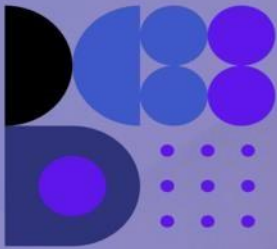
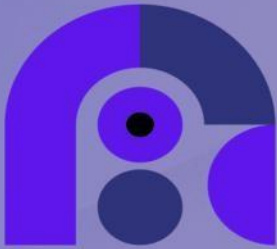




Global perspective, local influence,  
language education, technology,  
cultural diversity, and inclusivity

# ICEL 4



PROGRAM BOOK 

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# OPENING REMARK

Rectoí of Univeísitas Brawijaya

## Rector of Universitas Brawijaya



Bismillahirrahmanirahim  
Assalamu'alaikum wa rahmatullahi wa  
barakatuh,  
Om Swastiastu Namó Budhaya  
Salam kebajikan

Honourable Keynote Speaker:

1. Prof. Umesh Sharma - Professor in the Faculty of Education at Monash University, Australia.
2. Associate Prof. Akiha Takako - Professor of Japanese Literature in the Department of Letters at University of Kumamoto, Japan
3. Associate Prof Dr. Lilla Adulyasas – The Vice President of Academic Affair and Students' Quality at Yala Rajabhat University, Thailand
4. Dr. Wan Nurul Elia Haslee Sharil, A senior Lecturer in TESL Faculty of Education at University Teknologi Mara, Malaysia
5. Prof Dr. Zuliati Rohmah, M.Pd – Professor of English Language Teaching at Universitas Brawijaya, Malang Indonesia

Distinguished guests, esteemed speakers, faculty members, participants, and students,

Good morning,

On behalf of Universitas Brawijaya, it is my honor and privilege to welcome you all to the International Conference on Advances in Education, Humanities, and Language (ICEL), hosted by our esteemed Faculty of Cultural Studies. Today, we convene to delve into and share insights on the vital subjects of education, humanities, and language—domains that play a

**Conference Program Book**



LENOVO

# OPENING REMARK

Rectoí of Univeísitas Bíawijaya

pivotal role in shaping our society's future.

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# OPENING REMARK

Rectoí of Univeísitas Bíawijaya

Scholars, researchers, and practitioners from many fields and geographical locations can come together at this conference to discuss their creative solutions, discoveries, and original ideas on a special platform. Being the host of this event makes us very happy since it perfectly reflects Universitas Brawijaya's dedication to global engagement and academic excellence.

I would like to extend my gratitude to all the keynote speakers, presenters, and participants for dedicating their time and energy to making this event a success. In addition, I would like to express my gratitude to the organising committee for their hard work and dedication in bringing this conference to fruition.

To our international guests, I hope you find your time in Malang and at Universitas Brawijaya both entertaining and productive. We hope that this conference will foster new collaborations and friendships that will continue long after the event has ended.

Once more, welcome to Universitas Brawijaya. I hope this conference is successful and motivational for all of you.

Thank you.

Wassalamu'alaikum Wr.Wb.

Malang, 2 of October 2024

I wish you a fruitful and enjoyable conference!

**Prof. Widodo, S.Si., M.Si., Ph.D.Med.Sc**

# WELCOMING SPEECH

Conférence Chair

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## OPENING REMARK

Dean of FCS



Assalamu'alaikum wa rahmatullahi wa barakatuh,  
Om Swastiastu Namó Budhaya  
Salam kebajikan

Respected ladies and gentlemen, Esteemed Attendees and Distinguished Participants,

Greetings and salutations to everybody attending the 4th International Conference on Advances in Education, Humanities, and Language (ICEL) at Faculty of Cultural Studies, Universitas Brawijaya. This annual conference is conducted by three study programs under Department of Language Education, they are Study Program of English Language Education, Study Program of Indonesian Language and Literature, and Study Program of Japanese Language Education. It is also supported by The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN).

We are honoured to be the hosts of this important conference, which will allow us to share our experience and perspectives on the important topics influencing both local and worldwide educational landscapes.

The theme of this year's conference, *“Global Perspectives, Local Influence: Language Education, Technology, Cultural Diversity, and Inclusivity,”* is not only timely but deeply relevant to the challenges and opportunities we face today. Education, language, and cultural borders are constantly changing in a world where connections are becoming more and more seamless. In

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Conference Program Book





# WELCOMING SPEECH

Dean of FCS

order to promote inclusivity and respect for cultural variety in our educational practices, it is critical that we, as scholars, practitioners, and educators, have meaningful conversations about how global trends affect our local reality.

In particular, language education is essential to linking these local and global settings. It acts as a medium for the dissemination of knowledge, the development of intercultural understanding, and the advancement of inclusivity. As technology continues to transform education and learning, it is our responsibility to make sure that this advancement is inclusive of all people and celebrates the rich cultural diversity that makes us who we are as a species.

As we explore the realm of language education, technology, cultural diversity, and inclusivity, we are led by the knowledge and wisdom of our distinguished keynote speakers. We extend our heartfelt thanks to each of them.

1. Prof. Umesh Sharma from Monash University, Australia
2. Assoc. Prof. Dr. Lilla Adulyasas from Yala Rajabhat University, Thailand
3. Dr. Wan Nurul Elia Haslee Sharil from Universiti Teknologi Mara, Malaysia
4. Prof. Akiha Takako from Perfectural University of Kumamoto, Japan
5. Prof. Zuliati Rohmah from Universitas Brawijaya, Indonesia

I want to encourage everyone to participate fully in the workshops, panel discussions, and presentations during the following few days. This should be an area for cooperation, creativity, and critical thought. Let us work together to construct a future that is both locally grounded and globally conscious, whether we are researching how local cultures affect global educational practices, discussing the issues of inclusivity, or investigating new technology in language instruction.

I would like to express my deepest gratitude to the organizing committee for their hard work in making this event possible, and to all the keynote speakers and participants for your contributions to what I am confident will be a successful and enriching conference.

I want to sincerely thank the organising committee for all of their hard work in making this conference possible, as well as all of the keynote speakers and attendees for their contributions to what I am confident will be a successful and enriching conference.

**Conference Program Book**



# WELCOMING SPEECH

Dean of FCS

Once again, welcome to Universitas Brawijaya. I hope this conference is fruitful and exciting for all of you.

Thank you for being a part of this remarkable journey.

Sincerely,  
Assoc. Prof. Hamamah, Ph.D.  
Dean of the Faculty of Cultural Studies  
Universitas Brawijaya  
Malang, Indonesia

# WELCOMING SPEECH

Conférence Chair

## Welcoming Speech

Conference Chair



Honorable Rector, Prof. Widodo, S.Si., M.Si., Ph.D.Med.Sc., esteemed Dean and Vice Dean of the Faculty of Cultural Studies, distinguished keynote speakers, respected presenters, and dear participants, it is my great pleasure and privilege to welcome all of you to the 4th International Conference on Advances in Humanities, Education, and Language (ICEL), proudly hosted by Universitas Brawijaya from the 2nd to the 3rd of October 2024.

The aim of this conference is to explore the intersection of language, education, technology, cultural diversity, and inclusivity within a rapidly evolving global landscape. By gathering experts and professionals from various disciplines, we seek to foster dialogue and collaboration that will contribute to advancing our understanding of these critical areas in both global and local contexts.

In preparation for this event, the organizing committee has worked conscientiously to ensure a successful execution. From selecting a diverse group of speakers to ensuring the technical logistics for offline participation, every detail has been carefully planned to provide a meaningful experience for all attendees.

This year, we are proud to welcome 55 presenters and participants from five countries: Indonesia, Malaysia, the Netherlands, China, Australia, and Japan. Their contributions and perspectives will undoubtedly enrich our discussions and help build bridges across cultures and academic disciplines.

I am thrilled that we have such a diverse and esteemed group of speakers to guide us through these complex and relevant discussions. Allow me to express my deepest gratitude to our distinguished keynote speakers, who have traveled from various parts of the world to share their knowledge and insights with us:

1. **Prof. Akiha Takako** from Prefectural University of Kumamoto, Japan, whose pioneering work in language education and cross-cultural

Conference Program Book



# WELCOMING SPEECH

## Conference Chair

studies will provide invaluable insights into how we can build more inclusive educational frameworks.

2. **Prof. Umesh Sharma** from Monash University, Australia, who has been at the forefront of research in inclusive education and educational psychology, will challenge us to rethink how we approach education for diverse learners.
3. **Dr. Wan Nurul Elia Haslee Sharil** from Universiti Teknologi Mara, Malaysia, whose expertise in the intersection of technology and education will shed light on the future of digital learning in multicultural societies.
4. **Assoc. Prof. Dr. Lilla Adulyasas** from Yala Rajabhat University, Thailand, whose research in linguistics and education will guide us in understanding the nuances of teaching language in culturally diverse contexts.
5. **Prof. Zuliati Rohmah** from Universitas Brawijaya, Indonesia, a leader in language education and cultural studies, whose work will help us understand the profound influence of local culture in global education.

The outcome of this conference will be published in the **Proceedings of Atlantis Press**, with selected papers also having the opportunity to be featured in a **nationally accredited journal**. This ensures that the knowledge and insights shared here will reach a broader audience and contribute to ongoing research and practice in the fields of humanities, education, and language studies.

Once again, I extend my deepest gratitude to everyone who made this event possible. I look forward to the stimulating conversations and collaborations that will emerge over the next two days. Together, let us continue to push the boundaries of knowledge and create lasting impact through our work.

