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ELLiC

4th English Language & Literature International Conference
Universitas Muhammadiyah Semarang (Unimus)

**“Creative and Innovative Learning Strategies
in The Field of Language, Literature, Linguistics,
and Translation in New-Normal Era”**

**Faculty of Foreign Language and Culture
Universitas Muhammadiyah Semarang**

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**4TH ENGLISH LANGUAGE AND LITERATURE
INTERNATIONAL CONFERENCE (ELLiC)
PROCEEDINGS**

**“Creative and Innovative Learning Strategies in The Field of Language,
Literature, Linguistics, and Translation in New-Normal Era”**

Editors

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Forewords

Thanks, God, for allowing us to successfully publish the 4th ELLiC Proceedings. This volume 4 is one of the facilities provided by the ELLiC committee for those who have submitted as well as disseminated their research results in the virtual ELLiC held on April 3, 2021.

As of the 4th ELLiC conference, this occasion was our latest and most extraordinary edition of the entire ELLiC occasions. The event was the first one held online due to the outbreak of the Covid-19 pandemic.

The event was attended by academicians from various countries such as Malaysia, Singapore, Thailand, Bangladesh, and, of course, Indonesia. These include the honorable speakers Prof. Dr. Joko Nurkamto, M.Pd. (Indonesia), Sabrina Sun He, Ph.D. (Singapore), Dr. (HC) Aslam Khan bin Samash Khan (Malaysia), Khomraj Patanasorn, Ph.D. (Thailand), and Dr. Mazura @Mastura (Malaysia).

We thank you all of the contributors of the 4th ELLiC for helping us to succeed the event and also the publication of this volume. May Allah SWT, God the Almighty, blesses us all.

Best regards,



Heri Dwi Sanjoso, S.S., M.Hum.
Committee Chairperson

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PROGRAM BOOK



2021
ELLiC

4th English Language and Literature International Conference

**“Creative & Innovative Learning Strategies
in the Field of Language, Literature,
Linguistics, and Translation in
New-Normal Era”**

**FACULTY OF FOREIGN LANGUAGE AND CULTURE
UNIVERSITAS MUHAMMADIYAH SEMARANG**

2021

Rules (Code of Conduct) for the 4th ELLiC International Conference (Presenter)

Thank you for registering to join the 4th ELLiC International Conference which will be held on Saturday, April 3th, 2021 with the theme "Creative and Innovative Learning Strategies in the Field of Language, Literature, Linguistics and Translation in the New Normal Era".

For the smooth-running of the conference via Zoom application, we ask you to give attention and follow the following rules:

1. Presenters who have registered get a meeting ID and password. **The Meeting ID: 929 8715 7765** and **Password: ellic**. These are **not** shared on social media or to parties who do not register.
2. When you are going to join the meeting, please use the name in the format Room Name. For example: **Room 1_Kukuh**
The use of name with the room that has been shared will make it easier for the committee to enter you into the 'break room' during the Parallel Session.
3. All presenters are expected to join at least 15 minutes before the event to test the internet connection.
4. The "main meeting room" can only be accessed 30 minutes before the event starts until ends. "Break Room" can only be accessed from 12.30 p.m.
5. You are expected to turn on the camera during the presentation on "Parallel Session".
6. Turn off the sound when it is not used / needed, especially when the speaker is presenting or if there are participants who ask questions in the question-and-answer session (tips: press space to unmute more quickly when you want to talk).
7. The discussion will be guided by a moderator.
8.
 - a. Questions can be written in 'chat'.
 - b. Comments or questions submitted directly can be submitted after being welcomed by the moderator.
9.
 - a. Apply the polite communication which does not corner the other party.
 - b. If you ask or express your opinion, please get to the point of the question or opinion.
10. This discussion activity will be recorded and stored by the organizer for documentation.
11. If the presenters do not comply with the existing rules, the organizer has the right to turn off the speaking function (mute) and / or leave the "meeting room".
12. During the discussion:
 - a. Presenters are encouraged to use background images that have been distributed by the committee.
 - b. Presenters are prohibited from displaying images / photos that are obscene and / or unrelated to the event. The committee has the right to remove participants who violate the meeting room and process the problem legally.

Rules (Code of Conduct) for the 4th ELLiC International Conference (Participant)

Thank you for registering to join the 4th ELLiC International Conference which will be held on Saturday, April 3th, 2021 with the theme "Creative and Innovative Learning Strategies in the Field of Language, Literature, Linguistics and Translation in the New Normal Era".

For the smooth-running of the conference via Zoom application, we ask you to give attention and follow the following rules:

1. Participants who have registered get a meeting ID and password. **The Meeting ID: 929 8715 7765** and **Password: ellic**. These are **not** shared on social media or to parties who do not register.
2. When you are going to join the meeting, please use the name in the format Room_Name. For example: **Participant_Kukuh**
The use of name with the room that has been shared will make it easier for the committee to enter you into the 'break room' during the Parallel Session.
3. All participants are expected to join at least 15 minutes before the event to test the internet connection.
4. The "main meeting room" can only be accessed 30 minutes before the event starts until ends. "Break Room" can only be accessed from 12.30 p.m.
5. You are expected to turn on the camera during the presentation on "Parallel Session".
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 - a. Questions can be written in 'chat'.
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9.
 - a. Apply the polite communication which does not corner the other party.
 - b. If you ask or express your opinion, please get to the point of the question or opinion.
10. This discussion activity will be recorded and stored by the organizer for documentation.
11. If the participants do not comply with the existing rules, the organizer has the right to turn off the speaking function (mute) and / or leave the "meeting room".
12. During the discussion:
13. Participants are encouraged to use background images that have been distributed by the committee.
14. Participants are prohibited from displaying images / photos that are obscene and / or unrelated to the event. The committee has the right to remove participants who violate the meeting room and process the problem legally.

