUTSCH ECHT EINFACH A1: A STUDY OF IDEATIONAL
MEANING

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This study examines the ideational meaning of multimodal texts in the German language textbook entitled *Deutsch Echt Einfach A1* (hereinafter referred to as DEE A1). The research aims to describe the visual and verbal modes of meaning in terms of ideational aspects. The verbal text is analyzed using the Systemic Functional Grammar theory, specifically focusing on the Transitivity system (Halliday, 1994). Meanwhile, the visual text is analyzed using the Visual Grammar Design by Kress & Van Leeuwen (2006). The ideational aspect of this study focuses on components such as processes, participants, and circumstances. The study employs the methodology of Systemic Functional Multimodal Discourse Analysis (SF-MDA). The findings of this research indicate that the dominant type of process used to convey ideational meaning in the verbal text is relational process. On the other hand, the representational (ideational) meaning in the visual text mostly employs verbal processes. This study demonstrates that the presentation of multimodal texts in both verbal and visual forms in the German language textbook DEE A1 is relevant to advanced-level teaching and learning activities, particularly for adolescent learners aged 14-18 years

Keywords: multimodal analysis, ideational meaning, systemic functional grammar

STRATEGIES FOR ENCOURAGING CHILDREN IN JAPAN TO PREPARE DISASTER SAFETY BAGS

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This study aims to explore the utterance strategies used by adults to encourage children to prepare a safety disaster bag. The data were derived from videos on the Save the Children website (<https://www.savechildren.or.jp/lp/drr/>) that demonstrate the process of preparing a disaster safety bag. This study utilized a descriptive qualitative method and employed a pragmatic approach. The data were analyzed using speech act and politeness theories. The results show that the adults communicate with the children using simple words, accompanied by background music, and aided by two puppet characters. They employ directive, declarative, expressive, assertive, and commissive speech acts. This study provides insights into an effective approach for conveying information about disaster preparedness to children, enabling them to become aware of and handle their own needs during such situations.

Keywords: children, disaster mitigation, speech act, strategies

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The Integration of Multimodality in 21st Century EFL Classroom: Practice and Perceptions

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The 21st-century education requires students to be proficient in English, and one way to prepare them is by including multimodality into English pedagogical practice, which addresses different modes of representation. The goal of this study was to investigate senior high school English teacher's integration of multimodality into the English classroom practice, as well as English teacher and students' perceptions of the integration. One English teacher and thirty-six senior high school students from one district in West Java, Indonesia participated in this study. In this study, a qualitative case study was utilized with data gathered by classroom observation, questionnaire, and interview. All of the collected data were analyzed by inductive analysis that differentiate the findings into themes. The findings indicated that the English teacher at the senior high school combines numerous semiotic modes into her classroom practices such as textbook, presentation slides, videos, and online platforms. Teacher's integration of multimodality contributes to the improvement of students' English skills and enables them to use their knowledge and skills in real-world settings especially in this era. Both teacher and students agree that the integration of multimodality help them in conducting teaching and learning activities in classroom. Consequently, the integration of the multimodality is suggested for the twenty-first century English language classroom.

Keywords: 21st century education; EFL classroom; multimodality

Multimodality in Teaching Critical Literacy Pedagogy in English Language Teaching (ELT)

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The main purpose of the study is to investigate the integration of multimodality in Critical Literacy Pedagogy in ELT as the development of the era. The qualitative research design in form of case study was conducted to get the best evidence. An English teacher and thirty-six students at one of public senior high school in Indonesia were become the participants in this study. The data were collected through several research instruments include classroom observation, interviews, and fieldnotes. The results showed that the English teacher has been utilized the various of teaching and learning modes from traditional to multimodal modes such as printed-texts, textbooks, slide shows, videos, and online learning platform. Those modes were used to convey the Critical Literacy Pedagogy teaching and learning activities in classroom. The English teacher stated that the integration of multimodality in teaching and learning are helpful for her to carry out the pedagogy of Critical Literacy. Furthermore, the students agree that the use of multimodality in teaching English boost their interest in learning and open up the space for them to express their thought in different modes of representation.

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Therefore, it is expected that the integration of multimodality in teaching Critical Literacy Pedagogy in ELT is suggested.

Keywords: critical literacy, critical literacy pedagogy, multimodality

Metaphors and Self-Image Expressions of Figures in Indonesian Popular Literature

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In general, metaphors can reflect cultural thinking, behavior, and social conditions. This is related to diverse life experiences that represent deviations from other cultural boundaries. This means that cultural differences due to differences in experience in geographical and social conditions also influence metaphorical differences. In addition, metaphors can also be a means of visualizing abstract concepts, enhancing the appeal of speakers, and persuading authors of their emotions to create fictional characters. The purpose of this study is to explain the metaphors and expressions that reflect the self-image of characters in Indonesian popular literature. This data comes from three novels written by writers from different regions with different cultural backgrounds. The three novels are literary works by writer Tegal (Central Java), the novel is Markonah by Ranang Setiawan, the second novels Arah Langkah by Fiertha Besari (West Javanese novelist), and also Sabtu bersama Bapak by Aditya Mulya (Medan writer). Data collection methods using note-taking techniques. Meanwhile, the data analysis method uses hermeutics. Discussion has shown that authors use metaphors to express their characters' self-images, to visualize their states, their aesthetic linguistic style, and their ideas of how to persuade readers.

Keywords: Metaphors, authors' expressions, and characters' self-images

Metaphor and Prophetic Ethics in Tegalana Songs and Poems

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Every sublime message conveyed in literary works is inseparable from prophetic ethics and metaphor. Some examples of literary works containing the two elements are song lyrics and poems. This paper discusses metaphor and prophetic messages in Tegalana song lyrics and poems. In other words, this study explores the prophetic ethics and metaphors in Tegalana song and poetry, which can be used as lessons for readers. All data of this narrative qualitative research were from the lyrics and poems and were further analyzed using the normative, referential equivalent method and introspective reflexive method. The results revealed that the lyrics and poems contained metaphor and prophetic ethics in humanistic, liberalization, and transcendental ethics.

Keywords: metaphor, prophetic ethics, Tegalana songs and poems

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A STUDY ON LANGUAGE AND GESTURE IN EFL CLASS: A SYSTEMIC FUNCTIONAL MULTIMODAL
DISCOURSE ANALYSIS STUDY

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The continuity of learning and reaching program is inseparable from classroom interaction led by the lecturers. The purpose of this study is to look into how lecturers interact with students in English as a Foreign Language (EFL) classrooms by using gestures. Gestures made by lecturers can be significantly important in classroom communication, helping students understand, improving interaction, and promoting learning. There is, however, a few studies that particularly look at lecturers' gestures in an EFL classroom setting. The research methodology includes observations in the classroom, faculty interviews, and analysis of recorded gesture data. The teachers who actively use gestures when instructing EFL students in English were observed. To learn more about how lecturers interpret the usage of gestures and their intended uses, interviews were conducted. The results of this study are anticipated to deepen educators' understanding of the common gestures employed by EFL lecturers. The findings of this study are expected to help to EFL classroom teaching methods by giving relevant information and suggestions for effectively integrating gestures as an extra communication tool in English as a Foreign Language training.

Keywords: Language and Gesture, EFL, Discourse Analysis, SFMDA

CHALLENGES OF TRANSLATING COVID-19 TERMINOLOGY INTO ARABIC: A STUDY OF MACHINE
TRANSLATION AND LINGUISTIC MEANS

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The COVID-19 pandemic has given rise to a plethora of new words and terminology in various languages, including Arabic. This study aims to find out the challenges faced by Arabic translators when incorporating these newly coined terms into the Arabic language and culture. The localization of COVID-19 terminology is a complex and challenging task, but it is essential to ensure that Arabic speakers have access to accurate and up-to-date information about the pandemic. The results indicate that there are linguistic and cultural challenges in the English-Arabic translation of COVID-19 prevention and control terminology. By using a variety of linguistic techniques, Arabic translators can help ensure that these new terms are accurately and effectively localized into Arabic.

Keywords: Localization, Neologies, COVID-19, Linguistic means, Machine translation and Technical means

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Cross-culture communication Apprehension in communicating English among Jordanian students in
Malaysia

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This study examined the Jordanian students' perspectives of and experiences in cross cultural communication Apprehension in Universiti Sain Malaysia (USM) where English is the medium of instruction. The study seeks to generate insights into the cross cultural communication Apprehension of the Jordanian students and the strategies used. This study employed qualitative study while the participants were 13 Jordanian PhD students at USM. The sampling of this study was purposive sampling while the researcher selected homogeneous sampling strategy. The researcher collected the data through face to face interview with the participants. The findings of the research question were divided into two main themes and sub-themes. The first main theme is language barriers, which consists of four sub-themes: limited English proficiency, pronunciation difficulties, and grammar challenges and Cultural context and communication styles. The second main theme is language anxiety, which includes two sub-themes: shyness and limited vocabularies. This has various implications on their overall learning experiences in Universiti Utara Malaysia as discussed in this thesis.

Keywords: Cross-culture communication, Communication Apprehension, Jordanian Students

Understanding and Addressing cross-culture Communication Apprehension Among Jordanian
Students in Malaysia.

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The basic element in acquiring any language is to speak it. Therefore, the ability to communicate orally in English can be considered the most significant skill, but many second language learners face constraints in mastering this skill in particular. This qualitative study was conducted to explore and comprehend the strategies Jordanian students use to manage and reduce their fear of cross-culture apprehension inside and outside the classroom in Universiti Utara Malaysia (UUM) and their suggested techniques for doing so. Interviews were conducted with a sample of students from UUM, Malaysia to explore their perspectives and strategies regarding their apprehensiveness over cross-culture communicating in the English language. The sample was chosen from different programmes where English is the Medium of Instruction. The findings revealed that the UUM Jordanian Students highlighted the following five main recommendations for minimising Cross-culture Communication Apprehension (OCA) among them : student-centred learning, an English preparatory programme, curriculum improvement, coping intervention and building self-confidence.