And let us now begin what I am sure will be a truly enlightening and impactful 4th ICEL Conference. Thank you

Wassalamualaikum wr. Wb.

## Conference Program Book



# ABOUT:

Faculty of Cultural Studies & ICEL

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## ABOUT: Faculty of Cultural Studies

The Faculty of Cultural Studies at Universitas Brawijaya (FCS UB) was officially established on August 10, 2009, under the Rector's Decree No: 0279A/SK/2009. The faculty comprises three departments: **The Department of Languages & Literature** houses the Undergraduate Programmes: English Literature, Japanese Literature, French Language and Literature, Chinese Literature, Graduate Programmes: Master's in Linguistics, and International Programmes: English Literature, Japanese Literature, Chinese Literature. **The Department of Language Education** houses the undergraduate programs of English Language Education, Japanese Language Education, and Indonesian Language and Literature Education. **The Department of Arts & Cultural Anthropology** houses the undergraduate programs of Fine Arts and Anthropology.

All study programmes have achieved national accreditation with A and B grades and international accreditation AQAS, with the Japanese Literature programme additionally receiving international AUN QA certification. The presence of international classes and students participating in Double Degree and Exchange Programmes underscores the faculty's global recognition.

The curriculum is meticulously crafted to meet the challenges of both the professional and academic landscapes in the global era. The faculty actively engages in scientific endeavors with leading practitioners and scholars, both domestically and internationally. Furthermore, students have access to various national and international scholarships.

In 2023, Universitas Brawijaya (UB) made two significant changes to respond to technological advancements and bureaucratic reforms. UB established an Artificial Intelligence (AI) Centre to adapt to technological progress and initiated an Integrity Zone to achieve good, clean governance with an international reputation. In response, FCS UB designated Digital Humanities as the faculty's Centre of Excellence (CoE) in September 2023. Additionally, FCS UB is developing a culture-based industry to play a more active role in supporting the development, preservation, and utilization of cultural heritage, as well as preparing students to thrive in an increasingly competitive and innovative job market. Further, as part of its commitment to achieving a quality management system and clean bureaucracy, FCS UB declared and implemented an Integrity Zone in October 2023.

The Faculty of Cultural Studies is dedicated to providing mentoring services

# ABOUT:

## Faculty of Cultural Studies & ICEL

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for students with disabilities, ensuring accessibility and inclusivity in educational services. The faculty also prioritizes the safety and well-being of its members by addressing offensive cases such as sexual violence and bullying. Victims can report to an assigned service unit to seek protection and safety. The Faculty of Cultural Studies aims to establish a comfortable and secure environment for all faculty members to achieve their goals conveniently. With a forward-looking approach, the Faculty of Cultural Studies at Universitas Brawijaya remains optimistic and committed to achieving further success in both national and international arenas.

# ABOUT:

Faculty of Cultural Studies & ICEL

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## ABOUT: ICEL

This conference is intended for a wide audience to engage and exchange research experiences relevant to the chosen topics. The aim of ICEL (International Conference on Advances in Humanities, Education and Language) is to establish a forum where researchers, professionals, academicians, and industrial experts from around the globe can showcase their research findings and advancements in the fields of Education, humanities, and social sciences. The conference is scheduled to take place at Faculty of Cultural Studies Building A Universitas Brawijaya in Malang, Indonesia on 2-3 October 2024. The theme of this conference is Global Perspectives, Local influence: Language Education, Technology, Cultural Diversity, and Inclusivity. The intention of selecting this theme is to facilitate the exchange of ideas among teachers, lecturers, students, and researchers regarding the perspectives and impact of language education in both local and global contexts. The primary objective of this international conference is to uncover current societal issues that develop in the field of language teaching, using diverse scientific approaches. This conference offers delegates the chance to directly discuss innovative ideas and practical experiences, build professional or academic connections, and identify international partners for future collaborative endeavors.

# THEME AND SUB-THEMES

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## Theme

Global Perspectives, Local Influence: Language Education, Technology, Cultural Diversity, and Inclusivity

## Sub Themes

1. Language Pedagogy
2. Technology in Education
3. AI-assisted language learning
4. Language policy and planning
5. Language Assessment and Testing
6. Teacher Training and Professional Development
7. Inclusive Education
8. Materials & Media Development
9. Culture in Education
10. Teaching Young Learners
11. Teaching Language for Specific Purposes



# KEYNOTE AND FEATURED

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## KEYNOTE AND FEATURED



Dr. Wan Nurul Elia Haslee Sharil is a Senior Lecturer of Teaching English as a Second language from Universiti Teknologi Mara, Malaysia.

In this keynote address, the notion of reflective practice is revisited to mitigate teacher training issues surrounding global education. The focus will be on issues elaborated in the report by the World Bank, UNESCO and UNICEF (2021), emphasizing on the learning losses in the post-pandemic world. UNICEF defines inclusive education as 'allowing students of all backgrounds to learn and to grow side by side, to the benefit of all'. In the efforts of recovery from these learning losses, inclusive education plays a very important role, where inclusive teaching methods becomes a central notion. In the effort of ensuring that every child, regardless of ability and individual characteristics, is not left behind. In this unprecedented times, teachers must be ready to take on the challenge to become an inclusive teacher. In preparing teachers that are ready to face a world that is brittle, anxious, non-linear and incomprehensible (BARI), developing teachers that are reflective may provide a positive avenue. The author discusses Farrell's (2015) Framework for Reflecting on Practice and how this framework could help in producing teachers that are resilient and adaptable. Several implications of this framework will also be discussed for teacher trainers to take into consideration when they design or review their teacher training curriculum. Recommendations will also be made at the end of the keynote speech for teacher trainers for future reference.

## KEYNOTE AND FEATURED

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Prof. Umesh Sharma is a Professor in the Faculty of Education at Monash University, Australia where he is the Associate Dean (Equity and Inclusion). Umesh's research programs in the area of disability and inclusive education span India, Pakistan, China, Bangladesh, Fiji, Solomon Islands, Vanuatu and Samoa as well as Australia, Canada, USA and New Zealand.

In this presentation, He will share about why we have struggled to prepare all our teachers to teach in inclusive classrooms. In

an inclusive classroom, all learners thrive, not just those who have additional needs. I will discuss some of the major issues in teacher education programs globally, which may also be relevant in Indonesia and many other countries of the region. I will then propose a new way to prepare our teachers to teach in inclusive classrooms with their hearts, heads and hands. The idea may appear to be too idealistic. He will share the evidence that it has worked in some of the poorest countries. However, it can only work if we are ready to adopt new ways of preparing our future generation of teachers in Indonesia and globally.

## KEYNOTE AND FEATURED

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Prof. Dr. Zuliati Rohmah, M.Pd is a professor in English Language Teaching in the Faculty of Cultural Studies at Universitas Brawijaya, Indonesia.

In this conference, she will present about **“Pre-Service Teachers' Perspectives on Technology Integration in Microteaching: Enhancing Professional Development for Gen-Z Educators”**. This study examines pre-service English teachers' views on the use of technology in microteaching sessions, which offer a controlled, supportive environment for developing teaching

skills. Previous studies on microteaching have largely focused on the pedagogical benefits of microteaching itself and its role in developing teaching competencies. However, there is a gap in understanding how technology integration in microteaching specifically impacts pre-service teachers' professional growth, especially in the context of Gen-Z learners. This research fills the gap by providing insights into pre-service teachers' perceptions of technology-enhanced microteaching and their experiences in navigating technological integration. The research focuses on how pre-service teachers perceive microteaching as a key part of their professional growth, drawing upon constructivist and socio-cultural theoretical frameworks. It explores their expectations of microteaching activities, and their experiences with integrating technology in the classroom. Challenges in technology integration and strategies for overcoming these issues are also discussed. Data were collected before, during, and after the microteaching sessions through open-ended questionnaires, observations, reflections, and focus group discussions. The findings reveal that Gen-Z pre-service English teachers prefer technology-enhanced classes over traditional ones. The findings offer implications for teacher education programs to design more effective preparation strategies that align with the needs of today's tech-savvy future educators. Future research could explore the longitudinal effects of technology use in teaching practices and how emerging technologies may further influence pre-service teacher development.

## KEYNOTE AND FEATURED

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Associate Prof. Dr. Lilla Adulyasas is a vice President of Academic Affairs and Students' Quality, Yala Rajabhat University, Thailand. A professor of TPACK in Mathematics Education at Faculty of Science, Technology and Agriculture.

Her presentation explores the impact of an integrated technology-based teaching approach combined with peer coaching on the development of teachers' Technological Pedagogical and Content Knowledge (TPACK) and students' understanding in mathematics. Conducted with in-service and pre-service teachers in Thailand, the study used a mixed-method research design, employing both qualitative and quantitative analyses to assess teacher development and student outcomes. The findings revealed significant improvements in teachers' TPACK and students' geometric understanding through the use of interactive technologies like Geogebra, Tinkercad, and other geometry-focused applications. Teachers experienced enhanced professional growth, while students demonstrated improved performance, surpassing the standard achievement benchmarks. This research underscores the effectiveness of integrating technology and peer coaching in modern mathematics instruction, aligning teaching practices with 21st-century educational needs.

## KEYNOTE AND FEATURED

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Prof Akiha Takako is a professor of Japanese language education in The Prefectural University of Kumamoto, Japan.

