PROGRAM BOOK

INTERNATIONAL CONFERENCE ON LINGUISTICS AND LANGUAGE TEACHING

Thursday-Friday, September 26th -27th , 2019
Faculty of Languages and Arts
Universitas Negeri Yogyakarta

2019

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Message form The Organizing Committee

Assalamu'alaikum warrahmatullah wabarakatuh.

May peace and God's blessings be upon you all.

First of all allow me to extend my warmest greetings and welcome to you all to the 3rd International Conference on Literature and Language, organized by Faculty of Languages and Arts, Universitas Negeri Yogyakarta. The conference is held for two days – September 26 and 27, 2019.

Raising the theme – "Linguistics and language learning in Industrial Revolution 4.0: Challenges and Opportunities", this conference is expected that the participants can be enlightened on the ideas and innovations that can be applied in the world of education in relation to the Industrial Revolution 4.0..

For your information, we will proudly present one keynote speech, one plenary presentation session and two parallel presentation sessions. Prof. H. Fuad Abdul Hamid, M.A. Ph.D., a professor form Universitas Pendidikan Indonesia, and also President of Asia TEFL will speak as the keynote speaker. Three outstanding speakers are also invited in this conference. They are Dr. Raqib Chowdhury (Monash University, Australia), Prof. Dr. Nor Fariza Mohd. (Chief Editor GEMA Online Journal of Language Studies, Univeristi Kebangsaan Malaysia, Malaysia), and Dyah Setyowati Ciptaningrum, S.Pd.,M.Ed., Ed. D. (Universitas Negeri Yogyakarta)

We have done our best to prepare for this conference. So, my highest appreciation and heartfelt thanks go to all committee members. As to err is human, shortcomings may occur here and there. On behalf of the committee, I would therefore like you all to accept our apologies.

At the end of my foreword, I would like to kindly request the Rector of Yogyakarta State University to officially declare the conference open.

To conclude, let me wish you a productive discussion and a fruitful conference.

Wassalamu'alaikum warrahmatullah wabarakatuh.

May peace and God's blessings be upon you all.

Yogyakarta, September 26, 2019

Conference Chair

Prof. Dr. Pratomo Widodo, M.Pd.

Assalamu'alaikum warahmatullah wabarakatuh.

May peace and God's blessings be upon all of us.

The development of information and technology has brought significant impacts on the society. Particularly with the emergence of the Industrial Revolution 4.0, the impacts have changed not only the ways the society lives, but also the demands the society impose on its members. It, in turn, stimulates the needs for different ways people learn and communicate. Linguistics, language, and language learning, therefore, have gained important attention. To cope with such a rapid development, it is necessary to conduct forums where researchers, teachers, and practitioners sit together and discuss the matter. ICOLLATE 2019 is among efforts that Universitas Negeri Yogyakarta has prepared as a response to the rapid development and change. ICOLLATE 2019 is expected to be able to bring researchers and practitioners to bring ideas, research findings, and best practices in communication, linguistics, and language education for the benefits of the society.

As Rector of Universitas Negeri Yogyakarta, I really appreciate all speakers and participants of this conference who have been generous to share their ideas and research findings in this conference. It is a common sense that development of science and technology will bring about differences in teaching and learning practices. Not only do changes happen in terms of teaching practices, they also happen in the more delicate levels of teaching paradigms. Careful thought and practices are indeed very important to arrive at better understanding and better practices. ICOLLATE 2019 is hopefully a good forum to do so.

Wassalamu'alaikum warrahmatullah wabarakatuh.

Yogyakarta, 25 September 2019
Rector of Universitas Negeri Yogyakarta

Prof. Dr. Sutrisna Wibawa, M. Pd.

KEYNOTE SPEAKER

Prof. H. Fuad Abdul Hamid, M.A. Ph.D.
President of Asia TEFL, UPI Indonesia

INVITED SPEAKERS

Dr. Raqib Chowdhury
Assisstant Professor
Monash University

Prof. Dr. Nor Fariza Mohd.
Chief Editor GEMA Online Journal of Language Studies
Universiti Kebangsaan Malaysia (UKM), Malaysia

Dyah Setyowati Ciptaningrum, S.Pd.,M.Ed., Ed. D.
Assistant Professor
Universitas Negeri Yogyakarta