Keywords: Oral Communication Apprehension, Hashemite University, English Language, and Undergraduate Students

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THE INTERPERSONAL MEANING OF VERBAL LANGUAGE AND VISUAL IMAGE RELATION IN KAHF'S
VIDEO ADVERTISEMENT

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A product personal care for men displays attractive advertisement. The advertisement does not rely on the product descriptions and advantages to offer or any persuasion to buy the product. It is more likely to contain inspiration and motivation. The advertisement spreads the spirit and inspiration of goodness so that it has a social impact on the environment. Kahf carries out preaching in its advertisement to become a human being in every choice of path as his product campaign #JalanYangKuPilih. However, are the verbal and visual in the advertisement work together to multiply the corresponding meaning? Using a multimodality approach, this study aimed at explaining the relations between verbal and visual language in Kahf's video ad in terms of interpersonal meaning. The first is the checklist of verbal analysis by Halliday in Eggins (2004) to analyze the voice over speech. The second is the checklist table for visual image analysis by applying the theory of Kress and Van Leeuwen (2021). The last is about the relation between verbal and visual image in terms of interpersonal meaning by Painter, Martin, Unsworth (2013). This study examined verbal and visual relations regarding the interpersonal meaning dimensions of contact (the way the viewer is gazed), social distance (the kind of the relationship between the viewer and represented participants), involvement (the extent to which the reader is engaged with what is represented), power (point of view the interactive participant and the represented participant power) in multimodal advertisement. The data consists of 13 clauses along with the visual image selected that accompanies the clause appears. Verbal and the visual content were analyzed along each dimension, and the relevant verbal-image relation was determined. The findings show mostly every clause is dominated by declarative sentences. In declarative mood, the sentence indicates to state something. While in visual image, the medium shot is mostly found. The verbal-visual relation in interpersonal meaning realized through reinforcement of address is interaction between represented participant and represented participant without the viewer. Results indicated that relations of convergence appeared more significant than relations of complementarity and divergence. Results are discussed in the context of the Systemic Functional Grammar and the Grammar of Visual Design.

Keywords: Multimodal Advertisement, Interpersonal Meaning, Systemic Functional Linguistics, Visual Grammar

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THE ROLE OF PARENTS IN THE IMPLEMENTATION OF THE CURRICULUM MERDEKA

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In this study, we are researching the participation of the parents in the upbringing and educational process through their participation in the implementation of the curriculum merdeka. Led by the pedagogical belief that the inclusion of the parents is one of the crucial tools in achieving better results in the upbringing and educational process, as well as an excellent mechanism for creation of more efficiently and more democratically managed schools, we have researched the inclusion of the parents in the Junior High Schools in Cirebon. We have reached the conclusions about the degree, forms, modalities and characteristics of the participation of the parents through quantitative survey, collection and evaluation of the received data through specially prepared questionnaires for the represented and targeted group of parents.

Keywords: parents, participation, curriculum merdeka, partnership relations.

READING CULTURE IN AN INDONESIAN VOCATIONAL HIGH SCHOOL: ANALYZING CULTURAL
CONTENTS OF A MERDEKA CURRICULUM-BASED ENGLISH TEXTBOOK

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Learning a language means learning its culture, since language and culture can be said to represent two sides of a coin. As the mastery of English is increasingly emphasized in the working environment, vocational high schools in Indonesia have a particular role to play in fulfilling this demand. This study focuses on analyzing the textbook used in an English subject in a vocational high school, based on the consideration that textbooks are still the most common learning resources in Indonesia's classrooms, hence serving as an important tool in the teaching-learning process. Specifically, the study analyzes the cultural contents contained in the textbook Pembelajaran Unggul English SMK/MAK Grade Ten, which was only recently published in 2022 and is claimed to be in accordance with the current curriculum—Kurikulum Merdeka. The study also involves a teacher participant, who is a user of the textbook. In analyzing the cultural contents of the textbook, this study draws on Yuen (2011) and Cortazzi and Jin's (1999) cultural categories, which classify culture into four key elements (products, persons, practices and perspectives) and distinguish its type into source culture, target culture, and international culture. This study reveals that the textbook covers all types of culture and incorporated all four elements of culture, although their representations have been found to vary across chapters. Further, the teacher highlights the incorporation of the source culture in the text as a basis for students to understand their own roots and national identity as Indonesians.

Keywords: cultural content, Indonesian vocational high schools, language-culture nexus, textbook analysis

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HOW CAN METACOGNITIVE STRATEGIES MEDIATE ADULTS LEARNERS' SELF-REGULATED LANGUAGE
LEARNING? : A SYSTEMATIC LITERATURE REVIEW

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Adult learners are considered self-regulated and learn best through actively experiencing and participating in the learning process. Metacognitive strategies, encompassing knowledge and regulation of one's cognition, have been identified as influential factors in fostering effective SRL. While many education providers and researchers focus on enhancing resource assistance and the advancement of adult learners' knowledge and abilities, there is a paucity of studies on the theoretical views that define strategies for assisting adults in learning independently. To fill this gap, this paper draws on previous research to elaborate on 1) why MS is suitable for SRL, 2) how MS promotes SRL, and 3) how MS is used to promote SRL. A rigorous search strategy was implemented across multiple databases, resulting in the selection of relevant studies based on predetermined inclusion and exclusion criteria. The selected articles were assessed for quality, and data extraction was performed to identify key characteristics of the studies. The synthesis of the existing literature underscores the suitability of metacognitive strategies in adult learners' self-regulated learning. The findings reveal that incorporating metacognitive strategies is highly conducive to cultivating self-regulated learning (SRL) in adult learners, owing to their cognitive maturity, pre-existing knowledge, and accumulated life experiences. In addition, metacognitive strategies help adult learners enhance their awareness of their cognitive processes, regulate their learning behaviors, and optimize their learning outcomes. Some practical recommendations are made to support teachers in facilitating adults' self-regulated language learning through the implementation of metacognitive strategies.

Keywords: adult learners, metacognition, metacognitive strategies, self-regulated learning, systematic review

UNRAVELING THE COMPLEXITY OF ONLINE ASSESSMENT: ESP STUDENTS' PERCEPTION OF QUIZZIZ
USE IN PSYCHOLOGY CLASS

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Technological advances have radically made changes in English language teaching and learning. The changes grow fast and impact on assessment in learning process. One of widespread technology-based assessment tools is Quizizz which demand students to be able for following the exam through the help of this free online formative assessment. This study attempts to reveal the perspectives of university students on Quizizz which used for final test of the second semester learning English in psychology department in a state university in Central Java. A descriptive quantitative design was used and 60 multiple-choice items in Quizizz as a final test for 36 students as the instrument. The questionnaire was made using google form and delivered after the test and distributed online. The results showed that the use of Quizizz has positive responses from students for the display, type of option, color and

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design. The effectiveness and efficiency aspect attain 58.3% and 52.8%. The students conveyed their difficulties when using Quizizz for the test despite the high number of correct answers from the majority of student above 50%. The students' problem such as limited time, feeling nervous and panic, loss of concentration, network constraint, understanding the questions, and application lagging were revealed.

Keywords: Online Assessment, ESP Student, Quizizz Application

PATTERNS OF ARGUMENT CONSTRUCTION IN TOASTMASTERS' COMPETITIONS: WHAT WE CAN LEARN FROM THE CHAMPIONS

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Public speakers strive to convince their audiences by presenting their most compelling arguments. Crafting effective arguments involves not only innovative ideas but also the utilization of appropriate argumentative structures. With the aim of exploring argument patterns employed by public speakers within the context of Toastmasters' competitions, this study identifies the argument layouts employed by ten Toastmasters champions and examines the types of data used to support their claims. The study collected and analyzed data in the form of argument blocks, employing Toulmin's (2003) framework for argumentation analysis. Among the three suggested argument layouts, the structure comprising claims, data, and warrant emerged as the most prevalent. In terms of data types used in the arguments, stories (89.6%) were the predominant choice, followed by facts (6.8%) and opinions (3.8%). The findings suggest that the prevalence of the claims, data, and warrant structure can be attributed to the time constraints and the competition's emphasis on constructing a single robust argument. Moreover, the prominence of storytelling as a means to support claims indicates that many speakers perceive stories as highly effective in influencing their audience's perspectives. This research sheds light on the patterns of argument construction in Toastmasters' competitions and underscores the significance of utilizing persuasive storytelling techniques. Future investigations could delve into the impact of different argument layouts and explore additional strategies for enhancing persuasive communication in competitive speaking environments.

Keywords: argument, argument layout, claims, data, Toastmasters, warrant

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LOGICO-SEMANTIC RELATIONS IN RECOUNT ESSAYS: A COMPARATIVE STUDY OF INDONESIAN EFL
STUDENTS WRITING AT TWO EDUCATION LEVELS

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As it relates to writing development expectations, this present study addresses examining logico-semantic relations across three different students' writing levels, including low-, middle-, and high-achieving recount essays written by EFL students of two Indonesian education levels. The qualitative data comprised six recount essays written by Junior and Senior High School students. By using textual analysis, the clauses in the recounts were analyzed along three dimensions of the Hallidayan Framework (1994), discourse semantics (Martin, 1992), and writing development (Christie & Derewianka, 2008): the systems of genre in schooling, taxis, and logico-semantics. The findings revealed that the distribution of independent and dependent clauses in the varieties was distinct. These findings suggested that high-achieving students both in junior high and Senior high schools have a more comprehensive and well-practiced understanding of recount, specifically in terms of its genre and production rules. This indicated that their knowledge is more developed and easily accessed compared to low-achieving students' understanding. In an education-level context, the senior high school students' recount essays exhibit a greater variety of clause types, logical interdependencies, and logico-semantic relations than the junior high school students' recount essays, leading to the conclusion that, besides the English writing skill factor, genre awareness is also helpful. This study recommended an SFL genre-based approach to teaching writing so that students' writing would develop properly. These findings complement previous research on the logico-semantic relations of a school-related genre. Several potential explanations for these findings were discussed. In addition, implications for EFL writing instructors and researchers were provided.