This presentation discusses the essential competencies and qualities required for Japanese language teachers. It highlights the current status of Japanese language education, noting the presence of 141 countries with over 18,000 institutions and nearly 75,000 teachers serving approximately 3.8 million learners as of 2021. A new certification, "Registered Japanese Language Teacher," will be introduced in April 2024, mandating specific educational qualifications and proficiency testing. Key competencies for teachers include a deep understanding of the Japanese language, respect for cultural diversity, practical communication skills, and a commitment to lifelong learning. The PROG Test, which evaluates interpersonal skills, problem-solving abilities, and self-supporting skills, shows significant overlap with the qualities needed for effective teaching. The paper emphasizes the necessity of aligning teacher training programs with these competencies through practical experiences, group work, and reflective assessment, to enhance the effectiveness of Japanese language education both domestically and internationally.

## RUNDOWN OF ICEL IV

**Malang, 2 – 3 October 2024**

**Day 1 – Wednesday, October 2, 2024**

Time	Agenda	Venue	
<b>07.00-08.00</b>	Registration	In front of FIB Hall B	
<b>08.00-08.15</b>	Opening by MC	FIB Hall B	
<b>08.15-08.25</b>	Singing Indonesia Raya		
<b>08.25-08.35</b>	Dance Performance		
<b>08.35-08.40</b>	Report by Chairperson of ICEL		
<b>08.40-08.50</b>	Welcoming Speech by Dean of Faculty of Cultural Studies		
<b>08.50-09.00</b>	Opening Speech by Rector of Universitas Brawijaya		
<b>09.00-09.10</b>	Souvenir Awarding and Documentation		
<b>09.10-09.30</b>	Coffee Break		In front of FIB Hall B
<b>09.30-10.30</b>	Plenary Speech 1 (offline) <b>Dr. Wan Nurul Elia Haslee Sharil</b> Universiti Teknologi Mara (UiTM) Navigating through Global Challenges in Teacher Training: Revisiting the Notion of Reflective Practice  Moderator: Agus Gozali, M.Li		FIB Hall B
<b>10.30-11.30</b>	Plenary Speech 2 (online) <b>Prof. Akiha Takako</b> Kumamoto Prefectural University <b>Competencies and Qualities Required of Japanese Language Teachers: A Comparison with Competencies Measured by the PROG Test</b> Moderator: Dr. Frida Unsiah, M.Pd		
<b>11.30-11.35</b>	Announcement for Parallel Session		
<b>11.35-12.30</b>	Prayer and Lunch Break	In front of FIB Hall B	
<b>12.30-13.30</b>	Plenary Speech 3 (offline) <b>Prof. Dr. Zuliati Rohmah, M.Pd.</b> Universitas Brawijaya	FIB Hall B	

## KEYNOTE AND FEATURED

	<b>Pre-service Teachers' Adoption of Technology: Focus in Microteaching</b> Moderator: Dr. Moh Hasbullah Isnaini, M.Pd	
<b>13.30-14.30</b>	Parallel Session 1 (4 presentation @15 minutes)	Parallel Room
<b>14.30-15.00</b>	Coffee Break	In front of FIB Hall B
<b>15.00-16.00</b>	Parallel Session 2 (4 presentation @15 minutes)	Parallel Room

### Day 2 – Thursday, October 3, 2024

Time	Agenda	Venue
07.00-08.00	Registration	In front of FIB Hall B
08.00-08.45	Parallel Session 3 (6 presentation @15 minutes)	Parallel Room
09.30-10.00	Coffee Break	In front of FIB Hall B
10.00-11.00	Plenary Speech 4 (offline) <b>Assoc. Prof. Dr. Lilla Adulyasas</b> <b>Yala Rajabhat University</b>  <b>Moderator: Dr. Moh Hasbullah Isnaini, M.Pd</b>	FIB Hall B
11.00-12.00	Plenary Speech 5 (online) <b>Prof. Umesh Sharma</b> <b>Monash University</b>  <b>Moderator: Dr. Frida Unsiah, M.Pd</b>	
12.00-12.15	Fulfillment of Satisfaction Survey	
12.15-12.45	Door Prize and Documentation	
12.45-13.00	Closing of ICEL	
13.00-14.00	Prayer and Lunch Break	In front of FIB Hall B

# KEYNOTE AND FEATURED

## RUNDOWN OF PARALLEL SESSION

Day 1, 2 October 2024

No	Title	Author(s)	Session	Room
1	Students' Perspective Towards Intercultural based on Learning Experience in Intercultural Reading Subject	<i>Titin Kustini</i>	<b>1 (13.30-14.30)</b>	Ballroom
2	Cross Cultural Adjustment of Malaysian Internship Students at a Public University in Indonesia	<i>Safhira Auralia Rahman, S.Pd Dr. Rojab Siti Rodliyah, S.Pd., M.Ed. Benedicta Cindy Tamara, S.Pd.</i>		
3	Out-of-School Adolescents: Relevance Low Level of Education and Orange Farmers in Petungsewu Village, Malang Regency	<i>Dewi Ariyanti Soffi</i>		
4	Ironical Implications among Asian Students and Culture Setting	<i>Widya Caterine Perdhani</i>		
5	Unveiling Rudeness: Impoliteness Strategies Used by the Judges of America's Got Talent	<i>Umi Kulsum</i>	<b>1 (13.30-14.30)</b>	2.4
6	Semantic Relations of Phrases on Human Disease Names in Indonesian	<i>A. Syihabuddin Aniq Jimly</i>		
7	Pemerolehan Bahasa Pertama Anak Usia Dini pada Tataran Fonologi: Kajian Psikolinguistik	<i>Dr. Eti Setiowati, M.Pd</i>		
8	From Burnout to Bliss: A Synthesis of Literature on Teachers' Emotional Experience in Digital Classroom	<i>Endah Yulia Rahayu Dr. Dra. Moesarofah, M.Psi</i>		



## KEYNOTE AND FEATURED

9	Self-Reflection for English Teachers' Pedagogical Development	<i>Agung Is Hardiyana</i>	<b>1</b> <b>(13.30-14.30)</b>	2.5
10	Secondary School EFL Teachers' AI Competence Levels and Barriers to Effective Materials Development: A Case Study in Malang	<i>Agnia Ilma, S.Pd.</i>		
11	Improving Negotiation Text Writing Skills Through Comic Strips Media Using the SQ3R Technique in Tenth Grade Students at SMAN 1 Singosari	<i>Junita Aliya Faruq</i> <i>Dr. Sony Sukmawan, M.Pd</i>		
12	Self-Reflection for English Teachers' Pedagogical Development	<i>Kuzairi</i>		
13	Mendesain Pembelajaran Bahasa Mandarin berbasis Merdeka Belajar (Upaya Pengenalan Bahasa Mandarin pada Siswa Sekolah Dasar)	<i>Wandayani Goeyardi, B.A., M.Pd.</i> <i>Dr. Warsiman, S.Pd., M.Pd</i> <i>Dr. Sugeng Susilo Adi, M.Ed., M.Hum.</i>	<b>2</b> <b>(15.00 - 16.00)</b>	Ballroom
14	The Interplay of History, Geography, Politics, and Economics in the Feasibility of Internet-based Language Education in Indonesia	<i>Putri Gayatri</i>		
15	Factors Affecting EFL Intentional Teaching	<i>Ive Emaliana</i> <i>Ifa Elivia Ariga</i> <i>Dr. Rafidah Sahar</i>		
16	Exploring the Effectiveness and Challenges of AI Integration in English Language Classroom Teaching	<i>Fahrani Reza, S.Pd.</i>		

## KEYNOTE AND FEATURED

17	ESP Literacy Training at SD N 4 Tuban, Kuta Bali	<i>I Gusti Agung Istri Aryani</i>	<b>2</b> <b>(15.00</b> <b>-</b> <b>16.00)</b>	2. 4
18	Politeness in Personal Pronouns of Program Study of Japanese Language Education's Students	<i>Raihan Anantya Rizqullah</i>		
19	Best Practices for The Teaching of English for Specific Purposes (ESP) at Tertiary Vocational Education	<i>Dr. Dini Kurnia Irmawati, S.Pd., M.Pd.</i>		
20	The Application of AI Tools in ESP Classes: University Students' Experiences	<i>Dian Novita Dewi, S.Pd., M.Li.</i>	<b>2</b> <b>(15.00</b> <b>-</b> <b>16.00)</b>	2.5
21	In-service Teacher's Views on the Use of Artificial Intelligence for Teaching Practices	<i>Moh Hasbullah Isnaini Dian                      Putu Danayanti Degeng                      Dian Novita Dewi</i>		
22	Systematic Literature Review: Technological and EMI Readiness of English Elementary School Teachers in Immersion Programs	<i>Devinta Puspita Ratri                      Dian Inayati                      Agus Gozali</i>		

