



**THE 8TH INTERNATIONAL CONFERENCE ON
ENGLISH LANGUAGE AND TEACHING (ICOELT 8)**

English Language Teaching and Research in the Digital Era:
Challenges and Possibilities

Conference Book

ICoELT 8 - 2020

Department of English Language and Literature
Faculty of Languages and Arts
Universitas Negeri Padang

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WELCOMING WORDS

Committee Chairperson

Assalamualaikum Warahmatullahi Wabarakatuh

Honorable Guests,

It is our great pleasure to welcome everyone at the Eighth International Conference on English Language and Teaching in 2020 (ICoELT 8) as an annual conference hosted by the English Department of FBS Universitas Negeri Padang, Indonesia. The conference was organized by English Department, Faculty of Languages and Arts of Universitas Negeri Padang on November 7, 2020 at Faculty of Languages and Arts, Universitas Negeri Padang. This international conference aims at identifying, presenting and discussing the challenges and possibilities of English Language Teaching and Research in the Digital Era. It provides opportunities for the delegates to exchange new ideas and application of the experiences, to create research relations and to find global partners for future collaboration. It is not merely for Indonesian context only, but all around the globe. The conference was targeted for educators, policy makers, researchers, academics, principals, supervisors, graduate students, practitioners, academics, professionals and teachers.

There were 100 papers accepted from various topics including assessment and evaluation, EFL learning material development, English in various contexts, English language research, English literature learning and teaching, intercultural and interlingual English communication, pure and applied linguistics, translation studies, and discourse analysis.

We would like to thank the organizing committee and the members of reviewers for their kind assistances in reviewing the papers. We would also like to extend our best gratitude Rector of Universitas Negeri Padang, Prof. Ganefri, Ph.D.; Dean of Faculty of Languages and Arts, Prof. Dr. Ermanto, M.Hum., the Head of English Language and Literature Department, Desvalini Anwar, M.Hum., Ph.D., for the tremendous support.

Furthermore, we would like to thank Assoc Prof Lee Kooi Cheng (Singapore), Dr Lajiman bin Janoory (Malaysia), Dr. Melissa Barnes (Australia) and Prof. Dr. Jufrizal, M.Hum (Indonesia) as the invited speakers for their invaluable contribution and worthwhile ideas shared in the conference.

We are particularly grateful to our committee, for their enormous support, and to the reviewers, for their valuable time and expertise to evaluate all manuscripts submitted to this issue.

Committee Chairperson

Prof. Dr. M. Zaim, M.Hum.



FOREWORDS

The Head of English Department

Assalamualaikum WW,

Honorable Guests!

It is with deep satisfaction that I write this Foreword to the Conference Book of the ICoELT 8 held in Padang, West Sumatra, November 7, 2020. On behalf of the Academic Officials of English Language and Literature Department, Universitas Negeri Padang, we are delighted to welcome all of our invited speakers, presenters of the parallel sessions and participants to our annual conference. The International Conference on English Language and Teaching (ICoELT 8th, 2020). ICoELT continues a tradition of bringing together researchers, academics and research students to discuss new and current work and encourage the development of a more established academic community.

This conference has been conducted for eight years now by the English Language and Literature Department of Faculty of Languages and Arts, Universitas Negeri Padang. I want to extend my deepest appreciation to the organizing committees of ICoELT-8 who have worked very hard to set up this conference and make this great event possible. The theme “English Language Teaching and Research in the Digital Era: Challenges and Possibilities” of this year conference is very relevant to the need of current and future situation of the world and Indonesia in particular.

I, therefore, believe that the papers and conversations shared in this conference can contribute to the development of English teaching and research worldwide.

Finally, I thank you all and wish everyone a successful conference.

Sincerely yours

Desvalini Anwar, S.S, M.Hum, Ph.D

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**THE AGENDA OF THE EIGHTH INTERNATIONAL CONFERENCE ON ENGLISH
LANGUAGE AND TEACHING (ICOELT-8) 2020
Saturday, November 7, 2020**

**“English Language Teaching and Research in the Digital Era:
Challenges and Possibilities”**

No.	Time	Agenda	Details
1.	7.30-8.00 am (Western Indonesia Time) 08.30-09.00 am (Malaysian & Singapore Time) 11.30-12.00 pm (Melbourne Time)	Preparation	Committee
2.	08.00 - 08.45 am (Western Indonesia Time) 09.00 - 09.45 am (Malaysian & Singapore Time) 12.00 - 12.45 pm (Melbourne Time)	Opening	<ol style="list-style-type: none"> 1. Singing the National Anthem of the Republic of Indonesia 2. Holy Qur'an Recitation by Rifky Oktoviandry, S.Pd, M.Hum 3. Welcoming speech by the Chair of the Committee, Prof. Dr. M. Zaim, M.Hum 4. Opening speech by the Vice Rector of Academic Affairs of Universitas Negeri Padang, Dr. Refnaldi, M.Litt 5. Du'a recitation by Dr. Muhd. Al Hafizh, S.S., M.A
3.	08.45 - 09.45 am (Western Indonesia Time) 09.45 - 10.45 am (Malaysian & Singapore Time) 12.45 - 01.45 pm (Melbourne Time)	Plenary Session I	<ol style="list-style-type: none"> 1. Dr. Melissa Barnes (Monash University, Australia) 2. Dr. Lajiman bin Janoory (Universiti Pendidikan Sultan Idris, Malaysia) Moderator: Witri Oktavia, S.Pd, M.Pd
	09.45 - 10.05 am (Western Indonesia Time) 10.45 - 11.05 am (Malaysian & Singapore Time)	Q and A Plenary Session I (30 mins)	Moderator: Witri Oktavia, S.Pd, M.Pd PPT: Mauluddul Haq, S.S, M.A

	01.45 - 02.05 pm (Melbourne Time)		
	10.05 - 10.15 am (Western Indonesia Time) 11.05 - 11.15 am (Malaysian & Singapore Time) 02.05 - 02.15 pm (Melbourne Time)	Preparing Break Room	Committee
4.	10.15 - 11.15 am (Western Indonesia Time) 11.15 - 12.15 pm (Malaysian & Singapore Time) 02.15 - 03.15 pm (Melbourne Time)	Live Parallel Session I	Co-Host Room 1: M. Yuhada Al Harits Moderator Room 1: Carbiriena Solusia, S.Pd, M.Pd Co-Host Room 2: Mahdi Annafra Maulana Moderator Room 2: Nora Fudhla S.Pd, M.Pd Co-Host Room 3: Ritma Moderator Room 3: Syafitri Ramadhani S.Pd, M.Pd Co-Host Room 4: Reva Febrika Arvi Moderator Room 4: Lafziatul Hilmi S.Pd, M.Pd Co-Host Room 5: Elika Oktavia Saputri Moderator Room 5: Ririn Ovilia S.Pd, M.Pd Co-Host Room 6: Maharani Guna Yusda Moderator Room 6: Rifky Oktoviandry S.Pd, M.Hum Co-Host Room 7: Husnuzhan Moderator Room 7: Dian Safitri S.Pd, M.Pd Co-Host Room 8: Deanaldi Septama Moderator Room 8: Nofrina Eka Putri S.Pd, M.Pd
5.	11.15-12.15 pm (Western Indonesia Time) 12.15 - 01.15 pm (Malaysian & Singapore Time) 03.15 - 04.15 pm (Melbourne Time)	Live Parallel Session II	Co-Host Room 1: M. Yuhada Al Harits Moderator Room 1: Carbiriena Solusia, S.Pd, M.Pd Co-Host Room 2: Mahdi Annafra Maulana Moderator Room 2: Nora Fudhla S.Pd, M.Pd Co-Host Room 3: Ritma Moderator Room 3: Syafitri Ramadhani S.Pd, M.Pd Co-Host Room 4: Reva Febrika Arvi Moderator Room 4: Lafziatul Hilmi S.Pd, M.Pd Co-Host Room 5: Elika Oktavia Saputri Moderator Room 5: Ririn Ovilia S.Pd, M.Pd Co-Host Room 6: Maharani Guna Yusda

			<p>Moderator Room 6: Rifky Oktoviandry S.Pd, M.Hum Co-Host Room 7: Husnuzhan Moderator Room 7: Dian Safitri S.Pd, M.Pd Co-Host Room 8: Deanaldi Septama Moderator Room 8: Nofrina Eka Putri S.Pd, M.Pd</p>
6.	<p>12.15 - 01.30 pm (Western Indonesia Time) 01.15 - 02.30 pm (Malaysia & Singapore Time) 04.15 - 05.30 pm (Melbourne Time)</p>	<p>Lunch Break (English Department Video Playback)</p>	<p>Committee</p>
7.	<p>01.30 - 02.30 pm (Western Indonesia Time) 02.30 - 03.30 pm (Malaysia & Singapore Time) 05.30 - 06.30 pm (Melbourne Time)</p>	<p>Live Parallel Session III</p>	<p>Co-Host Room 1: M. Yuhada Al Harits Moderator Room 1: Carbiriena Solusia, S.Pd, M.Pd Co-Host Room 2: Mahdi Annafra Maulana Moderator Room 2: Nora Fudhla S.Pd, M.Pd Co-Host Room 3: Ritma Moderator Room 3: Syafitri Ramadhani S.Pd, M.Pd Co-Host Room 4: Reva Febrika Arvi Moderator Room 4: Lafziatul Hilmi S.Pd, M.Pd Co-Host Room 5: Elika Oktavia Saputri Moderator Room 5: Ririn Ovilia S.Pd, M.Pd Co-Host Room 6: Maharani Guna Yusda Moderator Room 6: Rifky Oktoviandry S.Pd, M.Hum Co-Host Room 7: Husnuzhan Moderator Room 7: Dian Safitri S.Pd, M.Pd Co-Host Room 8: Deanaldi Septama Moderator Room 8: Nofrina Eka Putri S.Pd, M.Pd</p>
8.	<p>02.30 - 03.30 pm (Western Indonesia Time) 03.30 - 04.30 pm (Malaysia & Singapore Time) 06.30 - 07.30 pm (Melbourne Time)</p>	<p>Plenary Session II</p>	<p>1. Assoc. Prof. Lee Kooi Cheng (National University of Singapore, Singapore) 2. Prof. Dr. Jufrizal, M.Hum (Universitas Negeri Padang, Indonesia) Moderator: Senorica Yulia Sari, S.Pd, M.Tesol</p>

	<p>03.30-04.00 pm (Western Indonesia Time)</p> <p>03.30 - 05.00 pm (Malaysia & Singapore Time)</p> <p>07.30 - 08.00 pm (Melbourne Time)</p>	Q and A, Plenary Session II (30 mins)	<p>Moderator: Senorica Yulia Sari, S.Pd, M.Tesol</p> <p>PPT: Mauluddul Haq, S.S, M.A</p>
9.	<p>04.00 - 04.30 pm (Western Indonesia Time)</p> <p>05.00 - 05.30 pm (Malaysia & Singapore Time)</p> <p>08.00-08.30 pm (Melbourne Time)</p>	Closing	<p>1. Explanation about the ICoELT Proceeding Publication by Dr. Havid Ardi, S.Pd, M. Hum</p> <p>2. Closing speech by the Head of English Language and Literature Department, Desvalini Anwar, S.S, M. Hum, Ph.D</p>

PARALEL SESSION 1 (10.15-11.15 WIB)

Room	Articles	Presenters	Moderator
1	Teachers' solution in English online learning process for senior high school students in pandemic era	Annisa Salima	Carbiriena Solusia
	Students' responses on learning at the third semester of maritime department during the covid-19 pandemic	Aprizawati	
	Students' perception on online learning media for English learning writing skill during covid-19 pandemic	Aulia Andhini	
	Learning strategies during pandemic era: The conceptual of second language acquisition	Dennisya Marwa	
2	The implementation of problem-based learning technique to improve students' speaking ability at grade eleventh of Islamic senior high school Muara Labuh	Rafki Hadi Yusid	Nora Fudhla
	Teaching speaking through storytelling	Rodi Hartono	

	The authentic assessment used for assessing speaking at senior high schools in Mukomuko	Tri Apliani Putri	
	Potential Approaches Encompassing English Language as Medium of Instruction for Non-native English Speaking (NNES) Students	Senorica Yulia Sari	
3	Reacher's question and students' responses at EFL classroom activities	Ade safitri	Syafitri Ramadhani
	lecturers' perception on English ability toward the lecturers' professionalism	Rini afriani	
	applied linguistic and language learning / teaching: the problem related to language teaching	Wen wahyudi	
	trend on TEFL research: a study in English education department of IAIN Bukittinggi period 2015 to 2017	Agustia Fadhila Irvonny Gustira	
4	Instruction: the advantages of using the explicit instruction method in learning students' reading comprehension	Aditya Ramadhan	Lafziatul Hilmi
	The effectiveness of reading to tell the story to students' reading comprehension based on speaking and writing reports reviewed from autonomy level	Lafziatul Hilmi	
	Digital literature in foreign language reading: students' perception of e-reader sources for extensive reading	Miftahul Furqon	
	Students' strategies in reading online authentic materials	Rahma Dania	
	Readability of Reading Text in Text Book and Handout of Eleventh Grade Students of SMAN 1 Padang Sago	Asminar	
5	Consciousness raising-based grammar teaching: empowering learner's metalinguistic awareness in second language acquisition	Akhmarianti	Ririn Ovia
	The use of formal instruction on the acquisition of speaking	Ali Makmur	
	Interlanguage and the nature of fossilization	Rini Riyaldi	

	Factors influencing second language acquisition	Zikra Azkiya	
6	Developing task-based language teaching worksheet as the solution in teaching and learning English	Suci Azani Putri	Rifki Oktaviandry
	Analysis of English students' learning strategies in <i>oracy in academic context</i> class	Winny Berliana	
	An analysis of students' learning strategies and lecturer's teaching strategies in <i>writing for media communication</i> class in Politeknik Negeri Padang	Yozi Ananda Putri	
	Learning strategies: students' strategies in language learning English as second language	Fiona Ramadhani	
7	An analysis of ESP syllabus at SMK Nusatama Padang based on needs analysis result	Bima Trisnu Ardinal	Dian Safitri
	Evaluation of syllabus of English for specific purposes based on need analysis at the Nursing Faculty of Universitas Andalas	Erlinda Usman	
	Need analysis for designing an ESP course using Padlet for mechanical engineering students	Fauzul Etfita	
	Developing industry 4.0-based English for Hospitality Business learning model	Francisca Titing Koerniawaty	
8	The translation of dysphemism on Youtube	Anshori	Nofrina Eka Putri
	Literature and English language teaching and learning	Nurul Asfa Riza	
	Indonesian High School Teacher's Approaches in Teaching Literature in English	Delvi Wahyuni	
	Translating masculinity into different culture: is Jacob Black masculine in Indonesian version of Twilight Saga novels?	Yopi Thahara	
	An analysis on translation method in closed caption of ted – talks video on Youtube	Vini Octavia	

PARALEL SESSION 2 (11.15-12.15 WIB)

Room	Articles	Presenters	Moderator
1	Figurative language stylistics in <i>Cinta Semanis Racun: 99 Cerita dari 9 Penjuru Dunia</i>	Ayendi	Carbiriena Solusia
	Gender inequality in Greta Gerwig's <i>Little Women</i> movie script through liberal feminism	Priska Valensia Liebertus	
	Tuturan ketidaksantunan komentar <i>netizen</i> pada kicauan <i>Covid-19</i> Donald J. Trump dan Jokowi	Dhiant Asri	
	An analysis of language use in inter-ethnic marriage (Batak-Minang) a study of ethnographic study at Mulyorejo, Pasaman Barat	Hotmaida	
2	Supporting students' learning through remote flipped classroom during the Covid-19 pandemic	Fx Risang Baskara	Nora Fudhla
	The potential of augmented reality for vocational high school learning during Covid-19 pandemic	Ismi Solikhatun	
	Designing Augmented Reality-Based Learning Media : It's Compatibility to Blended Learning	Antonius Suratno, MA, PhD,	
	Teaching methods: selecting the most appropriate teaching methods for e-learning	Muhammad Wira Rizki	
	Teacher challenge and tech issues in online schools	Nur Aisyah Zulkifli	
3	Using communicative games to improve students' speaking skill	Desi Andriani	Syafitri Ramadhani
	The use of youtube video to enhance students' speaking skill in senior high school	Dewi Qomaria	
	Using information gap activities to improve students' speaking skill	Gibran Arjuna	
	Strategies used by the teachers in enhancing students' spoken English by using video conference in English online based course	Adef Ailvia	

4	Post-method pedagogy: the implementation of Kumaravadivelu's macro-strategies framework by teacher in the classroom	Fitra Rakhmayani	Lafziatul Hilmi
	The role of metacognitive strategy in learning a language	Mike Okmawati	
	Learning strategies: the effectiveness of cooperative learning for learners in english language teaching	Nabilah Ulfah Insany	
	We do need method: ideas of teaching in revolution era 4.0	Nelvi Zuliani	
5	Refusal strategies used by toba batak male and female students in responding to lecturer's suggestions and requests	Arsen Nahum Pasaribu	Ririn Ovia
	<i>Kaba buruak bahambauan</i> from spoken to written: Minangkabau language transformation in Covid-19 pandemic period	Ria Febrina	
	Seven cs communication skills problems in writing business letter of English major undergraduate students	Karnedi	
	Code language analysis used by English teacher during teaching learning process at SMP N 2 Kamang Magek	Andira Gea Fitria	
6	The correlation between EFL college students' self-efficacy and their listening anxiety at intermediate listening class	Faidurrahmat	Rifki Oktaviandry
	The correlation between EFL college students' learning motivation with their listening anxiety at intermediate listening classes	Sinta Chairani Hutapea	
	The use of web-based learning resources (WBLR) to teaching listening for second language learners in pandemic era	Sisri Ovalina	
	The teachers' creativity in implementing of 2013 curriculum through discovery learning model in English subject at SMP Negeri 3 Bantan	Ruzaini	