Keywords: Logico-semantic Relations, Recount Essays, Schooling Genre, SFL, Writing Development

ACROSS CAMPUS ONLINE LEARNING: A PHENOMENOLOGICAL STUDY ON ESP STUDENTS' LEARNING
EXPERIENCE

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The enactment of the Freedom to Learn-Independent Campus (MBKM) policy of the Indonesian government has provided opportunities for students nationwide to study outside their program. In addition to strengthening the students' academic knowledge, the program gives them the opportunity to develop their sociocultural experience as well as their sense of nationality. Despite the fact that students are enticed to participate in the program because of its benefits, there are obstacles that must be addressed. This study investigates the academic, emotional, and sociocultural experiences of students from two different educational institutions who were enrolled in the MBKM program and studying English for specific purposes. Data were collected by administering a set of questionnaires and performing semi-structured interviews. The collected data were then analyzed through the

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application of interpretive phenomenological analysis. The result of the analyses showed that aside from challenges with internet connectivity, which impede students from developing their full potential, different course designs and academic cultures of both institutions were highlighted as the most significant issues for the students. Therefore, it is highly recommended that the ESP teachers work together to develop and implement course material in order to improve the overall quality of the educational experience for the students.

Keywords : Distance learning, ESP, interpretive phenomenological analysis

CULTURE CONTENT ANALYSIS ON KOREAN TEXTBOOK FOR INDONESIAN LEARNERS

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Research on the analysis of cultural content in Korean textbooks for Indonesian learners as a Foreign Language (KFL) is currently limited. This study aims to address this gap by identifying the cultural content types and themes present in an intermediate-level KFL textbook. Adopting a descriptive qualitative approach, two KFL textbooks designed for Indonesian learners were analyzed using coding techniques. The results of the analysis revealed that the predominant cultural content in the textbooks was the Target Culture (C2), which refers to the culture of the Korean society. On the other hand, the representation of the Source Culture (C1), which denotes the learners' own culture, and the International Culture (C3), representing global cultures, were not significantly emphasized in the textbooks. This suggests that the textbooks inadequately foster students' intercultural awareness due to the lack of diverse cultural content. The prominent themes identified in the textbooks included Traditional Culture (전통문화) and Institutional Culture (제도문화). Traditional Culture encompassed aspects such as customs, festivals, and historical heritage, while Institutional Culture covered topics like education, politics, and social systems. Following these, Living Culture (생활문화) and Language Culture (언어문화) were also prevalent themes in the textbooks, exploring everyday life and language-related cultural aspects. However, the representation of Art Culture (예술문화) was relatively minimal. These findings indicate that the textbook primarily emphasizes students' communication skills, as reflected by the cultural themes represented and aligned with the proficiency level. Nonetheless, the limited inclusion of Source Culture, International Culture, and Art Culture suggests the need for a more comprehensive and diverse approach to foster students' intercultural competence in KFL education.

Keywords: cultural content, intercultural awareness, textbook analysis

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NETIZEN CYNISM LANGUAGE STYLE IN THE THREADS APPLICATION

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Social media is currently in great demand because communication is developing very quickly, spreading from all over the world. There are various kinds of social media applications created, one of which is threads. Threads social media is a social media that was recently launched in July. This application was launched by Mark Zuckerberg which is considered similar to the tweeter application and partly Instagram. Within threads, netizens can easily share text, photos and public conversations. In fact, only a span of one day in Indonesia has reached 44 million users. This study aims to describe the style of cynicism that exists in captions on the Threads homepage. The data in this study are utterances or words containing cynicism. The data collection technique in this study is the technique of observing, reading, and taking notes. The results of the study show that there are 24 data styles of cynicism in the captions used as samples. After looking for which data contains cynicism, there is also a factor for the emergence of cynicism found in the Threads homepage caption.

Keywords: Cynicism, Netizens, Threads

NEEDS ANALYSIS FOR VOCATIONAL ESP SYLLABUS DEVELOPMENT: AN OBE APPROACH

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The revitalization of polytechnics launched by the Indonesian government in 2019-2024 aims to produce quality vocational education and can meet the demands of the industrial revolution 4.0 and education 4.0. The study attempts to investigate the needs of students, analyses the existing teacher content and pedagogical knowledge and suggests compromising with the learner demands in terms of the context situations and other barriers. To do so, the subjects were invited to provide their opinions through a set of questionnaires containing 20 close ended questions. This research was motivated by the insight that needs analysis is neither unique to language teaching nor within language training, but it is often seen as being the cornerstone of ESP and leads to a very focused course. Furthermore, this study aims to explain the efforts and challenges of learning English in the post-pandemic era and the importance of developing syllabus and teaching materials for Business English course in finance study program based on OBE and Life Competencies. OBE, which prioritizes learning achievement through effective, innovative, and creative learning processes while Life Competencies-based education focuses on noble values that must be possessed by students such as creative thinking, problem solving, critical thinking, innovative, emotional development, communication, collaboration, learning to learn, and responsibility. The results of this study is the design of the OBE-based syllabus for Business English courses. This aims to realize the national goal of education in tertiary institutions, namely, to educate the life of the nation and state and to produce competent young generations.

Keywords : needs analysis, ESP, OBE, life competencies, syllabus development

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EXTENSIVE READING IN ESP CLASS: STUDENTS' VOICES

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English course is one of the required courses in higher education in Indonesia. It helps the students, from any major of study, to have a sufficient English competence. English for Academic Purpose (EAP) is a common term for teaching non-English department students. Reading skill is one of skill needed for them to assist comprehending some references for doing their assignments. A beneficial reading activity is extensive reading. A lot of previous studies regarding extensive reading have been investigated, yet the texts that EAP students read during extensive reading is under investigated. Thus, the objective of this study was to uncover what the EAP students read during extensive reading. Fifty-two students of Faculty of Agriculture were involved in the present study and was willing to join the study. 7-week of extensive reading program was conducted. Reading log sheet was filled by the participants weekly. The participants were required to give comment on what they have read. The data was garnered from the reading log sheet and interviews. The reading log sheet was categorized into theme in order to know what they read. The interviews were used to know the reason behind choosing the texts. The data was analyzed descriptively. The finding shows that the students read the most is news, and agriculture is the second most read. The students read the news and agriculture theme because they read the topic based on their hobby and their senior recommendation of reading. The pedagogical implication is also discussed.

Keywords: Extensive Reading, ESP Class, Reading Text

CAPTIONS FOR CELEBGRAM ENDORSEMENT PRODUCT PHOTOS AND THEIR MEANING FIELDS

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Advertising is a favorite way for producers to introduce their products to the public. That way, they expect their products to sell well. In this digital era, manufacturers are competing to market their products by using online social media platforms. There are many online social media platforms in Indonesia, one of which is Instagram. Manufacturers market their products on Instagram by advertising them through the producer's official account or by assigning marketing 'agents' on Instagram, namely Instagram celebrities or better known as celebgrams. These celebgrams have quite a lot of followers on Instagram. This makes manufacturers trust them to advertise their products by endorsing them. This study uses Chaer's theory of meaning fields. The purpose of this study was to analyze the meaning field of photo captions containing the product endorsement of the celebgram Bulan Sutena and Sandrinna Michelle. The endorsement products analyzed focused on e-commerce products, fashion, facial skin care, photo art, chocolate drinks, prepaid providers, and restaurant. This research method is qualitative descriptive analysis. Collecting data using literature study and documentation. The result of this study is that the field of meaning theory can be used when analyzing

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photo captions and can be linked to advertising text material in grade 8 and the field of meaning theory can be used when analyzing photo captions. In the end, this research states that the discipline of semantics can be used to solve problems outside the spoken language field, by using social media platform that is namely Instagram.

Keywords : celebgram; endorsement; grade 8; field; meaning

ANALYSIS OF RHETORICAL MOVES AND LINGUISTIC REALIZATION OF RESEARCH ARTICLE ABSTRACT IN
ISLAMIC STUDIES

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Writing research articles and publishing them in reputable international journals indexed in Scopus become a necessity for lecturers in Indonesia, especially within the Ministry of Religious Affairs (UIN/IAIN and Kopertais). The lecturers still face difficulties in preparing and publishing their research articles in reputable international journals in the field of Islamic studies. This study will investigate the rhetorical movement of research article abstracts and analyze the language features used to achieve rhetorical moves. This study adopts a qualitative method. Genre analysis (move analysis) and corpus linguistics approach are employed to examine the rhetorical moves in research article abstracts and investigate the language features used to achieve moves in Islamic studies research article abstracts. A total of 100 abstracts of research articles taken from 5 reputable international journals indexed by Scopus. Several stages are conducted to analyze the data using Hyland's (2000) framework model. The results of the study are expected to demonstrate that the abstracts of research articles in the field of Islamic studies exhibit rhetorical moves outlined in Hyland's framework. The linguistic realization to achieve moves will be evident from the language features of tense and voice used. This research is expected to provide important information regarding rhetorical movement and language features in writing research article abstracts in the field of Islamic studies.