**RUNDOWN OF 4th ENGLISH LANGUAGE & LITERATURE
INTERNATIONAL CONFERENCE (ELLiC)
FAKULTAS BAHASA DAN BUDAYA ASING
UNIVERSITAS MUHAMMADIYAH SEMARANG
Saturday, 3 April 2021**

TIME	AGENDA	VENUE
08.00 – 09.00	Registration	Zoom
09.00 – 09.15	Opening Ceremony	
09.15 – 12.00	Plenary Session & Discussion	
	<ol style="list-style-type: none"> 1. Assoc. Prof. Dr. Mazura (Universiti Pendidikan Sultan Idris – Malaysia) 2. Chomroj Patanasorn, Ph. D (Khon Kaen University, Thailand) 3. Sabrina Sun He, Ph. D (National Institute of Education, Singapore) 4. Dr. (HC) Aslam Khan Bin Samash Khan (Executive Vice Chairman of Erican Education Group, Malaysia, UK, China) 5. Prof. Dr. Joko Nurkamto, M.Pd (President of TEFLIN, Indonesia) <p style="text-align: center;">Moderator: Yesika Maya Ocktarani, M.Hum</p>	
12.00 – 13.00	Dzuhur Break	
13.00 – 13.15	Parallel Session 1 Dr. Dodi Mulyadi, M.Pd. (Universitas Muhammadiyah Semarang – Indonesia) Moderator: Diana Hardiyanti, M.Hum	Break Room 1
13.00 – 13.15	Parallel Session 1 Dr. Katharina Rutipa, M.Pd. (Universitas Stikubank Semarang – Indonesia) Moderator: Riana Eka Budiastuti, M.Pd	Break Room 2
13.00 – 13.15	Parallel Session 1 Dr. Raden Arief Nugroho, M.Hum. (Universitas Dian Nuswantoro – Indonesia) Moderator: Testiana Deni Wijayatiningsih, M.Pd	Break Room 3
13.00 – 13.15	Parallel Session 1 Dr. Ika Arivianti, M.Pd. (Universitas Pekalongan – Indonesia) Moderator: Anjar Setiawan, M.Pd	Break Room 4

13.00 – 13.15	Parallel Session 1 Fahmi Gunawan S.S., M.Hum. Editor in Chief of LANGKAWI Journal (SINTA 2) (IAIN Kendari – Indonesia) Moderator: Muhimatul Ifadah, M.Pd	Break Room 5
13.00 – 13.15	Parallel Session 1 Fika Megawati, S. Pd., M.Pd. Editor in Chief of JEES Journal (SINTA 2) (Universitas Muhammadiyah Sidoarjo – Indonesia) Moderator: Yulia Mutmainnah, M.Pd	Break Room 6
13.00 – 13.15	Parallel Session 1 Arbain, S.Pd., M.Pd. Editor in Chief of SCRIPT Journal (SINTA 2) (Universitas Widya Gama Mahakam Samarinda – Indonesia) Moderator: Budi Tri Santosa, M.A	Break Room 7
13.15 – 14.05	Parallel Session 2	Break Room 1 – 7
14.05 – 14.55	Parallel Session 3	Break Room 1 – 7
14.55 – 15.55	Parallel Session 4	Break Room 1 – 7
15.55 – 16.00	Closing	Break Room 1 – 7

SCHEDULE OF PARALLEL SESSION 1 – 4

BREAK ROOM 1

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 1 (13.00 – 13.15)			
1	Students' Perspectives on Task Based Language Teaching in Blended Synchronous Learning	Dr. Dodi Mulyadi, M.Pd	Universitas Muhammadiyah Semarang, Indonesia
Moderator: Diana Hardiyanti, M.Hum			
SESSION 2 (13.15 – 14.05)			
1	Vlog as Alternative Media in Teaching Speaking for Millennial Learners	Lukman Arsyad ¹⁾ , Enni Akhmad ²⁾ , Faratika Al Bayan ³⁾	IAIN Sultan Amai Gorontalo, Indonesia
2	Quizlet Application Effect on Senior High School Student's Vocabulary Acquisition	M. Rizky Setiawan ¹⁾ , Nurhidayanto Pancoro Setyo Putro ²⁾	Universitas Negeri Yogyakarta, Indonesia
3	Utilizing Kahoot! in Vocabulary Teaching for Students with Special Needs	Anandha ¹⁾ , Dini Anggraheni ²⁾ , Adiprana Yogatama ³⁾	Universitas Semarang, Indonesia
4	The Use of Blended Learning Theory in Negotiation Text Material in High School	Roni Nugraha Syafroni	Universitas Singaperbangsa Karawang, Indonesia
5	Perceptions of Online Lectures for New Students at University of Muhammadiyah Sumatera Utara	Eko Febri Syahputra Siregar	University of Muhammadiyah Sumatera Utara, Indonesia
Moderator: Eko Febri Syahputra Siregar			
SESSION 3 (14.05 – 14.55)			
1	Expanding ESL Students' Vocabulary through Tik Tok Videos	Audrey A Bernard Ining	Keningau Vocational College, Malaysia
2	WhatsApp in Emergency Remote Learning (The Students' Perception)	Yuyun Putri Mandasari ¹⁾ , Eka Wulandari ²⁾	Poltekkes Kemenkes Malang, Indonesia
3	EFL Students' Perception of Learning Speaking through WhatsApp Amid the Pandemic	Soni Ariawan ¹⁾ , Hery Rahmat Kasyfurrahman ²⁾	Universitas Islam Negeri Mataram, Indonesia
4	Students' Perception on Learning English Trough Online Application	Kartika Tarwati ¹⁾ , Arsyi Rizkia Amalia ²⁾	Universitas Muhammadiyah Sukabumi, Indonesia
5	Transforming Online Chat Data into Articles: Exploring the Students' Writing Qualities and Difficulties in Generating and Organizing ideas	Wahyu Kyestiati Sumarno	Universitas Pembangunan Nasional "Veteran" Jawa Timur, Indonesia
Moderator: Wahyu Kyestiati Sumarno			

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 4 (14.55 – 15.45)			
1	The use of Duolingo Apps for Improving English Vocabulary during Pandemic Era	Muhamat Ali Munawar	Universitas Muhammadiyah Surakarta, Indonesia
2	The Effect of Students' Learning Independence and Perceptions of English E-Learning toward Students' English Achievement	Leny Hartati ¹⁾ , Eva Yuni Rahmawati ²⁾	Universitas Indraprasta PGRI, Indonesia
3	Learner Motivation and Engagement in Virtual EFL Classes at the Tertiary Level in Bangladesh during the Pandemic	Nishat Tasneem	International Standard University, Bangladesh
4	The Challenges of ESP Teaching and How the Use of ICT can Help to Address Them: A social Semiotic Perspective	Latifa Ika Sari ¹⁾ , Abdurrachman Faridi ²⁾ , Dwi Rukmini ³⁾ , Januarius Mujiyanto ⁴⁾	Universitas Negeri Semarang, Indonesia ¹⁾ , Politeknik Ilmu Pelayaran Semarang ^{2),3),4)}
5	EFL Students' Perceptions of Online Instruction and Anxiety during Coronavirus Outbreak	Paulus Widiatmoko ¹⁾ , Ignatius Tri Endarto ²⁾	Universitas Kristen Duta Wacana, Indonesia
Moderator: Muhamat Ali Munawar			