7	An analysis of teacher's techniques in teaching English vocabulary to young learners in English courses in Lubuk Basung	Mici Amalisa	Dian Safitri
	English teaching and learning strategy for young learners: what should be considered?	Mella Fauzia	
	Second language acquisition for children	Dinda Salsabila Putri	
	Covid-19 theme adobe flash-based game for children: learning English and raising awareness	Ratih Laily	
8	EFL university students' errors in constructing complex sentences in academic writing	Paradise Princess	Nofrina Eka Putri
	Cubing technique: a technique in pre-writing to improve students' writing skill	Suhaimi Ameng	
	The effect of collaborative paragraph writing technique toward students' writing skill on recount paragraph at grade X of SMAN 1 Batang Anai	Syamsuarni Bakar	
	The use of <i>whatsapp</i> messaging as mobile learning in developing student's writing skills	Muhammad Syarif	

PARALEL SESSION 3 (13.30-14.30 WIB)

Room	Articles	Presenters	Moderator
1	How the social networking services help advancing students' knowledge in English slangs	Carbiriena Solusia	Carbiriena Solusia
	Gender differences in slip of the tongue on EFL university student	Citra	
	Using Skype as a technology tool to increase students' motivation in speaking at vocational high school in Rengat	Dina Elfipama Gustin	
	Language and social media: How social media are changing language	Muhammad Iqbal Siregar	

2	The effectiveness of e-learning through <i>whatsapp</i> on teaching and learning activities of Universitas Megarezky's students	Hasnani Helmy	Nora Fudhla
	An analysis of the usability of learning management system (LMS) of SMKN 2 Padang in teaching and learning English using use questionnaire and students' perception in learning language	Hirval	
	Innovation and method which used in teaching and learning process in English subject during the pandemic era	Khabib Muafi	
	Weekly quiz during online learning is not just an assessment	Komang Trisnadewi	
3	Students' language learning strategies in improving speaking skills during online class	Noorlaksmita Yonas Ramadhanty, Hamza Abdulkaream Fantaze	Syafitri Ramadhani
	The implementation of indirect strategies through online learning on efl students	Nurwahidah	
	The importance of self-regulated learning strategy in online English learning in the industrial revolution 4.0 era	Syifa Fauziyyah Irsyad	
	Classifying word association test (wat) response in song study at students' senior high school 1 Sungai Aur	Trisa Windari	
4	An analysis of operational verb of learning indicators in curriculum 2013 lesson plans	Artika Rahmah	Lafziatul Hilmi
	Indonesian abbreviations that relates to the covid-19 terms	Sri Wahyuni	
	Coaching pre-service teachers in planning and teaching English online	Siti Hadijah	
	Study on certified and uncertified English teachers' pedagogic competence	Ulya Rahmi Fadhila	

	Covid-19 Vocabularies in English Arabic Indonesia as Social Practices and Multimedia	Darsita Suparno	
5	The benefits of using multilingual languages in classroom	Aprian Kurniawan,	Ririn Ovia
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A YEAR OF CHALLENGES AND POSSIBILITIES: EXPLORING 'MULTIPLE' PERSPECTIVES

Melissa Barnes
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ABSTRACT

Despite a turbulent and uncertain 2020, the range of opportunities and potentialities continue to inspire those of us working within the domain of English language teaching and research. The field is well-positioned to draw upon its multitude of approaches, views and perspectives to (re)imagine the possibilities that this new era provides. This presentation aims to explore how we might (re)imagine English language teaching and research by pushing the boundaries of what we understand to be the 'spaces' that are conducive for teaching and learning and exploring how we can create mutual and respectful learning opportunities within our local communities, particularly during this time of uncertainty. A school-university-community partnership program will be presented as a case study to examine how multimodal and multilingual approaches were used to build young refugees' English language skills as well as develop a sense of community within the school. Finally, the challenges and opportunities that are presented by online/remote learning will be interrogated as we navigate and embrace new approaches to teaching and research. Utilising opportunities for collaborative and interactive learning through online platforms and considering the use of discourse analysis of online media texts are just a few of the possibilities.

Bio.



Melissa Barnes is a senior lecturer in the Faculty of Education at Monash University, working within the fields of teacher education, assessment, policy and TESOL. She teaches and leads research initiatives that focus on policy construction and enactment, with a focus on how policies impact and shape teaching and learning. She has published in journals such as *Critical Studies in Education*, *Discourse*, and *Teachers and Teaching: Theory and Practice*, among others. Melissa has been a classroom teacher in the US, Germany, Vietnam and Australia, collectively shaping her understanding and approach to teaching and learning.

ISLAM IN CRISIS: A POSTCOLONIAL PERSPECTIVE ON EMMANUEL MACRON'S SPEECH

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ABSTRACT

The aim of the presentation is to analyse Emmanuel Macron's speech given recently that claimed that Islam is a religion in crisis. The main objective of this paper is to highlight how the speech is contextualized within the framework of Eurocentric discourse of the civilized Self against the uncivilized Others. The analysis is based on the theory of postcolonialism as advocated by Edward Said based on his text, *Orientalism*. The findings show that Macron's speech resonates with the Manichean binary opposition of vilifying Islam and the Muslims as radical, separatist and barbaric while the French/West is representative of the values of secularism, unity, and liberty. The implication of the analysis indicates how power creates knowledge that can be abused for maintaining control of a marginalized population.

Keywords: Islam, theory of postcolonialism, Eurocentrism, Manichean binary opposition

Bio.



Dr. Lajiman Janoory is a Senior Lecturer at Universiti Pendidikan Sultan Idris in Tanjong Malim, Perak. He has wide experience at different levels and contexts of Malaysian education. He was an educator at primary and secondary levels before joining Universiti Pendidikan Sultan Idris, Tanjong Malim, Perak as a Senior Lecturer. His alma maters are National University of Malaysia, Malaysia and La Trobe University, Melbourne, Australia. His current interests are Postcolonial Literature, World

Literature, Drama in English as well as English Drama. Some of his notable books are "Images of Malay Women in Colonial Texts" (2019) and "Colonial Orientalism, Racism and Gender: An Overview" (2011). Dr. Lajiman has also written numerous articles as the first or co-author, mostly in the area of literature research specialising in postcolonialism.

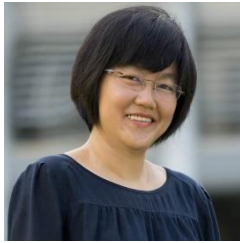
English Language Teaching (ELT) in the digital era: Challenges, Realities, Possibilities

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ABSTRACT

The digital era started before the turn of the 21st century in the 1980s. It is therefore not new that technological advances have had an impact on English language teaching, learning, and research. However, the recent Covid-19 pandemic has exacerbated the need and urgency to pivot from in person to online teaching and learning. As a result, instructors, students, university administrators have had to adjust this transition at a fast speed and for a mass audience. This paper starts with a quick overview of the impact of technology on English language teaching (ELT) since the 1990s. It then engages the participants on a discussion on challenges and realities especially at a time when in person classes are not encouraged amidst public health concerns. It does a specific focus on tensions in online examinations, which is an aspect in ELT where research is still scanty. The paper ends with suggestions of exciting possibilities and what to look out for next.

Bio.



KC Lee holds concurrent appointments as Deputy Director (Publications and Outreach) at the Centre for Development of Teaching and Learning (CDTL), National University of Singapore (NUS), Master of King Edward VII Hall, and faculty member at the Centre for English Language Communication where she teaches communication and writing modules. She is on the Honour Roll of the NUS Annual Teaching Excellence Award (ATEA) and served on the NUS Teaching Academy for nearly six years.

KC has successfully co-coordinated a number of grant projects, two with amounts exceeding S\$400,000 each. She has contributed to journal articles, reflective pieces, and book chapters in higher education and English language teaching related journals and edited books. Her interest in the use of technology for language teaching and learning remains but she has recently developed new interests in other areas such as embedded academic literacy and assessing teaching.

EFL LEARNERS' UNDERSTANDING ON ENGLISH GERUNDS: A POSSIBLE RESEARCH FOCUS IN DIGITAL ERA

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ABSTRACT

Questioning and understanding the nature of gerunds in English are frequently problematic, moreover for the learners of EFL. The problems may be caused by linguistic properties, practical matters in language use, and particular cases in the teaching-learning processes in classroom. Previous studies and analyses of experts tell that gerunds are both nouns and verbs, and a unique linguistic item as well. Therefore, English gerunds need linguistic-practical explanation and exercises in the classroom practices of EFL learning. Since gerund belongs to one of important grammatical items in English, it must be linguistically and academically understood in essential levels by EFL learners, unless they have 'serious gap' in mastering and using the learnt language. In order to know the degree and level of students' understand on English gerunds and to program suitable academic strategies for better learning processes of EFL learning, researches on the phenomena of gerunds are scientifically. One form of researches dealing with gerunds in digital and Covid-19 pandemic era is that the research concerning with EFL learners' understanding on English gerund. This paper, which is developed based on practical experiences in EFL teaching and supported by library studies, argues and discusses the need and possibility for having a focus of research which is possible to do in digital era. Four questions are the bases for analysis and discussion presented in this paper, namely: (i) *what is the nature of gerund, especially in English?*; (ii) *Is a gerund noun and/or verb?*; (iii) *how essential is EFL learners' understanding on English gerunds needed at the English Department of Universitas Negeri Padang?*; and (iv) *how necessary is the research on EFL learners' understanding on English gerunds in digital and Covid-19 era?* The relevant linguistic-grammatical theories on gerunds and academic views of EFL learning are the bases for data analysis. Data were collected in the forms of document analysis and taking notes based on a library study and operational action of teaching EFL at the English Department of FBS Universitas Negeri Padang. The result of data analysis and discussion reveal that English gerunds are unique; they are both nouns and verbs with particular-specific linguistic-grammatical properties. The English Department highly needs the data of EFL learners' understanding on the English gerunds. Then, the research on EFL learners' understanding on English gerunds is in high probability to do in digital and Covid-19 era.

Key words: *English, gerund, noun, verb, EFL learner, research focus, library study*

Bio.



Jufrizal, who was born in Padang, 22nd of July 1967, is a lecture of Linguistics at the English Department of Fakultas Bahasa dan Seni, Universitas Negeri Padang since 1992. He had finished S1 (Sarjana) Degree at English Department of IKIP Padang in 1991, before he finished his Master (S2) Degree in 1996 and Doctoral (S3) Degree in 2004 both in Linguistics Study Program of Program Pascasarjana, Universitas Udayana, Denpasar, Bali. He wrote thesis and dissertation on Micro-linguistics and Linguistic Typology, especially in Morphosyntax of Minangkabau. His research interests are on Linguistic Typology, Anthropological Linguistics, and the studies of EFL Grammar. He has actively participated and

presented term papers in national and international conferences and workshops on Linguistics and Language Teaching, writing text books of Linguistic Typology and Anthropological Linguistics. He teaches Linguistic subjects – Dialectology, Historical Comparative Linguistics, Seminar on Linguistics, Anthropological Linguistics, Language Research Methodology, Linguistics Typology, and Morphosyntax – at Sarjana Degree (S1), Master Degree (S2), and Doctoral Degree (S3) of Universitas Negeri Padang, Universitas Andalas, and Universitas Sumatera Utara. He is also external examiners of theses and dissertations in Linguistics at Udayana University (Denpasar), Universitas Sebelas Maret (Solo), and Universitas Andalas (Padang).

TEACHER'S QUESTION AND STUDENTS' RESPONSES IN EFL CLASSROOM INTERACTION

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Abstract

Teachers' questions play very important role to initiate teaching and learning since they affect students' responses. So far, problem faced by the teacher is to deal with students' participation, where the students are unresponsive and even avoid interaction with the teachers. This research is conducted on the reason that almost all classroom interactions during teaching leaning process are built by questioning and it plays important roles to provide comprehensible inputs, to facilitate interaction and to trigger students' output. This research was guided by four research questions: 1) What types of question do the teachers usually use in EFL classroom? 2) What modification techniques do the teachers employ when the questions are not understood? 3) What sorts of responses do the questions generate from the student? and 4) how teacher's questions facilitate language learning. This article is derived from the research conducted on finding teacher's questions and students' responses at EFL classroom activities at Pondok Pesantren Sumatera Thawalib Parabek. This is descriptive qualitative research. The participants were two teachers with 70 students. In this research, English as a foreign language (EFL) teacher's questions along with the students' responses were classified. The data were collected by non-participant observation with video recording and field notes. Analyzing data was carried out based on the field notes and transcript of teacher-students' conversation gathered by video recording.

Keywords: *teacher's Questions, Types of Teacher's Questions, Modification Questions, Students' Responses.*



STRATEGIES USED BY THE TEACHERS IN ENHANCING STUDENTS' SPOKEN ENGLISH BY USING VIDEO CONFERENCE IN ENGLISH ONLINE BASED COURSE

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Abstract

Video conference is one of the latest media used in English language teaching. Online education has adopted this media to conduct the teaching virtually. This requires the educationist to get used to this technology which is constantly developing. Nonetheless, it is seen that the barriers to use the online classroom activity still occur in some ways. This study aims to explore the strategies used by the online instructors and its effect regarding the efforts to enhance students' spoken English based on the existing levels. Focusing on the possible strategies used by the teachers, the researcher used a qualitative method and the data were collected by interviewing teachers and teachers' video recording. The participants of this study were the teachers who were teaching online at the current period. The researcher used Purposive sampling in choosing the participants. It was found that tutors in basic level tend to use questions and answers, role-play strategy in the intermediate, and group discussion is used in advance level. In conclusion, this research shows that using the strategies in the main activity could affect student's creativity in improvising their spoken English.

Keywords: *Teacher's strategies, spoken English, video conference, online-based course*

INSTRUCTION: THE ADVENTAGES OF USING THE EXPLICIT INSTRUCTION METHOD IN LEARNING STUDENTS' READING COMPREHENSION

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Abstract

Learning objectives can be achieved through various teaching methods, one of which is the Direct Instruction method or the Explicit Instruction method. This method focuses on a teaching approach that can help students learn basic skills and obtain information that can be taught step by step. If it is applied in learning to read students' understanding, there will be many benefits. This study discusses the advantages of using explicit methods in learning to read students' understanding. Based on several study results, there are many advantages including being able to make students independent and feel more confident, so that when they do reading activities they can understand reading without help from the teacher.

Keywords: *Explicit Instruction, Advantages, Reading Comprehension, Learning.*



TREND ON TEFL RESEARCH: A STUDY IN ENGLISH EDUCATION DEPARTMENT OF IAIN BUKITTINGGI PERIODE 2015 TO 2017

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ABSTRACT

This research was conducted due to the problems that were faced by the students of English Education Department of IAIN Bukittinggi in 2015-2017. Researcher found the problems that students tend to use the same topic on their research. Students did not explore creatively the scope of TEFL, so that they did the same research topic. The design of this research was descriptive quantitative research. The data was gotten through documentation. Sample of this research were 169 thesis abstracts from total population were 182 thesis abstracts. The sample taken by using purposive sampling technique. Researcher served the data into table of the trend on TEFL research. The technique of data analysis was through content analysis. Based on the findings of the research, the researcher found the result of analyzing data showed the trend on TEFL research. The trend identified into three categories: research topic, target language skill and research method. The analyze showed that teaching style or strategy was balance with planning and course design as the trend on research topic (24.85%). Writing was the trend on target language skill (19.52%). Descriptive quantitative was the trend of research method (42.01%).

Key Words: *Research Trend, Thesis, TEFL*

CONSCIOUSNESS RAISING-BASED GRAMMAR TEACHING: EMPOWERING LEARNER'S METALINGUISTIC AWARENESS IN SECOND LANGUAGE ACQUISITION

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Abstract

Consciousness Raising Grammar Teaching (CRGT) is one of alternative pedagogical grammar approaches applied by teachers in ELT classroom in relation to learners' second language acquisition. It has provided a logical way to avoid the grammatical pedagogical problems arising from ELT classroom during the teaching-learning process. This paper describes the learners' second language acquisition in ELT classroom about drawing specific linguistic properties/grammatical items in narrative text instructed by CRGT approach. It derives the learners' second language acquisition from the cognitive psychological factor in pedagogical grammar instruction in three senses, consciousness as noticing, consciousness as monitoring and consciousness as control as fundamental processes to empower the learners' metalinguistic awareness in acquiring five specific grammatical tenses of narrative text: simple past tense, past continuous tense, , past perfect tense, past perfect continuous tense and simple present tense in direct speech. The data were the learners' responses toward illustrating activities involved in each sense. For consciousness as noticing, the learners' activities were provided by a narrative text enhancement and interpretation used to draw their attention to those five narrative tenses. For consciousness as monitoring was illustrated by grammar explanation and monitoring activities: explanation of the five grammar rules and the learner's self-generated analysis of them. In the last sense, the learners were engaged in language output tasks for consciousness as control. The data analysed based on the procedures applied in the frame of CRGT. This approach can work best, be durable helping the learners acquiring their explicit knowledge and accuracy of grammar learning.