Day 2, 3 October 2024

No.	Title	Author(s)	Session	Room
1	The Indonesian University Students' Readiness in Serving People with Disabilities	<i>Fransisca Endang Lestariningsih</i>	<b>1 (08.00-09.30)</b>	<i>Ballroom</i>
2	Empowering Disability Community in Waste Management: A Service-Learning Approach in Indonesia	<i>dr. Ida Ayu Triastuti, MHPE</i>		
3	Teachers' Self-Efficacy in Implementing Inclusive Practices in Indonesia	<i>Meitia Ekatina</i>		
4	Best Practices for Students with Physical Disabilities in the Architecture Study Program	<i>Sita Yuliasuti Amijaya Stefani Natalia Sabatini</i>		
5	Fostering Inclusivity: From Grassroots Initiatives to Institutional Transformation in Disability Awareness and Inclusive Education	<i>Winta Tridhatu Satwikasanti, Ph.D Endah Setyowati Winta Adhitia Guspara</i>		
6	Factors Supporting the Academic Success of Students with Disabilities in Inclusive Universities	<i>Eva Meizara Puspita Dewi</i>		
7	Enhancing Inclusivity and Accessibility in Indonesian Literature through AI and Cultural Context Integration	<i>Dr. Ekarini Saraswati, M.Pd.</i>		
8	Mendesain Pembelajaran Bahasa Mandarin berbasis Merdeka Belajar (Upaya Pengenalan Bahasa Mandarin pada Siswa Sekolah Dasar)	<i>Wandayani Goeyardi, B.A., M.Pd. Dr. Warsiman, S.Pd., M.Pd Dr. Sugeng Susilo Adi, M.Ed., M.Hum.</i>	<b>1 (08.00-09.30)</b>	<i>2.4</i>

## CONFERENCE PROGRAM

9	Time to be Free from TOEFL Regime: The Urgency of Designing Localized English Testing based on ASEAN Norms	<i>Sugeng Susilo Adi</i>		
10	Early Childhood First Language Acquisition at the Level of Phonology: A Psycholinguistic Study	<i>Anya Nur Rahmanda</i>		
11	The General Image of “Menhera” in Relation to Romance.	<i>Fadil Maulana Baroqah Akbar</i>		
12	Research on the form ㄤ (focus on meanings other than the past)	<i>Muhammad Auliaurrachman</i>		
13	EFL Students' Perceptions of Differentiated Learning in English Language Learning	<i>Siti Salma Aulia</i>		
14	Integrating Digital Learning and Online Assessment to Foster Entrepreneurship in Educational Services: A Case Study of PT. HEADWAY	<i>Willibrodus Surya</i>		
15	A Comparative Study on the Impact of Technology-Enhanced Versus Traditional Differentiated Learning: A Case Study of Two Elementary School Teachers	<i>Dr. Ana Christanti, S.Pd, M.Pd</i>		
16	Improving the Ability to Write Anecdotal Texts Using Stand Up Comedy Videos for Grade X Students of SMKN 12 Malang	<i>Rafida Dwi Fatikasari</i>		
17	Using of Comics AI to Improve the Ability to Write Anecdotal Texts of Students in Class X Tata Boga SMKN 12 Malang	<i>Bherta Ineke Putri</i>		
18	The Use of Reasoning Stage Technique to Teach Grammar Lesson of Subject Verb Agreement	<i>Lufi Wirmarini Lukman, M.Pd.</i>		
19	The Perceived Impact of Using Online Media towards English Competence of ELT Students	<i>Lilla Amalia Iswahyuni</i>		
20	Self-Reflection for English Teachers' Pedagogical Development	<i>Ali Wafa, S.S., M.Hum.</i>		

### **Students' Perspective Towards Intercultural Based on Learning Experience In Intercultural Reading Subject**

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#### **Abstract**

Intercultural communication is a crucial skill for successful interaction. The study aims to explore students' perspectives on interculturalism as an essential aspect of effective communication based on their learning experience. It involved 12 participants and was conducted over one semester. This research is qualitative descriptive research, and the instruments used were questionnaires, tests, observations, and semi-structured interviews. At the end of the semester, students were assigned to write an essay on an intercultural theme based on their learning experiences to test the extent of their understanding of interculturality. The research revealed that students' awareness of the importance of interculturality has increased, with a focus on perspective, especially on themes of identity and pop culture. The test results also showed an 18.2% increase in students' understanding of interculturality from the mid-term to final exams score. In conclusion, studying intercultural topics helped students understand the significance of interculturalism and equipped them to overcome challenges arising from cultural differences, enabling them to engage in successful communication. It is necessary to continue to look for up-to-date learning methods related to technological developments, for example by utilizing AI in the learning process and other intercultural topics that are more global in nature with a wider scope.

## ABSTRACT

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### **Cross Cultural Adjustment of Malaysian Internship Students at a Public University in Indonesia**

Dr. Rojab Siti Rodliyah, S.Pd., M.Ed., Safhira Auralia Rahman, S.Pd., & Benedicta Cindy Tamara, S.Pd.

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#### **Abstract**

In an increasingly globalized academic and professional situation, university students are now encouraged to join many programs to have an experience abroad. One of the programs is an international internship program, which can provide valuable benefits to the students while also bringing particular challenges that have not been adequately researched. This study aims to investigate the cross-cultural adjustment experiences of Malaysian internship students at a public university in Indonesia. This study will answer two research questions, (1) what cross cultural problems they encountered during their internship program; and (2) how they coped with those problems. Using qualitative methods, this study employed an open-ended questionnaire and in-depth interviews with Malaysian interns. It was found that they faced some problems ranging from language barriers, cultural distinctions, social integration, to diverse academic expectations. It additionally examines practical ways for overcoming these challenges, which include learning the target language, participating in cultural backgrounds programs, trying to socialize with the students and lecturers, and maintaining an adaptable mentality. By examining the relationship of cultural similarities and differences, this study provides perspective on how Malaysian students effectively overcome internship difficulties and accomplish valuable results. The findings enrich our understanding of cross-cultural interactions in internships abroad and provide practical recommendations for improving the cultural adjustment-process for students in similar situations. This study implies that international interns need to be equipped with cross-cultural understanding and be well-informed about the target language and culture

## ABSTRACT

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### **Out-of-School Adolescents: Relevance Low Level of Education and Orange Farmers in Petungsewu Village, Malang Regency**

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#### **Abstract**

The school dropout rate in Indonesia is still relatively high, this research focuses on the school dropout phenomenon that occurs among teenagers. One area with a relatively low level of education is Petungsewu Village, Dau District, Malang Regency. Teenagers dropping out of school in this village is related to the activities of orange farming workers who have superior potential in Petungsewu Village. This research aims to determine the factors that cause dropping out of school, the activities of orange farmer workers influence the doctrine of dropping out of school, and the impact of the phenomenon of dropping out of school. The method used in this research is qualitative with an ethnographic approach, through analysis of social construction theory and rational choice. The results of the research show that the factors causing teenagers to drop out of school in Petungsewu Village are divided into four factors, namely interest and willingness, family, economics, and social environment. Apart from that, teenagers from Petungsewu Village prefer to work as orange farmers because it is a promising job with fantastic income and can also help the family economy. The impact of the phenomenon of teenagers dropping out of school has two opposing sides, namely negative and positive impacts. Negative impacts are shown by deviant behavior and juvenile delinquency, such as drinking alcohol and falling into drugs. On the other hand, the resulting positive impact is that teenagers are financially independent play a role in helping the family economy, and can even buy assets independently, such as land, houses, and motorbikes. It is hoped that the suggestions from this research can become policy recommendations for the government regarding strategies to reduce the school dropout rate, not only in Petungsewu Village but throughout Malang Regency and Indonesia.

### **Ironical Implicatures among Asian Students and Culture Setting**

Dr. Widya Caterine Perdhani, Florian Buel, Dita Grace

Universitas Brawijaya

#### **Abstract**

The situations among Asian learners to reach out cross – cultural understanding in communication are warmth between as speakers within various cultural understandings. For this study, there is interesting communication of non- native speakers from Taiwan and Indonesialearners that wants to contrast to English native speakers . In leading thesituation, the derivation of implicatures by English non-native speakersdiffers in comparison to English native speakers and using ironictimplicatures are the most quiet though to show from English non-nativespeakers. To see the implications of the difference non – native and nativecomparison, using High Context and Low Context are applied in culturesetting as analyzing in using ironical implications. The purposes of thisstudy are aimed to analyze , first whether the L2 learners attach ironicalimplicature in English as proper response, or not ; secondly if the cultureaccomodate ironical implicatures attach L2 communication factor. In orderto do so, an exploratory sample of 10 English foreign language learnersplans to fill a questionnaire, that is used to gather the data. Thequestionnaire contains fifteen questions – 10 multiple – choice questionsand 5 open questions , that each of them are related to an ironicalimplicature



## ABSTRACT

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### Unveiling Rudeness: Impoliteness Strategies Used by the Judges of America's Got Talent

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#### Abstract

Technological advancement and increasing cultural diversity lead to misunderstandings in communication. Therefore, individuals need to understand impoliteness strategies to prevent misunderstandings and by understanding impoliteness strategies to increase success in communication. This phenomenon is reflected in the American talent show, American's Got Talent, which illustrates how the judges' utterances are acts of impoliteness. This study examines the types of impoliteness strategies contained in the judges' utterances on Americas Got Talent in 2023. In this study, the theory used is the theory of impoliteness strategies from Culpeper (1996) in which he divides impoliteness strategies into five types. These types are Bald-On Record Impoliteness, Positive Impoliteness, Negative Impoliteness, Sarcasm/Mock Politeness, and Withhold Politeness. This research refers to the first problem formulation, namely what types of impoliteness strategies are used by the judges in the talent show Americas Got Talent. In addition, the researcher also analyzes the function of impoliteness according to Culpeper's theory (2011) which refers to the second problem formulation related to what is the function of impoliteness used by the judges in American's Got Talent. The function of impoliteness according to Culpeper (2011) is divided into 3 namely; affective function, coercive function, and entertaining function. This study uses a descriptive qualitative method that aims to analyze examples of impoliteness strategies used in the judges utterances. In this study, researchers found all types of impoliteness strategies by Culpeper theory other than the with hold politeness type. In addition, the researcher also found all the functions of impoliteness used by the judges on Americas Got Talent.