BREAK ROOM 2

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 1 (13.00 – 13.15)			
1	Text-Based Language Teaching in the New-Normal Era to Achieve Communicative Competence: Challenges for EFL Teachers (Reflective Paper)	Dr. Katharina Rutipa, M.Pd.	Universitas Stikubank Semarang, Indonesia
Moderator: Riana Eka Budiastuti, M.Pd			
SESSION 2 (13.15 – 14.05)			
1	Students' Perception toward Mobile-Assisted Language Learning (MALL) in English Speaking Skill during the Pandemic	Lisa Rakhmanina ¹⁾ , Dian Kusumaningrum ²⁾ , Melati Syafryadin ³⁾	Universitas Prof Dr Hazairin SH, Indonesia
2	The Students' Strategy Formation in Learning Genre based Writing through Blended Synchronous Learning	Testiana Deni Wijayatiningsih ¹⁾ , Dwi Anggani Linggar Bharati ²⁾ , Abdurrachman Faridi ³⁾ , Sri Wuli Fitriati ⁴⁾	Universitas Negeri Semarang, Indonesia
3	Investigating EFL Teachers' Strategies for Online Learning Class in a Rural Area	Syafryadin ¹⁾ , Feny Martina ²⁾ , Pega Mustika ³⁾	Universitas Bengkulu, Indonesia

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
4	The Role of Pedagogical Grammar in English Language Teaching as Second and Or Foreign Language through E-Learning Platform: Zoom Meeting in Pandemic Era	Erna Nawir	University of Riau, Indonesia
5	Students Voice over Technology-based Speaking Class	Yesika Maya Ocktarani	Universitas Muhammadiyah Semarang, Indonesia
Moderator: Syafryadin			
SESSION 3 (14.05 – 14.55)			
1	The Utilization of E-Learning Media Assisted by Google Classroom and Google Meet in Learning Test of English as a Foreign Language (TOEFL) Preparation during the Pandemic	Maria Safriyanti	Universitas Riau, Indonesia
2	School Partnership's Opinion toward On line Pre-Service EFL Teacher Training (PLP) Programme During Pandemic Covid 19	Dian Adiarti ¹⁾ , Mia Fitria Agustina ²⁾	Universitas Jenderal Soedirman, Indonesia
3	EFL Students' Perception on the Use of Social Media for Learning English in University of Indonesia	Muh. Arasy Hairul	Universitas Tadulako, Indonesia
4	Effectiveness of The Zoom Meeting Applications In Micro Teaching Lectures in The Pandemictime Covid-19	Trisna Helda ¹⁾ , M. Zaim ²⁾	Universitas Negeri Padang, Indonesia
5	Reading Strategies in English as Foreign Language Students at English Education and Literature Program	Dina Fitriana	STKIP Pasundan, Indonesia
Moderator: Muh. Arasy Hairul			
SESSION 4 (14.55 – 15.45)			
1	Students' Creativity in Telling a Story in L1 and L2	Betharia br. Sembiring Pandia	Universitas Negeri Medan, Indonesia
2	Exploring Faculty's Experience in Teaching English Online: A study at the university level in Indonesia	Gufron ¹⁾ , Roziana M Rosli ²⁾	Universitas Pradita, Indonesia ¹⁾ , International Islamic University, Malaysia ²⁾
3	Exploring the Instructional Design of English Online Learning During Covid-19 Pandemic	Evi Risky Muarsih ¹⁾ , Nur Jannah Ismi Wakhidah ²⁾	Universitas Muhammadiyah Surakarta, Indonesia

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
4	Ti-ZEL: A Mind Map Model of English Skills Habituation for Non-English Department	Nur Rahmiani	Institut Agama Islam Negeri Pontianak, Indonesia
5	From Perception to Production: An Analysis of First Language Acquisition in 2.5 Years Old Toddler Speech	Bunga Astya Syafitri	University of Indonesia, Indonesia
Moderator: Betharia br. Sembiring Pandia			

BREAK ROOM 3

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 1 (13.00 – 13.15)			
1	Teaching Translation for Visually Impaired Students in the Era of Covid-19 Pandemic: Creativity or Conventionality?	Dr. Raden Arief Nugroho, M.Hum.	Universitas Dian Nuswantoro, Indonesia
Moderator: Testiana Deni Wijayatiningsih, M.Pd			
SESSION 2 (13.15 – 14.05)			
1	Developing Kamishibai (Japanese Card-Story) Media in Teaching Speaking	Yuli Puji Astutik ¹⁾ , Riski Mulyana ²⁾	Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Tanjung Redeb, Indonesia
2	Teacher's Beliefs in Teaching Reading Using Multimodal Text	Rizka Putri Kusuma	Universitas Sebelas Maret, Indonesia
3	The Power of Two Strategy Effectiveness on Teaching Reading	Surti Milarisa ¹⁾ , Onika Riski Handayani ²⁾	Universitas Muhammadiyah Berau, Indonesia
4	Speaking Class Based Collaborative Virtual Learning as Multiliteracies Concept	Arjulayana ¹⁾ , Zainal Rafli ²⁾ , Ratna Dewanti ³⁾	Universitas Muhammadiyah Tangerang, Indonesia
5	An Analysis EFL Students' Writing of Covid-19: A Think-Aloud Protocol Study	Wuriy Handayani	Perbanas Institute, Indonesia
Moderator: Surti Milarisa			
SESSION 3 (14.05 – 14.55)			
1	Increasing Vocabulary Through Hangman Game By Students' of SMPN 3 Makassar	Asmarani Harma	Universitas Muslim Indonesia, Indonesia
2	Developing Indonesian Language Skills as a Place to Express Creative Ideas by Introverted Students	Nur Hafidah	Trunojoyo University, Indonesia
3	Improving Thai Students Ability in Writing Procedure Text in Bahasa Indonesia	Dian Prasetyanti ¹⁾ , Mulyadi ²⁾ , Candra Dodi	Universitas Muhammadiyah Semarang, Indonesia