Key words: *Consciousness Raising, Grammar Teaching, CRGT, Metalinguistic Awareness, Second Language Acquisition*

THE USE OF FORMAL INSTRUCTION ON THE ACQUISITION OF SPEAKING

Ali Makmur

Abstract

So many schools in the world learn and study English so hard to apply English as second language under classroom condition were observed for a period by using books research. It was found that the student's acquisition about English is still imperfect. It was found that effect of formal instruction also has delayed effected on second language acquisition. It shows that formal instruction's effect sometimes could not work directly and sometimes formal instruction has ambiguous results but it does not close the possibility that formal instruction also have directly or work direct effect. Also, formal instruction is beneficial for children and adults, intermediate and advanced students then acquisition rich and acquisition poor.

Keywords: *second language, formal instruction, acquisition.*

CODE LANGUAGE ANALYSIS USED BY ENGLISH TEACHER DURING TEACHING LEARNING PROCESS AT SMP N 2 KAMANG MAGEK

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Abstract

This research is aimed to analyze code language used by English teacher during online teaching learning process at SMP Negeri Kamang 2 Magek. This research focused on describing the form of language code, outlining the purpose of using code language and percentage of the use of language code by the English teacher. Researcher interested due to the phenomenon of diversity of the language codes that decide the selection of language codes by the English teacher during online teaching learning process at SMP Negeri 2 Kamang Magek. The data of this research consist of audio documentation, direct observation of the teacher that are deemed unreliable by a tape recorder during the online teaching learning process begins until the teaching learning process ends. This research identified three dominant language codes. The first English Codes, Indonesia Codes and Minangkabau Codes. From the data collection that has been transcribed by narrow transcription and descriptive qualitative data analysis techniques is discovered phenomena code mixing, code switching and code selection from the English Codes, Indonesia Codes and Minangkabau Codes and the factors that influence selection of code language. The research reveals that the code mixing in this study is mixing English and Indonesia language and Minangkabau language, whereas the code switching is switching from English to Indonesia language and to Minangkabau language and vice versa. The code selection used by English teacher during online teaching learning process at SMP Negeri 2 Kamang Magek to decide the uses of code mixing and code switching. The research concludes that teachers use language codes to develop intimacy, to reproof and to explain the material to understanding enhancement of the students who all had pedagogical purposes.

Keywords: *Language code, code mixing, code switching, code selection, online teaching learning process*

TEACHERS' SOLUTION IN ENGLISH ONLINE LEARNING PROCESS FOR SENIOR HIGH SCHOOL STUDENTS IN PANDEMIC ERA

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Abstract

In this pandemic era, the learning process in all educational institutions is carried out through online learning, including English learning process. There are several obstacles faced by teachers in teaching English through online learning. This study describes about teachers' solution in English online learning process for Senior High School Students in pandemic era. It aims to find out how the teacher solve the problem faced in English online learning process due to pandemic. The data of this study is collected through interview with several grade X English teachers of Senior High School Solok. It is found that there are several solutions to overcome the problems faced by teachers in English online learning process for Senior High School in pandemic era.

Keywords: *Teachers' solution, online learning*

DESIGNING AUGMENTED REALITY-BASED LEARNING MEDIA: ITS COMPATIBILITY TO BLENDED LEARNING

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Abstract

Blended Learning concept has closely been linked to student independent learning in various subjects. This study aims to find out: (1) the workability of the game and its compatibility for Blended Learning and (2) describe users' responses towards its potential for blended learning. This ArReadSpeed game design has gone through several stages encompassing pre-design input taking, design stages, and pre-trial evaluation. The inputs from the prospective users and two experts provide feedback for the game prototype and the inputs from the pre-design stage have been the basis for the media design. This paper is a report of the trial stage intended to gain information about the readiness of the game for the real use in terms of its content and construct validity aspects. The feedback obtained was then used to evaluate the readiness of the media for the end real use of the blended learning model. The results showed that the validity in content and construct aspects were both very good. The trial result also suggests that the game is considered a decent product, attractive and easy to use for independent learning. Thus, the final evaluation suggests that the media is readily useable for the real context of blended learning. The next stage to be done is measuring the effectiveness of the product in enhancing students' reading skill.

Keywords: *Augmented Reality, blended learning, ArReadSpeed game, independent learning*



THE BENEFITS OF USING MULTILINGUAL LANGUAGES IN CLASSROOM

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Abstract

There are many people who have multicultural forms of cultural differences among different languages. Besides the diversity in the dialect which is owned by the national language, the need for foreign language abolish proficiency especially English strengthen the status into social multilingual. The article discusses the benefits of multilingual language in learning-teaching. Based on some results of studies, there are many advantages of multilingual. For example, the student who has two or more languages enables them to be more flexible in their thinking, learn reading more easily. So that also affects enhancing language skills. That is an increase in intellectual flexibility and creativity in academic.

Keywords: *Multilingual , benefits, academic, achievement, learning*

MARITIME DEPARTMENT STUDENTS' RESPONSES TOWARD ONLINE LEARNING AT THE THIRD SEMESTER DURING THE PANDEMIC COVID-19

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Abstract

The purpose of this study is to investigate the online learning process in this pandemic as well as effective and optimal online learning. The coronavirus disease (COVID-19) pandemic forced many universities to apply online learning. The design of this research is descriptive qualitative research. The data will be collected through observation, questionnaires, interviews, and documentation. Hopefully, this study will find which one is the most interesting online learning way by the lecturers to teach especially at the third semester students of Maritime Department, Politeknik Negeri Bengkalis. There are WhatsApp Group, Zoom, Google Meet and Google Classroom that the lecturers always use at this department. The study will be recommended that other researchers uncover the solution to obstacles experienced by students in online learning and the development of other media to implement effective online lectures.

Keywords: *Students, Responses, Learning, Pandemic*

REFUSAL STRATEGIES USED BY TOBA BATAK MALE AND FEMALE STUDENTS IN RESPONDING TO LECTURER'S SUGGESTIONS AND REQUESTS

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Abstract

The studies of refusal strategy have shown the increasing interest in the last decade. The research was dominantly focused on students-teacher interaction in the classroom. Most of the scholars had interests to reveal the influences of power, social status, education, and age of the interlocutors in the selection of refusal strategies. However, the preferences of refusal strategies based on gender are relatively unexplored, especially in cultural bound basis. Accordingly, this study was aimed at investigating the refusal strategies used by male and female students that origins in Toba Batak ethnic group. The selection of Toba Batak students as the subject of study was based on the typical characteristics of Toba Batak that is straightforward in conversation. With this goal in mind, 20 students of English Department in fifth semester, consisting of 10 male students and 10 female students were given four suggestions and four requests in the form of Discourse Completion Test (DCT) through whatsapp. The results showed that the participants preferred to use indirect refusal strategies to respond to lecturer's suggestions and requests, and followed by direct and adjunct strategies respectively. In addition, regarding the different gender issues in responding the suggestions and requests, the female students were slightly more indirect than their counterparts. This study indicated that the status, power, and education of the interlocutors more considerably influenced the refusal strategy preferences than the ethnic stereotype issue. The different gender, moreover, merely slightly contributed to the preference of refusal strategy.

Key word: *refusal strategy, speech act, gender, Toba Batak, ethnic group*

AN ANALYSIS OF OPERATIONAL VERB OF LEARNING INDICATORS IN CURRICULUM 2013 LESSON PLANS

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Learning indicators are markers of achieving basic competency (kd) which are marked by measurable changes in behavior which include attitudes, knowledge, and skills. This component of lesson plan is very important. It is due to the indicators help a teacher to improve learning outcomes or curriculum expectations because these indicators can help the teachers keep track of children's learning progress and eventually the accomplish the curriculum expectations. But in fact, there were mistakes in formulating of learning indicators, and one of the mistakes is in the use of operational verbs used in learning indicators. Teachers still often mistakenly use operational verbs which greatly affect the assessment process. For example, the use of operational verbs that are even below the level of operational verbs required by the basic competence and the use of operational verbs that are not in accordance with those determined by the government. This study aimed to analyze the use of operational verbs in learning indicators in teacher lesson plans. This is a qualitative study and it describes the detail analysis of the use of operational verbs in learning indicators were formulated by teachers in their lesson plans. The source of the data for this study were teachers lesson plans taken from three grades, that is from vii, viii, and ix grades. The data were analyzed by using the theory of learning indicators from experts and indicator development guidance by the ministry of national education.

Keywords: *Operational verbs, learning indicators, basic competency, lesson plans*



THE CORRELATION BETWEEN EFL COLLEGE STUDENTS' LEARNING MOTIVATION WITH THEIR LISTENING ANXIETY AT INTERMEDIATE LISTENING CLASSES

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Abstract

Learning motivation has essential rules in listening skill and comprehension because it can make students more independent to reach their study goal. This research deals with the correlation between learning motivation and listening anxiety experienced by EFL college students at English Department Universitas Negeri Padang (UNP). The purpose of this research is to examine the students' learning motivation and whether it is in correlation with their listening anxiety. This research involves the 2019 students (the second-year students) who are currently studying Intermediate Listening course. This study is conducted in correlational research. The random is sampling used in this research. The researcher collects data by using two instruments: learning motivation questionnaire and listening anxiety questionnaire. The result of the study showed that they had no correlation between listening motivation and listening anxiety ($r = -0.160$). The finding of this research revealed that the high listening motivation the students had do not close probability the low listening anxiety they had. It was also possible they had a high listening anxiety.

READABILITY OF ENGLISH READING TEXT IN TEXTBOOK AND HANDOUT OF GRADE ELEVENTH AT SMAN 1 PADANG SAGO

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Abstract

This study was carried out to find out the readability level of the reading texts in textbook and handout by using *cloze test* at the eleventh grade of SMAN 1 Padang Sago. The population of this study was 19 reading texts and 60 students. The writer took 19 reading texts and class eleventh consisting of 60 students. The method used in this study was *descriptive analysis* using quantitative data. The procedures were conducted by distributing the cloze test to the students, collecting data, correcting data, calculating data, analyzing data, interpreting data and the last was concluding the result of the study. The result showed that 18 texts got the average score above 50%. Those reading texts were included in the *Independent level*; it means that the students could understand them by their own and the texts were predicted to be quite easy. Furthermore, 1 text is below 50% that is categorized as instructional level. It means that the students could understand the texts but still needed the teacher's guidance, and the texts were predicted to be of appropriate difficulty as the correct score between 35%-50%. From the finding result, the writer got the average score of textbook reading texts is 68.04%; while the handout gets the score 87.64%. Thus, it could be concluded that readability level of reading texts in the textbook is lower than handout.

Key Word: *Textbook and handout, Reading Texts, and Readability Level*

STUDENTS' PERCEPTION ON ONLINE LEARNING MEDIA FOR LEARNING ENGLISH WRITING SKILL DURING COVID-19 PANDEMIC

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Abstract

Covid-19 had spread as a global pandemic in all over the world rapidly which has been declared by WHO. It influenced the aspects of human's life, including the education system. The Indonesian government through its Ministry of Education and Culture had to implement the policies to change the learning process from offline into the online learning from home. Online learning classroom is a choice for conducting the teaching and learning process during the pandemic. It forced the teachers and students to master the media of technology to support the implementation of online learning. This paper aims to find out and describe the students' perception on the online learning media for English learning writing skill during the e-learning process in Covid-19 pandemic. This research is quantitative design. The data are collected by questionnaires using a five-Likert scale as the instrument of the study. There are 30 students from the eleventh science class involved in this research chosen by using the simple random sampling technique. It explored the students' perception on using online learning media for learning writing skill which coming from their experience during Covid-19 pandemic. Based on the result, it can be showed that the majority of the students shared positive perception on online learning media during learning writing skill. The students feel that it can help them in practicing and improving their writing skill and can be interactive. In conclusion, the students appreciate well that online learning media help them in study writing skill in facing this situation.

Keywords: *perception, online learning media, writing skill, covid-19 pandemic*

FIGURATIVE LANGUAGE STYLISTICS IN *CINTA SEMANIS RACUN: 99 CERITA DARI 9 PENJURU DUNIA*

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Abstract

A collection of the world's best short stories of all time entitled *Cinta Semanis Racun: 99 Cerita dari 9 Penjuru Dunia* (2016) of Anton Kurnia's translation comes with a package full of interesting use of linguistic elements. This research focuses on Figurative Language Stylistics. In Figurative Language Stylistics, the author's style can be seen from the use of figurative language in the literary work. The analysis of figurative language stylistics in this research covers the choice of the figurative language, namely simile, metaphor, personification, and hyperbole, and the purpose of using the figurative language as employed by the author. This research belongs to the type of qualitative descriptive research. The steps taken by the researchers were collecting, selecting, and classifying language styles. The data in this study in the form of conversational and narrative sentence quotes containing language styles are analyzed to find the types and functions of the translator's language style. The findings of this study are the use of figurative language which becomes the linguistic habits for the translator is using similes, namely there are 229 lines of similes, and the rest 98 lines of personifications, 48 lines of metaphors, and 20 lines of hyperboles. There are four functions of those figurative language to give effects to the readers, i.e. giving imaginative pleasure, bringing additional imagery, increasing emotional intensity and saying much in brief compass.

Key words: *Figurative Language, Stylistics, Short Stories*

ENGLISH UNDERGRADUATE STUDENTS' EXPECTATION OF ONLINE LEARNING FOR ENGLISH SPEAKING SKILL

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Abstract

Due to the spreading of Covid-19, face-to-face learning has been changed to online learning. Online platforms and applications have been used to support English teaching and learning process like teaching English speaking skill. One of ways to make online learning successful is through knowing students' satisfaction. The students will satisfy when their expectation can be achieved such as in terms of instructor, course content, learning style, interaction, technology, resources, etc. The research only focus on the expectation in terms of instructor, interaction, teaching learning style and learning platform. Thus, this paper aims to find out students' expectation of online learning for English speaking skill. In this preliminary research, the participant were 30 students who were taking Oracy in Academic Context course chosen by using simple random sampling. The quantitative study is chosen as the research design. The questionnaire is used to collected the data and adapted from Paechter (2010) and Lemos (2012) and developed based on expectation and satisfaction theory from Bolliger and Martindale (2004). The formula proposed by Bungin (2006) was used to calculated the students' perception about expectation of online learning for speaking skill. Based on the analysis, the participant expect the lecturer can explain and give instruction clearly, two-ways interaction, the learning style can attract them to speak and the use of online platform can give them opportunity to develop and improve English speaking skill. Thus, most of participant have high expectation on instructor, interaction, teaching learning style and learning platform during online learning for English speaking skill.

Keywords : *students' expectation, online learning, English speaking skill*

AN ANALYSIS OF ESP SYLLABUS AT SMK NUSATAMA PADANG BASED ON NEEDS ANALYSIS RESULT

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Abstract

English for Specific Purposes (ESP) is related to the effort in fulfilling the needs of language learners who learn English for their specific disciplines or field where they will use the language. An appropriate ESP syllabus contains what the learners need to be learned for the use of English in their specific field. It is also important to make sure that the ESP syllabus meets the current needs of not only the learners but also the stakeholder of the field where the ESP learner will use their English skills. Thus, this research was aimed to analyze whether the ESP syllabus had met recent students' and stakeholders' needs or not and also to find out the teacher's perception toward the need analysis result. The data was taken from documents, need analysis questionnaires, and interviews report. Needs analysis was conducted and analyzed to collect the information about the needs of hospitality students and teachers, of SMK Nusatama Padang, and stakeholders. Based on the syllabus and need analysis result, it was found that more materials related to all of the language four skills need to be added to the current syllabus and also to be specified with hospitality major.

Keywords: *ESP, needs analysis, syllabus, hospitality*

HOW THE SOCIAL NETWORKING SERVICES HELP ADVANCING STUDENTS' KNOWLEDGE IN ENGLISH SLANGS

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Abstract

Social Networking Services (SNS) play a massive role in students' life. Social Networking Services (SNS) are used for entertainment, as a means to communicate to their peers, and also as a newfound source of information in frequently used slangs. This study was conducted with the aim of finding out how some Social Networking Services (SNS) help students in advancing their knowledge in English Slangs, which Social Networking Services (SNS) give the most information about English Slangs and how well their understanding of some commonly used English Slangs across several platforms. It is really important to know the use and the meaning of English slangs because the use of improper slangs can backfire its user in communication. The lack of mastery and understanding of English slangs can cause inaccurate information and ideas in conversation. Therefore, it is necessary to find out how far the students' understanding of English slangs. The sample of this study was the international class students of the English Department of Universitas Negeri Padang. The data was collected through questionnaires and interviews. The results of this study are that students gain more knowledge of English slangs through replies in comment sections of some SNS, hashtags that were circulating in some posts of SNS as well as specific lingos used in specific SNS. Youtube, Instagram, TikTok, and some online games were students' top choices as their sources of English slangs. Students were also able to identify most English Slangs provided during the data collection process.