Keywords : corpus linguistic, genre analysis, rhetorical movement, research article

ECLECTIC APPROACH TO IMPROVE THE PERFORMANCE OF SOFTWARE ENGINEERING STUDENTS AS
EFL IN WRITING RESEARCH ARTICLE

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Teaching university students no matter their field of study to write a research article in English potential for publication has been increasingly a part of academic need. However, such task is far from simple. Prior studies assessing practices for the goal have concerned mostly on scrutinizing single methods, and only some inquiries have been related to how incorporated certain methods and strategies impact

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the writing process of research article genre. This case experimental study aimed to explore how English as a Foreign Language (EFL) learners at university level whose major was non-English managed to produce a research article categorized as good level (potential for publication) according to the designed rubric. Qualitative method was applied in this study with the research subject comprising 28 manuscripts written by 56 students collaboratively to analyze their writing performance. The main result revealed the students demonstrated good writing performance after completing the fourth cycle of reviewing stage of Flower-Hayes' process cognitive writing model in 10 weeks merged with project-based learning (PBL) strategy encouraging collaboration and holistic flipped learning instruction allowing the students to undergo evaluating and revising as sub-processes of Flower-Hayes' reviewing stage well. The implication of this study is an eclectic approach for other scientific writing instructors when directing their students, especially with similar background, to produce research articles potential for publication.

Keywords : eclectic, Flower-Hayes' model, holistic flipped learning, PBL, research

**IMPROVING STUDENTS' READING COMPREHENSION BY USING COGNITIVE STRATEGIES AT MTsN
NURUL JIHAD SAOHIRING**

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The study aims to find out the improvement of the students' ability in reading comprehension by using cognitive strategies at eighth grade MTsN Nurul Jihad Saohiring. This research applied by Classroom Action Research. The technique of analyzing data of this research was applied by using descriptive technique. The qualitative data was taken from observation, diary notes, interview. The quantitative data was taken from the test. The result of the analysis showed that mean of the pre-test was 50, 66, the mean of cycle 1 was 59, and the mean of cycle II was 73. The percentage of the students who got point up 70 also grew up. in the pre-test, the students who got point up 70 were only 5 of 30 students (16,66%). In the post-test 1 of cycle 1, the students who got point up 70 were 9 of 30 students (30%). In the post-test II, the students who got point up 70 there were 25 of 30 students (83,33%). From the data, I indicated that the implementation of cognitive strategies was effective. It is related to the result of observation showed that the students were more interested and motivated in joining the class and they were enthusiastic during teaching learning process. The students were active, and they seemed enjoy discussing during teaching process.

Keywords : narrative text, cognitive strategy, reading comprehension

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DIGITAL COMICS AS LITERACY LEARNING IN INCLUSION SCHOOLS

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The development of technology requires everyone to follow it. Can not be separated from a learning process. In the development of learning, each student must have a high level of literacy. One thing that can help literacy activities and take advantage of information technology is to carry out digital literacy activities. Digital literacy can be done regardless of time and place. This causes ease in accessing information. Digital comics can be used as a medium to optimize literacy activities, especially for elementary school students. The purpose of this research is to improve or optimize student literacy, especially reading literacy in inclusive schools. The research method used is descriptive qualitative. Data collection techniques are observation and interviews. The results of the study show that digital comics can increase literacy in inclusive schools. This can be seen based on the results of interviews and observations conducted with teachers and students who state that digital comic media attracts students' attention in reading literacy. Students' understanding of reading material becomes more optimal with the combination of digital-based comics.

Keywords : Inclusive language learning, digital literacies, comic digital

ORIGINALITY OF STUDENT POPULAR WRITING PUBLISHED IN ONLINE MEDIA

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The background of this research is the high level of plagiarism, even though the originality of writing is very important, especially in scientific writing. As a first step, the originality studied in this research is in the form of student popular writing which is the output of lectures. This study aims to describe the originality contained in student popular writings published in online mass media. As novice writers, students prepare their writing materials from experiences, news, opinions, history, interviews, and are presented in a narrative style. This research method uses a qualitative approach with documentation study techniques. The data source is in the form of student popular writings that are uploaded online. The data is analyzed based on the macro structure. The results showed that the level of originality of student popular writing was very high, both in terms of writing substance and writing style. The effect of writing content is expected to be able to carry out its social function, namely motivating, inspiring, and exemplifying the community. The style of presenting the narrative is based on the chronology of events experienced by the characters with a general structure, starting with the introduction of the character, developing a series of activities (events), and ending with a conclusion. Publication of popular writings in online mass media is the first step for the students of Indonesian Language and Literature Education, Suryakencana University at Cianjur, to be open and responsible in showing their existence.

Keywords : Media, Originality, Publication, Online, Writing, Popular

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CRITICAL PEDAGOGY PRINCIPLES IN EFL CLASSROOMS: INDONESIAN TEACHERS' BELIEFS AND PRACTICES

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The incorporation of critical pedagogy (CP) principles in the teaching of English as a foreign language (TEFL) in Indonesia has been promoted since the last two decades. However, research on how Indonesian EFL teachers view the CP principles are rarely conducted. This case study aims to discover the perceptions of 30 Indonesian EFL teachers teaching in different levels of schools and having various education backgrounds regarding the four CP principles (dialogue, problem-posing, praxis, and conscientization). The data for this study were collected through distributing questionnaire and conducting interviews. The collected data were then analyzed by transcribing, tabulating, coding, categorizing, interpreting, comparing, and concluding. It is found that from the participants' viewpoints, among the four principles, dialogue and problem-posing are the two most desirable as well as applicable ones. Additionally, in practicing the four principles, the participants claimed that they performed twelve categories of classroom activities consisting of (1) negotiating classroom decision; (2) encouraging and appreciating students' opinion; (3) using students' first language; (4) presenting and discussing students' real problems; (5) connecting learning materials to students' life; (6) using students' prior knowledge, experience, and local culture; (7) inviting students to take action based on classroom discussion; (8) assisting students to reflect on their learning activity; (9) encouraging students to continually act and reflect; (10) incorporating problematic sociocultural and political issues; (11) asking students to think critically; and (12) promoting justice and equality. Considering the findings of this study, more trainings and research on critical EFL pedagogy are recommended.

Keywords : critical pedagogy principles, EFL teachers, beliefs, practices

THE ANALYSIS OF NURSING STUDENTS NEEDS IN ESP COURSE

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Nowadays, the opportunity for nurses to work abroad is wider and even wider more by the agreement of World Trade Organization (WTO) in 2020. This challenges non-English native universities with nursing study program to equip their graduates with English communication skill through English for Specific Purpose Course. This study aimed to find nursing students needs to learn English. It used a mixed-method research design with 45 nursing students selected purposively as the respondents. The data were collected through a questionnaire, class observations, and interviews. In the interviews, the researchers invited 10 of 45 students to answer several open questions. Then, the data were analyzed descriptively. The results produced three themes, namely: (1) language use, (2) student perspectives, and (3) ELT effectiveness. In practice field, the students found that they needed to understand the

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English reading texts within nursing and hospital context and expected to have a better speaking skill. They also showed a high interest in English and felt the importance for their future career. They argued that their ongoing English learning was effective for them since they got suited learning materials and supporting learning media. Thus, the students stated readiness to implement their English communication skill in nursing occupational practices.

Keywords : English for Nursing, need analysis, language use, student perspectives, effectiveness

HOW TO SURVIVE AMIDST COVID CRISIS? VOICES FROM EFL TEACHERS

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Since the COVID-19 existed, teaching and learning activities changed into the online system. Suddenly, teachers must provide an appropriate new learning mode that can be used during the pandemic situation. Students must be ready in attending online learning, and achieve the goals of the study. However, challenges and obstacles certainly emerge during the learning process. This research shed light on investigating the strategies used by junior high school teachers in teaching English during the COVID-19. The present research employed qualitative descriptive research through observation and interview. The informants were three English teachers. The findings showed that there were some particular strategies used by the teachers in teaching English, especially in teaching speaking, reading, writing, and listening. Most of teachers used Whatsapp Application as the platform. Those strategies were helpful for the teachers in teaching and learning in the classroom. Challenges and their solutions were also discussed in this research.

Keywords : COVID-19 Pandemic , EFL learning, Teachers' strategies

THE ONLINE COMMUNICATIVE TRANSLATION ASSESSMENT MODEL IN AN INDONESIAN EFL TRANSLATION CLASS: HEARING THE STUDENTS' PERCEPTIONS

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Translation studies have grown enormously in the past decades and have expanded to include the pedagogical lens as a breakthrough. However, little is known about how the online communicative translation assessment model (OCTAM) is perceived by the students. The present study aimed at exploring how the students' perceptions on the implementation of the online communicative translation assessment model in the classroom were. The investigative locus of this study was a class on Translating and Interpreting (TI) at a state university in Tasikmalaya, West Java, Indonesia. Ten students of a TI class engaged in this study. The data were obtained from non-participant observations

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and semi-structured interviews and were analysed with Thematic Analysis. The findings revealed that OCTAM provided students with an effective translation assessment model, coped with their limited English vocabulary, guided them to focus on knowledge of form, function and meaning of both in source and target texts, offered them with a more contextual translation test, raised their awareness of translating as a meaning making practice, facilitated them to correct grammatical errors, created a lesser anxious test atmosphere, and generated their multimodal communicative competence. Pedagogically, this study provides a bridge between translation and foreign language education, particularly how an online communicative translation assessment model functions as a cutting-edge translation model to assess the students' translation competence.