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
	through Demonstration by Using Pictures		
4	Strengthen, Plan, and Utilize; Exploring Novel Method for Teaching English during Pandemic	Liya Umaroh	Universitas Dian Nuswantoro, Indonesia
5	The Voices of Engineering Students On 21st Century Skills in English Project-Based Learning	Chyntia Heru Woro Prastiwi ¹⁾ , Dwi Rukmini ²⁾ , Mursid Saleh ³⁾ , Puji Astuti ⁴⁾	Universitas Negeri Semarang, Indonesia
Moderator: Asmarani Harma			
SESSION 4 (14.55 – 15.45)			
1	Bilingualism in Preschool Children and How It Impacts Their Executive Function Development	Dhea Intan Puspita Sari	Universitas Negeri Semarang, Indonesia
2	Analyzing Foreign Language Listening Anxiety and Online English Proficiency Test of Undergraduate Students at University of Muhammadiyah Semarang	Dodi Mulyadi ¹⁾ , Sufiah ²⁾ , Testiana Deni Wijayatiningsih ³⁾	Universitas Muhammadiyah Semarang, Indonesia
3	Students' Perception on the Use of Reflective Learning Portfolio in Teaching Writing	Ida yulianawati	Universitas Negeri Semarang, Indonesia
4	Error Analysis in ESL Writing	Yasmine Liong Pui Kwan binti Abdullah	English Language Teaching Centre, Kementerian Pendidikan Malaysia, Malaysia
5	Multiple Interpretations of The Use Standardized Indonesian Language in The Legal Products in Indonesia	Rati Riana	Semarang University, Indonesia
Moderator: Dhea Intan Puspita Sari			

BREAK ROOM 4

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 1 (13.00 – 13.15)			
1		Dr. Ika Arivianti, M.Pd.	Universitas Pekalongan, Indonesia
Moderator: Anjar Setiawan, M.Pd			

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 2 (13.15 – 14.05)			
1	The Use of Digital Storytelling to Improve Students' Intrinsic Motivation in Learning Writing	Tri Jampi Setiyorini ¹⁾ , Edi Sunjayanto Masykuri ²⁾ , Septiana Wahyu Setyaningrum ³⁾	Sarjanawiyata Tamansiswa University, Indonesia ¹⁾ , Universitas Muhammadiyah Purworejo, Indonesia ²⁾ , MA An-Nawawi Berjan Purworejo, Indonesia ³⁾
2	Investigating EFL Teachers' Motivational Strategies during COVID-19 Pandemic	Reza Anggriyashati Adara ¹⁾ , Novita Puspahaty ²⁾ , Nuryadi ³⁾	Universitas Islam 45 Bekasi, Indonesia
3	Investigating the Correlation Between Time Management and Accomplishing the Highest Honor of Academic Achievement in PMPBI UNJ The Class of 2019 Students	Elita Pertiwi	Jakarta State University, Indonesia
4	Leadership Style Preferences among Executive and Legislative Organization Students of State University of Jakarta	Annisa Oktavyana	State University of Jakarta, Indonesia
5	The COVID-19 and The BIPA (Indonesian for Foreign Speakers)	Mustakim	Universitas Muhammadiyah Enrekang, Indonesia
Moderator: Reza Anggriyashati Adara			
SESSION 3 (14.05 – 14.55)			
1	Qualitative Content Analysis Method in Discourse Analysis	Agung Farid Agustian	Universitas Indonesia, Indonesia
2	An Analysis Multimodal of Humanitarian Issues Posters	Ari Mulyadi	Universitas Pendidikan Indonesia, Indonesia
3	Refusal Strategies and Politeness in Virtual Communication: A Cyberpragmatics Study	Dinda Noor Azizah	Sekolah Pascasarjana Universitas Pendidikan Indonesia, Indonesia
4	The Strategy of Politeness in Expressive Speech Act of Abe Shinzou's Resigning Speech	Diana Kartika ¹⁾ , M. Aziz ²⁾	Universitas Bung Hatta, Indonesia
5	Transitivity Analysis of Graduate Students' Casual Conversation	Anjar Setiawan	Universitas Muhammadiyah Semarang, Indonesia
Moderator: Agung Farid Agustian			

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 4 (14.55 – 15.45)			
1	Complexity Analysis of Semantic Density Constructed in Legal Documents	Indah Arti Fisilla	Universitas Pendidikan Indonesia, Indonesia
2	Linguistics Disruptive in Industrial Revolution 4.0	Benedikta Mayirga	Universitas Pendidikan Indonesia, Indonesia
3	Reviewing the Use of Television Shows for Learning and Teaching of English Language and Literature: Potentials and Limitations	Karunia Eka Nafilatul Janah	Universitas Negeri Surabaya, Indonesia
4	Discourse Implementation on Lyric Song #2019gantipresiden Through Online Media Mass Reports: Critical Discourse Analysis Study	Saiyidinal Firdaus	Universitas Indonesia, Indonesia
5	Alih Kode dan Campur Kode Antara Penjual dan Pembeli di Pasar Jepon, Kabupaten Blora (Kajian Sociolinguistik)	Lesbianto	STKIP Al Hikmah Surabaya, Indonesia
Moderator: Karunia Eka Nafilatul Janah			

BREAK ROOM 5

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 1 (13.00 – 13.15)			
1		Fahmi Gunawan S.S., M.Hum.	IAIN Kendari, Indonesia
Moderator: Muhimatul Ifadah, M.Pd			
SESSION 2 (13.15 – 14.05)			
1	Students' Apology Realization Patterns in Online Classes During the Pandemic-19	Ella Masita	Jambi University, Indonesia
2	Reflections of Gunungpati Society's Lexicon on the Folklore of Goa Kreo In Semarang City as Petilasan Sunan Kalijaga (Ethnolinguistic Studies)	Sifa Destry Fauzia ¹⁾ , Wakit Abdullah Rais ²⁾ , Dwi Purnanto ³⁾	Universitas Sebelas Maret, Indonesia
3	A Critical Discourse Analysis and Illocutionary Acts of Joko Widodo's Speech for the 75th Session of The United Nation General Assembly	Fatimah Aqillah Irani	Universitas Muhammadiyah Surakarta, Indonesia