Keywords: *Students Networking Services (SNS), English slangs*

GENDER DIFFERENCES IN SLIP OF THE TONGUE ON EFL UNIVERSITY STUDENTS

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Abstract

Slip of the tongue is one of the most commonly mistake that doing by EFL learners. Because in EFL context, there some obstacles that will face by EFL students, such as lack of vocabulary, feeling nervous in speaking, bad pronunciation and so on. This research, mainly explore the comparison between male and female of EFL students at Universitas Negeri Padang in the frequency of slip of the tongue and also to find out the influential factors that affecting the EFL students falling on slip of the tongue. This research is descriptive qualitative research that use psycholinguistic approach. In this preliminary stage research, 10 EFL learners were chosen, consist of 5 males and 5 females by using the proportional random sampling technique. The data in this study is obtain from recording of students' oral presentation. In analyzed the data the researcher uses some theories. Those theories were theory proposed by Fromkin (1973) about eight types of slip of the tongue, and Clark (1977) about the factors which influenced the slips of the tongue. According to Fromkin (1973), slip of the tongue were classified into eight types: anticipations, preservations, blends, mis derivations/shifts, exchanges, substitutions, additions, and deletions. Based on the result of data analysis, researcher found that, males students produce more slip of the tongue than female. Then, there are various factors that affect them falling on slip of the tongue.

Keywords: *Slip of the tongue, Gender differences, EFL university students*

COVID-19 VOCABULARY IN ENGLISH ARABIC INDONESIAN AS SOCIAL PRACTICES AND MULTIMEDIA

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Abstract

This paper studies language and creativity on the covid-19 term, social environment, social practices and multimedia that occurs in English, Arabic and Indonesian. *This study attempts to find answers to the following question: a) how the vocabulary forms related to covid-19 used by English, Arabic, and Indonesian in providing information about the disease? b) what is the lexical structure of synonym, borrowing, abbreviation, acronym in English, Arabic, and Indonesian?* This study is addressed to portray the emergence of new English, Arabic, Indonesian vocabularies related to COVID-19 by using Carter's theory. This study used multimedia or news-paper, text, graphics, animation, audio and video information from BBC, CNN online, others social media resources that show covid-19 vocabularies as the key standard procedure for collecting data. The criteria were adopted to analyze the data were orthographic, sound-change, phonological, morpheme contrast, creativity, language and social context. This research used descriptive qualitative. The source of the data was basic-word vocabulary. The data have gathered by conducting three dictionaries as sources to get information. The data were analyzed by using structural linguistics, especially phonology, morphology, and semantics. This investigation informed several aspects of findings such as identifying synonym, borrowing, abbreviation, and acronym. Using the multimedia from BBC, CNN online, the result of this study shows 150 vocabularies. Using the element of language, it has found that these vocabularies have classified into 102 words and 48 phrases to show covid-19 concept.

Keywords: *language, multimedia, social environment, social practice,*

INDONESIAN HIGH SCHOOL TEACHERS' APPROACHES IN TEACHING LITERATURE IN ENGLISH

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Abstrak

The purpose of this study is to discuss approaches used by Indonesian English teachers in teaching literary texts in high schools. This study was conducted during one of several community engagement sessions in which the writers acted as co-organizer and invited speakers. This activity is aimed at improving teachers' knowledge about literature subject, which includes poem, song and proverb and how to teach it. These texts are compulsory texts for students taking English as their minor. The inclusion of literature itself into the teaching of English in high school is mandated by the newly implemented curriculum dubbed as Curriculum 2013. The population of this study was 40 English teachers who are member of English Teacher Forum Chapter Agam Regency, West Sumatera, Indonesia. A total of 23 teachers responded to the questionnaire which was administered online. A questionnaire adapted from Hwang and Embi (2007) was employed to collect the data. The results show that teachers employ language-based approach, paraphrastic approach, information-based approach, personal-response approach, moral philosophical approach and stylistic-approach. It was also revealed that language-based approach was the most popular approach used by teachers, followed by moral-philosophical approach and information-based approach respectively. The least popular approaches were paraphrastic and stylistic approach.

Keywords: *English Teachers, approaches in teaching literature in English, Curriculum 2013*

LEARNING STRATEGIES DURING PANDEMIC ERA: THE CONCEPTUAL OF SECOND LANGUAGE ACQUISITION

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Abstract

Learning strategies encourage the pupils to select their own strategies in learning process. It is as controller for teacher and pupils in developing language skill and motivating language process. Learning strategies in second language is as action taking for pupils to make their language process run effectively. Strategies are used to determine the process of the pupils. In second language acquisition, learning strategies is commonly term that refers to do learning process successful. It can seem differently one pupil to others in selecting the strategies. Pupils who select the appropriate learning strategies can be success in target language rather than pupils who do not know their learning strategies. Nowadays, teacher role is necessary for pupils to select their learning strategies during pandemic era. Educational system has been changing into online learning totally. Therefore, the aim of this paper is described learning strategies during pandemic era. This paper is library research that finds any resources to identify, describe, and analyze the relevant information related to this paper. This paper helps the reader to conceive concept learning strategies, classification of learning strategies, and possible learning strategies in pandemic era. It was showed the learning strategies concept from any expert in which draws conclusion the whole conceptual of learning strategies, classification, and possible learning strategies in pandemic era.

Keywords: *learning strategies, pandemic era, and second language acquisition*

USING COMMUNICATIVE GAMES TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract

Speaking is very important for EFL students especially in Indonesia. Unfortunately, many students are still having problem with speaking skill. The students are not able to speak English in the classroom because they are lack of spoken English practice. It is likely caused by ineffective teaching. Asking students to memorize the dialog and practicing them in front of the class make them not able to communicate in English in real life situation. Communicative games is one technique that provides special features to improve speaking skill, namely: a. communicative competence that requires students to take part actively to speak with each other and involved them in real communication; b. equal chance, in which not only students with higher speaking skill, but also students with lower speaking skill can contribute in it, because usually only few students are active in the class and almost half the students stay quite; c. reducing anxiety, the condition that students are more confident to speak English because they do not feel that they are in the teaching and learning process and make a mistakes without having feeling of failure.

Keywords: *Communicative games, speaking skill*

THE USE OF YOUTUBE VIDEO TO ENHANCE STUDENTS' SPEAKING SKILL IN SENIOR HIGH SCHOOL

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Abstract

As one of the most popular social media, YouTube has a lot of benefit, especially for teaching English. It helps teachers to facilitate students in their learning activities. This research aims to find out the use of YouTube video in enhancing students' speaking skill in Senior High School. The design of this research was library research. In this research, the researcher analyzed the data by using some related articles written by the previous researchers to find out the use of YouTube video for students' speaking skill in Senior high school. Based on the analysis it was found that YouTube helped students to improve their speaking skill and increased their interest in studying English because students can use YouTube video everywhere not only in the classroom.

Keywords: *YouTube, Speaking Skill, Senior High School.*

THE IMPOLITENESS STRATEGIES OF NETIZENS' COMMENTS ON TRUMP AND JOKOWI'S TWEETS ABOUT COVID-19

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Abstract

The sophistication of technology makes all information in one click away. The easiness in sharing and exchanging any news creates a virtual world community with active netizens just like in the real world. Netizens communicate creatively through sending the latest statuses which other netizens give any comments on later. The various comments provoke further comments. Twitter is one of the social media that is widely used by various groups with some purposes, one of them is for giving information and education. Netizens' tweets have the important role in spreading the news globally. It can be seen from the existence of accounts of the Head of State and some related officials. The news of the Corona Virus towards the end of 2019 receives breathless attention from netizens. In a short amount of time, the news of Corona Virus pandemic become the trend topic on various social media. In this case, American and Indonesian netizens wait eagerly about Trump and Jokowi's tweets about COVID-19, with various comments that follow. This description formulates the problem in this study, it is about the strategies of impoliteness in netizens' comments on Trump and Jokowi's tweets about COVID-19. The results of this study are to enrich the learning materials of politeness and impoliteness in Pragmatic Class.

Keywords: *The Impoliteness Strategies, Pragmatics, Covid-19, Jokowi, and Trump.*

MOVIE, WRITING AND CHARACTER EDUCATION: A STUDY ON VIRTUAL FOREIGN LANGUAGE CLASSES

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Abstract

This paper is a one-shot case study which aims to reveal if the integration of anti-drug character education into foreign language writing classes by using short movie is effective to achieve both the learning and character education objectives. An online writing test and a four-Likert scale questionnaire with twenty close-ended questions were given to 32 English and 30 Japanese language college students in West Sumatra. The data of students' writing were analyzed quantitatively by using Wilcoxon Match Pair Test, while that of the questionnaire was analyzed by using Mann Whitney U Test. The results show that: (1) there is a significant improvement in word production number of both English (Asymp. Sign (2-tailed)=0.000) and Japanese language class (Asymp. Sign (2-tailed)=0.000); (2) there is a significant improvement in writing score of both English (Asymp. Sign (2-tailed)=0.000) and Japanese language class (Asymp. Sign (2-tailed)=0.025); and (3) the moral values sent by the movie are instilled in students (Asymp. Sign (2-tailed)=0.004). The findings may have pedagogical implications in adding an effective media reference to improve students' writing skill in foreign languages and to integrate character education into foreign language learning.

Keywords *integration, movie, foreign language writing, character education, anti-drug, virtual class*

USING SKYPE AS A TECHNOLOGY TOOL TO INCREASE STUDENTS' MOTIVATION IN SPEAKING AT VOCATIONAL HIGH SCHOOL IN RENGAT

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Abstract

The present research happens to investigate the impact of Skype in increasing the EFL learners' speaking skill at Vocational High School in Rengat. This research happens because there is no chance for students to use English for communication in a real environment, where in the environment people do not use English to communicate. This research is to draw the attention of the teachers about the advantage of Skype in increasing motivation to use the English language in speaking. The aim of this study is to come out with recommendations for students, teachers, and educationists in order to increase the processes of teaching and learning spoken English. In addition, it attempts to draw the attention toward learning speaking skills via modern technology. The instrument of this study was an observation as an experiment of teaching English speaking through Skype. The observation divide into pre-activity and post-activity was given to see the impact of using Skype to increase student motivation in speaking. After 6 weeks experiment a post-activity was given to the same students within the same activity as in their pre-activity. Data were analyzed by description. The findings of the study indicate that Skype has a great impact on students' motivation in speaking. It also suggests that the teacher who wishes to increase students' motivation speaking has to consider Skype toward the learning process. This research points out that skype has a great role in increasing students' motivation in speaking at Vocational High school in Rengat

Key words : *Speaking skill, Skype*



SECOND LANGUAGE ACQUISITION FOR CHILDREN

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Abstract

This article refers to the development of a second language for kids that shows language learning. The mechanism by which a person learns a foreign language is the second language learning mechanism. There are several variables that affect the learning of a second language for the growth of children. In addition to their own words, children benefit from the production of language learning and using meaning and semantics. Other factors, such as the skill of teachers and the speech of mothers, are also significant. First of all, this article describes the principles of output for language acquisition. This is accompanied by the developmental stages that stimulate children to give. Using meaning and semantics in the second part of this post. This experience is examined the children to begin using new vocabulary. Then, with spontaneous and composition, they begin to generate simple sentences, and cannot simply establish a grammar rule before words of action. The third element is the competence of teachers. Teachers are also required to teach structure and grammar, and should be able to establish core guidance for the learner. The fourth article is a speech for mothers. The parent often modifies their speech when taking to young children, part of the term. Children would certainly be helped when their parents talk well. But their learning success cannot be explained by any special parental grammar. So, in the classroom, the process of learning second language acquisition may be more successful.

ONLINE APPLICATIONS AND LEARNING STRATEGY ARE USED IN TEACHING WRITING A DESCRIPTIVE TEXT

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Abstract

Since COVID-19 outbreak, many studies have aimed to investigate how EFL learning takes place through online environment, including in teaching writing a descriptive text. In this paper, a series of EFL teacher's activities in some senior high schools in Bukittinggi are presented to investigate how they carry out online learning activities in teaching writing a descriptive text during Covid-19 pandemic. Teacher's learning activities were based on the use of online applications and learning strategy by inviting 10 teachers to participate in this study. The EFL teachers were asked personally by using semi-structured interview and five of them were interviewed by phone call. Coding qualitative was used and appropriate extracts were informed in study result. As results, the teachers used several online application platforms which can be categorized into three types including chat and message, content maker, and online learning provider. In relation to learning strategy in teaching writing descriptive text, most of the teachers used shared writing strategy and the rest of teachers enjoyed guided writing and cooperative learning strategy.

Keywords: *Online applications, learning strategy, writing, descriptive text.*

EVALUATION OF SYLLABUS OF ENGLISH FOR SPECIFIC PURPOSES BASED ON NEED ANALYSIS AT THE NURSING FACULTY OF UNIVERSITAS ANDALAS

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Abstract

A syllabus is an important document for teaching which it contains the outline of a course, including the topics, weekly schedule, assignments and tests. A syllabus serves as a communication media for both theories and practices that will be exposed during study to students. Therefore, it is crucial to evaluate a syllabus to meet the purposes. The subject of this study is the evaluation of ESP' syllabus of semester 1 for the nursing students and exploration the needs of the nursing students, professional nurses, and the teaching staff. The study is conducted based on need analysis. Need analysis is necessary to be conducted before designing the syllabus to obtain information related to the needs of the nursing students. This study is descriptive qualitative research. The data for this study are collected through documents, questionnaires, and interview. The result of the evaluation of ESP' syllabus for the nursing students reveals that the syllabus designed at the Nursing Faculty of UNAND still needs revision to meet the result of the need analysis.

Keywords: *Syllabus, ESP, Evaluation*

AN ANALYSIS OF TYPES AND FUNCTIONS OF PARALLELISM IN MATTHEW HENRY'S COMMENTARY ON THE WHOLE BIBLE

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Abstract

This paper aims at describing and analyzing the types and functions of parallelism used by Matthew Henry in his bible commentary. Lowth (1815) had defined parallelism as the correspondence of one verse or line with another. Thus, parallelism in this sense is not limited to the parallel form of grammatical construction but covers also the parallel sense or idea of an expression. Lowth had also classified the types of parallelism into synthetic, antithetic, and synonymous. In writing his bible commentary, Matthew Henry frequently made use of rhetorical devices and parallelism is one of them. The data of this study will be collected from the commentary of the Gospel of Matthew that has been translated into Indonesian. The researchers will identify all parallel forms in the commentary of the Gospel of Matthew and classify them based on their types and functions. Each type and function of parallelism will be analyzed in terms of its construction and/or its meaning.

Keywords: *Parallelism, Synthetic, Antithetic, Synonymous, Functions*

NEED ANALYSIS FOR DESIGNING AN ESP COURSE USING PADLET FOR MECHANICAL ENGINEERING STUDENTS

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Abstract

Some people understand a concept of teaching materials are in the form of textbooks. In fact, conceptually teaching materials are a set of tools or facilities that contain materials, methods and evaluation used by teachers or lecturers in learning. In this study, to construct a suitable material, the researcher had done a Needs analysis. Needs analysis is the fundamental aspect for lecturers of English for specific purposes (ESP) in identifying the primary information or needs of the learners and investigating shortcoming areas of students. In line with the statement, this research is a case study design that aimed to investigate the mechanical engineering students' needs in learning English through Padlet at the Faculty of Engineering in the academic year 2019-2020. The data in this study was gathered from researcher observation, questionnaire and semi-structured interview with students and two English lecturers at Mechanical Engineering major. The finding revealed that speaking and writing were mostly focused English Skills in Mechanical Engineering major and listening along with reading were secondary English skills needed than others. Finally, the result of this study assumed to help mechanical engineering students to easily access the learning materials by using Padlet.

Keywords: *Need analysis, ESP, course design, Padlet*

THE CHALLENGES EXPERIENCED BY PROFESSIONAL TEACHERS IN USING TEACHING AND LEARNING ON ONLINE PLATFORM

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Abstract

Indonesian professional teachers are demanded to master four basic competencies: spiritual, social, pedagogical, and professional competencies. Professional competency requires teachers to be able to apply information and communication technology (ICT) in both online and offline learning mode. Online learning has been increasingly conducted as the impact of Covid-19 pandemic. In some areas, the pandemic has forced teachers to use full online learning and to learn new online learning platforms that to many teachers are difficult to do. Further investigation is needed to know how the teachers use the platforms. The observed situation shows that the teachers are still lack of understanding in using some online platform. They also find some difficulties in integrating ICT in their teaching and learning. This article discusses teachers' challenges in using ICT, particularly online learning platforms.

Keywords: *learning challenges, professional teachers, online platform.*

LEARNING STRATEGIES: STUDENTS' STRATEGIES IN LANGUAGE LEARNING ENGLISH AS SECOND LANGUAGE

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Abstract

This paper focused on strategy of students in language learning English as second language. Learning English as second language is very important because nowadays, English has become an international language. Thus, the students should have the strategies to improve their skill in language learning English as second language. Strategy is a plan or action taken by the students to improve their learning. Strategies are important for language learning because they are tools for active, directed involvement which developing communicative competence. In general, the students as language learners describes the ability and understanding of language learning differently because each student has a different way in learning. Therefore, this paper interested to identify the strategies in language learning English as second language used by students. Based on some result of studies, there are many strategies that students used in language learning English. There are six types of language learning strategies, they are memorization, cognitive, compensation, metacognitive, affective and social strategies. In these types, it divided into two strategies. They are, direct strategies and indirect strategies. Direct strategies mean strategies involving mental process and directly influencing the target language. Direct strategies consist of memorization, cognitive and compensation strategies. Indirect strategies mean those supporting and managing language but not directly concerning the target language. Indirect strategies consist of metacognitive, affective and social strategies. The findings of this paper have significant implications for research on language learning strategies related to successful language learners and teacher planning to fulfill the needs of diverse learner in English language and enhance the field of language teaching.