Keywords : Online communicative assessment model, students' perceptions, Indonesian EFL translation class

GRAMMATICAL AND LEXICAL OF THE INFORMAL CONVERSATION ON THE TEENAGER OF SUKABUMI CITY IN SUNDANESSE LANGUAGE MAINTENANCE

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Indonesia has hundreds of regional languages which are the mother tongue for the society of each region. Sundanese is the second largest language in Indonesia with 32.4 million speakers (Ajeng Wirachmi Litbang MPI Friday, January 21, 2022). Sukabumi cultural observers claim to be concerned about the continuity of adolescent language among adolescents endangered, even though at all levels of education Sundanese learning materials are still scheduled in schools, Sukabumi (Pikiran Rakyat, March 14, 2018) Based on a survey from the author that almost 90% of parents who have teenagers provide Indonesian as a first language for their children. This condition is caused by the position of Indonesian as official language, unity language, national language so that its use is much wider than regional languages. Sundanese language will turn to the minority and it is danger situation if the teenager in kota Sukabumi do not use Sundanese. The purpose of this study is to find out how grammatical and lexical Sundanese in informal conversations of teenagers in Sukabumi city and know their sika about their regional language. The methodology used in this study is descriptive qualitative by analyzing grammatical and lexical informal adolescent conversation. This study also collected data with a number of questions in the form of questioners on 20 adolescents and 20 parents. The findings in this study revealed that the grammatical that appears in adolescent conversations is the use of Sundanese affixes used in Indonesian and some words in Indonesian influenced by Sundanese phonemes. Lexical that tends to appear are simple verbs, synonym and repetition. The teenager's attitude towards Sundanese revealed that 50% of the teenagers used Sundanese at home, the rest, 48% mixed Indonesian and Sundanese, and only 2% only used Indonesian. In conversations with friends, 75% used mixed languages, namely Indonesian and Sundanese, and 25% only used Sundanese. With the background of parental education is elementary is 2%, junior high school 21.4%, senior high school 42.86%, vocational school 7.14%. The data show their attitude almost 99% the teenager likes Sundanese, but they don't know well Sundanese rule words, polite, average and rude words, it show 50 % do not know the rule of Sundanese. They mix the language because it is comfortable and

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spontaneous. The conclusion why teenager seldom used Sundanese because their first language is Indonesia even though their parents is Sundanese. In fact they appreciate Sundanese well but they can't communicate properly, it shows from the survey said that 60 % teenagers happy if they speak Sundanese.

Keywords : language maintenance, Sundanese, teenager, grammatical, lexical, attitude

FOLK DISCOURSE ON ENVIRONMENTAL PRESERVATION IN EXPRESSION FORM IN TOBA LAKE AREA

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Folk discourse on environmental preservation reflects the character of the local community. The forms of folk discourse on environmental preservation in the Toba Lake area are expressions, folklore, rhymes, proverbs, and metaphors. The form of folk discourse is expression. Syntactically, folk discourse in the expression forms has different sentence forms but the same purpose. This language phenomenon is the basis for researchers conducting this research. The ethnographic research model is used in this research paradigm as a qualitative method. There are 12 steps in qualitative research, starting with data collection and ending with an ethnographic report. Folk discourse is in the form of expressions consisting of five sub-forms: prohibition, procedural, conditional, exclamatory, and request expressions. The sub-forms of prohibition expressions have imperative sentence forms using prohibition markers *na so jadi* 'very not allowed', *dang jadi* 'not allowed', *na so boi* 'absolutely cannot', *dang boi* 'cannot', *sotung* 'do not let', *tongka* 'taboo', and *unang* 'do not'. The sub-forms of procedural expressions have declarative sentence forms using the conjunction markers *dung* 'after' and *tingki* 'at the time'. The sub-forms of conditional expressions have declarative and imperative sentence forms using the conjunction marker *molo* 'if' followed by the words *ingkon* 'must', *holan* 'only', and *jumolo* 'first'. The sub-forms of exclamatory expressions have imperative sentence forms using the exclamatory markers *E*, *O*, and *Wei*. The sub-form of the request has an imperative sentence form with friendly calls such as *naboru* 'aunt' and *ompung* 'grandfather'.

Keywords : Folk Discourse, Expressions, Environmental Preservation, Toba Lake Area

A CRITICAL SUCCESS FACTORS ANALYSIS (CSFS) OF SENIOR HIGH SCHOOL STUDENTS IN A DEBATE
COMMUNITY

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The purpose of this study was to examine the critical success factors of the High School Debate Community. It was carried out in order to determine to know what the critical success factors of the

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Senior High School debate community are. The qualitative methodology was applied in the present study. The case study method was used in the study's research design. The core data came from an interview guideline and an observation checklist completed by fifteen members of the High School Debate Community. The data collection technique is separated into three parts: (1) the interview guideline, (2) the observation checklist, and (3) the documentation. The outcomes of three data collection techniques demonstrated that all of the debaters' responses are indicated. Seven of the seven crucial success factors are present in the High School Debate Community. The factors are improving academic performance, increasing quality data to drive instruction, increasing leadership effectiveness, increasing learning time, family and community engagement, and increasing coach quality.

Keywords : Debate, High School Debate Community, Critical Success Factors

USING TECHNICAL VOCABULARY LIST TO DETERMINE ISLAM-RELATED WORDS IN THESIS ABSTRACT: A
CORPUS STUDY

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Informed by the corpus linguistics study, this study investigates the presence of Islam-related vocabulary in the abstracts of undergraduate and postgraduate theses at an Islamic university in Manado. Whilst a plethora of studies have examined vocabulary related to Islam, most of them employed qualitative-intuitive method. Adopting Nation's (2001) classification of vocabulary, the present article demonstrates how to profile the vocabulary content of abstracts texts by utilizing corpus software that was based on Nation's theory. A sample of 564 abstract texts in English taken from a population of 1,128 abstract texts were analyzed using the Antwordprofler corpus software (Anthony, 2015). The findings demonstrated that in reference to the technical vocabulary i.e. one of the categories in Nation's vocabulary classification, there were 3,235 words or 2.32 % out of the total data of 139,223 words fall into the category of Islam-related vocabulary or English words that reflect Islamic teaching. These words were found by utilizing the Islam-Related Word List (Simbuka, et.al. 2019) as one of the 'filters' in the corpus tool. In addition, there were 2,064 words that reflect Islamic teaching in Arabic which were not translated into English. These findings suggest that in field specific texts such as theses at Islamic universities, Islam-related vocabulary in English exists to facilitate understanding of Islamic concepts into wider readership. While rigorous conventional-manual search of specific types of words in texts offers impressive result, corpus study employing corpus tools and word lists as instruments produced alternative perspective into studies of technical vocabulary in specific discourses such as Islam-related one. Therefore, the present article contributes to the literature that examines the lexical content of field specific texts by promoting corpus linguistic method.

Keywords : Islam-related vocabulary, word list, corpus study

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THE REPRESENTATION OF EXCLUSION THROUGH LANGUAGE IN JUSTIN TRUDEAU'S SPEECHES ON
FREEDOM CONVOY

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In Critical Discourse Analysis, language is not considered to be powerful on its own but rather powerful when used by figures with influential power to include or exclude certain individuals or groups from a particular class. This paper aims to analyze how the Canadian Prime Minister, Justin Trudeau excludes the Freedom Convoy from the term 'fellow Canadians'. By using Discourse-Historical Approach, this paper analyzed six speeches given by Justin Trudeau during the Freedom Convoy until the revocation of the Emergencies Act. Based on the analysis, this research indicates that Justin Trudeau used the definition and threat/danger topoi when referring to the convoy. In his speeches, Justin Trudeau stated that the protest is an 'occupation' that 'holds the Canadian's economy hostage' which then 'harms fellow Canadians'. Then, Justin Trudeau used the authority topos to declare that Freedom Convoy is illegal and needs to be stopped. By doing so, Trudeau depicted the protesters and protests as negative Other. Meanwhile, the prime minister depicts that Canadians and its governments as positive selves that need to stay together to face difficult times.

Keywords : Discourse-Historical Approach, Freedom Convoy, inclusion/exclusion, political discourse

EFL ONLINE TEACHING COMPETENCIES IN INDONESIAN TERTIARY EDUCATION: STUDENTS'
PERSPECTIVE

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Since online learning still exists and even thrives in the post-pandemic era, it is very important to have instructors who are competent to teach online. The study was a cross-sectional perception-based study employing Online Teaching Competency Scale for University Instructors (OTCSUI) to examine students' perception of their EFL instructors' online teaching competence. 478 undergraduate students, 369 females and 109 males, from 52 Indonesian universities voluntarily participated in the survey. Descriptive and inferential statistics were administered to analyze the data. The study revealed that students highly perceive their teachers' online teaching competencies. An inferential chi-squared test revealed that there is a significant relationship between student gender and perception of online teaching competencies. The recommendations for the betterment of online teaching competencies and further research were also discussed.

Keywords : Descriptive statistics, Online learning, Online teaching Competencies, perception-based study

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CASE-BASED LEARNING TASK (CBLT) FOR PROMOTING LAW STUDENTS' READING SKILL INTEGRATED
TO WRITING SKILL

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Law students must be able to decide whether a legal issue is a civil case or a criminal case. To acquire this skill, they must also have language skills such as reading and writing so that they can obtain information relating to the two legal cases and can write down what they have read. For this reason, English teachers in law faculties are certainly required to be able to choose the right teaching method. Taking these things into account, the article proposes a method called case-based learning task (CbLT). For this proposal, this article investigates the results of CbLT when implemented for teaching Legal English to law students at the University of Jember (UNEJ) in 2021. In this implementation, two different legal problem situations are given to the students to decide which of the two situations is a civil case or a criminal case and they must write down their answers regarding the reasons of why the situation they have decided on includes a civil case or a criminal case. These students' written answers were then analyzed using thematic analysis to find out how they wrote their answers. The result of the study shows that with the vocabulary, prior knowledge, thoughts, ideas, and information related to the two cases, UNEJ law students can creatively write down their understanding of civil and criminal cases. This means that CbLT has a positive impact on improving the reading and writing skills of UNEJ law students, although it is not the best teaching method.