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
4	Consuming Indonesian FTV: Urban Culture and Superstition	Dwi Ario Fajar	Universitas Pekalongan, Indonesia
5	Critical Discourse Analysis on Gisel's Immoral Video Case in Online News Media	Nadya Inda Syartanti	Universitas Brawijaya, Indonesia
Moderator: Dwi Ario Fajar			
SESSION 3 (14.05 – 14.55)			
1	Anger Metaphors of Parents Helping Children in Remote Learning during Covid-19 Pandemic: Case Study in Jakarta	Ayu Nurulhaq ¹⁾ , Aulia Ikhsan ²⁾	Universitas Indonesia, Indonesia
2	The Language Attitudes of Millennial Students towards Lecturer's Code Mixing to Sundanese during Courses: An SFL Study	Marsandi Manar ¹⁾ , Pratiwi Wigati Purwaningrum ²⁾	Universitas Bina Sarana Informatika, Indonesia
3	Analysis of Conceptual Metaphors in Deutschewelle Newspaper based on the Perspective of Linguistic Relativity	Novia Anjani Dewi	Universitas Pendidikan Indonesia, Indonesia
4	Lexical Analysis of Semantic Errors Found in The Translation of Joko Widodo's Instagram Account	Ni Made Verayanti Utami ¹⁾ , I Gusti Agung Sri Rwa Jayantini ²⁾ , Yupita Pratiwi ³⁾	Universitas Mahasaraswati Denpasar, Indonesia
5	Pragmatics Equivalence in Translation Satire	Rahmat Wisudawanto	Universitas Indonesia, Indonesia
Moderator: Rahmat Wisudawanto			
SESSION 4 (14.55 – 15.45)			
1	Language Investigation on Impoliteness Served at 'Indonesia Lawyers Club' Talk Show	Dita Sukmawati Putri ¹⁾ , Dwi Purnanto ²⁾ , Miftah Nugroho ³⁾	Universitas Sebelas Maret, Indonesia
2	The Quality of Machine Translation Assessment on Gender Markers Lingual Units	Hapni Nurliana H.D Hasibuan	Universitas Negeri Yogyakarta, Indonesia
3	Exploring Translanguaging Practice in EFL Classroom Talk	Rendi Afriadi	Universitas Negeri Padang, Indonesia
4	Teaching Humanism in Pay It Forward Movie to Students	Siti Ashabul Yamin	
5	Challenges of Using Technologies in Teaching and Learning Process of Maritime English Studies in New – Normal Era	Yusi Rahmawati	Politeknik Bumi Akpelni, Indonesia
Moderator: Rendi Afriadi			

BREAK ROOM 6

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 1 (13.00 – 13.15)			
1	When No School is Open for Learning: Does Virtual Teaching Practice Meet Student Teachers' Need?	Fika Megawati, S. Pd., M.Pd.	Universitas Muhammadiyah Sidoarjo, Indonesia
Moderator: Yulia Mutmainnah, M.Hum			
SESSION 2 (13.15 – 14.05)			
1	A Register Analysis of Photographers Commentaries on Social Media Community (Instagram)	Haryani ¹⁾ , Ainur Rosyidah Azmie Putri ²⁾	Politeknik Bumi Akpelni Semarang, Indonesia ¹⁾ , Pascasarjana Universitas Negeri Semarang, Indonesia ²⁾
2	The Role of Video Conference in Teaching and Learning Process during the Covid-19 Pandemic	Stefani Dewi Rosaria	Semarang University, Indonesia
3	Development of Multimodal Language Teaching Materials for Indonesian Language for Foreign Speakers (BIPA) during Pandemic Time	Dieni Amalia Zamzamy	Universitas Indonesia, Indonesia
4	Digital Literacy Skills and Digital Parenting Skills for Children in Bengkulu City	Diyas Widiyarti	Universitas Bengkulu, Indonesia
5	Universal Humanity as Discourse of Nationalism in Garin Nugroho's Soegija (2012)	Fredy Nugroho Setiawan ¹⁾ , M. Andhy Nurmansyah ²⁾ , Rizki Nufiarni ³⁾ , Scarletina Vidyayani E ⁴⁾	Universitas Brawijaya, Indonesia
Moderator: Fredy Nugroho Setiawan			
SESSION 3 (14.05 – 14.55)			
1	English – Indonesian Translation Strategies Made by Vocational Students In 4.0 Industrial Era	Singgih Widodo Limantoro ¹⁾ , Yerly A. Datu ²⁾	Politeknik Ubaya, Indonesia
2	Understanding of Interlingual Translation “Di Atas” By Agribusiness Students in Program of English As General Course Study	Allif Syahputra Bania ¹⁾ , Rahmiati ²⁾ , Muhammad Yakob ³⁾	Universitas Samudra, Indonesia
3	Comparison of IG Translate and Human Translation in Jokowi Official Instagram Account: A Study of Koponen's Error Category and	Amazia Trifena Putri ¹⁾ , Harris Hermansyah Setiajid ²⁾	Universitas Sanata Dharma, Indonesia

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
	the Translation Strategies Applied		
4	Translation Techniques of Modality Metaphor in Novel Anne of Green Gables	Yurike Poyungi ¹⁾ , Nababan ²⁾ , Santosa ³⁾ Suhertian M.R. Riyadi	Sebelas Maret University, Indonesia
5	The Effectiveness of Translation Produced by Facebook	Ika Cahyanigrum Oktaria ¹⁾ , Widyashanti K Anindita ²⁾	Surakarta University, Indonesia
Moderator: Allif Syahputra Bania			
SESSION 4 (14.55 – 15.45)			
1	Radio Play Performance Editing Guideline with an Open Source Audio-Video Editor as a Remote Learning Media in the English Drama Class	Heri Dwi Santoso ¹⁾ , Mega Pranata ²⁾	Universitas Muhammadiyah Semarang, Indonesia ¹⁾ , Institut Teknologi Telkom Purwokerto, Indonesia ²⁾
2	Ecosophy of Syair Ikan Terubuk	Mohd. Fauzi ¹⁾ , Tengku Silvana Sinar ²⁾ , Dwi Widayati ³⁾ , Bahagia Tarigan ⁴⁾	Universitas Sumatra Utara ¹⁾ , Universitas Lancang Kuning, Indonesia ^{1,2,3,4)}
3	Hegemony in Technology	Neni Rachmatika ¹⁾ , Virginia Budi Tri Santosa ²⁾	Universitas Muhammadiyah Semarang, Indonesia
4	Children And Robot: Posthumanism Reading On Riko The Series	Susanto	Universitas Pekalongan, Indonesia
5	Speech Acts of Netizens toward the Inauguration of Surakarta Mayor of Gibran Rakabuming Raka: A Study of Anthropolpragmatics	Dini Restiyanti Pratiwi, Eko P, Agus BW, Tri S	Universitas Muhammadiyah Surakarta,
Moderator: Mohd. Fauzi			

BREAK ROOM 7

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
SESSION 1 (13.00 – 13.15)			
1	Translating Grammatical Cohesion in Ghost Fleet: The Next World War Novel	Arbain, S.Pd., M.Pd.	Universitas Widya Gama Mahakam Samarinda, Indonesia
Moderator: Budi Tri Santosa, M.A			
SESSION 2 (13.15 – 14.05)			
1	The Image of Women in Fiksimini: Analysis of Feminical Critical Discussion in Cyber Literature	Arini Vika Sari	Yogyakarta State University, Indonesia