## ABSTRACT

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### **Semantic Relations of Phrases on Human Disease Names in Indonesian**

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#### **Abstract**

This study investigates the semantic relations of phrases used in thenaming of human diseases in Indonesian, focusing on how these linguistic structures convey meaning in medical terminology. By analyzing disease names, the research uncovers patterns of synonymy, antonymy, hyponymy, and meronymy that characterize the semantic relationships within the phrases. The findings demonstrate that disease names in Indonesian are constructed using descriptive phrases that reflect symptoms, affected body parts, and causal factors, often revealing culturally embedded perspectives on illness. This semantic analysis not only enhances our understanding of the structure and meaning of disease names in Indonesian but also provides valuable insights into how languageorganizes medical knowledge and communicates health concepts to the broader public.

## ABSTRACT

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### Research on the Form た (Focus on Meanings Other Than the Past)

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#### Abstract

This study aims to clarify the meaning and usage of the past form た. It identifies instances where the past form た is not solely employed as a past tense marker. The research draws on theories from Iori (2012), Onoe (2001), and Mizokoshi (2016) to elaborate on the various meanings and usages of た. Using a literature review approach to gather data, the sources include the books 新しい日本語学入門 (Introduction to New Japanese Language Studies), 文法と意味 I (Grammar and Meaning I), and 時間と言語を考える「時制」とはなにか (What is Tense in the Context of Time and Language?). The result of this study is, the form “た” holds meanings and usages not only in the context of the past but also in completion, statement, recollection, requests, and simple states. Additionally, it identifies two specific types of pasts (inference and discovery). The form “た” can be categorized into three main areas: Tense, Aspect, and Modality. Historical usage of た indicates that it was initially not used to denote the past but to confirm a state, evolving into its past meaning and becoming the past form た recognized in Japanese language learning for foreigners.

Keywords: Past Form た, Usage, Meaning.

### Early Childhood First Language Acquisition at The Level of Phonology: A Psycholinguistic Study

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#### Abstract

The process of language acquisition has several stages and aspects that are continuous and sustainable, one of which is the aspect of the phonological level. The level of phonology is an important basis that shapes children's communication skills in the future. Therefore, this study aims to examine the process of early childhood first language acquisition, especially the level of phonology. The source of data in this study is an early childhood child who is in a state of language acquisition, namely Zayyan Sabiq Nabhan (male, 2.5-3 years old). The data collection method used is the listening method, involving the technique of listening to the spoken language, recording and recording techniques, and moderate participatory observation techniques. Furthermore, the data were analyzed using the Milles and Huberman interactive model analysis technique. Meanwhile, the validity of this research data is proven through triangulation of sources and techniques. The result of this study is the discovery of several phoneme changes and omissions. Phoneme changes occur in the phoneme /l/ to /w/, phoneme /k/ to /t/, and phoneme /g/ to /d/. Then, phoneme deletion occurs in the phoneme /n/ at the end of the word and double consonant phonemes.

# From Burnout to Bliss: A Synthesis of Literature on Teachers' Emotional Experience in Digital Classroom

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### Abstrak

Teachers' emotional experiences with technology in the online classroom can significantly effect their satisfaction, relief, enjoyment, and instructional quality. Overemphasis on emotions over other teaching components, such as pedagogical skills and topic knowledge, can detract from education's primary purpose of instilling information and skills in students. This systematic literature review, which uses a theme approach, examines how to create a positive and productive online teaching environment by taking a balanced approach that encompasses both emotional and practical teaching components. The paper searched and evaluated Scopus and Google Scholar sources from 2014 to 2024, revealing 44 publications that were then screened and thoroughly analysed using a thematic method to detect common themes and patterns in teachers' emotional experiences with technology integration. The study found that internal and external factors influence instructors' emotional experiences with technology. The internal factors include emotional experience and well-being, both of which influence how teachers view and use the digital classroom. Meanwhile, external factors that influence instructor emotions include institutional support, curriculum requirements, and technological infrastructure. Teachers' emotional experiences with technology in the online classroom can have a significant impact on their overall satisfaction, efficacy, and teaching quality, creating a beneficial and conducive online learning environment. Educational institutions and politicians must recognise the importance of teachers' emotional responses to technology and prioritise support and training in this area. This SLR article discusses understanding and dealing with these emotions, which lead to the creation of a happy and productive online teaching environment.

Conference Program Book



## ABSTRACT

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### Self-Reflection for English Teachers' Pedagogical Development

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#### Abstract

Reflection is a crucial part of teaching quality improvement. Teachers can learn a lot from what they did in the classroom dealing with their instructional activities. It indicates that qualified teachers are those who can evaluate and take meaningful reflection from their teaching experiences. This paper aims to expose the importance of self-reflection for English teachers' pedagogical development as well as to describe how they carry out this one of the professional development activities to improve their instructions. A survey on investigating the professional development activities was conducted for 30 certified Senior High school English teachers as the technique in collecting the data. In addition, descriptive qualitative design was applied to present the findings of this study. The results show that among the 10 professional development activities that were proposed, Self-reflection was the highest choice with 73.17% of participants indicated that they commonly did it for their professional development. They had Self-Reflection by just asking the students to write comments or suggestions, requesting their students to answer some questions or give opinion on the teaching and learning process. Another simplest way was that teachers imagine on what they had done during the teaching and learning process and they made notes as references to develop their teaching performances. Another way of reflection is through recording the teaching and learning process. Regarding the results, it is recommended to regularly apply self-reflection as one of the essential professional development activities particularly in developing English teachers' pedagogy.

## ABSTRACT

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### **Secondary School EFL Teachers' AI Competence Levels and Barriersto Effective Materials Development: A Case Study in Malang**

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#### **Abstract**

The role of Artificial Intelligence (AI) in education, particularly in EFL teaching, is gaining prominence. However, research on the AI proficiency of secondary school EFL teachers and the challenges they face in utilizing AI for material development remains limited. This study addresses this gap by examining the extent of AI competence among secondary school EFL teachers and identifying the challenges they face in integrating AI tools for material development. Utilizing a quantitative approach with a descriptive survey design, this study surveyed secondary school EFL teachers in Malang using stratified random sampling to ensure diverse representation across various experience levels. Data were collected through an online survey distributed via Google Forms, and analyzed using descriptive statistics. The questionnaire focused on teachers' familiarity with AI, their experience using AI tools for developing English teaching materials, and the challenges they face in integrating AI into material development. The results revealed varying levels of AI competence among teachers and highlighted several challenges related to the integration of AI tools in material development, such as lack of familiarity, insufficient training, and concerns about the accuracy of AI-generated content. These findings provide valuable insights into the current state of AI usage in EFL teaching and suggest that while AI has significant potential to enhance English teaching materials, targeted training and resources are essential to overcome existing barriers and fully realize its benefits. Future research should explore how different AI tools can be customized to better suit specific teaching contexts and curriculum needs in EFL education.

## ABSTRACT

### Improving Negotiation Text Writing Skills Through Comic Strips Media Using The SQ3R Technique in Tenth Grade Students at SMAN1 Singosari

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#### Abstract

The lack of writing skills among students affects their ability to comprehend and acquire learning information from teachers. Teachers, as educators, are tasked with improving students' writing skills, including through negotiation text writing. Tenth-grade students at SMAN 1 Singosari tend to struggle with writing, especially with longer texts like negotiation texts that involve numerous dialogues. This study aims to enhance the negotiation text writing skills of tenth-grade students at SMAN 1 Singosari by using comic strips media and the SQ3R technique (Survey, Question, Read, Recite, Review). The method employed is Classroom Action Research (CAR) with both qualitative and quantitative approaches. Comic strips media was chosen to improve students' ability to present information in an engaging and easily understandable way, thereby motivating students to be more active in the learning process. The SQ3R technique, which includes the steps of Survey, Question, Read, Recite, and Review, was applied to help students understand the structure and content of negotiation texts and enhance their critical reading skills. The study was conducted in two cycles. In the first cycle, observations and problem identification were carried out to understand the issues students faced in writing negotiation texts. Based on the observation results, an intervention was designed and implemented using comic strips media and the SQ3R technique. In the second cycle, an evaluation was conducted to assess the improvement in students' negotiation text writing skills following the application of the media and technique. The results indicate that the application of comic strips media and the SQ3R technique significantly improved students' negotiation text writing skills. Students showed progress in writing negotiation texts correctly, from understanding the structure of the negotiation text to constructing arguments clearly. This outcome was obtained from the analysis of pre-test and post-test data, as well as direct observations during the learning process.