Keywords : case based learning, legal English, reading, writing

ALTRUISM OR NARCISSISM? A MULTIMODAL CRITICAL DISCOURSE ANALYSIS OF SELFIE TOURISM

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This study focuses on a critical multimodal discourse analysis of how tourists express themselves through selfie photographs taken at tourist attractions and uploaded on social media. The theoretical frameworks employed in this research include social semiotics, critical discourse analysis, and multimodal discourse analysis. The research data consists of selfie photos published on Instagram with the hashtag #selfietourism. The multimodal critical discourse analysis is utilized to describe the multimodal texts and analyze the underlying ideologies of the discourse. The research findings indicate that the multimodal features employed in selfies encompass verbal and visual realizations. Verbal realizations involve the use of lexical and grammatical choices accompanied by hashtags. The dominant lexical and grammatical choices revolve around phrases or words representing the location as a way for tourists to assert their existence. Visual realizations consist of tourist photos based on their composition, with a prevalence of photos featuring multiple participants, representing the communal value in tourism. Communal selfies represent the belief that tourism activities provide an opportunity to have fun, enjoy moments of togetherness, and create valuable memories. Although

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selfies are essentially a social practice for representing self-concept, in a broader context, they also represent narcissism. Through selfie tourism, tourists attempt to present themselves as individuals with various vacation experiences to seek validation through the number of 'likes' or comments they receive.

Keywords : Multimodal Critical Discourse Analysis, Narcissism, Selfie Tourism

TEXTBOOK EVALUATION; THE RELIABILITY OF PUPIL'S BOOK MY PALS ARE HERE! ENGLISH INTERNATIONAL, 2ND EDITION 2A IN USE FOR FURTHER MATERIALS DEVELOPMENT

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Textbook packages have gained prominence in English Language Teaching (ELT) field. In the present day, textbooks are not published alone. Rather, they are accompanied by supplementary materials that enhance effectiveness of the main book. Nevertheless, the adoption of these supplementary materials remains limited. Teachers tend to favour the main book and often create additional materials independently. This study was objectified to identify the reliability of Pupil's book My Pals Are Here in supporting teacher for developing additional learning materials. Utilizing Qualitative research design, an in-depth analysis of the book was conducted, complemented by data derived from teacher's perspective. The findings indicate a robust alignment between various aspects of the Pupil's book such as 1) Aims and approaches, 2) Content, 3) Methodology, 4) Exercises and activities, with the attachment of supplementary materials. Despite the limited variation of materials in the textbook, it suffices as a foundation for teachers to optimize and stimulate ideas for further material development. Furthermore, both the materials provided in the pupil's book and those developed by teacher demonstrate coherency in their suitability for individual and group activities among students.

Keywords : Textbook evaluation, Textbook package, Pupil's Book, Materials development, Supplementary materials

THE POWERS OF SELF-REFLECTION IN ENGLISH LANGUAGE LEARNING USING VIDEO PROJECT BASED- LEARNING

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Project based-learning (PjBL), focusing on students' creativities in producing a particular task, has been variously integrated into English as a Foreign Language (EFL) instruction to promote students' skills. To support PjBL, teachers have integrated the use of technologies in the classroom since technologies enable teachers to modify teaching-learning activities. One of the modes of technology commonly

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applied is video project-based learning (VPBL) due to its benefits for both teachers and students. Research reveals the benefits of integrating PjBL and VPBL by focusing on the learning outcomes. In addition, self-reflection, as the ability of students to assess themselves regarding how and what they have learned and done in the tasks, might empower students to be better. This study highlights the benefits of self-reflection in English language learning through VPBL. VPBL empowers learners to create videos on topics of interest, using English as the communication medium. This study is a kind of literature research summarizing the findings of the previous studies on the utilization of self-reflection on students' speaking projects. The study found that VPBL fosters self-reflection among learners, as they must plan, produce, and evaluate their work. Self-reflection is a crucial skill for language learning, as it helps learners to identify their strengths and weaknesses, set goals, and monitor their progress. The powers of self-reflection in English language learning using VPBL indicate that teachers must employ such cases in the classrooms.

Keywords : Self-reflection, video project based-learning, speaking projects

HOW DOES AN AUTISM SUFFERER RESPOND TO DIRECTIVE SPEECH ACTS?

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Autistic Spectrum Disorder is a mental development disorder that can affect the ability to communicate and behave. This study has an aim to find out how a young adult Youtuber with Autistic Spectrum Disorder (ASD) responds to directive speech acts conveyed by host DC in the 'Close the Door' podcast on his YouTube channel in 2021. The method of this research was descriptive qualitative. From the results of data analysis, it can be seen that based on the 6 types of directive speech acts (DSA) initiated by Allan (1986), the type that appears the most is questions, it appears 52 times during 16 minutes and 17 seconds conversation with various responses, with actions, one- or two-word answers, repetition, and unrelated long answers.

Keywords : ASD, directive speech act, response

METACOGNITIVE READING STRATEGIES OF INDONESIAN EFL STUDENTS WHEN READING AUDIO-VISUAL TEXT AND WRITTEN TEXT

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This study reported an investigation of students' metacognitive reading strategies in reading two different multimodal texts based on a case study design under two main issues: first, metacognitive reading strategy inventories that EFL students frequently activated in reading audio-visual and written text; and second, the notable similarities and differences of students' metacognitive strategies between reading audio-visual text and written text. For this purpose, 68 EFL students from one senior

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high school in North Sumatera participated for six weeks. Reading comprehension tests, MARS (Metacognitive Awareness Reading Strategy Inventory) questionnaires, and retrospective think-aloud session were used as the principal data sources. The questionnaires were analyzed descriptively. The code analysis for students' verbal report during think-aloud session was based on the framework of metacognitive reading strategies used in this study. The findings showed that the EFL students performed high preference of the problem-solving strategies in both texts. It is apparent from the results that both medium and high levels of awareness on almost all repertoires of those MARS inventories. Interestingly, the practical activation of students' metacognitive reading strategies during think-aloud session was captured not only from students' utterances but also from their behavioral and gestural actions. The findings then evidenced the strategies explicitly and implicitly on the similarities and differences of metacognitive reading strategies of EFL students. Meanwhile, writing summary strategy was only found in students when reading audio-visual text. As a result, the overall findings warrant explicit reading strategy instructions that concern the authenticity of texts in the form of multimodal texts to stimulate students' metacognitive awareness and improve students' reading proficiency level.

Keywords : Explicit reading instructions, metacognitive reading strategies, multimodal texts

SCRUTINIZING STUDENT'S VOICE ON EXPERIENCING MULTILITERACY APPROACH: A CASE STUDY IN HIGHER EDUCATION

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The multiliteracy approach has gained increasing attention in recent years in English as Foreign Language (EFL) teaching. Unlike the traditional approach, this approach integrates different modes of communication, like visual and digital media. In addition, the approach considers the various ways of language use in different contexts and the different literacies that students need to cultivate to participate effectively in these contexts. The multiliteracy approach suggests phases like Available Design, Designing, and Redesign (Amgott, 2023). Many studies reveal that the multiliteracy approach provides students with engaging and comprehensive learning experiences and assists them in fostering critical thinking and problem-solving skills. However, it is necessary to consider the challenges in implementing this approach. Therefore, this study intends to investigate the challenges encountered by the students when experiencing this approach, particularly in English for Academic Purposes (EAP) for science students. The investigation goes through a research question "What are the main challenges that students face when experiencing the multiliteracy approach?" As the study examines phenomena that happened in a specific case, this study is under a case study framework. The study garners data through a questionnaire, learning reflection, and interviews. In analyzing the collected data, this study applies thematic analysis. The research finding indicates that the Designing phase is the most challenging for the students since it forces them to think hard to make meaning from the context; therefore, this study recommends that a learning facilitator is a must.

Keywords : Multiliteracy Approach, EAP, Case study

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IDEATIONAL MEANING OF INDONESIA TOURISM NEWS IN WONDERFUL INDONESIA: A PERSPECTIVE
OF SYSTEMIC FUNCTIONAL LINGUISTICS

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This research has a background in analyzing ideational meaning in the language of tourism news to analyze the intended meaning and goal in clauses addressed to readers. To explain the ideational meaning, the transitivity process will be used to analyze data in tourism news in Wonderful Indonesia. Halliday's Systemic Functional Grammar medium, transitivity process, inspires a new perspective and method for tourism discourse analysis. This study uses the theory from Halliday (2004) to research the purpose of transitivity process. The purpose of transitivity process analysis in tourism will be examined to find the interrelationships of participants, types of process, and circumstances to show the image of Indonesian tourism and also the promotions delivered. The research method used is a qualitative method to analyze the tourism news text in Wonderful Indonesia. The results obtained by analyzing the transitivity process used by the author to report on Indonesia tourism depict giving a good impression of Indonesia's tourism achievements, influencing addresses, showing active application and instructions for the users convenience, in this case, tourists who will visit Indonesia and showing the active role of the government, Indonesia and related parties related to tourism who play an active role in facilitating potential tourists easily in accessing Visas and emphasizing the important image of Indonesia government that demonstrates mature, fast, easy, and informative programs for prospective tourists. It can be concluded that the use transitivity process is to show a good image for the progress of Indonesian tourism facilities as a form of Indonesia tourism promotion.

Keywords : ideational meaning, transitivity process , tourism, news

MOTIVATION IN TEACHING EFL FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN): A
NARRATIVE INQUIRY IN INDONESIA

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Motivation is a cause in encouraging teachers to develop their professionalism, with vision as one of the means to delve further into the matter, hence the urgency to explore teacher motivation thoroughly. On the other hand, there is a limited number of in-depth qualitative studies regarding the aforementioned issue. Therefore, this study scrutinized Indonesian EFL teachers' motivation, the ones teaching EFL for students with special educational needs (SEN) in particular. Qualitative research design was utilized, employing narrative inquiry to garner data from two Indonesian EFL teachers of two special schools. The findings demonstrated that Indonesian EFL teachers were driven to teach students with SEN with depictions on their ideal, ought-to, and feared language teacher selves as their fundamentals. Numerous distinguished elements which might motivate Indonesian EFL teachers in teaching students with SEN were discovered as well, involving (1) inspirations outside the educational

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environment, (2) curiosity towards students with SEN, and (3) the potential mismatch between the national curriculum and teaching implementations, noting the students' diverse needs. Several recommendations were proposed for further studies.