List of The Committee

Advisors	: Prof. Endang Nurhayati. M.Hum (Dean of FLA UNY) : Prof. Dr. Zamzani (Chairman of Senat UNY : Prof. Dr. Suhardi (Professor at UNY)
	: Dr. Maman Suryaman, M.Pd. (Vice Dean 1)
	: Drs. Rohali, M.Pd. (Vice Dean 2)
Chairman	: Prof. Dr. Pratomo Widodo
	: Nur Hidayanto P.S.P., Ph.D.
Secretary	: Nuning Catur Sri Wilujeng, M.A.
	: Siti Mahripah, M.App.Ling.
Financial devision	: N. Nastiti Utami, M. Hum.
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Event and Parallel session Devision	: Sukarno, M.Hum, Lia Malia, M.Pd., Nur Hidayati, M.Hum., Dr. Wening Sahayu, Susana Widyastuti, Ph.D., Dr. Teguh Setiawan, M.Hum.
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Web (Promotion, Media dan IT)	: Nila Kurniasari, M. Pd., Devi Hermasari, M.A., Ernita D.

**RUNDOWN OF THE 3rd ICOLLATE
UNIVERSITAS NEGERI YOGYAKARTA**
"**Linguistics and Language Learning in Industrial Revolution 4.0:
Challenges and Opportunities**"
September 26-27, 2019

Thursday, September 26, 2019			
TIME	**AGENDA**	**PRESENTER**	**VENUE**
07.30 – 08.00	Registration		
08.00 – 08.30	Conference Opening		Seminar Room
08.30 – 09.30	Keynote Speech	**Prof. H. Fuad Abdul Hamid, M.A. Ph.D. President of Asia TEFL, UPI Indonesia** (*Multilingualism and Foreign Language Learning in The Digital Era*)	Seminar Room
09.30 – 10.00	Coffee Break		
10.00 – 12.00	Plenary Session	**1. Dr. Raqib Chowdhury (Monash University, Australia)** (*Reconstructing Foreign Language Teaching: Moving Beyond Methods*) **2. Prof. Dr. Nor Fariza Mohd. Chief Editor GEMA Online Journal of Language Studies Univeristi Kebangsaan Malaysia, Malaysia** (*From Research and Practices into Journal Papers: Editor's Insight*) **3. Dyah Setyowati Ciptaningrum, M.Ed., Ed.D. Universitas Negeri Yogyakarta** (*TPACK in English language learning and teaching: A call for reshaping EFL teacher education*) **Moderator: Basikin, Ph.D.**	Seminar Room
12.00 - 12.45	Lunch Break		
12.45-14.00	Parallel Session 1		
12.45 -14.00	Presenter(s)	Title	Venue
	1. Aditya Rikfanto 2. Sudarmaji 3. Akbar Kuntardi Setiawan	Adaptive Teaching of German Textbook "netzwerk" Using Digital Media 4.0 Purposed for Speaking Competence	Room 1
	1. Yeni Artanti 2. Suminto A.	Learning French Literature in Foreign Language Acquisition by Using Reflective Writing: a	

	Sayuti 3. Sodiq A. Kuntoro, M. Ed	Phenomenological Perspective	
	1. Dwiyanto Djoko Pranowo 2. Siti Sumiyati 3. Nuning Catur SW	The Needs For Learning Language and Non-Language in Course Subject of "Le Français Du Tourism"	
	1. Norberta Natiti Utami	Use of Smartphones in the Prononciation du Français class	
	1. Burhanudin Rais 2. Dwiyanto Djoko Pranowo	The Use of Song in Teaching English Pronunciation	Room 2
	1. Dwi Rahayu	"Chained Words": a Game to Make English Writing Fun Again	
	1. Dien Afni Ariyati 2. Sufriati Tanjung	Analysis Technique and Readability in Translation Bilingual Book "Stories of Great Virtue Collection" by Arleen A.	
	1. Eko Rujito DA	Depiction of Violence in Children's Writing	
	1. Fafi Silfia 2. Dwiyanto Djoko Pranowo	Efforts to Improve French Pronunciation Using Video Blog (Vlog) Media for Students in Class X IPS 2 SMA Negeri 1 Karangreja, Purbalingga	Room 3
	1. Hendrikus Male	Online Reading Habits of Undergraduate Students	
	1. Humaera Silvia Maristy 2. Margana	Improving Grade VII Students' Writing Abillity Through Contextualization at SMP N 1 Minggir	
	1. Mariska Febrianti 2. Azizatul Banat 3. Arifto Juniardi	Developing English Learning Materials for Sports Students Based www.goal.com	
	1. Muhammad Harits Syihab	Developing A Comic Media for Reading Comprehension Learning in French For Grade X Students Of SMA N 9 Yogyakarta	Room 4
	1. Radna Tulus Wibisono 2. Roswita Lumban Tobing	Cohesion in French and Indonesian (Comparative Study)	
	1. Septiana Wahyu Setyaningrum	The Analysis of Turn-Taking in Teacher-Students Conversation at an English Class in Yogyakarta	
	1. Septiana Widianingsih 2. Siti Sumiyati	The Effectiveness of Actional Approach on French Speaking Ability of The Class XI Senior High School	
	1. Siane Indriani	Students' Perception on Globalization Impacts toward their Identity as Indonesians	Room 5
	1. Sintia Purwanti	The Development of Explosion Magic Box As Learning Media for French Speaking Skills at Grade 11th Social	