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
2	“A girl who can balance between studies and religion”: An Imagined Community of Malay-Singaporeans in Alfian Sa’at Malay Sketches (2012)	Ririn Kurnia Trisnawati	Universitas Jenderal Soedirman, Indonesia
3	Film Subtitle: Which One Should Be Chosen?	Gilang Fadhilia Arvianti	Universitas Tidar, Indonesia
4	Implementation of Collaborative Learning Model Group Investigation Type in Appreciation Prose Fiction Subject	Fina Hiasa	Universitas Bengkulu, Indonesia
5	Conceptual Metaphor in Mark Forster's Album Liebe S/W	Muhammad Reza	Universitas Pendidikan Indonesia, Indonesia
Moderator: Muhammad Reza			
SESSION 3 (14.05 – 14.55)			
1	Humanical Values and Environmental Values in The Folklore at The Region Karangjati District, Ngawi Regency: Literary Ecocritic Approach	Vinsca Sabrina Claudia ¹⁾ , Sarwiji Suwandi ²⁾ , Nugraheni Eko Wardani ³⁾	Universitas Sebelas Maret, Indonesia
2	Prokes in Talk Show and Electronic Cinema: Representation of Social Groups’ Responses to KPI Regulation	Agus Budi Wahyudi ¹⁾ , Laily Rahmatika ²⁾	Universitas Muhammadiyah Surakarta, Indonesia
3	Cyber Literature as an Alternative for Sidoarjo Woman Writers Community: A Sociological Perspective in Literature	Niko Fediyanto ¹⁾ , Vidya Mandarani ²⁾ , Yuli Astutik ³⁾	Universitas Muhammadiyah Sidoarjo, Indonesia
4	Online Children Literature: A Study on Play Store Applications	Mia Fitria Agustina	Universitas Jenderal Soedirman, Indonesia
5	The Simile Translation Strategy in All Characters’ Utterance of Madeline Miller’s Circe Novel (2018) And Its Indonesian Translation (2019)	Annisa Rizka Noviana Dewi ¹⁾ , Diana Hardiyanti ²⁾ , Yunita Nugraheni ³⁾	Universitas Muhammadiyah Semarang, Indonesia
Moderator: Niko Fediyanto			
SESSION 4 (14.55 – 15.55)			
1	Amplification Technique of Translation in the Target Language Novel 'Earth Dance'	Erlina Zulkifli Mahmud ¹⁾ , Bima Bayusena ²⁾ , Taufik Ampera ³⁾	Universitas Padjadjaran, Indonesia

NO	TITLE	AUTHOR (S)	AFFILIATION (S)
2	The Usage of Onomatopoeia Sound Symbol on "The Diary of a Wimpy Kid"	Alfia Tawaffani Muslima	Universitas Pendidikan Indonesia, Indonesia
3	Sukarno's and Tjokroaminoto's Socialism(s) in 'Soekarno' and 'Guru Bangsa: Tjokroaminoto' Biographic Movies	Scarletina Vidyayani Eka ¹⁾ , Rizki Nufiarni ²⁾	Universitas Brawijaya, Indonesia
4	Mimicry and Hybridity of Hobbs in David Leitch's Fast and Furious: Hobbs and Shaw (2019) Movie Script	Inkarani Indrastuti ¹⁾ , Heri Dwi Santoso ²⁾ , Yesika Maya Ocktarani ³⁾	Universitas Muhammadiyah Semarang, Indonesia
Moderator: Alfia Tawaffani Muslima			

WHEN NO SCHOOL IS OPEN FOR LEARNING: DOES VIRTUAL TEACHING PRACTICE MEET EFL PRE-SERVICE TEACHERS' NEED?

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Abstract

Covid-19 pandemic has transformed teacher education programs to shift their academic activities for pre-service teachers. Accordingly, teaching practice are mostly carried out virtually in order to get access to the school learning. This study aims at exploring pre-service teachers' experiences in fulfilling their needs in online classroom instruction during Covid-19 emergency remote teaching (ERT). Five pre-service teachers were involved in this study. To collect the data, interview transcripts and teaching artefacts were analyzed qualitatively. The result of this study show three important points. First, to find out raw model, students' response, school environment and culture, and teaching performance, they were not completely obtained in virtual class. Second, learning process can be carried out effectively if the pre-service teachers and students were supported by sufficient stuffs for doing online. In relation to the platform, there is no single best technology was implemented. Third, pre-service teachers' digital literacy were important to adapt the school policy and to accommodate the learners' situation. In a nutshell, this study implies that the attention in assisting pre-service teachers to face emergency remote situation in their field experience is important to be evaluated.

Keywords: *emergency remote teaching; teacher's need; teaching practice*

Introduction

In response to the spread of Covid-19 pandemic, most of educational institution have decided to implement learning from home. As a result, to facilitate the learning process, online platform, synchronous or asynchronous, should be welcomed by the stakeholders although it is not designed or prepared before. This emergency remote teaching (ERT), indeed, give impact to teacher education program as well, particularly teaching practice activities. The pre-service teachers who have been trained to handle students in the real school or classroom setting are forced to have the skill to teach students in online platform. This experience is believed to become one of important determinants in the success of their future teaching [1].

The principle of teaching practice is basically to introduce pre-service teachers to the real situation of the school and the people there in addition to the implementation of teaching skills in the classroom. During ERT, to fulfill the pre-service teachers' needs that can be used as their inputs later in the real context, the essence of teaching practice is still provided under the control of the policy makers based on the areas' status. Consequently, inequality is found during the field activities among the teacher education programs. In other words, pre-service teachers' needs are not completely available depending on the learners' situation. This is related to their readiness to face students' changing habit in the classroom. Because something unusual is faced during ERT, this calls researchers

to know more about its potential challenges, barriers, and innovations that have been a growing topic recently. Thus, to know the experiences in facing teaching practice during pandemic, the pre-service teachers' perception as the main character in the program is worthy to be investigated deeply. As stated by [2] and [3], the ways to see what they have passed can be from their reflection. The reflection can be explored through various questions, such as giving metaphor and critical incident prompts during the process of teaching practice.

Many studies have reported about emergency remote teaching in different context [4]–[8], but few investigate pre-service teachers' experiences in undertaking teaching practice through the lens of metaphor and critical incidents. [9] in his study found that ERT can decrease the quality of teaching practice program, especially in mentoring process; as a result, limited attention to the success value during the teaching process need more attention. Looking at different view of this matter, this study would concern on exploring Indonesian pre-service teachers' experiences in ERT in relation to EFL classroom and technology use for developing their teaching skill as the primary need in their study. It is expected to give contribution to the innovation in teacher education program as well as the policy maker regarding the enhancement of digital literacy as a part of emerging content courses in their preparation programs.

Research Question:

What are the English pre-service teachers' experiences during teaching practice in Emergency Remote Teaching seen from their metaphors and critical incidents?