Keywords : EFL, special education, teacher identity, teacher motivation

WORD FORMATION AND CLASSIFICATION OF BEACH TOURISM ATTRACTION: A TOPONYMIC STUDY

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The primary objective of this study is to investigate the intricate processes involved in the word formation and determine their classification or typology within the realm of beach tourism in Garut, Indonesia. Employing a qualitative research methodology, data were collected through interview and field observation. A comprehensive analysis was conducted on a total of 15 toponyms, with the aim of comprehending the linguistics phenomena underpinning their formation. The research finding indicates that word formation in toponyms of beach tourist attractions encompass three principal processes: compounding, multiple process and borrowing. Furthermore, based on their categorization, the toponyms of beach tourist attractions can be classified into five types: descriptive, associative, eponym, occurrence and indigenous. These finding significantly contribute to scholarly understanding of the linguistic aspects pertaining of toponyms within the context of beach tourism in Garut, Indonesia.

Keywords : toponym, tourism attraction, word formation and classification.

BALINESE DIGLOSSIA ON PUBLIC SIGNS AS LANGUAGE VITALITY SYMBOL: LINGUISTIC LANDSCAPE
STUDY

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Diglossia is found in Balinese language as it has two major language levels that have functional separation. Balinese alus is the high variation, whereas Balinese andap is the low one. The use of the two variations is found on public signs in Bali with different characteristics that are interesting to be analyzed. Therefore, this study is aimed to identify and analyze Balinese diglossia from the perspective of linguistic landscape. Furthermore, the use of Balinese variations on signs can be a measurement to acknowledge its vitality; thus, this study is also aimed to measure Balinese language vitality in general and the vitality of its variations. The data of this study were collected from banners, billboards, and information signs found in Bali through observation method and photography technique. The data were analyzed using referential identity method with a descriptive-qualitative approach. This study combined the theories of diglossia, context of situation, function of linguistic landscape, and Balinese

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speech levels to provide a comprehensive analysis of Balinese diglossic situation as well as UNESCO vitality level. The result shows that Balinese diglossia is reflected on public signs because there are specific domains designed only to use high or low Balinese variation. The use of Balinese variations on public signs are influenced by four factors, namely sign makers, participants receiving messages, caste and social status, and domains. The level of language vitality of Balinese high is 4, Balinese low is 4, and Balinese language in general is 5.

Keywords : balinese language, diglossia, public signs, language vitality, linguistic landscape

MOTIVATION AND MINDSET IN SECOND LANGUAGE LEARNING: DIRECTIONS FOR FURTHER
RESEARCH

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Research has shown that motivation in learning as a factor that can increase the possibility of learning success. For decades, in second language learning, research has shown that internal and external motivation boost language learning mastery over approaches, methods, or techniques of second language teaching. However, mindset has shown up to challenge the domination of motivation as a determinant factor in language learning success. This is a theoretical review of the two factors. This paper will highlight key points of both motivation and mindset and how each contribute to language learning success. Missing links will be exploited for understanding of the two factors in supporting language-learning success.

Keywords: second language learning, language-learning motivation, language-learning mindset

"TRUST THE PROCESS!": ESTABLISHING 21ST CENTURY SKILLS THROUGH ENGLISH MATERIAL
DEVELOPMENT PROJECT

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This article presents findings from a narrative inquiry focusing on undergraduate students' experiences in developing English materials for high school students. Developing learning materials that suit learners' need is one of the hard skills that undergraduate students in education department must learn. Five students were selected as participants in this research. They had developed an English textbook as a project in their Materials Development class. The project was done in three stages, namely inquiry (which includes field research and raw materials collection), development (which includes critique and revision), and presentation. Data were collected through interview concerning their feelings and thought through the stages. The findings shows that that the participants realized

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they unlocked new skills both soft and hard ones that contribute to their academic growth as well. Through the project they improved their communication, collaboration, leadership, decision making, as well as conflict resolution skill as they work in team and distributed their responsibilities. Findings also reveal that participants have better stress management and patience as they learned to compromise with their teammate that have contrast learning styles, working habits, and personalities. They also explained that they pushed themselves to be more creative and critical in developing English materials. On the other hand, they also admitted they have better designing skills and audio as well as video editing as they made their authentic materials.

Keywords : 21st century skills, material development, project-based learning

VISUAL METHODS OF TEACHING MORPHOLOGY AND SYNTAX CAN IMPROVE READING
COMPREHENSION OF DEAF AND HARD OF HEARING STUDENTS: A SYSTEMATIC LITERATURE REVIEW

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The purpose of this research is to discover visual teaching methods and materials that can improve the reading and comprehension abilities of deaf and hard of hearing students (DHH). Multiple studies have shown that the reading level of the average deaf high school graduate is equal to the reading level of fourth-grade hearing students. An insufficient vocabulary is one reason for this disparity. When DHH children enter primary school, their vocabulary is barely 10% of the vocabulary of their hearing peers. A second reason DHH students have poor reading comprehension is that they struggle to understand the grammatical meaning of written text. Knowledge of grammatical structure is essential to reading comprehension. A systematic literature review discovers teaching methods and materials that can be easily visualized for DHH students. Derivational morphology is easily visualized to enlarge the vocabulary of DHH students. Visual adaptations of the Focus on Form (FoF) method have been used successfully to teach grammatical functions to DHH students.

Keywords : Deaf education, visual learning techniques, derivational morphology, Focus-on-Form method

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RHETORICAL STRUCTURE OF THESIS ABSTRACT IN THE SOCIAL AND SCIENCE FIELDS OF THE ENGLISH
AS MEDIUM OF INSTRUCTION (EMI) PROGRAMS

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An abstract is one of the required components of a thesis which contains important information on the study conducted. Students writing abstracts in English might have difficulties writing comprehensive abstracts because of limited guidance on the structure. This research investigates the genre of abstract writing in English as a Medium of Instruction (EMI) programs, with a specific focus on students from the Social Science and Science disciplines. The study aims to analyze the move structure and communicative purpose of abstracts in these fields. A corpus of 100 abstracts was collected from the university repository, comprising undergraduate theses authored by students enrolled in EMI programs, including Social Programs (English, Economics, Accounting, and Management) and Science Programs (Biology, Mechanical Engineering, Industrial Engineering). The analysis adopts Hyland's (2000) move structure, which includes Introduction, Purpose, Methods, Results, and Conclusion. The study explores the presence of these moves and their corresponding steps in abstracts. The findings reveal the difference between abstracts in the social science and science programs. Abstracts from the Social Science discipline tend to be simpler, often omitting the introduction section and lacking the step structure outlined by Hyland. In contrast, abstracts from the science programs exhibit a more comprehensive approach, incorporating the moves and steps as specified in Hyland's framework. This study highlights the discipline-specific nature of both science and social science abstracts. The Move-step structure proposed by Hyland can be recommended for teaching thesis abstract writing in ESP classes within EMI programs and serves as a valuable guide for supervisors.

Keywords : Abstract writing, EMI program, Move structure, Social and Science fields

WORD FORMATION PROCESSES OF PHILIPPINE ENGLISH (PHE) LEXICON IN THE FEATURE ARTICLES OF
A UNIVERSITY PUBLICATION

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With the status of Philippine English (PhE) and its lexical features in several language spaces in the country already thriving, its influence is seen to be gradually manifested in journalism (Moody, 2019). Although there have only been a few studies proving the existence of morphologically-processed PhE words in campus organs (such as studies from Bejasa & Derasin (2019); Tadeo (2012), there is no opposite force that precluded researchers from hypothesizing that these vocabulary items exist in several campus publication issues, specifically five (5) newsletters from a private university in Angeles, Pampanga within the years of 2018 and 2023. Thus, this qualitative study used content analysis as its research tool to characterize a slew of vocabulary items in PhE processed morphologically by five (5)

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dominant word-formation processes identified by the meta-analysis framework of Dimaculangan and Gustilo (2018), in support of Hunston (2002) and D'Souza's (1998) word standardization and parameters for a language variety. The researchers filtered 32 words and categorized them according to such processes, with the process of borrowing having the most number of words (37.5% of the total words) and the modified/extended process having the least (6.25%). With the results at hand, this study aimed to serve as an "evidentiary support" for the strengthening of the call for the integration of PhE in the academe's sphere of linguistic awareness, specifically targeting both (1) the negative perception of students and teachers about the variant, and (b) its potential as a catalyst for a culturally-empowering component in English language teaching.

Keywords : linguistics, lexicon, Philippine English, campus journalism, content analysis

**EXPLORING LANGUAGE VARIATION AMONG HIGH SCHOOL STUDENTS IN IBU KOTA NUSANTARA
(IKN): UNVEILING THE DIVERSITY OF INDONESIAN LANGUAGE**

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Ibu Kota Nusantara (IKN) is a diverse population region representing various tribes and cultures, including the Dayak, Paser, Bugis, Javanese, and more. The Indonesian language exhibits distinct characteristics in this region that reflect regional linguistic attributes. Studying the variation of the Indonesian language in the IKN becomes crucial as it serves as the lingua franca in this multicultural and multilingual society. The research focused on analyzing emerging trends in digital communication, particularly exploring language variants in textual interactions on WhatsApp. The study examined authentic messages in Bahasa Indonesia and local languages like the Dayak, Paser, Bugis, and Javanese, leading to strategies employed in 'verbalized' written texts. The research data comprised a corpus of WhatsApp text sets obtained from 70 high school students in Penajam Paser Utara (PPU) and Balikpapan, amounting to 63,414 tokens with a total frequency of 1,874,368 words. Using corpus analysis, it uncovered the variation of Indonesian languages used by students in the IKN region. The findings indicate that age plays a significant role in determining the prevalence of non-standard languages. Despite the diverse ethnic groups and cultures, the regional language does not prominently manifest in their communication patterns. Instead, the dominant variety of the Indonesian language is characterized by the usage of particles such as 'lah', 'kah', and 'nah' at the end of sentences. These three particles are specifically identical to Indonesian language variants influenced by the local language in Kalimantan, particularly East Kalimantan, and used not only by native people but also by migrants.