	Presenter(s)	Title	Venue
	1. Siti Jannatussholihah	English Teacher Readiness in The Era Of Disruption	
	1. Siti Rohani 2. Achmad Suyono	The Effectiveness of Mobile Phone Application as a Medium of Autonomous English Learning	
	1. Retma Sari	Fostering Learner's Language and Literacy Development Through Exploring of Local Wisdom and Environment	
14.00-15.15	Parallel Session 2		
	Presenter(s)	Title	Venue
14.00 – 15.15	1. Wening Sahayu 2. Diana S. Rahman	The frequency Analysis of the input, intake, and interaction process in the Language learning	Room 1
	1. Zulfatin Rahmahani 2. Sukarno	Improving Students' Reading Comprehension Through Intensive Reading	
	1. Novi Rahayu Restuningruma 2. Lara Fridanib 3. Wina Hartaty	Exploring Pre-service Teachers' Insights on Teaching Young Children Bilingually	
	1. Herman	Needs of Language And General Knowledge Material of French for Tourism	
	1. Pratomo Widodo 2. Sulis Triyono 3. Sri Megawati	Substitution in German And Their Equivalences in Indonesian	Room 2
	1. Rohali 2. Norberta Nastiti Utami 3. Siti Perdi Rahayu 4. Roswita Lumban Tobing	Code Switching and Code Mixing on French Teaching And Learning	
	1. Roswita Lumban Tobing	Greetings in French Language and The Difference With Greetings in Indonesian	
	1. Rizky Ismail J. 2. Susana Widyastuti	Experiential Meanings in the Students' Narrative Texts	
	1. Untung Yuwono	Multimodality of Racist Contents (SARA) in Indonesian Social Media	Room 3
	1. Anis Firdatul Rochma 2. Sulis Triyono	Rhetorical Conventions Used By The English Department Students in Writing The Introduction Section of Research Articles	
	1. Aprilia Rafika Ningrum	The Violations of The Cooperative Principles in Les Poupées Russes Film By Cédric Klapisch	
	1. Ayu Marsela Erdaa	English as a Lingua Franca: Is Indonesia Ready to Face ASEAN Economic Community (AEC)?	

	Presenter(s)	Title	Venue
	2. Sulis Triyono		
	1. Azimatun Nurul Umami 2. Norberta Nastiti Utami	The Form Of Deixis And The Function Of The Statement Containing The Deixis In The Novel Les Milliards D'Arsène Lupin Of Maurice Leblanc	Room 4
	1. Eisha Jamila Qomariyah Ikhwan	The Concept of Sarcasm Expression In Indie Song Album "Akibat Pergaulan Blues" by Jason Ranti	
	1. Fitrotul Maulidiyah 2. Siti Rohani 3. Sugeng Hariyanto	Shifts of Intercultural Communicative Competence Experienced by International Students	
	1. Hendri Pitrio Putra 2. Dwiyanto Djoko Pranowo	The Readability Level of English Textbook in The Senior High School Using Cloze Test	
	1. Kartika Pratiwi 2. Erna Andriyanti	Negative Politeness Strategies By Royal Families As Portrayed In British Movies	Room 5
	1. Lathifah Hamida 2. Else Liliani	Semiotic Study of Fantasy Stories in Indonesian Junior High School Textbooks Grade VII	
	1. Luthfi Awwalia 2. Pratomo Widodo	Students' Readiness towards Digitalization Era during the Learning Process	
	1. Mega Dellawati 2. Siti Perdi Rahayu	Pelanggaran Prisip Kerjasama Dalam Film Demain Tout Commence Karya Hugo Gélin	
	1. Siti Perdi Rhayu 2. Pratomo Widodo	Nominal Phrase of French Language in the View of Functional Grammar	
15.15 – 15.45	Coffee Break		
15.45-17.00	Parallel Session 3		
	Presenter(s)	Title	Venue
15.45 - 17.00	1. M. Ulil Albab 2. Pratomo Widodo	Fiction in the Frame of the Scriptures	Room 1
	1. Apri Yuliana 2. Erna Andriyanti	A Sociolinguistic Perspective of Code-Mixing by English Literature Students in Instagram	
	1. Martina Prativi	Hakikat Jati Diri Manusia Dalam Buku Samkok, Kisah Tiga Kerajaan Versi Kim Woo Il	
	1. Nastiti Izza Firdausiah 2. Erna Andriyanti	Features and Functions of Internet Language by Commentators in Lele Pons' Video Instagram Account	Room 2
	1. Nurul Huda Gustema	The Acquisition Of Syntactical Pattern Of Five-Year-Old Children	