Conference Program Book





## ABSTRACT

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### Upaya Pengenalan Bahasa Mandarin pada Siswa Sekolah Dasar

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#### Abstract

Tujuan penelitian ini adalah untuk mendesain pembelajaran bahasa Mandarin berbasis Merdeka Belajar. Penelitian ini dilakukan pada siswa kelas V SDN Tanggungan kecamatan Baureno kabupaten Bojonegoro. Penelitian ini menggunakan penelitian R&D (research and development) yang mengacu pada Sugiono (2008) dengan tahapan sebagai berikut: 1) tahap pendahuluan (studi pustaka, studi lapangan, dan analisis hasil temuan); 2) tahap pengembangan (desain model dan ujicoba model terbatas); dan 3) tahap evaluasi (ujicoba model, evaluasi, dan penyempurnaan). Hasil penelitian menunjukkan peningkatan yang signifikan kemampuan siswa kelas V SDN Tanggungan, kecamatan Baureno, kabupaten Bojonegoro dalam pembelajaran Bahasa Mandarin. Peningkatan tersebut terlihat dari hasil setiap pemberlakuan yang dilaksanakan. Pada pemberlakuan I nilai rerata siswa 68, pemberlakuan II 76, dan pemberlakuan III 88. Demikian pula peningkatan hasil observasi kegiatan guru, pada pemberlakuan I kategori kurang 62.5%, cukup 37.5%, baik 0%, dan sangat baik 0%, pada pemberlakuan II kategori kurang 0%, cukup 12.5%, baik 62.5%, dan sangat baik 25%, pada pemberlakuan III kategori kurang 0%, cukup 0%, baik 25%, dan sangat baik 75%. Adapun hasil angket respon siswa dari 12 orang siswa yang memberikan respon positif terhadap pembelajaran menggunakan media flash card ini adalah 83.3% dan respon negatif 16.7%. Kesimpulan, desain pembelajaran bahasa Mandarin berbasis Merdeka Belajar melalui pengembangan media Flash Card efektif digunakan sebagai media pembelajaran bahasa asing khususnya bahasa Mandarin pada siswa kelas V SDN Tanggungan kecamatan Baureno kabupaten Bojonegoro. Oleh karena itu, disarankan kepada semua pihak, terutama guru Sekolah Dasar untuk mencoba menggunakan media pembelajaran flash card yang telah dikembangkan dalam rangka mempelajari bahasa asing, khususnya Bahasa Mandarin.

## ABSTRACT

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### **The Interplay of History, Geography, Politics, and Economics in The Feasibility of Internet-Based Language Education in Indonesia**

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#### **Abstract**

With ongoing technological development, internet-based language education has grown more prevalent globally. In Indonesia, the Minister of Education has articulated an optimistic idea for the integration of the Internet into education through blended or hybrid learning approaches. Notwithstanding its benefits, there is limited research investigating the appropriateness of internet-based language education in the Indonesian setting. The objective of this study is to explore the influence of historical, geographical, political policies, and economic inequities on the feasibility of internet-based language instruction in Indonesia. By doing conceptual research, this study examines official publications from the Indonesian government, including curricula and educational policies, as well as current research papers on internet-based education, specifically in Indonesia. The results reveal that the geographical and economic inequalities impede the feasibility of internet integration in several areas, yet historical aspects and governmental policies provide some support for the use of digital learning initiatives. The study concludes that a more tailored approach to digital education is essential for addressing Indonesia's unique challenges, with future research and policy efforts needed to bridge the digital divide.

### Factors Affecting EFL Intentional Teaching

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#### Abstract

Intentional teaching is crucial because it can improve learning outcomes, particularly in mastering English as a foreign language (EFL). Teachers must adapt to technological advancements. The purpose of this narrative study is to determine intentional teaching in an EFL context, how to teach EFL intentionally, and the challenges and opportunities that arise while teaching EFL intentionally. This study draws on secondary data from 12 journal articles published between 2014 and 2024 that are the findings of research on intentional teaching at diverse levels of education and backgrounds. The articles were accessed using several databases available to researchers. All data were synthesized using three research questions. The study's findings indicate that EFL teachers can foster a positive learning environment that promotes students' language proficiency by intentionally teaching in an EFL classroom. Additionally, it was discovered that the ten components of the EFL teaching method—positioning, collecting, supporting, grouping, documenting, listening, demonstrating, informing, giving feedback, and shared problem solving had been purposefully separated apart. The evolving role of educators in the modern world, repetitive teaching strategies, and teachers' inadequate technological proficiency are obstacles to intentional EFL instruction. The chance is that educators need to become more proficient in using technology in the classroom and schools need to have sufficient facilities. Knowing these outcomes, this narrative insight might offer fresh perspectives on intentional teaching practices that benefit students' development.

Keywords: intentional teaching, EFL, narrative review, educatorslufi

Conference Program Book



### Exploring the Effectiveness and Challenges of AI Integration in English Language Classroom Teaching

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#### Abstract

The integration of Artificial Intelligence (AI) in English language teaching is a rapidly growing field, yet its classroom application remains underexplored. This study investigates how English teachers perceive the effectiveness of AI tools in enhancing classroom instruction and personalized learning, as well as the challenges and ethical concerns they face. Using a quantitative, descriptive survey design, data were collected from secondary school EFL teachers in Malang, selected through stratified random sampling to ensure diverse representation. An online survey, distributed via Google Forms, was used to gather responses on AI usage, effectiveness in teaching, and barriers to integration. Descriptive statistics were employed for data analysis. Results indicate that while teachers generally perceive AI as effective in supporting grammar instruction, writing skills, and individualized feedback, many face challenges due to limited training, lack of access to technology, and concerns over student privacy and AI bias. Ethical considerations such as over-reliance on AI and data privacy emerged as key issues. The study concludes that while AI has the potential to significantly enhance English language teaching, addressing the challenges and ethical concerns is essential for its broader adoption. Future research should focus on developing strategies for teacher training and ensuring ethical AI use in education.

### ESP Literacy Training at SD N 4 Tuban, Kuta Bali

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#### Abstract

The ESP Literacy Training program at SD N 4 Tuban, Kuta Bali, is a transformative initiative to enhance primary school students' proficiency in English. The program focuses on English for Specific Purposes (ESP), particularly storytelling, speech, and news reading. Delivered over three sessions by lecturers and students of the English Department, the training employs a structured approach that integrates learning technology to ensure effective language instruction and student engagement. The program's methodology fosters creativity, fluency, and confidence in public English usage. Students engage with ESP Class handouts that guide them through storytelling, news reading, and speech fundamentals, emphasizing practical skills such as expression, structure, and plot. The training culminates in a simulated competition, showcasing the students' improved abilities. The theoretical framework is grounded in innovative language teaching approaches, emphasizing student agency and empowerment.

The program incorporates communicative language teaching, task-based learning, and project-based assignments to enhance language acquisition and critical thinking. The results from the program indicate significant improvements in student engagement, language proficiency, and communication skills. Furthermore, teachers report advancements in students' speaking, listening, reading, and writing abilities. At the same time, the student's increased confidence and language competence are noted. The ESP Literacy Training program at SD N 4 Tuban exemplifies the impact of integrating learning technology and innovative teaching methods in language education, preparing students for success in a globalized society.

Keywords: ESP, Enfransglish literacy, SD N 4 Tuban, English teaching.

## ABSTRACT

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### **Politeness in Personal Pronouns of Program Study of Japanese Language Education's Students**

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#### **Abstract**

This paper aims to discuss the use of personal pronouns based on language politeness factors. The database of this paper was kaiwa script from chuukyuu kaiwa 2A class of 2022. This research uses descriptive qualitative method with the data source used is kaiwa script from chuukyuu kaiwa 2A class of 2022. From the data source, the researcher records the personal pronouns that appears in each conversation. Then the researcher analyzed the personal pronouns used and the language politeness factor. The results obtained from this study are found as many as 12 data of personal pronouns. 3 kinds of jishou were found consisting of 2 watashi, 2 boku, 2 watashitachi. Then there are 2 kinds of tashou consisting of 2 kimi, 2 anata. And there are 2 kinds of taishou, namely 1 kare, 1 kanojo. While the politeness factors found in this study consist of 3 factors of closeness, 2 factors of gender, 1 factors of age, 4 factor of social relations, and 2 factors of group membership in the "uchi" category.

## ABSTRACT

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### **Best Practices for The Teaching of English for Specific Purposes (Esp) at Tertiary Vocational Education**

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#### **Abstract**

In the context of tertiary vocational education, English for Specific Purposes (ESP) has become exceedingly essential to support how English as a foreign language can support what the industries need in relation to communication aspect. This has become the underlying highlight why English for Hotel Industry needs to be taught thoroughly for hotel management students in Faculty of Vocational Studies Universitas Brawijaya. This study aims to reveal best practices for the teaching of ESP, particularly English for hotel industry, in Faculty of Vocational Studies Universitas Brawijaya. The present study implements survey method and involves 10 lecturers through questionnaire and semi-structured interviews. The findings shows that the informants mostly applied flipped learning, genre-based approach, collaborative learning, project-based activities, task-based learning, and the use of online learning platform. Future researchers are suggested to investigate the context of ESP in the wider context involving larger number of informants to contribute more to the body of knowledge dealing with ESP at tertiary vocational education.

## ABSTRACT

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### The Application of AI Tools in Esp Classes: University Students' Experiences

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#### Abstract

This research is aimed at investigating the experiences of tertiary students regarding artificial intelligence (AI)-based tools that assist them in learning English in ESP classes. A mixed methodology is applied, including both quantitative and qualitative data. Among students who are taking ESP courses in Brawijaya University, the data were obtained from an online survey and Focus Group Interview. After the survey, the research team recruited interview participants, and 30 volunteer participants joined the focus group interview. The expected study results reveal the preferences of AI tools used by ESP learners and the experiences of AI tool usage in ESP classes. Thus, the results of this study can be a reference to English lecturers as well as ESP learners about AI assisted English language learning.