Keywords : IKN, lingua franca, digital texts, verbalized written texts, corpus linguistics

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SPEAKING ANXIETY AND SELF-EFFICACY ISSUE OF VOCATIONAL HIGH SCHOOL STUDENTS WHEN
FACING ENGLISH JOB INTERVIEW

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Tough competition among vocational graduates seeking overseas opportunities becomes more and more critical. One inevitable requirement to be successful is English proficiency. Therefore, this paper aimed to explore in details of the readiness of vocational high school students for job markets in overseas after the pandemic outbreak struck. A trigger of the research was from a deep concern as a result of a mentoring program for vocational high school students in preparing English competence in job interviews at the end of 2022. This strategic partnership program was both significant and crucial for the development of vocation education in Indonesia. To achieve the objective, a qualitative research applying a case study approach was conducted and involved a public vocational high school in Surabaya. 472 respondents were involved in this research. Results of 29-item questionnaire and interview served as the source of data. Research results showed that 57.6% of the respondents perceived themselves having insufficient English proficiency. 68.6% of them claimed speaking was the major constraint where pronunciation seemed to be the hardest element for them to cope with. Mostly, the respondents had a very low level of self-efficacy and very high anxiety level (64%). The research also revealed causes of their poor speaking skills; lack of productive skills like speaking in day-to-day learning at school and lack of English for Specific Purpose (ESP) application which prepared them for relevant professions as their major. In this paper, some relevant recommendations were also made for the school partner.

Keywords : vocational high school, speaking anxiety, self-efficacy

INTERSCHOOL AND COLLEGE STUDENTS' WRITING SKILLS: MOOD SYSTEM ANALYSIS SISTEMIC
FUNCTIONAL LINGUISTICS PERSPECTIVES

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The study investigated the skill of literacy of interschool and college students. The analysis was meant to find the differences in mood systems on recount texts written by students from junior high school, senior high school, and college levels. No one has examined the mood system in that texts specifically. The study used an analysis of systemic linguistic perspectives to describe students' writing literacy skills between schools and colleges. This research method used qualitative methods with descriptive analysis. The data from this study was recount texts in Indonesian written by junior high school, senior high school, and college students. There were nine recount texts analyzed. The nine texts were three recount texts by junior high school students, three recount texts by senior high school students, and three recount texts by college students. There were four formulas in the study: 1) how many types of

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clauses are there in junior high school, senior high school, and college students' texts; 2) what are the tenses guide for the past tense in junior high school, senior high school, and college students' texts; 3) is there finite in junior high school, senior high school, and college students' texts. The results of this study showed that the typical clause mood written by junior high school, senior high school, and college students had differences. Indicating the past time in Indonesian in the texts were stated with an adverb, namely adverb of time. Additionally, analysis also indicated that a finite was found in the texts if the predicate was a verbal phrase.

Keywords : mood system, typical clause mood, finite. systemic functional linguistics

BENCHMARKING THE INCLUSION OF MULTIMODALITY IN INDONESIAN ENGLISH SYLLABUS TO
SINGAPOREAN ENGLISH CURRICULUM

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The current acknowledgement of multimodality in Indonesian Kurikulum Merdeka entails the need to address the implementation of the principles into the actual teaching and learning contexts in Indonesian schools. This study is aimed at gaining insights from the best practices in Singaporean contexts in regards to the link between Singaporean English curriculum and teaching and learning materials and activities in regards to the use of multimodal texts. The study collects the data from the curriculum documents from Indonesia and Singapore. In addition, a systematic review is conducted in the area of Singaporean curriculum reports. Then, a discussion with the curriculum expert is conducted to understand the actual curriculum implementation. The result of the study shows that there are a few considerations from the existing practices on the selection of teaching and learning materials involving multimodality, teacher's understanding and concerns for language teaching involving multimodality and the challenges in the inclusion of multimodality in the classroom. In the long run, it is expected that the project can contribute to informing teachers in Indonesia with the relevant theoretical and methodological concepts of viewing and representing skills in relation to the use of multimodal texts, which is new in Indonesian contexts.

Keywords : English syllabus, multimodal texts, viewing and representing skills, English teaching and learning materials

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CLAUSE COMPLEX AND STUDENTS' WRITING SKILLS DEVELOPMENT

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This paper aims to describe the use of clause complex in students' writings during a paragraph-based writing course and at the same time describe the students' writing skills development as the result of joining the course. This study was conducted within Systemic Functional Linguistics tradition, employing Halliday & Matthiessen's (2014) frameworks to analyze the clause complexity in the students' writings. The frameworks enable the clause-complex analysis to be conducted syntactically by investigating the taxis relation of the clauses, and simultaneously it allows to understand the meaning of the clause complexes by looking at the logico-semantic relation between clauses. 15 paragraphs written by five randomly-chosen students at the beginning, middle, and end of the semester were collected as the data of this study. The results of the analysis indicate that there was a positive trend of developments in the use of clause complexes in the students' texts. There was an increasing number of clause complexes created by the students approaching the end of the course. In addition, more varieties of taxis and logico-semantic relations between clauses were also employed by students in their end-semester writing compared to their initial ones; even though hypotaxis and expansion are the most dominant taxis and logico-semantic relations employed by the students. In conclusion, the analysis results show that the students successfully developed their writing skills in paragraph-based writing.

Keywords : clause complex, taxis, logico-semantics, paragraph writing, writing skills development

COULD MULTIMODAL PEDAGOGY BE POSSIBLY IMPLEMENTED IN THE UNDER-RESOURCED SCHOOL?

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In this digital era, students learn from any available resources which accommodate the different communication modes such as visuals, audio, texts and others. Nevertheless, multimodal pedagogy is a big challenge for schools which are not equipped with infrastructure such as the internet access, computers/ laptops. Departing from that issue, this study is an endeavor to investigate how multimodal pedagogy is implemented in an under-resourced school, located in West Java, Indonesia. This case study research involved a collaboration between an English teacher and an English lecturer using Digital Storytelling as the learning resources in the teaching of narrative text to the tenth graders. The data were obtained from observations employing Genre-Based Pedagogy as the teaching framework. The result confirmed that in the low-tech classroom, multimodal pedagogy still could be implemented through introducing the meaning relation between visual modes (images) and the story script, particularly in the stage of Building Knowledge of Field and Modelling of the Text. In other

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words, multimodal teaching can be put into practice in the under-resourced schools if the teaching framework is clear and systematic.

Keywords : Digital Storytelling, Genre-Based Pedagogy, Learning Resources, Multimodal Pedagogy

ANALYSIS OF POLITENESS STRATEGIES IN THE DISCOURSE OF COMMENTS ON DOMESTIC VIOLENCE
ISSUES IN THE YOUTUBE CHANNEL "PEREMPUAN BICARA" ON TVONE

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The purpose of this study is to identify the realization of positive politeness and negative politeness in the speech comments of men and women on the YouTube comment section of videos discussing domestic violence issues. This study uses a qualitative method with a pragmatic study approach, supported by descriptive quantification. The data in this study were collected through observation, note-taking, and documentation methods. Furthermore, the data are classified based on positive politeness strategies and negative politeness strategies which refers to the politeness framework of Brown and Levinson (1987). The analysis was conducted using parameters and sub-strategies of politeness theory proposed by Brown and Levinson (1987). The results of the study indicate that positive politeness strategies are more frequently used by YouTube social media users.

Keywords : Keywords: politeness strategies, pragmatics, social media, YouTube, gender

"INI KAN BAPAK": UNCOVERING THE CONSTRUCTION OF SEXUAL CRIME UTTERANCES IN THE
CONTEXT OF TRI-TATA (CRITICAL DISCOURSE ANALYSIS)

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In society, the father is a figure who has a powerful influence in building a child's self-image. However, for perpetrators, this image is used as a choice and an act to intimidate victims. This crime will change the perspective of a father figure. So, it aims to reveal the attachment of an utterance to acceptable values in terms of grammar, manner, and the speaker's subjective emotional connotation that relates it to sociocultural values in society. It uses transcripts of child sexual abuse crimes from the Praya District Court in Central Lombok. The transcript was from the defendant's statement of hearing in utterances "Ini kan Bapak!" Furthermore, data analysis used Critical Discourse Analysis (CDA) and strengthened the argument using Sociopragmatics and Tri-Tata theories (Grammar, Manner, and Interaction). To get the desired result, I use the Agih method, which is a process that makes speech a determinant of analysis. The analysis data has been using connecting, comparing, and equating techniques. It represented the distinction, comparison, rejection, and acceptance that could be a

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reference for expressing acceptance values in grammar, manner, and interaction systems. From the collaboration between the accuracy of the method and the theory used, I found that the utterance "Ini kan Bapak!" refers to the concept of sociocultural acceptance of the father figure. Contextually, this utterance reinforces the discovery of expressions of argumentation, threats, rejection, confusion, fear, hatred, and deviations from the truth that have affected the lost faith in the father figure

Keywords : Sexual abuse, The father's figure, Tri-Tata, Critical Discourse Analysis, Socioculture

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