Keywords: *Strategies, Language Learning, English as Second Language*

POST-METHOD PEDAGOGY: THE IMPLEMENTATION OF KUMARAVADIVELU'S MACRO-STRATEGIES FRAMEWORK BY TEACHER IN THE CLASSROOM

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Abstract

This paper tells about new insights of teacher by discussing conventional teaching methods and post-method pedagogy. Post-method pedagogy can be said as good alternative to the deficiencies experienced by the employment of conventional methods. It involves Kumaravadivelu's Macro-strategic framework drawn from "theoretical, empirical and experiential knowledge" (Kumaravadivelu, 2006). These frameworks provide teachers with important guiding principles on which to base their teaching in order to be aware of their teaching process and be able to justify it. Post-method pedagogy is crucial for teacher growth since it involves teachers constructing "classroom-oriented" theories of practice (Kumaravadivelu, 1994) and thus, values teachers' potentials by emphasizing their experiences as teachers, parents/caretakers and students (Prabhu, 1990), which are underestimated in the implementation of existing methods. Based on their knowledge of these methods and, more importantly their experiences and the frameworks, teachers can construct their own methods and thus, act as evaluators, observers, critical thinkers, theorizers and practitioners.

Keywords: *post-method pedagogy, Kumaravadivelu's macro-strategies, teacher in the classroom*

DEVELOPING INDUSTRY 4.0-BASED ENGLISH FOR HOSPITALITY BUSINESS LEARNING MODEL

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Abstract

The need of young professionals in Industry 4.0 becomes a demand to vocational education institution to raise their teaching and learning quality which is sufficient toward the global needs. Therefore, the development of English for Hospitality Business which is adequate to the eight competencies in Industry 4.0 is necessary to be conducted. This research was conducted to develop Industry 4.0-based English for hospitality business learning model for hospitality management students in a vocational college. This research applied the Design and Development research design, by implementing five phases, including 1) need identification, 2) objective creation, 3) product development, 4) expert judgment evaluation, and 5) content revision. As a result, a set of learning tools has been developed, including syllabus, lesson plan, and learning material. With the value of 4.6 from expert judgment, this learning model can be implemented in hospitality management program.

Keywords: *English for Hospitality Business, Industry 4.0, Learning model*



SUPPORTING STUDENTS' LEARNING THROUGH REMOTE FLIPPED CLASSROOM DURING THE COVID-19 PANDEMIC

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Abstract

COVID-19 pandemic has forced schools and universities, including the students and teachers, to conduct the teaching and learning processes from home through online classes. However, the efforts to improve the quality of online learning have focused primarily on the choice of technology platform for delivering the instructional contents and supporting students learning experiences. One proposed model is Remote Flipped Classroom (RFC). RFC is an alternative framework for conceptualizing, designing and researching the practice of the flipped classroom during this COVID-19 pandemic. In this model, the definition of flipped class is expanded and adapted to include the online learning environments. Through RFC in the online classes, we can support our students take center stage in preparing materials while teachers devote interaction time to providing structure, explanations in greater depth. At its core, the flipping means shifting the focus of the instruction from the teacher to the students. In this way, RFC moves from traditional teacher-created task to a more meaningful and a student-centered, tech-integrated learning.

Keywords: *COVID-19 pandemic, flipped classroom, online learning, remote teaching*



USING INFORMATION GAP ACTIVITIES TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract

Speaking is one of the aspects which is important to be learned for most people to have good communication. Teaching speaking skills to students especially at the high school level is challenging. Nevertheless, the teachers still need an appropriate technique to teach speaking. Teachers are required to assist students to apply the knowledge learned in the class to real-life situations. Unfortunately, many students are still having problems with their speaking skills. The students cannot speak English well in the learning process since they are lack of spoken English practice. They are usually very silent and passive. They hesitate to answer any questions or take the initiative in the speaking section. Having this in mind, teachers should create activities that will attract students' attention and motivate them. One of the speaking activities that provide communication competencies is Information Gap. It is often used in task-based language learning. In this activity, the student has different information and they need to obtain information from each other to finish a task. The information gap also enables students to actively collaborate with their classmates to achieve the activity's goal while the teacher facilitates the activity. The information gap can involve group, pair, or whole-class interaction which adds variety to a lesson. Also, students get to feel like an important person because everyone has task-essential information to share that expected to increase students' motivation in the learning process.

Keywords: *Information gap, speaking skill*

THE EFFECTIVENESS OF E-LEARNING THROUGH WHATSAPP ON TEACHING AND LEARNING ACTIVITIES OF UNIVERSITAS MEGAREZKY'S STUDENTS

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Abstract

This study aims to describe the effectiveness of using the Android-based learning model of activities and learning outcomes to encourage research in students; To know the description of Student Responses in Using WhatsApp in learning activities. The research design was used as a pre-test post-test group design with a sampling system using 50 random samplings. The instrument used a test instrument for descriptions of questions and non-tests in the form of a students' questionnaire. The results showed that the t-test of learning outcomes obtained by t-count = 4.7 greater than 1.7 supported by the N-gain value of the experimental class of 0.72 compared to the control class of 0.54 the average the value of the innovative type is better than the control class. The learning media based on android applications have a proportion of 60.19% on learning outcomes. The learning activities through WhatsApp has a positive response for students with a questionnaire result of 83.05%.

Keywords; *E-learning, learning activities and learning outcomes*

THE USABILITY OF LEARNING MANAGEMENT SYSTEM (LMS) AND STUDENTS' PERCEPTION IN ENGLISH LANGUAGE TEACHING AT SMKN 2 PADANG

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Abstract

Pandemic of Covid-19 has affected educational systems worldwide, leading to the closures of a big number of schools, universities and colleges. As located in red zone of pandemic criteria, SMKN 2 Padang has not been allowed to conduct face to face learning and teaching process since March 2020. Although, face to face learning and teaching process is not allowed, teaching and learning process must go on to full fill the curriculum demand. Because of that, school and teacher must find alternative ways. One of the tools which is chosen in order to conduct teaching and learning process is by creating a Learning Management System (LMS), named <https://elearning.smk2padang.sch.id>. The LMS is used by all subjects, include English. Level of usability of the LMS in teaching and learning English is measured by using USE questionnaire. This research is a descriptive type of research using survey method. The instrument used is a standardized questionnaire that has been developed by experts, namely the USE questionnaire. Using the USE questionnaire there are four aspects that can be used in measuring the usability level of the LMS, namely: usefulness, ease of use, ease of learning, and satisfaction. The secondary data, students' perception in learning language, gathered by using interview.

Keywords: *USE Questionnaire, Usability, LMS, Learning Language*

AN ANALYSIS OF LANGUAGE USE IN INTER-ETHNIC MARRIAGE (BATAK-MINANG) A STUDY OF ETHNOGRAPHIC STUDY AT MULYOREJO, PASAMAN BARAT

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Abstract

This research aims to examine the language use in inter-ethnic marriage couple with different ethnic and cultural backgrounds, language socialization patterns, and the influence of socialization patterns the language of the parents towards their children's language acquisition. This research is a research qualitative descriptive. To get the accurate, concrete, and suitable data, the researcher conducted interview with the informants (father, mother, children) and neighbor. This result of this research revealed that Batak language is the dominant language used because most of the people at Mulyorejo is batak. Bahasa Indonesia as the official language is used as a language connecting, while Minang is used only when the children talk with their families at home.

Key words: *Language use, Interethnic marriage, Batak, Minang*

THE POTENTIAL OF AUGMENTED REALITY FOR VOCATIONAL HIGH SCHOOL LEARNING DURING COVID 19 PANDEMIC

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Abstract

Practical training for student in vocational high school is primary important to preparing students into industrial working environment. Due to covid 19, the learning environment in Indonesia changes to distance learning and has an impact on practical learning. Augmented reality is a technology which able to combine reality and virtual into 3-dimensional form and projected in real time. Augmented reality can extend the integration of real-world and digital learning. This study aims to determine the potential of augmented reality for vocational high school learning during covid 19 pandemic. This is a literature review research using related previous research through the potential of augmented reality in the learning process. The result shows that augmented reality use as an alternative media for learning at all level of education. Augmented reality has various potentials issues as an interactive media to manipulate the practical learning object, increase motivation, learning outcomes and student participation in classroom learning. The potential brings some challenges by the student abilities and digital literacy for understanding complex information given by augmented reality. Augmented Reality has the potential to be applied in covid 19 pandemic with alternative solutions to solve the challenges.

Keywords: *augmented reality, potential, covid 19*

SEVEN CS COMMUNICATION SKILLS PROBLEMS IN WRITING BUSINESS LETTER OF ENGLISH MAJOR UNDERGRADUATE STUDENTS

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Abstract

This article examines the students' low ability and the degrees of their difficulties in writing business letters. The problems identified are based on the indicators of Seven C's communication skills. Students had low skills in writing opening, body, and closing paragraphs of business letters. Questionnaires and tests were the main instruments. There were 50 students from two classes from different Universities who followed the tests. The findings showed that a) completeness students had some lack of organization; re-reading required for clarification of ideas. A few of them provided the necessary information and answered the question asked. b) Conciseness, they had a little problem eliminating a wordy expression, c) Consideration, they had little or no attempt at connectivity, d). Concreteness, the students had a problem in emphasizing positive, pleasant facts. They sometimes had limited vocabulary, and frequent errors hinder the expression of ideas, e) Clarity, they had a few chose the imprecise, not-concrete, and familiar words. They had little or no attempt at connectivity, f). Courtesy, students had difficulties in using expressions that show respect. g). Correctness, they still kept having a big problem in using the right level of a language, checking the accuracy of figures, facts, and words, and maintaining acceptable writing mechanics. Simply, they made errors of grammar or word order very frequently; the reader often has to rely on their interpretation. The results of students' responses frequencies questionnaire showed that most of them really agreed that the Seven C's were very difficult to understand.

Keywords: *Seven C's Communication Skills, Writing Business Letter.*

INNOVATION AND METHOD WHICH USED IN TEACHING AND LEARNING PROCESS IN ENGLISH SUBJECT DURING THE PANDEMIC ERA

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Abstract

The current pandemic period greatly affects the learning and teaching process both in school and college. Although pandemic, the learning and teaching process should not stop. In this situation, many find that teachers find it difficult in the learning process in the COVID-19. Therefore, we as teachers need to innovate in the learning process. Learning innovation is considered critical to achieve learning goals by using active, effective, and efficient methods. The purpose of this research is to find out what innovations and methods teachers use in the learning process especially for English subjects. This research is descriptive qualitative. The subjects of the study were teachers and students at ICBS Junior High School. Samples of this study were taken randomly. The design is still in its early stages. The data will come from questionnaires as well as interviews and all documents used by teachers in their teaching learning process. Interviews will be used to investigate what innovations and methods teachers use in the learning process, while Questionnaires will be conducted to extract into more information about how students learn with innovations and methods performed by teachers. The results of this study to show what innovations and methods teachers use in the learning process during pandemics.

Keywords: *Innovation, Method, Pandemic Era*

WEEKLY QUIZ DURING ONLINE LEARNING IS NOT JUST AN ASSESSMENT

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Abstract

Online learning is inevitable in this pandemic. It is necessary to do creative ways by the lecturer so that the materials can be conveyed to the students and the learning objective can be achieved. It was found through initial interviews that there was anxiety faced by students not being able to understand the material properly through online learning as they were previously used to have face-to-face learning. The way that is used to assess student's understanding of the material is by conducting online quiz. The study aims to determine the effectiveness of giving weekly online quiz and focusses on the students' perspective. The method used includes observation, collecting data, analysis and data presentation. The data obtained from questioners by involving 50 students of IHDN Denpasar. The result shows that weekly online quiz give some positive impacts to the students, such as increasing their motivation to read the material given and finding additional material and also increasing student self-confidence. This shows that in addition to being effective as an assessment, weekly quiz also has a positive impact on online learning especially from student perspective.

Keywords: *Online learning quiz, positive impact of quiz, weekly quiz impact*

THE EFFECTIVENESS OF READING TO TELL THE STORY TO STUDENTS' READING COMPREHENSION BASED ON SPEAKING AND WRITING REPORTS REVIEWED FROM AUTONOMY LEVEL

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Abstract

This study aimed to investigate the effectiveness of Reading to Tell the Story Strategy to students' reading comprehension reviewed from students' autonomy level. This was a quasi-experiment research. The population of this study is the students of Intermediate Reading course academic year 2019/2020. Two classes selected to be the samples were the experimental class with an extra treatment called Reading to Tell the Story, and the control class with the conventional strategy only. The data were attained through a questionnaire to determine the level of students' autonomy, and a reading comprehension test in forms of spoken and written reports. The data were analyzed by using statistical formula. The results revealed three findings. First, reading comprehension of students taught by using Reading to tell the story strategy was higher than that of students taught by using conventional strategy. Second, reading comprehension of students with high autonomy level was higher than that of students with low autonomy level. Third, there was a significant interaction between the different reading strategies with students' autonomy level toward students' reading comprehension. Therefore, reading to tell the story strategy is suggested to use in Reading class in order to enhance students' ability to comprehend the text.

Keywords: *Reading Comprehension, Reading to Tell the Story, Learners' Autonomy*

THE CORRELATION BETWEEN EFL COLLEGE STUDENTS' SELF-EFICACY AND THEIR LISTENING ANXIETY AT INTERMEDIATE LISTENING CLASS

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Abstract

Self-efficacy is necessary for EFL student in controlling their own motivation, behavior, and social environments toward their language learning. Anxiety obstructs the student in improving their language skill in language learning. This research deals with the correlation between self-efficacy and listening anxiety experienced by EFL college students at English Department, Universitas Negeri Padang. The purpose of this research is to investigate the students' self-efficacy and whether it is in correlation with their listening anxiety. The population of the research is obtained from all of the 2019 students (the second-year students) who have already have taken Basic Listening course in their first year of study. This study is conducted in correlational research by using random sampling. The researcher collected data by using two instruments: listening self-efficacy questionnaire and listening anxiety questionnaire. The result of this study will show the correlation between EFL students' listening self-efficacy and their listening anxiety at Intermediate Listening class.

Key word: *self-efficacy, listening anxiety, inmediate listening*

BILINGUAL AND MULTILINGUAL EDUCATION : IMPACT OF BILINGUAL AND MULTILINGUAL ON STUDENT'S COGNITIVE DEVELOPMENT IN LEARNING

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Abstract

Bilingual education is closely related to mastery of a second language and multilingual or also known as plurilingual means being able to speak more than two languages. Mastery of language related to how students get new words, new meanings, linguistic structures, and accents. This nothing else has to do with the processes that occur in students' thinking and attitudes. In the 21st century the mastery and understanding of foreign languages, especially English as an international language, cannot be denied. Today in Indonesia, English as a foreign language is taught in even elementary schools in early childhood education (not in all schools). This article examines student learning, particularly in terms of cognitive psychology in studying a foreign language (English) as a second language. The method used in the research is a literature study and data collection methods were analyzed descriptively. It is very important to review that Primary school students' cognitive development is appropriate for language learning and learning many advantages of learning a foreign language as a bilingual in school. On the other hand, students who are bilingual have more benefits than students who only use one language in their daily activities and learning.

Keywords: *Bilingual, Multilingual, Cognitive Development,*

ENGLISH TEACHING AND LEARNING STRATEGY FOR YOUNG LEARNERS: WHAT SHOULD BE CONSIDERED?

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Abstract

Teaching and learning English for young learners is different from adult learners. Sometimes it becomes a challenge because young learners tend to easily lose focus and are very active in playing. Specific strategy is needed to motivate them to be interested in the learning process. The young learners are still biologically in the process of growth and development. A good learning process must pay attention and ensure that the teaching materials and strategies used are following the characteristics of the student's development process. This paper aims to describe what needs to be considered in the process of teaching and learning English for young learners. It discusses the theory of child development, and also some ideas that can be applied in teaching and learning English for young learners. Several theories from the experts which discuss the children's development such as the theory of cognitive development, social development, and discovery learning and scaffolding, those are very important to know and understand by education practitioners and authors of teaching material books. By understanding these theories, it is such good basic knowledge that can be used as a reference for preparing media and methods of teaching. The use of games, songs, and storytelling are widely suggested for teaching and learning English to young learners. What needs to be paid attention to and the reasons why these ideas are suggested are described in this paper. This paper is expected to add insight as a reference in designing activities and media according to the student's needs.

Keywords: *Teaching and Learning for Young Learners, Children Development*

AN ANALYSIS OF TEACHER'S TECHNIQUES IN TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS IN ENGLISH COURSES IN LUBUK BASUNG

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Abstract

The purpose of this research is to describe the techniques used by the teachers in teaching English vocabulary to young learners. Type of this research was a descriptive research. The participant of this research were 6 English teachers who taught at 3rd grade to 6th grade of Elementary School and 13 students of Elementary School level in 3 English courses in Lubuk Basung. The research data was collected through observation and interview. Observation and interviews were conducted to each teacher and interviews were also carried out to some of the students selected by purposive sampling. Then, the data were analyzed by using a qualitative approach. The findings of this research showed that the English teacher used eleven techniques in teaching vocabulary. There are *show actual objects, using demonstrations, showing pictures, drawing, associated vocabulary, translation, role play, reading the word, using dictionary, contrast, eliciting, Mime-Expression and Gesture*. The teacher uses those techniques to improve student's vocabulary. The teacher can give the material clearly to the student by using those techniques. Some students are motivated in learning vocabulary because of their own willingness, such as review the lessons and memorize the vocabulary.