Methodology

As a qualitative approach, this study was carried out through interview and document analysis. Five pre-service teachers from different Indonesian

university, particularly state university in east java were involved as the subjects of this study. Five EFL pre-service teachers were involved in this study, 3 male and 2 female. They were from different institution in East Java, and they commonly had approximately a month to accomplish their program, except one pre-service teacher who was selected in international teaching practice in Thailand. She had a-four-month online teaching experience. In this case, she is called PST #5. They all were in the seventh semester when the time data were collected. After completing the consent form, the participants were interviewed 3-4 times during the teaching practice program. At the last session of the practice, they were asked to share their lesson plan as well as other supporting documents to be investigated deeply. As the last step, thematic analysis was implemented to uncover the significant results by applying three steps, coding – categories – themes [10].

Findings and Discussion

The findings were derived from pre-service teachers' transcripts that unpacked two categories, metaphor and critical incidents. Then the two are presented into details in three themes.

Pre-service Teachers' Virtual Teaching Experiences

Referring to the metaphor "Teaching is a journey, not a destination", this study used the prompt to encourage the pre-service teacher express their feeling about teaching in ERT during the interview by contextualizing the sentence into Teaching English in Covid-19 Pandemic is journey. By mentioning this prompt in their story's titles, they focus on telling the reasons behind the mentioned adjective. The results are depicted in Table 1.

Table 1. Metaphors expressed by the participants

Participants	Pre-service teachers' statements	"Teaching English in Covid-19 Pandemic is journey" Metaphor
PST #1	Teaching English in pandemic era is a new challenge for today's and future teacher . Why? Because we should use many platforms to do the learning process. In the other hand, this way of teaching can be useful in the future when the teacher can use technology as well as possible.	Teaching English in Pandemic Era is an unpredictable journey
PST #2	One of the aim in learning English "The students can able to use the language". It means that the students have to try in communicating using English. However, Covid-19 disease force us to adapt with a new way in teaching. The minister of Indonesia education make a rules if there is no offline class or face to face learning. It was replaced with Online Learning. It was challenging for us as a practitioners in education. We have to adapt with every condition during the pandemic. For example, we have to ready 24 hours for our students because not all of students have an access to the internet. We must be creative in getting around online learning	Teaching English in Pandemic Era is an unbelievable journey
PST #3	Pandemic has some effects to people's life, including in education field. All educators and students must do distance learning in case to avoid spreading the virus. Teaching and learning through online is really hard. Teachers must re-think about the materials, assessments, and media used which the students can get or use it easily. Of course, the misunderstanding can't be avoided because both teachers and learners don't know the expression and intonation in the text typing by the others. Sometimes, may be the students think that the teacher is only giving explanation, while in fact, the teacher is also giving a task or question. Furthermore, distance learning is also affected on students' motivation in studying.	Teaching English in Pandemic Era is a challenging journey
PST #4	Frustrating if you're not creative and trying a little bit hard for the class and students.	Teaching English in Pandemic Era is a tiring and confusing journey
PST #5	<i>Mengajar di Masa Pandemi Covid-19 sangat mengesankan. Pengalaman ini sangat menyenangkan karena saya mendapat kesempatan untuk mengajar dengan siswa siswi berbeda negara, mendapatkan pengalaman baru yang berbeda dengan pengajaran di dalam kelas. Berekomunikasi dengan guru dari negara lain serta mendapat ilmu baru tentang Bahasa Thailand.</i>	Teaching English in Pandemic Era is a motivating journey

Table 1 show that the five participants have different experiences. This factors can be from the school placement environment, the students, or even from they themselves. One out of five participants did international teaching practice in collaboration with a school in Thailand. The other four schools are in Indonesia.

Technology Applied in Teaching Practice

This part explains the typical technology application implemented by the pre-service teachers to teach during ERT and communicate with the school stakeholders, primarily students, mentoring teacher, institutional advisor. The metaphors they have concluded in their writing is also derived from this impression since almost all of school are closed for direct learning.

Table 2. Technology used during teaching in ERT

Participants	Technology applied in Teaching Practice	Technique	Critical Incidents
PST #1	WhatsApp	Asynchronous	The student did not give responses to the delivered material

PST #2	Video and Google Form	Asynchronous	My students can get a clear example about how the language/expression used in daily context/ specific purpose from the video. Also, the google form helps me to deliver the exercise for the students. Although not all of the students do my assignment.
PST #3	EPub (for Android, Lithium needs to be installed)	Asynchronous	It's very useful and easy to use. I just had to attach my voice recording and explanation video about the material in it.
PST #4	WhatsApp	Asynchronous	Actually, I want to try discord group, but teacher felt more convenient to use WhatsApp group and suggest me use it as well.
PST #5	Zoom	Synchronous	Sedihnya, video terkadang tidak ada suara saat di aplikasikan dengan zoom sehingga waktu terbuang untuk kendala teknis.

Table 2 shows that the application the students are familiar with are not monotonous. Instead of using WhatsApp as the usual communication tool as well as learning media, they also have used E-Pub (Lithium) and Discord in their daily life, and one of them had applied it in the asynchronous learning. Meanwhile, one of the participants has a great opportunity to have a synchronous learning fully for teaching and learning activities. The implementation of the various applications were matched with the students' ability in accessing the online learning. From the application, it can be highlighted that learning technology can be bridged from communication tool feature such as WhatsApp. Although it refers to the simple way of learning, it can be very beneficial for students with low-

techno support. On the other hand, looking at the Table 2, virtual meeting platform could not be implemented during ERT in all of the institutions. To accommodate their expression when using the technology, in the last column, pre-service teachers told their statements about the process obtained from the application.

Remote Classroom Adaptation

Regarding the adaptation process during teaching practice in ERT, this study underlines four significant events, namely First time in the class, social interaction, managing emotions, and perception on the role of technology in teaching. To identify the excerpts mentioned by each participant, please check the content in Table 3.