## ABSTRACT

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### **Systematic Literature Review: Technological and EMI Readiness of English Elementary School Teachers in Immersion Programs**

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#### **Abstract**

This systematic literature review explores the technological and English as a Medium of Instruction (EMI) readiness of elementary school teachers participating in English immersion programs. As the demand for bilingual education grows, ensuring teachers are equipped to effectively integrate technology and EMI in the classroom is critical for fostering student success. The review synthesizes research from various studies to assess teachers' preparedness in using digital tools and delivering instruction in English, particularly in non-native English-speaking regions. Key findings highlight the challenges teachers face, including limited access to technology, insufficient training, and language proficiency issues. The study also identifies best practices and frameworks that can enhance teachers' readiness for effective EMI and technological integration in immersive learning environments. The review concludes with recommendations for policy development and teacher training programs to bridge gaps and improve the overall effectiveness of English immersion education.

### The Indonesian University Students' Readiness in Serving People with Disabilities

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#### Abstract

Higher education may provide students with an understanding of the conditions of disability in society through inclusive curricula, practical training, and community engagement programs involving students in direct interactions with people with disabilities. This is a quantitative research study involving thirty-three participants joining an inclusive community service-learning in Special Region of Yogyakarta, Indonesia. The aim of the study was to find out the students' readiness in serving people with disabilities. The instruments were pre- and post- questionnaires containing 8 (eight) closed-ended and 4 (four) open-ended questions. This article discusses the close-ended questionnaire, whereas the findings of the open-ended questions are reported in a separate article. The reliability of the items of the questionnaire were analyzed using Cronbach's Alpha, resulting in 0.872 (reliable); while the data gathered from the questionnaire were analyzed using paired samples statistics (t-test). The findings show that most participants were initially ready and confident to interact with people with disabilities; however, their willingness to be involved in disability advocacy and inclusion programming in the future was significantly decreased (t-test score 0.037). In conclusion, prior to joining a special community service, students of higher education should have been well-prepared to deal with unexpected situations in the community with disabilities. Therefore, higher education authorities should have a sufficient preparation program before deploying students to have direct involvement in a society with disabilities.

**Keywords:** community engagement, people with disabilities, inclusive community service-learning

### **Empowering Disability Community in Waste Management: A Service-Learning Approach in Indonesia**

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#### **Abstract**

Waste management is a pressing issue that affects many communities, including those with disabilities. Universities have a role to play in preparing students to understand and address societal issues related to waste problems in the community. Service-learning programs or Kuliah Kerja Nyata (KKN) are expected to empower students to engage in real-world problem-solving, particularly in communities with disabilities. This study aims to evaluate the KKN program from the students' perspective, with a particular focus on waste management within disability communities. The study involved a focus group discussion (FGD) with 12 student representatives from different disciplines. The qualitative data from the FGD were analyzed using open coding to identify key themes. Five main themes emerged from the findings: Involvement of People with Disabilities, which highlighted the active participation of disabled community members in waste management initiatives; Leadership Impact, which highlighted the critical role of local leaders in the success of the program; Environmental Awareness and Attitudes, where students and community members expressed increased environmental awareness; Student Learning and Social Awareness, which highlighted the personal and social growth experienced by students; and Waste Management Challenges, which focused on barriers such as inadequate infrastructure and community practices. In conclusion, this service-learning program promotes environmental sustainability and social inclusion by providing students with hands-on learning opportunities while addressing local waste management issues. In the future, stronger infrastructure support and continued collaboration between universities and communities will be needed for long-term sustainable development in disability communities.

**Keywords: disability, waste management, service-learning, environmental sustainability**

### **Teachers' Self-Efficacy in Implementing Inclusive Practices in Indonesia**

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#### **Abstract**

Inclusive education practice in Indonesia are facing myriad of challenges. One of the issues is highly related to teachers' readiness and their beliefs in practicing inclusive teaching in the classrooms. Furthermore, Teachers' Self-Efficacy (TSE) in implementing inclusive practices is rarely examined in Indonesia. Hence, this study explored the TSE among eight Indonesian teachers who implement inclusive education at the elementary level. The aims were to find the most positively rated domains of TSE and the teachers' perceptions of their efficacy in implementing inclusive education. This study employed the Mixed-Method approach to collect the data where the questionnaire was distributed prior to the follow-up interview. The TEIP questionnaire consisted of 18 items where each item was rated using the 5-point Likert-scale. The TEIP examined three domains of TSE, which were efficacy in using inclusive practices, collaboration and behavior management. The statistical and interview data were analyzed descriptively. The results revealed that the participants were most confident with their efficacy in managing behaviors of the students with special educational needs (SEN) while the least positively perceived was the efficacy in integrating inclusive instruction in the classroom. Most of the participants stated their concern in performing inclusive pedagogy due to lacking relevant knowledge, skills, training and support from the stakeholders. These results yielded information on impairment of inclusive education practices in Indonesia and how teachers are, somewhat, not well-equipped with adequate pedagogic competence to perform inclusive teaching practice. Hence, teacher training on inclusive education practice needs to take place more frequently and extensively.

## ABSTRACT

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### **Best Practices for Students with Physical Disabilities in the Architecture Study Program**

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#### **Abstract**

The landscape of higher education is continuously evolving to embrace inclusivity, yet not all study program materials are suitable for individuals with disabilities. The Architecture Study Program, given its close relationship to building design, holds significant potential in promoting inclusive education. This study explores the educational practices within the Architecture Study Program at Duta Wacana Christian University (UKDW) for students with physical disabilities. Data was collected through interviews with two students with physical disabilities, a student's parent, and lecturers involved in the program. Additionally, observations of the campus environment at UKDW supplemented the data. The findings suggest that the Architecture Study Program at UKDW can effectively accommodate students with physical disabilities, provided that students have the physical ability to engage in manual design processes and conduct on-site surveys as part of their coursework.

## ABSTRACT

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### **Fostering Inclusivity: From Grassroots Initiatives to Institutional Transformation in Disability Awareness and Inclusive Education**

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#### **Abstract**

According to the Indonesian Central Statistics Agency (BPS) data in 2020, only 2.8% of respondents with disabilities completed higher education and 10.47% only completed high school. This is also followed by the small percentage of universities that have Disability Support. Therefore, the Indonesian government promotes accessible education in Higher Education. Inclusive education is a growing focus, yet many institutions struggle to systematically integrate inclusivity into their practices. This study aims to investigate the transformative journey of a private university in Yogyakarta to be more accessible for disabled civitas academia. A thematic analysis was conducted on collected data from institutional records, participants interview, and evaluations of inclusive projects. As a result, key themes were identified including Innovative Inclusion, Faculty Engagement, Accessibility Transformation, and Institutional Branding. These themes were analysed to understand their role in the university's transition. A number of grassroot actions were revealed, such as research on assistive technologies (Innovative Inclusion) and disability-themed students' and faculty programmes (Inclusive Education) were critical in fostering Faculty Engagement and driving Accessibility Transformation. The university's efforts culminated in the establishment of a Research Centre for Disability and Inclusive Design, further solidifying its identity through Institutional Branding to promote inclusivity as its value. The thematic analysis underlines the importance of aligning inclusivity with institutional values and mission. By embedding these themes into the core practices, the university has developed its best practice to advance inclusivity in higher education. Future research should explore the long-term impacts of these initiatives on educational outcome and the broader community.

## ABSTRACT

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### **Factors Supporting the Academic Success of Students with Disabilities in Inclusive Universities**

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#### **Abstract**

This study aims to model the success of students with disabilities in achieving optimal academic achievement in inclusive universities. This research uses a qualitative approach. Data collection in the study was carried out using an open questionnaire (G form), and interviews. The main subjects in this study are students with disabilities in inclusive universities who have academic achievement with a minimum GPA of 3.0 (indicated by grade transcripts) amount 37 person. The other subjects of this research are 25 the manager of the Disability Service Unit (DSU) at the Inclusive Campus, and the 175 general public They came from 75 universities. The results of this study found that there are two factors that support the academic achievement of students with disabilities in inclusive universities, namely internal factors and external factors. Internal factors are factors that come from within students with disabilities, such as motivation, self- confidence, locus of control, mental strength, adaptability, intellectual ability, and communication skills. External factors are factors that come from outside students with disabilities, namely support from others, facilities and infrastructure, and learning tools.

## ABSTRACT

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### Enhancing Inclusivity and Accessibility in Indonesian Literature through AI and Cultural Context Integration

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#### Abstract

This study tries to respond to the problem of making Indonesian literature more inclusive and accessible for students from different cultural backgrounds, learning abilities, and linguistic proficiencies. Conventional modes of teaching and learning literature often do not serve very well learners who are not familiar with the cultural or historical contexts underpinning Indonesian literary texts, such as regional dialects, colonial history, and symbolism. For instance, students with learning differences may find it hard to get a hold of complex texts for the simple fact that they lack personalized learning pathways. The research lies in developing an approach to integrate artificial intelligence into reader- response theory for the development of personalized learning and adaptive feedback towards supporting a more inclusive approach to teaching Indonesian literature.

The discussion will be on how AI tools can help students maneuver through significant texts like *Bumi Manusia* by Pramoedya Ananta Toer, *Gadis Kretek* by Ratih Kumala, *Robohnya Surau Kami* by A.A. Navis, *Arus Balik* by Pramoedya Ananta Toer, and *Layar Terkembang* by Sutan Takdir Alisjahbana. A critical, qualitative document review will be done to investigate the infusion of AI in the learning of literature with particular reference to certain AI features: automatic translations, contextual annotations, text-to-speech functions, and adaptive learning pathways. It all comes down to looking at these tools for their power in supporting students to understand cultural symbols, historical contexts, and socio- political themes that are unfamiliar and challenging. Such research findings would support the argument that AI-assisted learning enhances students' potential for relating to Indonesian literature while understanding complex cultural and historical aspects. However, it remains essential to maintain human sensitivity in literary reading, as teachers foster critical thinking and emotional reflection. AI should be a complementary tool to human-guided learning, balancing technology and human interaction for meaningful engagement.