	2. Pratomo Widodo		
	1. Siti Mukminatun	Listening Diary as a Media to Enhance Students' Listening Comprehension Skills through Blogfolio	
	1. Beniati Lestyarini	Looking backward, stepping forward: a construct of functional literacy assessment	
	1. Ilma Yullinda Rahmah 2. Sufriati Tanjung	An Analysis of the Translation Borrowing Technique of Tourism Sites' Description on 'Visit Sumenep' Official Website	Room 3
	1. Alika Salsabila 2. Dr. Myrna Laksman-Huntley	Translation of French Pronominal Verbs in Les Aventures de Tintin: Tintin en Amérique	
	1. Xiao Qin 2. Pratomo Widodo	Analysis Of The Translation Of Verbal Humor In The Novel "Hidup"	
	1. Anggraini Riandani 2. Sukarno 3. Dika Andri Pradana 4. Dwi Larasati 5. Teguh Bangun Satria 6. Wening Sahayu	The Potential of Folklore as a Development Edu-Eco of Tourism in Gerjo, Gunungkidul	
	1. Dhini Martianti 2. Almi Santi Ameilia 3. Dewanggi Latifa Puspa Wardani 4. Abidatu Lintang Pradipta 5. Yuli Puspitasari 6. Beniati Lestyarini	Eco-Cultural Literacy: The Pathway for Children to Improve Knowledge and Awareness about TOGA	Room 4
	1. Nailul Fajriyati Fatawi 2. Else Liliani	Multiculturalism values of short story in the Indonesian student book junior high school grade IV	
	1. Heni Fitrianingsih 2. Dwiyanto Djoko Pranowo	France Pocket Book For Guiding Mountain Merapi Tourism	
	1. Sukarno	Values In Classroom Activities And Learning Materials For Character Education In Indonesian Tefl Contexts	
	1. Suciati	Students' Perspectives on Self-Reading Materials	

	1. Basikin	Indonesian Teacher Sense of Autonomy Scale (ITSAS) - Measuring An 'Untouched Construct' in the Indonesian Teaching Profession	Room 5
	1. Peni Nursiwi 2. Tri Wahyuni Floriasti 3. Indah Permatasari	Enhancing Students' Vocabulary Mastery in Learning English Through Digital Extensive Reading in Indonesia	
	1. Sudiyono	Theory and practice of Reflective teaching among EFL teachers	
	1. Anis Ichwati Nur Rohmah	Embedding Higher-Order Thinking Skills in English Classroom to address to the Industrial Revolution 4.0.	
	1. Tadkiroatun usfiroh	Chronic Secondary Stuttering in Adult Woman	

Friday, September 27, 2019			
TIME	**AGENDA**	**PRESENTER**	**VENUE**
08.00-08.30	Registration		
08.30–11.00	Coaching Clinic on AP Publication	Seminar Room	
11.00 – 11.30	Coffee Break		

List of Presenters

NO	NAME	INSTITUTION	TITLE	EMAIL ADDRESS
1	Aditya Rikfanto Sudarmaji Akbar Kuntardi Setiawan	Yogyakarta State University	Adaptive Teaching Of German Textbook "Netzwerk" Using Digital Media 4.0 Purposed For Speakingcompetence	adityarikfanto@uny sudarmaji@uny.ac akbar_kuntardi@uny.ac.id
2	Alika Salsabila Myrna Laksman-Huntley	Universitas Indonesia	Translation of French Pronominal Verbs in Les Aventures de Tintin: Tintin en Amérique	*alika.szul@gmail.com* *laksman@ui.ac.id*
3	Anis Ichwati Nur Rohmah	Yogyakarta State University	Embedding Higher-Order Thinking Skills in English Classroom to address to the Industrial Revolution 4.0.	anisichwati.2019@student.uny.ac.id
4	Anggraini Riandani Sukarno Dika Andri Pradana Dwi Larasati Teguh Bangun Satria Wening Sahayu	Yogyakarta State University	The Potential of Folklore as a Development Edu-Eco of Tourism in Gerjo, Gunungkidul	anggraryn@gmail.com sukarnoraden@gmail.com dikapradana.dap@gmail.com dwilaras33@gmail.com