Keywords: *Techniques, Teaching Vocabulary, Young Learners, English Course*

DIGITAL LITERATURE IN FOREIGN LANGUAGE READING: STUDENTS' PERCEPTION OF E-READER SOURCES FOR EXTENSIVE READING

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Abstract

The world of English Language Teaching is continually changing as the needs of its learners demand more accessible practices. This phenomenon is also depicted from where English learning sources are referred from. Following this issue, digital learning sources are concerned as part of the changing in which digital literature is used to support learners to extend their reading materials. Practically, English language teachers can now utilize web-based sources to facilitate students' needs in learning English. This investigation is aimed to inform how the English Education Department students see e-readers used in their Extensive Reading class as the reading materials. The digital form of questionnaires framed by the levels of readers and their availability filled by 31 students were analyzed. Results suggested that students see digital literature sources as an appropriate tool to extend their reading materials. The ease to find and choose reading materials that meet their reading level is in line with the two principles of Extensive Reading, namely the reading material is easy and a variety of reading material on a wide range of topics is available. In general, these results are expected to inform current English Language Teaching practices related to the utilization of digital sources and function as an example of putting digital literature to extend students' reading materials.

Keywords: *digital literature, e-readers, Extensive Reading*

THE ROLE OF METACOGNITIVE STRATEGY IN LEARNING ENGLISH

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Abstract

The world changes into the massive use of technology advance. Learning English language is a kind of adaptation to face this digital era. Learning a second or foreign language need a strategy. It will help students to acquire and use the language more effectively. Many students spend more time to obtain the language, but a good learner who uses the learning strategy can achieve the language easily than who does not. Learning strategy is mainly important to assist students passing their areas of weakness and improving their areas of competence. It provides learners not only to control their thoughts but also their actions more productively. This paper aims to get review of learning strategies use in learning process. There are many strategies can be applied, one of them is metacognitive strategy. This study proposes some important issues dealing with metacognite strategy. Metacognitive strategy makes learners aware of the learning style and helps them use the strategy to activate, observe, and evaluate the learning.

Keywords: *Learning strategy, metacognitive strategy*

AN ANALYSIS OF LEARNERS' STRATEGIES IN EFL LEARNING DURING THE COVID-19 PANDEMIC

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Abstract

The switchover from conventional learning to online learning brings out new challenges for the EFL learners, such as understanding the materials, interacting with teachers, classmates, learning materials and devices, and connecting to the Internet. In addition, they are required to hold four competencies in the 21st century: 1) communication, 2) collaboration, 3) critical thinking and problem solving, and 4) creative and innovative. These affect the choice of approaches, actions, or techniques used by the learners to learn EFL. There have been many research analyzing learning strategies, nevertheless there are few of them researching about learning strategies during the pandemic. Therefore, this study aims at analyzing learning strategies used by the learners in order to cope with their difficulties. This research employed a descriptive method. The population of this research was all students of a senior high school in Batam; there were 45 second graders involved as the sample taken by using purposive sampling technique. The data were collected through online interview via WhatsApp. The data were analyzed qualitatively. The findings revealed that the learners use various learning strategies. Based on their gender, female students tend to use systematic learning strategies, while male students use the very basic ones. In addition, based on their achievement in class, students with good grades use more strategies than those with bad grades. The significance of knowing learners' strategies is that the teachers are able to conceive the students' interests and needs, so that the teachers can implement appropriate teaching strategies in class, and learning objectives can be achieved effectively and efficiently, leading to the best learning outcomes.

Keywords: *learning strategies, online learning, during the pandemic, EFL, the 21st century learning*

LANGUAGE AND SOCIAL MEDIA: HOW SOCIAL MEDIA IS CHANGING LANGUAGE ENGLISH STUDIES IN SOCIAL MEDIA

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Abstract

Social media users have grown rapidly in this era (4.0). There are many word, phrase, and contraction word appeared on social media so that, it impacts the language in digital communication. This paper aim to find out how relation between language and social media. This paper also focuses on English as second language and Indonesia as mother tongue in social media communication. The paper is use quantitative as methodology and the data will collect by using observation and survey as the instrument. The result of this study will show the relation between social media and language, then point out how language developed and how it is use in methodology and the research findings, finally, this research can be valid and factual point of view and become a reference English studies for future researchers.

keywords: *Change, Language, Social Media*

THE USE OF WHATSAPP MESSAGING AS MOBILE LEARNING IN DEVELOPING STUDENT'S WRITING SKILLS

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Abstract

WhatsApp messaging offers four types of messages that have the potential of reinforcing the class material and given positively influence student's learning. It also helps a teacher to improve student's reading, listening, speaking, and writing skills. Besides that, the use of WhatsApp still gives a negative impact on students learning processes, such as teachers cannot fully manage students' focus on learning. The teacher does not know the student's problems in writing directly, they still have a low quality of writing skill, the students were not motivated in writing activities. This study's purpose was to show the use of WhatsApp messaging as mobile learning more effective in developing students' writing skills. This study is a descriptive qualitative study. The data was get from articles and journals related to Using WhatsApp for learning. The result of this study shows WhatsApp can help the students to develop writing skills, enrich the performance grammatically and lexically. It allows students to learn from other friends writing. Through WhatsApp chatting was provide the students to practice English writing freely as communication. This study concluded that WhatsApp as mobile learning provides the students with opportunities for practicing language especially written communication.

Keywords: *WhatsApp Messaging, Mobile Learning.*

TEACHING METHODS: SELECTING THE MOST APPROPRIATE TEACHING METHODS FOR E-LEARNING

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Abstract

E-learning has changed the English teaching and learning scene during the infamous Covid-19 outbreak. English teachers in various learner stages have been forced to think and choose effective methods of teaching English without making the learning process less successful than conventional face-to face learning. This article examines the most effective and appropriate methods used by English language teachers in E-learning. This research is a descriptive analysis research and the data collection will be done through the internet and literature studies. The appropriate methods estimated to be completely different from conventional learning because the entire learning process is replaced by E-learning and there should be differences in the learning process that will affect the methods of teaching and learning English.

Keywords: *teaching methods, E-learning*



LEARNING STRATEGIES: THE EFFECTIVENESS OF COOPERATIVE LEARNING FOR LEARNERS IN ENGLISH LANGUAGE TEACHING

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Abstract

Strategies become important for language learning to achieve good goals and outcomes. The strategies can be used for both teacher and students. This study aimed to describe and explain how is the effectiveness of cooperative learning as learning strategy and how it gives benefits or advantages. By implementing this strategy, the learners can improve their understanding, academic skill, social skill, better learning outcomes, and enhance their own learning. Teachers conduct this cooperative learning that require students to work independently or in groups. Even the students work in group, this strategy helps them to be independent learners. Good and appropriate learning strategies give good impact. The useful discussions is outlined in the later part.

Keywords: *Strategies, cooperative, language, learning, outcomes.*

WE DO NEED METHOD: IDEAS OF TEACHING IN REVOLUTION ERA 4.0

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Abstract

Nowadays is the revolution era 4.0. It means, the basic of this era is digitalization. The development of technology in this day and age demands all areas in life to be able to integrate with the internet, no exception in the field of education that is able to help teachers in teaching and learning process. As a teacher, the role of professional teachers in the learning is vital as students' key to successful learning and creating qualified graduates. Professional teachers are competent teachers in developing and building good and effective learning process to be able to create students and qualified education. Because the generation in the era of industrial revolution 4.0, requires a commitment of policymakers to provide supportive facility and infrastructure to compete in the 4.0 era due to this era demands human resource which has 4C, creative thinking, collaboration, communication, and creativity. The aim of this research is to explain the ideas of teaching in era of revolution 4.0. The method of research used is the study of literature. Data collection is carried out by conducting a study of journals that have to do with the ideas of teaching in revolution era 4.0. The results of this study are in the form of a description related to development that can be done by teacher to develop teacher's method, skills needed to improve their professionalism and also support learning system that can be used by teacher to support their teaching and learning in the era of the revolution 4.0.

Keywords: *Revolution of Era 4.0, Ideas of Teaching*

STUDENTS' LANGUAGE LEARNING STRATEGIES IN IMPROVING SPEAKING SKILLS DURING ONLINE CLASS

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Abstract.

This is a preliminary descriptive case study aiming to investigate the language learning strategies used by the students during online learning in the Covid-19 outbreak. Questionnaires with three open-ended questions representing formal and informal learning setting were distributed to nine students who are currently enrolled in online learning. The results were then analyzed using the classification of Language Learning Strategies by O'Malley & Chamot's. As a result, students are well aware of the importance of having learning strategies during the online classes since it is their first time being enrolled in. Secondly, in formal setting, students tend to use cognitive and metacognitive strategy whereas in informal setting, socio/affective strategy is mostly applied.

Keywords: *language learning strategies, speaking, online learning*

TEACHER CHALLENGE AND TECH ISSUES IN ONLINE SCHOOLS

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Abstract

Due to Covid 19, the change towards online schooling become difficult especially for teachers with network issues or lack tablets/laptops, or other devices to support online learning. Despite the challenges presented, online learning continues at least to a certain extent. This study explored and analyzed the phenomenon of online schools during Covid 19 pandemic. Using qualitative exploratory method with an inductive approach, teachers challenge and tech issues in online schooling were explored. The research dimension concerns to the use of zoom applications to support the online learning process. Therefore, this study does not intend to test a hypothesis, but only describes and analyzed the data so that it can find phenomena and trends, as well as the possibility of various challenges that the teacher has experienced using this application. The data obtained from six respondents consisting of teachers, parents, and students from one school who had implemented online learning every day using the zoom meeting application. To maintain the confidentiality of the respondent's identity, the researchers gave the names of the respondents R1, R2, R3, R4, R5 and R6. Structured interviews were conducted with questions that were compiled and linked and developed with related literature. The results of the study indicated that the challenges faced by teachers during this pandemic are the unpreparedness of the teacher's technology education, students' unproductive learning and boredom during online learning.

Keywords: *teacher challenge, tech issues, online school*



LITERATURE AND ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract

Can be seen more closely, literature and language have an interrelated relationship. It can be proven that all aspects of literature require language. Besides being an effective stimulus for students, literature also provides many new languages. Therefore, literature can be a potential source of motivation for learning. Literature can also provide opportunities for students to be able to practice skills such as listening, reading, writing and speaking. Furthermore, it gives students the opportunity to strengthen language skills as it often enables oral discussions and exchange of opinions.

Keywords : *Literature, Language, and Learning*

THE IMPLEMENTATION OF INDIRECT STRATEGIES THROUGH ONLINE LEARNING ON EFL STUDENTS

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Abstract

The pandemic of COVID-19 outbreak had spread rapidly everywhere the globe, impacting on the education system. The scholars had to check reception. Teachers were to use online class in conducting the teaching and learning process. One of the varsity is used by the teacher is strategies. In this study, we focus on indirect strategies that foreign language student employs online learning in the google classroom flatform. Whilst video-recording and participant observations were used to collect data from the lessons, focus groups were adopted to recall the perceptions of teacher. The results showed that indirect teaching strategies (i.e., asking questions, showing signs of autonomy by monitoring the pace at which they completed tasks and actively engaging in the search for solutions to tasks) implemented by the teacher promoted a supportive and challenging learning environment which, in turn, encouraged teacher to be more actively involved in the lessons. In conclusion, this study reinforces the value of indirect teaching strategies to stimulate an active learning environment.

Keywords: *Indirect Strategies, Online Learning, Learning Strategies.*

EFL UNIVERSITY STUDENTS' ERRORS IN CONSTRUCTING COMPLEX SENTENCES IN ACADEMIC WRITING

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Abstract

An academic writing becomes a big challenge for EFL students since they are required to produce their S1 thesis as one of the fulfillments to graduate from their study. In this academic writing, using different types of sentences as one of its characteristics is often found difficult for the students to construct, especially in constructing complex sentences related to the dependent clauses: *noun clauses, adjectives clauses, and adverb clauses*. The difficulties can be seen from the errors produced in the complex sentences used in the academic writing. This paper aims to find out the English Language and Literature Department students' errors in constructing complex sentences in academic writing at Universitas Negeri Padang. This is a descriptive study, and it describes the detail analysis of the students' errors in constructing complex sentences in academic writing. The final projects of the English language and Literature Department students in Academic Writing Course taken from four classes were used as the source of the data of this study. In this preliminary stage study, 16 academic writings of the students were chosen by using the proportional random sampling technique. The data were analyzed by using the theory of error classification proposed by Dulay, Burt, and Krashen (1982). The errors were classified into four categories: *omission, addition, malformation, and disordering*. Based on the errors found, it can be interpreted that the English Language and Literature Department students who have taken Academic Writing Course at Universitas Negeri Padang still have lack of competence in constructing complex sentences.

Keywords: *EFL university students' errors, complex sentences, academic writing*

GENDER INEQUALITY IN GRETA GERWIG'S *LITTLE WOMEN* MOVIE SCRIPT THROUGH LIBERAL FEMINISM

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Abstract

This paper describes the gender inequality in Greta Gerwig's *Little Women* movie script through liberal feminism. *Little women* is a romance drama film that is directed and written by Greta Gerwig. *Little women* is the adaptation of a novel that was written by Louisa May Alcott in 1868. The researcher uses a study of feminism to analyze *Little Women* movie script written by Greta Gerwig. This research is in the area of literature that focuses on Gender Studies, thus the appropriate approach to analyze this research is the feminist literary criticism approach. This research focuses on gender inequality in *Little Women* movie script that seen through liberal feminism. The title of my research is "Gender Inequality in Greta Gerwig's *Little Women* Movie Script Through Liberal Feminism". This paper aims to identify two objectives. The first objective of this study is to analyze the feminism treatment that the women in the March's family get. The second objective of this study is to analyze their effort to fight for the feminism that they receive from the society in the *Little Women* movie's script by Greta Gerwig. By doing this research, the writer hopes that it will be useful for understanding more about feminism theory. This research is expected to have temporary results that are critical. And hopefully bring the awareness of gender inequality in the society.

Keywords- *Feminism, Liberal Feminism, Gender inequality*

INNOVATING IN COVID-19: BOOSTING STUDENTS' ENGAGEMENT THROUGH AN ONLINE FLIPPED VIRTUAL CLASS ON FACEBOOK

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Abstract

Amidst the global pandemic of Covid-19, the shift towards online learning has become inevitable for students especially for those who will sit for the Baccalaureate exam - secondary school graduation exam. Consequently, an outset of using social media, like Facebook, in an educational context was witnessed by students and teachers alike. For this reason, a mixed method was used to conduct web-designed research to develop an online flipped virtual classroom that can enhance secondary school students' engagement and provide them with the adequate assistance needed to prepare for this crucial exam. The web-driven solution was refined in every iteration through the continuous feedback of 52 students from 8 different provinces in Algeria. 25 secondary school teachers were invited to the Facebook group to share their perspective along with secondary school students on the final outcome of this web-enhanced online method of teaching through a self-reported questionnaire. The findings report positive feedback on the e-method all the while stressing the significance of the two main ways of communication in the online group, namely asynchronous modes of communication and the influence of the colloquial Algerian Arabic on the explanations provided by the e-instructor. However, limited internet access and lack of essential e-skills hindered, to some extent, student's learning process.

Keywords: *engagement, Facebook, flipped learning, online education.*

THE IMPLEMENTATION OF PROBLEM BASED LEARNING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY AT GRADE ELEVENTH OF ISLAMIC SENIOR HIGH SCHOOL MUARA LABUH

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Abstract

The students at Class XI of Islamic Senior High School Muara Labuh had many obstacles in speaking English that not made them encourage speaking English at class, so that they felt shy and lazy to speak because they had limited vocabulary, grammar and pronunciation. All of these problems were caused from themselves and using the technique which was not appropriate for material or students, so it made the students fail in learning speaking English. For solving these problems in this research, the researcher offered Problem Based Learning technique. The objective of this research was to investigate the significance improvement of Problem Based Learning technique on the students' speaking ability as presupposed by Hughes (1996: 111-112) and to determine students' responses on the use Problem Based Learning technique. This research was quasi experimental research. The design was *The Posttest Only Control Group Design*. The population of Class XI consisted of 82 students. The researcher used Cluster Random Sampling for getting the sample class, thus, there were two classes as sample. The students consisted of 28 students as experimental class and 26 students as control class. Total numbers of sample were 54 students. In collecting the data, researcher used oral test in speaking and students' responses in form of questionnaire. The result of this research showed the mean score of experimental class (66) was higher than mean scores of control class (54). Therefore, t-calculated (6.05) was bigger than t-table (1.671). It meant that the hypothesis was accepted. Beside that the researcher also used questionnaire to know students' respond in using the technique. Based on the result of questionnaire, the researcher found that most of students give good responses. Based on the research findings, it can be concluded that teaching speaking by using Problem Based Learning improved students' speaking at Class XI of Islamic Senior High School Muara Labuh. It is recommended: first, the English teacher should consider the use of Problem Based Learning as a technique in teaching speaking for getting significant improvement students' speaking skill. For other researcher, it is suggested to carry out further studies about Problem Based Learning and the other technique in developing students' speaking ability since this study concern about the application of Problem Based Learning in improving students' speaking ability and students' respond about this technique.

Keywords: *Speaking, Problem Based Learning, speaking ability*



STUDENTS' STRATEGIES IN READING ONLINE AUTHENTIC MATERIALS

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Abstract

Reading online authentic materials for first-year EFL students is not a piece of cake. They need to employ reading strategies they were learning in reading the authentic texts. The present study describes the implementation of reading strategies that are used by EFL freshmen in Reading Comprehension course. The type of this study is descriptive study and the participants were 22 students who were having Reading Comprehension class. The data were collected through interview and questionnaire. The result of this study showed that the students use four main strategies, which are: 1) Previewing, 2) Skimming, 3) Scanning, and 4) guessing word meaning. The result of the study also revealed that scanning is the most common reading strategy used by the first-year EFL students in reading online authentic materials.