Table 3. Components in Remote Classroom Adaptation

Participants	First time when teaching English online	Interaction with the mentor/students/other school teachers	Coping with emotions	Result of Adaptation Process Technology in ERT is...
PST #1	I feel excited but also nervous how we can handle the students	All of the interaction always via WA, but sometimes teacher asked us to have zoom meeting once.	Because this is my first time, I have prepared all of what I need to face the student in classroom. But in the other hand I still get nervous even though we do it in online	one of learning parts. Without technology we cannot give interesting way of teaching to the student
PST #2	Actually, I felt so nervous at the first time came to the class, teach the students, and deliver the materials. However, when	Obviously, as the pre service teacher, I became a visitor or a stranger in this school. That is why I have to give my respect for all	It is usual as pre service teacher without any experience in teaching before. For me, manage an emotion is important before we come to the class. I was teach	Something that make everything easy because we can gather different kinds of source of English

	they can get the point of my explanation, it built my confidence to teach better and prepare the materials well.	person in this school. My mentor (<i>guru pamong</i>) was good in giving the direction about how to teach in VHS and also the other teacher helps us to adapt with the environment. The hardest interaction was the students itself. The condition of pandemic force us to use the mask. It makes us difficult to communicate, or have a discussion together.	in VHS which has different characteristic of students. Start from the students who are easy to cooperate until the students who need a special approach. When I met some students which difficult to follow my class, it makes me angry. First, I can't blame him because I think if there is wrong with my teaching method. However, when I met my mentor, she give me advice. She said if not all students are interested with English, we can't force him to like English subject. I was learn from this problems to be more professional in teaching. I have to use different way about how I teach in the class like that.	materials which can be useful during teaching and learning process. Also, technology is helpful during this situation when we cannot meet each others.
PST #3	It was very excited but nervous at the same time. Teaching in this school is what I had been waiting for so long. Alhamdulillah my teacher advisor was very welcoming and supportive in helping me out.	There was a schedule for us (the pre-serviced teachers) to come to school. My schedule was on Wednesday and Saturday, so I could meet and interact with others in person when I had the schedule to come to school. For students, I just only had the interaction online through WhatsApp Group. I was quite sad because I couldn't meet the students in person.	It was quite affected. There was a time when the students in class didn't give much attention to me, but I kept trying to catch their attention by asking them some questions, or giving them a game.	very helpful for learning English because the students can learn with their own using technology.
PST #4	Shocked, Confused and little bit nervous	I'm glad that the other teachers were very friendly and helpful especially my ' <i>guru pamong</i> ', the students quite active but they usually forgot to send their assignment. I felt nervous and confused at first but as the times goes on it turned into something memorable and not as bad as I thought at first.	I'm tried being professional by ignoring those feelings as much as I can and stay focus to the class and topics even though some of the classes was held online, I woke up early, fetched some breakfast, preparing and checking the material again and then took a bath and dress myself.	perfect, you can literally make a really complex and good way of teaching English if you able to combine many kinds of app/web for your class
PST #5	<i>Saat pertama kali merasa nervous, namun selanjutnya saya sangat senang mendapat pengalaman yang baru untuk mengajar siswa yang bukan dari Indonesia.</i>	<i>Saya berinteraksi dengan menggunakan media Line. Karena perbedaan Bahasa, terkadang terjadi miskomunikasi, namun hal tersebut dapat teratasi dengan memberikan penjelasan melalui Bahasa Inggris.</i>	<i>Untuk menunjukkan rasa senang atau sedih, saya biasanya menunjukkan itu dengan gerak tubuh aau non-verbal communication.</i>	<i>media yang efektif untuk pembelajaran karena siswa siswi dapat mempelajari bahasa Inggris dimanapun dan kapanpun dia berada.</i>

Many aspects can be explored from the practice of ERT. In the context of pre-service teachers, this becomes very informative since they were facing different situation from their first prediction about teaching practice. To relate their experience through metaphor

they expressed and critical incidents happened, integrating first experience, communication process, and emotions seem to be relevant to support the findings. The dynamic process shows the learning phase in the teaching journey.

In this section, to know its relevance with the current issue related to ERT, the results of this study are connected to the previous studies' findings. Before, this part goes to the specific theme found, the contribution of analyzing pre-service teachers' experience through metaphors and critical incidents are big. The critical incidents' role informs two paradoxical side of the pre-service teachers, positive and negative but both of them are in the same underpinning concept of unexpected event that give an important value in their moment [11]. In linguistic section, metaphor can be blended with the pedagogical aspect in term of teacher's feeling in their instruction. Focusing on a journey which can be modified by any adjective depending on the whole impression in the event, this study has presented one of easy ways to introduce figurative language as a reflection of their activity to present knowing, doing, and being [12]–[14].

First, regarding the pre-service teachers' virtual teaching experience, the whole components that becomes the needs of pre-service teachers are not existed. The missing things in the context of pre-service teachers may cover unbalanced portion in developing students' language skill. The tendency to use written communication was found greater than spoken practice [15], [16]. Consequently, the more attention to the content of the written language is expected also to accommodate the model for spoken language skill. Providing supplementary exposure from video as well as teachers' voice messages at least can give inputs to the students on how to speak in English in addition to develop their listening and reading.

The second point deals with technology or application used during teaching practice. When we talk about emergency remote teaching, it refers to two ways of learning, synchronous and asynchronous. Based on the pre-service

teachers' experience, there is no best implementation of the technology. What is so called the best is variation. It depends on the condition from both teachers and students. Variation in online learning also meets challenges. Thus, using only one of ways was not sufficient to accommodate the students' learning environment. For example, when synchronous learning is always implemented like what pre-service teacher did, signal was not perfectly implemented [17]. Therefore, follow up activities through communication tool such as Line in the context of international practicum in Thailand and the use of WhatsApp in the context of local practicum were really supporting. In relation to technology used in teaching practice phase, almost all steps of teaching were done online, namely preparation, implementation, and reflection [18].

Last but not least, remote classroom adaptation is also essential to be discussed. One of the objectives to be adaptable is that to make the pre-service teachers aware of the real condition. This can be similar to the expectation or even far away from the ideal concept. In this step, the pre-service teachers will learn that adaptability can keep the students' engagement in their instruction. strategies applied is expected to facilitate the whole class equally including those that belong to low-resource context [19] To sustain English language skill development, it is undeniable that not all of the skill can be exposed to the learning. [16] found that less speaking skill activities were given during the pandemic. This is in line with this study's findings that students' task tend to be in the written form. This case needs to be evaluated by giving recommendation to use all features of application that enable students to practice the whole language skills comprehensively.

Conclusions

What needs to be pinpointed from this study is that preservice teachers' experiences can be explored through their reflection through metaphors and critical incidents. Regarding to their need, this study reveal that the pre-service teachers' need involve there things, learning to reflect, learning to use technology, and learning to adapt. This implies that as teacher educators, we need to emphasize that teaching is a process that needs dynamic responses and changes for improvement. Unpredictable situation is always existed, including in this pandemic in which nobody knows the ending point of this disease. Through their reflection, it is expected that pre-service teachers keep doing reflection on their best practice in order to be a professional teachers in any situation. Referring to the limitation of this study which involved small scale of participants and two specific area for investigation, guided-metaphor and critical incidents, further studies are recommended to explore more novelties behind this emergency remote situation. One of the suggested topics is about the task focus and feedback given by pre-service teachers. The more investigation on this area will shed light on the effective way to carry out teaching practice during and after ERT.

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