## ABSTRACT

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### **The Use of Reasoning Stage Technique to Teach Grammar Lesson of Subject Verb Agreement**

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#### **Abstract**

Teaching process of grammar takes time to reach moment when the learners recognize the linguistic feature to be used and identified. But the reasoning way of grammar learning could be a solving technique, as Brown (2000:249) notes that hierarchy of difficulty brings the class to prediction of relative difficulty of an aspect of the language. This study was conducted to find how is the learners' progress in doing subject verb agreement assignment after being taught with reasoning and prediction of wrong answers, and to find the extent learner can explain the reason of choosing the correct answer. The study was obtained descriptively, as a young learner is taught the form, then is given drills of cut off phrases to be composed with appropriate subject verb agreement placing verb. As the post activity, the student is given time for practice with assignment, and he explained the reason for the verb answer. The result of study showed that the learner answered mostly with correct ones and did the assignment with adequate explaining of the verb answer. In conclusion, reasoning and predicting in the puzzle of phrases give sufficient way of exposure toward explaining the correct verb in subject verb agreement. Thus, as the implications, explaining forms of grammar alone is not answering further possible difficulty faced by a test taker, rather it needs to be featured with the reasoning during drilling, as what has been mentioned that learning language takes the moment of engage, study and activate (Harmer, 1998:64).

Keyword: puzzle of phrase, grammar drills, reasoning technique, subject-verb agreement

### EFL Students' Perceptions of Differentiated Learning in English Language Learning

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#### Abstract

Differentiated learning is an educational approach that seeks to accommodate the different needs of students by adapting teaching materials, methods, assessments and learning environments to create personalized learning experiences. In the context of English as a Foreign Language (EFL), differentiated learning is particularly important due to the different levels of language proficiency among students. In Indonesia, the importance of differentiated learning was highlighted in the “Merdeka Curriculum” that was made by the Indonesian Ministry of Education. This curriculum promotes a flexible and student-centered approach that allows teachers to adapt their instructional strategies to the different needs, interests and abilities of students. This study explores the perceptions of differentiated learning among 66 ninth grade students at SMP Negeri 14 Malang using a quantitative research design with a 19-statement questionnaire. From this study, the findings show that the implementation of differentiated methods, materials and assessments are becoming an important aspect in the success of differentiated learning strategies in English language learning. Students learn more effectively when they are allowed to engage with the materials that suit their individual learning styles and interests. In addition, from the findings the research indicates that the learning environment is an area that needs to be considered and improved to enhance students' comfort and engagement in the English learning process.

Therefore, Creating a supportive and adaptive learning environment can make students feel more comfortable and motivated in learning English. In conclusion, implementing differentiating content, process, product, and learning environment are effective and engaging learning strategies for students.

## ABSTRACT

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### A Comparative Study on the Impact of Technology-Enhanced Versus Traditional Differentiated Learning: A Case Study of Two Elementary School Teachers

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#### Abstract

This study emphasizes the importance of technology, pedagogy, and content knowledge in the current era. It is a case study conducted in two elementary schools that are part of the *Sekolah Penggerak* program in Surabaya. They are required to implement differentiated learning in every subject. The schools have highly motivated teachers who make an effort to apply differentiated learning in their classes. This study explores the outcomes of implementing differentiated learning using two different strategies: traditional versus technology enhanced. The study examines the implementation of these two strategies, the challenges faced by teachers, and the impact on students. Observations and interviews were conducted to collect data, with English teachers and fourth-grade students from both schools serving as subjects of the study. The teacher who implements traditional differentiated learning faces more challenges compared to the one who applies technology in the classroom. Technology helps to minimize the teacher's effort in managing different groups with differentiated learning. Students are more engaged and conducive to learning when using technology compared to traditional methods. Additionally, technology enhances students' understanding of the learning material more quickly, thereby saving teachers time in explaining concepts to each differentiated class group. This study reinforces the view that technology, pedagogy, and content are inseparable elements for making learning more meaningful. Teachers need to enhance their skills in educational technology to facilitate the implementation of differentiated learning in the classroom. The author plans to create training materials for teachers to strengthen their knowledge in technology, pedagogy, and content.

**Keywords:** Differentiated learning, Traditional Differentiated Learning, Technology-Enhanced.

Conference Program Book



### Improving The Ability to Write Anecdotal Texts Using Stand Up Comedy Videos for Grade X Students of SMKN 12 Malang

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#### Abstract

Writing skills are one of the basic skills that help students develop critical and creative thinking. Writing anecdotal texts is one of them, it can train students to think creatively in determining humorous idea patterns while inserting important ideas. However, in writing anecdotal texts, many students still have difficulty (i) determining the theme, (ii) conveying ideas completely so that they tend to only provide funny elements without criticism, (iii) mastering the correct anecdotal text structure. This study aims to explore the application of stand-up comedy video media in an effort to improve students' abilities in writing anecdotal texts. Stand-up comedy videos were chosen because they are able to present elements of humor as well as satire, so that they can make it easier for students to understand the structure and content of the text. The research design is in the form of classroom action research (CAR) with two cycles. Each cycle includes planning, action, observation, and evaluation. Data were collected through observation, interviews, and text writing ability tests. The source of research data was class X Automotive students of SMKN 12 Malang. The results of this study indicate that the anecdote text writing skills of students at SMKN 12 Malang before using video media are included in the low category, while after using video media they are in the good category. In using stand-up comedy video media, these students also gave a positive response. Based on the results of the study, it can be concluded that the use of stand-up comedy videos as a learning medium for writing anecdotal texts is effective in improving students' abilities in terms of (i) diversity and uniqueness of themes and (ii) completeness of text structure.

## ABSTRACT

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### Using of Comics AI to Improve The Ability to Write Anecdotal Texts of Students in Class X Tata Boga SMKN 12 Malang

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#### Abstract

The rapid advancement of technology today has changed the direction of motion in all aspects of life, including education. Therefore, with technological advances, it is a challenge related to how we make good use of it in the world of education and learning. However, it is still found that learning has not utilized technology optimally. With that, further research was conducted related to the utilization of comic AI technology in making anecdotal texts. The objectives in this study are (i) utilization of technology in learning anecdote text creation (ii) improving the ability to write anecdote texts that are diverse, funny and have criticism in them. Comic AI is used so that students can further create anecdote texts into various comic strip images. This study used a research design in the form of classroom action research (PTK) with two cycles. Each cycle involved planning, action, observation, and evaluation. The data collected were obtained from the results of observations, interviews, and tests of text writing skills. The source of data in this study were students of class X Culinary of SMKN 12 Malang. The results of this study showed an increase in (i) the ability to write anecdotal text according to the text structure (ii) the diversity of making anecdotal text with comic strip display.

# The Perceived Impact of Using Online Media towards English Competence of ELT Students

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### Abstract

In the teaching learning process, effective learning media is needed for supporting the students in mastering learning competencies, even in ELT classes. In this era, both students and teachers are familiar with different kinds of online learning, so that the selection of learning media which is in line with the objectives of the class is very necessary. By using the appropriate learning media, it is hoped it gives positive impacts and the class objectives are achieved. This study, then, aims to investigate the perceived impact of using online media from the ELT students' point of view toward their English competence. A descriptive qualitative design and semi-structured interview was conducted to get the data. There were 10 ELT students in one public university in Malang who became participants of the study. The findings showed that the use of online media gives impacts towards the student English competence by improving their listening, speaking, reading, writing, and even their vocabulary mastery and their pronunciation. Further, the online media tend to give beneficial aspects such as varied and broader material, increasing learning motivation, the flexibility of learning styles, and the ease of learning using online media. These findings also show that there are obstacles in applying the media, those are the challenges in finding the appropriate learning media and how students easily get distracted in using online media. Overall, this study finds the positive result about the impacts of using online media towards students' English competence. Further research may be needed to examine how online media impacts each skill to gain a deeper insight into this topic.

# Integrating Digital Learning and Online Assessment to Foster Entrepreneurship in Educational Services: A Case Study of PT. HEADWAY

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## Abstract

This paper explores the integration of digital learning and online assessment in fostering entrepreneurship facilitates by PT. HEADWAY as educational services provider. It is a case study. The rapid advancement of technology has revolutionized educational landscape, prompted institutions and ran businesses alike to adapt to new methodologies that cater to both learners and educators. PT. HEADWAY as a company specializing in educational services has successfully incorporated digital learning platforms and online assessment tools to enhance entrepreneurial skills. This study examines how these innovations contribute to the development of entrepreneurial mindsets, improve service delivery, and support scalability in educational ventures. By leveraging digital tools, PT. HEADWAY provides flexible, accessible, and measurable learning experiences, which not only improves learners' outcomes but also drives business growth in competitive educational market. The finding suggests that the strategic uses of digital learning and online assessments can serve as a key enabler for entrepreneurship in educational services, offer insights for other organizations looking to adopt similar models.

Keywords: Digital learning, Entrepreneurship, Educational Services, Entrepreneurial skills development, Online Assessment.