Keywords: *Reading, Reading Strategies, Authentic Materials*

COVID-19 THEME ADOBE FLASH-BASED GAME FOR CHILDREN: LEARNING ENGLISH AND RAISING AWARENESS

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Abstract

The pandemic nowadays has forced everyone to be aware of health protocols to slow down or even cut the spread of the Covid-19. Various forms of media are proposed to campaign the protocols and make people aware of the important things to do during this outbreak. This campaign is also aimed to children since they are most likely unaware of the health protocols. One of media used to teach children about the health protocols is game. In this research, the Adobe Flash Game with Covid-19 theme is applied to teach children things related to the virus. The game is developed to a drag-and-drop game completed with sound instruments and audio to give example of word pronunciation so children can imitate how to pronounce the word. In “what to do” menu, then children will get some explanation related to what they have to do during the outbreak. “What to Use” menu shows what children must use or wear to protect themselves from the spread of the virus in this outbreak. “When to Go to Hospital” teaches children to be aware of their own body condition so they can be diagnosed early by going to hospital. Then, a questionnaire was distributed to get perspectives from parents about this game. The results showed that children were enthusiastic in playing this game. They can imitate the pronunciation given by the audio from the game and later on they can match the word with the picture correctly. After being familiar with the game, they can mention the health protocols or personal protective equipment even without the game, for example with gesture from parents. By using this game, children can choose whenever or wherever they want to learn.

KABA BURUAK BAHAMBAUAN FROM SPOKEN TO WRITTEN: MINANGKABAU LANGUAGE TRANSFORMATION IN COVID-19 PANDEMIC PERIOD

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Abstract

The covid-19 pandemic has changed the traditions of the Minangnese people in dealing with disasters in West Sumatera. The Minangnese people are accustomed to convey the bad news through the *kaba buruak bahambauan* philosophy. If there are society members who suffer from illness, lack of food, or accidents, they will inform verbally. However, with the existence of a rule established by the government that everyone must be at home and maintain their distance, the habit of mutual cooperation has changed. The media of delivery *kaba buruak bahambauan* changed from spoken to written. Thus, the value of mutual cooperation between communities has not changed even though the Covid-19 pandemic has occurred. This case is manifested by the Minangnese community in the form of language through social media, such as Instagram, Facebook, WhatsApp, and Twitter. This research describes (1) the utterances of Minangnese society in *kaba buruak bahambauan*, (2) the meaning of those utterances, and (3) the effect of those utterance use. There are three stages in this research, (1) collecting the data stage, uses observation method with tapping and note-taking technique; (2) analyzing the data stage, uses intralingual identity method with basic technique of determinant element and advanced technique of differentiation; (3) the presentation of the result of data analysis uses informal method by using the sentences. The results of research show that (1) the utterances produced by Minangnese society in conveying *kaba buruak bahambauan* are *Donasi Pangan: Memberi untuk Nagari Sumatera Barat; Sembako untuk Dhuafa di Sumatera Barat, Terdampak Kasus Korona; Sumbar Peduli; Program Sedekah Pangan; Program Peduli Nagari Sumbar; Sebungkus Nasi Seteguk Air; Gerakan 1000 Sembako; Donasi sampah: Sedikit Sampah Bermanfaat untuk Kehidupan Mereka; Berbagi di Tengah Pandemi; Peduli Sahabat Online Roda Dua; and Ayo, ambil saham kebaikan! Saatnya bantu sesama!* (2) the utterances of society are included into perlocution speech act which do not only utter something but also make people believe and insist on something. (3) The use of these utterances have impacts on the preservation of noble values in society, that is mutual cooperation in *kaba buruak bahambauan* philosophy which undergo transformation from spoken to written form.

Keywords: *covid-19, language, minangnese, social media, transformation*

EAL LEARNER IDENTITY RESEARCH THROUGH FICTIONAL NARRATIVE: CASES IN INDONESIA TESOL

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Abstract

This is a report on developing methodology for arts-based research (ABR) in the educational field of teaching English to speakers of other languages (TESOL). Creative writing production of students of English as an additional language (EAL) serves as data. Analyzing and interpreting themes generates understanding of particular, contextualized learner identity: the aim of the project. I ran three exploratory pilots. In Pilot Zero, I coded Indonesian high school EAL student poetry for identity themes, serving as proof of concept. Pilot 1 prompted intermediate-level learners to use Zoltán Dörnyei's L2 self-guides to metaphorize identity issues into stories. Pilot 2 had advanced participants retell Indonesian folklore anew, reflect on its meaning, and the fact of being English speakers in a global world. I find the social-constructivist model, with void subjects positioning themselves in sutured fields—and—an essentialist model of identity, i.e., integralist silos founded on magical singularities, underlie learner identities in crisis, stabilized by the traditionalist ought-to self, while an ideal self positionally relocalizes its future given the cosmopolitan learning experience. English language teachers will find interesting the discussion of ABR methodology, theory of identity, L2 motivation, story, and the surprising place of magic and tradition in this particular learning context.

Keywords: *ABR, creative writing, Dörnyei, L2 identity, TESOL*

LECTURERS' PERCEPTION ON ENGLISH ABILITY TOWARD THE LECTURERS' PROFESSIONALISM

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Abstract

Lecturers need English to develop their professionalism. English can be a bridge in helping their professional carrier. In this situation, lecturers should have a good English ability to reach their target. The design of this research was descriptive. The aims of this research were to describe the lecturers' perception on English ability toward their professionalism and the reasons of that perception. The data were taken from the lecturers in Padang and analyzed based on some experts. Instruments of this research were questionnaire, interview, and recording. The results showed that the lecturers' perception towards their professionalism were 35.7% stated strongly agree, 45.9% stated agree, 9.6% stated neutral, 6.6% stated disagree and 2.2% stated very disagree. The results from the interview showed that good English abilities made easier in getting lecturers' certification, getting information, continuing their study, and getting scholarship.

Keywords: Perception, English Ability, Professionalism

INTRODUCTION: INTERLANGUAGE AND THE NATURE OF FOSSILIZATION

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Abstract

Since it was introduced, the term of fossilization has been interpreted differently. Historical research on fossilization has largely been descriptive, the construct itself has nevertheless remained controversial to the present days. Yet, interlanguage fossilization is an inevitable phenomenon. It is often latent and occurs unconsciously in the interlanguage. Interlanguage fossilization happens when a second language learners keep taking the rules from their native language and incorrectly applying it to the target language that they are learning. Next, there are some classification of fossilization that will be discussed in this paper, those are individual fossilization, group fossilization, global fossilization that affects the entire interlanguage, Local fossilization which affect only the particular language feature, temporary fossilization, and permanent fossilization. Other than that, many hypotheses were suggested to explain the reasons for fossilization. By referring to some studies, the most noticeable reason is first language (L1) interference. Other reasons were also found like loss sensitivity of grammatical input, socio-affective variables, internal factors (the age of the foreign language learner, purpose of the foreign language learners, mentality of the foreign language learner, learning method of the foreign language learner), and external factors (the influence of target language culture on the foreign language learner, communicative feedback on the foreign language learner, teachers on the foreign language learner). This paper is conducted through library research. The main purpose of this paper is to introduce and discuss the concepts of fossilization in interlanguage, classification of fossilization, and caused of fossilization.

Keywords: *Fossilization, Interlanguage*

AN ANALYSIS OF ARGUMENT OF STUDENTS' ARGUMENTATIVE ESSAY BY USING TOULMIN MODEL

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Abstract

Argumentative essay is one kind of essay which has the purpose to convince the readers to agree with the writer's opinion explained in the text. This research aims to analyze argument of students' argumentative essay by using Toulmin model. Based on this model every argument is composed of four elements, namely claim, data, counterargument, and rebuttal. The data were taken from the argumentative essay written by the fifth semester students in undergraduate program of English Education Department at UMTS Padangsidimpuan. The argument elements of students' argumentative essay were analyzed and the quality of argumentation was assessed based on the model that proposed by Toulmin. Based on the analysis result, it was found that claim and data are the most common argument elements that used by students in their argumentative writing. The average students' argumentative essay had at least one claim that supported by three pieces of data. The result of the data also showed that the quality of argumentation written by students were fallen under level 2 in which the argumentation has arguments consisting of a claim versus a claim with either data, counterargument but do not contain any rebuttals.

Key Words: *Argument, argumentation, argumentative essay, Toulmin model*

TEACHING SPEAKING THROUGH STORYTELLING

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Abstract

The main purpose of the research is to explore the students' speaking skill through storytelling. The research is conducted to find out the effect of using storytelling to the students speaking skill. The method used in this was quasi-experimental research in which the participants were students of SMP Negeri 2 Kerinci. The students were divided into two groups (experimental class and control class). The instrument used was tests (pre-test and post-test) which were given before and after treatment. Experimental group was taught by using storytelling technique otherwise control group was taught by using traditional method. The result of the study shows that $t\text{-obtain} > t\text{-table}$ that is $17,24 > 1,68$, so H_0 is rejected. In other words, the students who were taught using storytelling technique achieved a better ability in speaking English than the students who were taught using traditional method. It indicates that there is a significant difference in the experimental group compared to the control group. Thus, it can be concluded that there was a significant effect of using storytelling in students' speaking skills.

Keywrds: teaching, speaking, storytelling

THE TEACHERS' CREATIVITY IN IMPLEMENTING OF 2013 CURRICULUM THROUGH DISCOVERY LEARNING MODEL IN ENGLISH SUBJECT AT SMP NEGERI 3 BANTAN

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Abstract

The background of this research is that the teacher as a professional educator is not enough to only master the knowledge that supports it, it is also agreed to be demanded to understand the students. Because teachers are needed who are inspiring, creative, able to educate, provide good attitude, and can understand the mentality of students. The problems about this research are teachers' creativity through discovery learning model and implementation of 2013 curriculum in SMP Negeri 3 Bantan. This research method is descriptive quantitative. Quantitative data were obtained at 72,59%. This value is qualitatively based on the creativity of teachers in implementing the 2013 curriculum through the learning model of discovery in English subjects in SMP Negeri 3 Bantan which is categorized as sufficient, this is related to that number in the range of grades of 56% - 75% according to the standards used in this study. The implementation of the 2013 curriculum at SMP Negeri 3 Bantan has begun from the 2016/2017 school year. Implementation of 2013 curriculum is also supported by several factors, namely teacher readiness, facilities and infrastructure as well as input from students. The school also provides standards for teachers to implement 5M in every teaching and learning process. The 5M (*mendukung, menanya, menganalisis, mencoba, and mengkomunikasikan*) is supporting, asking, analyzing, trying, and communicating.

Key Words: *Teachers' Creativity, 2013 Curriculum, Discovery Learning Model*

THE TRANSLATION OF DYSPHEMISM ON YOUTUBE

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Abstract

The rise of sex toy reviews on YouTube has been a particular concern for the scholar. It has been considered taboo in eastern (Indonesian) culture. The sexual language is clearly displayed on YouTube. This paper explores how sexual language expressions pertaining to dysphemism are rendered into Indonesian through the CC (Closed Caption) feature. The data were obtained by downloading the sex toy review videos on YouTube, then analyzing the documents to categorize the expressions containing dysphemism in English and how the translated products were in the Indonesian version. Based on the findings, were gained 30 expressions containing dysphemism consist of 16 items included in the sex toy category with the linguistic unit in the form of phrases, 11 items included in the sexual organ category with the linguistic unit in the form of words, and 3 items included in the category of sexual organs with the linguistic unit in the form of phrases. The translation techniques used namely; established equivalent, literal, pure borrowing, discursive creation, neutralization and generalization.

Keywords: *sexual language, dysphemism, translation technique, youtube*



POTENTIAL APPROACHES ENCOMPASSING ENGLISH LANGUAGE AS MEDIUM OF INSTRUCTION FOR NON NATIVE ENGLISH SPEAKING (NNES) STUDENTS

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Abstract

In the latest decade, the presence of English language as the medium of instruction has been tremendously popular worldwide. English competency is a requisite for unstoppable and insistent global competitiveness. Therefore, a growing number of non-English-speaking countries in Asia and Europe have been adopting such curriculum in their educational institutions with an air of expectancy. International class policy has been invested to create skillful graduates that communicate in an eloquent English. As many approaches appear and are claimed as the best way to teach non-native English students (NNES) by using English, some labels of the approaches become familiar, such as EMI (English as Medium of Instruction), Immersion, Content-Based Teaching, and CLIL (Content-Language Integrated Learning). The terms and their goals seem interchangeably but the outcomes are somewhat distinct. Studies in this area are continually presented, yet fragmented at the same time. This paper urges that there must be a necessity to collect existing literature using English as the medium of Instruction, closely examine how these approaches and alike has advanced and where they will be going forward over time. Hence, this article presents a collective evidence from scholars for the past few years in this field through a qualitative descriptive method. Synthesized finding about International classes policy for NNE students reveal that this program is prevalent in most countries but not supported with clear direction since many groups of students of International class then faced complex difficulties in both linguistics and subject matters. This article then closely maps a web of similar studies connection and highlight potential approaches to fill in the gap.



THE USE OF WEB BASED LEARNING RESOURCES (WBLR) TO TEACHING LISTENING FOR SECOND LANGUAGE LEARNERS IN PANDEMIC ERA

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Abstract

Listening is a skill that has to be mastered by second language learners since they have to comprehend what the interlocutors are saying in order to communicate well with others. However, when learning English as a second language, most learners have difficulties in listening. Based on the previous research, it is because the teacher usually skips to teach listening so they are not used to listen especially in this pandemic era, strategy used by the teacher is monotonous, and the speed of the speakers, and also the learners are lack of vocabulary. For dealing with those problems, the writer wants to apply and explain a media called Web Based Learning Resources (WBLR). Web Based Learning Resources is web based learning tools that integrate ICT into learning process. It requires learners to do different exercises with authentic materials, and it will give feedback soon after the learners finish the exercises. The finding shows WBLR can improve learners' listening skill since they are used to listen to the native speakers.

Keywords: *Listening, teaching listening web based learning resources*



COACHING PRE-SERVICE TEACHERS IN PLANNING AND TEACHING ENGLISH ONLINE

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Abstract

Before the outbreak of Covid 19, the pre-service teachers at the university where my colleague and I are teaching used to have a two-month training session at schools to expand their knowledge, skill, and experiences in teaching face-to-face in the physical classroom. However, in this 2020/2021 academic year, the pre-service teachers' training program is arranged online and guided by the teacher-educators. Through the online system, we found a great chance to train the pre-service teachers to plan and teach English online. Hence, this study investigates how the pre-service teachers plan and perform their online teaching during the coaching sessions. This study worked on qualitative data, collected from the participants' teaching practice videos, journals, lesson plans, and interview. The findings reveal some issues encountered by the pre-service teachers in planning and performing their online teaching activities. Meanwhile, feedbacks from the teacher-educator help them to develop their skills in planning and managing online teaching.

Keywords: *Pre-service teachers, planning in teaching, teaching English online.*

INDONESIAN ABBREVIATIONS THAT RELATES TO THE COVID-19 TERMS

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Abstract

The Covid-19 pandemic lead to the emergence of Indonesian abbreviations related to that term. Indonesian abbreviations related to the term covid-19 appear to vary in the adjacent time. Therefore, it is necessary to conduct an analysis of the Indonesian abbreviation related to the term covid-19 based on morphological studies. This research depicts, (1) the Indonesian abbreviation associated with the covid-19 term; (2) describes the Indonesian translation process related to the term covid-19. This research is conducted in three stages, namely (1) the stage of data collection using the observation method with tapping technique, the non participate observation and note taking technique; (2) the data analysis stage uses the intralingual matching method with the basic technique of sorting the determining elements and continued an advanced technique of an equalization linking technique; and (3) the stage of presenting the results of data analysis uses informal methods by presenting data analysis using sentences. The results show that (1) Indonesian abbreviations related to the term covid-19 are Covid-19, ODP, PDP, OTG, 3M health protocols, health procedures, 3M protocols, and 2) abbreviation of Indonesian process related to the term covid. -19 is formed through a process of abbreviations and acronyms.

Keywords : *abbreviation, bahasa Indonesia, covid-19.*

INTEGRATING ONLINE READING ACTIVITY IN A CRITICAL READING COURSE: A COURSE EVALUATION

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Abstract

Advancement of information and communication technology (ICT) has promoted changes on students' reading behavior; from conventional reading and online reading. In the current study, online reading activity was integrated in a critical reading course in an English department of a private university. In the course, fifty-eight EFL students were exposed with paper-based reading and online reading. After eight week, an evaluation was performed to the course. All participating students were surveyed and twelve of whom were interviewed. The quantitative data from the survey were analysed using Rasch Model while thematic analysis was performed to the qualitative data. Findings showed students' preference to online reading activity than paper-based reading, particularly for those who were already familiar with electronic reading devices. Online reading was perceived to provide students with flexibility while reading and helped them navigate the reading sections at their ease. Small screen size and lights from the screen appeared to issue students' eye irritation. Recommendation thus was offered particularly regarding further curriculum development that integrate online reading activity in a reading course.

Keywords: *electronic reading device, online reading activity, reading course evaluation, Rasch model*

DEVELOPING TASK BASED LANGUAGE TEACHING WORKSHEET AS THE SOLUTION IN TEACHING AND LEARNING ENGLISH

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Abstract

Worksheet is common used as supplementary teaching materials in teaching and learning English. It provides interesting tasks which cannot be found in text book. Worksheet facilitates teacher to make an existing classroom activity through completing the tasks. This paper tries to explore the use of task based language teaching approach which writer believes brings the variety of tasks into classroom activities. Task based language teaching approach presents multiple tasks such as real task and pedagogic task, unfocused task and focused task, input based task and output based task, and closed and opened task. These tasks will offer the students to uses whatever language they know to accomplish the tasks. However, the existing of appropriate worksheet is infrequent in teaching and learning process. Teachers are difficult to prepare appropriate worksheet that suitable with students' need. Some worksheet might be interesting, but do not meet students' characteristics and abilities. By using task based language teaching approach, it is expected that teachers are able to develop their own interesting worksheet. The worksheet can be developed based on the need of the students and the shapes of teachers' classrooms. Task based language teaching worksheet is hoped to be used as alternative ways for teacher in making communicative teaching and learning process.

Keywords: *task based language teaching, worksheet, teaching and learning English*

CUBING TECHNIQUE: A TECHNIQUE IN PRE-WRITING TO IMPROVE STUDENTS' WRITING SKILL

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Abstract

One of the requirements in teaching writing is the students are required to get better result in writing kinds of text. However, the fact showed that the students still faced problems in writing. Those problems can be caused because of not all stages of writing process are done. Specifically, the students did not go through and use a certain technique on prewriting stage, thus, they faced problems in expressing their ideas, organizing ideas, and developing good paragraph to produce a text type. Therefore, the researcher conducted a research concerning the use of cubing technique in order to improve students' writing skill. This research is an action research. The participants of this reserach was 4A class of the fourth semester of IAIN Kerinci. This research employed two kinds of data collection techniques; quantitative and qualitative data collection techniques. The findings showed that cubing technique improved students' writing skill. It can be seen from the result of students' writing. It can be seen from the increasing of students' score in cycle I, cycle II, and cycle III. Based on those findings, it was concluded that the students' writing skill got improvement through cubing technique. Thus, it is suggested to use cubing technique in prewriting stage before producing final writing.

Index Terms— *Writing, Cubing Technique, Pre-Writing*



THE EFFECT OF COLLABORATIVE PARAGRAPH WRITING TECHNIQUE TOWARD STUDENTS' WRITING SKILL ON RECOUNT PARAGRAPH AT GRADE X OF SMAN 1 BATANG ANAI

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Abstract

This article observes the effect of collaborative paragraph writing technique toward students' writing skill on recount paragraph. The research was an experimental research. The instruments of the research were writing test. It was conducted for 4 weeks (8 meetings) to the grade X students of SMAN 1 Batang Anai. Class X₁ which consisted of 33 students was an experimental group, whereas class X₂ which also consisted of 33 students was a control group. The instrument of the research was writing test. The writing test was given as a post test to both classes at the end of the research. The data of the research were analyzed by using t-test. The result shows that collaborative paragraph writing technique gave significant effect toward students' writing skill on recount paragraph as it was compared to conventional technique that was usually used by the teacher in teaching writing. Based on the result, it is suggested to English teachers at SMA level to apply this collaborative paragraph writing technique as an alternative technique in teaching writing in English.

Keywords: *collaborative paragraph writing, writing skill*



THE IMPORTANCE OF SELF-REGULATED LEARNING STRATEGY IN ONLINE ENGLISH LEARNING IN THE INDUSTRIAL REVOLUTION 4.0 ERA

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Abstract

The industrial revolution 4.0 brings changes in aspects of human life, including in the aspect of education. One of the developments in education in the industrial revolution 4.0 era is the online learning system (distance learning). One of the learning strategies that can be used by students in online English learning is self-regulated learning strategy (SRL). This paper aims to review the importance of self-regulated learning strategy in online English Learning. This study was library research. The result of the research finding prove that self-regulated learning strategy has an important influence in student's academic achievement and motivation in online English learning.

Keywords: *Self-Regulated Learning strategy, Online English Learning, Industrial Revolution 4.0*

L1 SYNTACTIC INTERFERENCE IN ESP STUDENTS' WRITING ASSIGNMENTS

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Abstract

In second/foreign language learning, learners often have their prior knowledge of their first language interfere in producing their L2, whether it is in spoken or written form. As Weinreich points out four types of interference, the interference may occur in any aspect of linguistic, including syntax. Researcher conducted a study related to this issue by analyzing L1 syntactic interference occurs in students' writing assignments. This article focuses on theoretical grounding of some factors that may cause L1 syntactic interference to appears in ESP students' writing assignments. Researcher followed qualitative descriptive methods in this research with documents analysis and questionnaire as the means to collect the data of this study. Documents are in the form of writing assignments from economic students in ESP class at STES Manna Wa Salwa Padang Panjang. The data was analyzed by using several steps such as identifying, classifying, analyzing, and interpreting. From the documents analysis, researcher found out L1 syntactic interference in students' L2 writing occur in all aspects of syntax, such as in phrases, clauses, and sentences. Based on some findings and discussion from the questionnaire, it was found that interlingual and intralingual factor is the main factors which cause interference to happen. Interlingual factor is due to several system differences of syntax between L1 (Bahasa Indonesia) and L2 (English), while intralingual factor is due to students' habit of their native language and lack of practice in improving their L2. L1 interference occurs a lot in students' writing product and it affects their L2 writing efficiency.

Keywords: *Interference, Syntax, Syntactic Interference, Writing*

THE AUTHENTIC ASSESSMENT USED FOR ASSESSING SPEAKING AT SENIOR HIGH SCHOOLS IN MUKOMUKO

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Abstract

Authentic assessment is one of the assessments that should be used by the teacher to measure students' speaking ability. Thus, the aimed of this study is to describe authentic assessment used by English teachers for assessing speaking. This is a descriptive qualitative research. The instrument used in this study was the interview guideline. The samples of this study were three English teachers from different school who have used authentic assessment for speaking and they have teaching experience at least 5 years. Research finding shows that there are five types of authentic assessment used by the English teachers for instance oral interview, role play, picture-cued description or stories pictures, oral report, and text retelling. The teachers have used various types of authentic assessment.

TEACHERS' CHALLENGING TOWARD IMPLEMENTATION E-LEARNING APPLICATIONS IN GIVING FEEDBACK FOR FIRST GRADE STUDENTS' OF JUNIOR HIGH SCHOOL

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Abstract

The process of learning practices during the COVID-19 pandemic has to be replaced with the use of online learning or long distance learning. It is a challenging task for teachers, students and parents as well. They will follow the process of online learning by using various kind of learning application that should be connected to internet access. The implementation of the applications will appear some issues or challenges for the all education agents particularly the teachers. This article will explain some challenges faced by the teachers during the process of learning English through implementation of E- learning application especially in providing feedback for the students at first grade junior high school. The researcher focuses on the first grade students' because as the beginner learners in learning English, they truly need effective feedback from the teachers although they do not join the learning practices in the classroom. The teachers will have some problems in ensuring the students' understanding, students' ability in fulfill the target language of English, students' involvement and so on.

Keyword: *E- learning application, online learning, feedback.*

CLASSIFYING WORD ASSOCIATION TEST (WAT) RESPONSE IN SONG STUDY AT STUDENTS SENIOR HIGH SCHOOL 1 SUNGAI AUR

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Abstract

Vocabulary development is a significant purpose in any language teaching. The term that manages vocabularies in the person named 'mental lexicon'. Mental lexicon images like a dictionary that upgrade every word, meaning, and associate them with another word in the mind. One measurement to know how dept vocabularies understanding is the Word Association Test. Word Association Test is a well-renowned study method in linguistic and psychology studies by using word stimulus to acquire the lexical relation amid words. In senior High school, song study is taught at the end of the syllabus. The researcher connects the song with the vocabularies of students and tries to examine the word types of association they are used so they feel easy and enjoy learning English and have a significant result in their study. The majority of word association literature focuses on the two main organizing principles of language: *syntagmatic*; are those that would be related by a phrase or syntactic structure and *paradigmatic*; involve the other words that could replace relations. This research aims to explore the students' dept understanding of the word in the mind and to apply them in the English study. This is a qualitative study and analyzes the response of the students based on syntagmatic and paradigmatic types. The source of this research is got from preliminary students senior high school at Sungai Aur. Then, the data are analyzed and classified into syntagmatic and paradigmatic.

Keyword: *Mental lexicon, Word Association test, Vocabulary*

STUDY ON CERTIFIED AND UNCERTIFIED ENGLISH TEACHERS PEDAGOGIC COMPETENCE

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Abstract

The problem of education and learning is a fairly complex problem where many factors influence it. One of these factors is the teacher. In an increasingly modern era such as in the era of industry 4.0, teachers must be required to be professional. Talking about teacher professionalism as mandated in Law No. 14 of 2005 concerning Teachers and Lecturers, teachers as professionals are required to have academic qualifications, competencies, teacher certificates, be physically and mentally healthy and have the ability to realize the goals of national education. But the fact is not like these regulations. There are still many teachers who do not fulfill academic qualifications and even certified teachers do not master competency standards properly. As a result, teachers are not competence in carry out and manage the learning process. From the four of teacher competency standards, this paper aims to analyze pedagogic competence of English teachers because this competence is directly related to the ability of teachers in managing students learning. This paper belongs to comparative study. The subjects of this study are the certified and uncertified English teachers at SMP 1 Rao Selatan, Pasaman regency. In this preliminary stage study, the data was collected from the questionnaire as well as the interview. The results of the data analysis showed that the pedagogic competence of certified teachers is better than uncertified teachers especially in the indicators of the development of student potential, but in several sub-competencies there is no difference between the competencies of certified and uncertified English teachers.

Keywords: *Teachers' competence, pedagogic competence, certified/uncertified English teachers*

AN ANALYSIS ON TRANSLATION METHOD IN CLOSED CAPTION OF TED – TALKS VIDEO ON YOUTUBE

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Abstract

This article describes the analysis of translation method used in closed caption of TED – Talks Video on YouTube. Technology has brought the improvement in getting information broadly. Videos are provided in some media platform and can be accessed easily. Feature in a video is expanding since it becomes the innovation and demand from viewers, one of them is closed caption. Unlike subtitle, a closed caption is facilitated to give a real experience in feeling what sound produced in the video. Researcher conducted the research by focusing on the translation method and the quality of the translation. The research design was qualitative where technique of collecting data including documentation of the videos. Researcher believed that the good translation method would give the best outcomes in understanding target language. A good quality translation would also become an effective strategy for the learner – centered in language learning process. Moreover, a closed caption in a video could be more sufficient in learning language since there are two skills involved; listening and reading.

Keyword: *translation, closed caption, language teaching*

APPLIED LINGUISTIC AND LANGUAGE LEARNING / TEACHING: THE PROBLEM RELATED TO LANGUAGE TEACHING

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Abstract

Applied Linguistic is usually referred to as the branch of linguistic involved with sensible application of language studies, as an example language teaching, translation, and speech therapy. English language is a global language. Linguistic theories of the past twenty years barely mentioned by applied linguistics. And general level draw three implication from this. Needless to say these personal interpretations are not necessarily share by three contribution, the applied linguist is a jack of all trades, the applied linguist is ago-between not enforce a servant not a master, sheer description of any areas linguistic as such but descriptive linguistic. Teaching English is the key to the success of world interactions. This success in mastering the English language facilitates the flow of togetherness between nations. Because it requires freedom in study and understand the language as a whole. English Teaching in language learning there has problems and problems of learning English have actually happened a long time ago and continue to this day.. Significant relationship between applied linguistics and language learning. This relationship lies in the function of applied linguistics that can help language teachers solve any problems related to language teaching. Linguistics plays an important role in solving every problem faced by language users. The method used to collect and analyze research data is descriptive analysis method.

Keywords: *Applied Linguistic, Language Teaching, Problem.*

ANALYSIS OF ENGLISH STUDENTS' LEARNING STRATEGIES IN *ORACY IN ACADEMIC CONTEXT CLASS*

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Abstract

The study aimed to describe the common English students' learning strategies used in *Oracy* class at English Department in Universitas Jambi. The participants were English students who have taken *Oracy* class in 2018/2019 academic year. The total of participants were 6 students from 3 classes (001,002 and 003), there were 2 students from each classes. This study used a qualitative design with case study as an approach. The researcher used interview to find out the data. There were 6 learning strategies: memory, cognitive, affective, metacognitive, compensation and social strategies based on Oxford (1990). The result indicated most students used some strategies in *Oracy* class. Moreover, in some situations most students need self-efficacy, they also have to use gestures in increasing confident in *Oracy* class. In addition, they preferred to repeat the new words and then memorized those words. The implication of this study was the students might get the appropriate strategies in *Oracy* class and for the teachers, it could be the substance of knowledge to know about what students normally did in learning *oracy* and also found out the way to teach the appropriate strategies to make they got the comprehension in *Oracy in Academic Context* class, and subsequent researchers could also examine more deeply about what strategies students did in the *Oracy* class, according to the level of students' ability.

Keywords: *Analysis, Students' Learning Strategies, Oracy*

THE STORY BEHIND CODE-SWITCHING AND CODE-MIXING IN AN ONLINE CLIL CLASSROOM

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Abstract

Indonesia has created the idea of international education through the use of English as a medium instruction. This form of learning situation is also known as Content and Integrated Language Learning (CLIL), which means that students are taught to develop their English by using the subject or course in the English language. However, the unexpected spread of Corona Virus, which causes a pandemic, has challenged the world's education system and forced educators to turn to online instruction immediately. These issues lead to the use of two or more languages in the same conversation or expression in a classroom interaction called code-switching and code-mixing. The goal of this study is therefore to investigate the use of code-switching and code-mixing and to illustrate the roles and ways of language switching in online CLIL classroom interactions. The analysis is part of the qualitative research in which the data will be obtained through classroom observation and interviews with classroom representatives to be performed in the CLIL classroom environment.

Keywords: *code-switching; code-mixing; online classroom interaction.*

TRANSLATING MASCULINITY INTO DIFFERENT CULTURE: IS JACOB BLACK MASCULINE IN INDONESIAN VERSION OF TWILIGHT SAGA NOVELS?

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The realization of masculinity can be in the form of expressions uttered by characters in the novel. This research is aimed to examine the translation of expressions containing Jacob Black's masculinity in the Stephanie Meyer's Twilight Saga Novels and its Indonesian translation. This translation research uses Systemic Linguistic Functional Especially Appraisal theory as a tool in the investigation. Qualitative research is used. Data are taken from four series of Twilight novel with purposive sampling. Data are analyzed by determining the masculinity in the novels of Twilight Saga and its Indonesian translations, determining the appraisal system of the source text and target text and comparing both systems to evaluate the translation of masculinity expressions. The result shows that (1) Jacob Black's masculinities are in the form of physical, interpersonal, intellectual, sexual, and emotional; (2) The change of appraisal systems will affect the messages (masculinity) in the target text; (3) Masculinity in the target text are mostly maintained. This research could be the consideration in translating men's character into Indonesian and other languages.

Key words: *Masculinity, Appraisal System, Translation*



AN ANALYSIS OF STUDENTS' LEARNING STRATEGIES AND LECTURER'S TEACHING STRATEGIES IN WRITING FOR MEDIA COMMUNICATION CLASS IN POLITEKNIK NEGERI PADANG

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Abstract

Students' Learning Strategies (LLS) and Lecturers' Teaching Strategies are two crucial points that have a significant role in supporting the use of language in communication. Either students and lecturers of EFL need extra attempts to learn and teach a new language. This is becoming more interesting if the case was to learn and teach English in a vocational college. Consequently, both students and the lecturers need additional efforts because of the particular purpose of it to prepare the students to be skillful and ready to work in the field. In this paper, the researcher attempted to find interesting strategies that both the students and lecturer choose to achieve the goals of the vocational college, namely Politeknik Negeri Padang.

Keywords: *Students' LLS, Lecturer's Language Teaching Strategy, Covid 19 Pandemic*

INTERACTION PATTERNS OF EFL ONLINE CLASSROOM

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This study is aimed to explore how the interaction patterns, what kind of the interaction of English Foreign Language classroom through online learning and how the difference of interaction of online classroom and offline classroom. In this case, the model of online teaching-learning process is mixed both synchronous and asynchronous. The kind of this research is descriptive with qualitative approach. The samples of this research are about 20 students of EFL classroom at eight grades of SMPS Panglima Polem Rantauprapat. The sample was taken by using cluster random sampling. The researcher collected the data by observing the record of video conference, analyzing the document of transcript of WhatsApp group chat and conducting the interview with teacher. The technique of analyzing the data was narrative analysis. The result of analysis shows that the patterns of interaction in EFL online learning through synchronous and asynchronous were balanced. The interaction pattern was IRF (close and open-ended teacher questioning), teacher talk, students initiate teacher answer, and choral responses.

Keywords: *interaction patterns, online learning, EFL, synchronous, asynchronous*



FACTORS INFLUENCING SECOND LANGUAGE ACQUISITION

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Abstract

This article that show factors influencing second language acquisition. There are some factors that highly influence someone in the process of his second language acquisition. They are Motivation, attitude, age, intelligence, aptitude, cognitive style, and personality. Some experts state that those factors give a more dominant contribution in SLA to learners variedly, depend on who the learners are, their age, how they behave toward the language, their cognitive ability, and also the way they learn.

Key words: *Second Language Acquisition, factors, influence*