5	Anis Firdatul Rochma Sulis Triyono	Yogyakarta State University	Rhetorial Conventions Used By The English Departement Students In Writing The Introduction Section Of Research Articles	
6	Apri Yuliana Erna Andriyanti	Yogyakarta State University	A Sociolinguistic Perspective of Code-Mixing by English Literature Students in Instagram	
7	Aprilia Rafika Ningrum	Yogyakarta State University	The Violations of Cooperative Principles In *Les Poupees Russes* Film by Cedric Klapisch	arafika3@gmail.com
8	Ayu Marsela Erda Sulis Triyono	Yogyakarta State University	English as a Lingua Franca: Is Indonesia Ready to Face ASEAN Economic (AEC)?	
9	Azimatun Nurul U. Norberta Nastiti Utami	Yogyakarta State University	The Form of Deixis and the Function of the Statement Containing the Deixis in the Novel *Les Milliards D'arsene Lupin of Maurice Leblance*	umamiazima@gmail.com
10	Basikin		Indonesian Teacher Sense of Autonomy Scale (ITSAS) – Measuring An 'Untouched Construct' in the Indonesian Teaching Profession	basikin@uny.ac.id
11	Beniati Lestyarini	Yogyakarta State University	Looking Backward, Stepping Forward: A Construct of Functional Literacy Assessment	beniati.lestyarini@uny.ac.id
12	Burhanudin Rais Dwiyanto Djoko Pranowo	Yogyakarta State University	The Use of Song in Teaching English Pronunciation	burhanudinrais.2018@student.uny.ac.id
13	Dhini Martianti Almi Santi A. Dewanggi Latifaa W Abidatu Lintang P.P Yuli Puspitasari Beniati Lestyarini	Yogyakarta State University	Eco-Cultural Literacy: The Pathway for Children to Improve Knowledge and Awareness about TOGA	*dhinimartianti98@gmail.com; almisanti1323@gmail.com; lpwdewanggi@gmail.com; abilintang98@gmail.com; yulipuspitasarisari@gmail.com; beniati.lestyarini@uny.ac.id*
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15	Dwi Rahayu	*STKIP PGRI Pacitan*	"Chained Words": aGame to Make EnglishWriting Fun Again	chusna.apriyanti@gmail.com
16	Dwiyanto Djoko Pranowo Siti Sumiyati Nuning Catur SW	Yogyakarta State University	The Needs For Learning Language And Non-Language In Course Subject Of "*Le Français Du Tourism*"	dwiyanto@uny.ac.id

17	Eisha Jamila Qomariyah Ikhwan	Yogyakarta State University	The Concept Of Sarcasm Expression In *Indie* Song Album "*Akibat Pergaulan Blues*" By Jason Ranti	eishajamila.2018@student.uny.ac.id
18	EkoRujito DA	Yogyakarta State University	Depiction of Violence in Children's Writing	ujito@uny.ac.id
19	Fafi Silfia Dwiyanto Djoko	Yogyakarta State University	Efforts To Improve French Pronunciation Using Video Blog (Vlog) Media For Students In Class X Ips 2 Sma Negeri 1 Karangreja, Purbalingga	fafisilfia5@gmail.com
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25	Humaera Silvia Maristy Margana	Yogyakarta State University	Improving Grade VII Sudents' Writig Abilty Through Contextualization at SMP N 1 Minggir	Humaera.silvia90@ wrl@uny.ac.id
26	Ilma Yullinda Rahmah Sufriati Tanjung	Yogyakarta State University	An Analysis of the Translation Borrowing Technique of Tourism Sites' Description on 'Visit Sumenep' Official Website	ilmayullindarahmah sufriati.tanjung@ya
27	Kartika Pratiwi Erna Andriyanti	Yogyakarta State University	Negative Politeness Strategies By Royal Families As Portrayed In British Movies	kartikapratiwi05@gmail.com erna.andriyanti@uny.ac.id
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29	Luthfi Awwalia Pratomo Widodo	Yogyakarta State University	Students' Readiness towards Digitalization Era during the Learning Process	luthfiawwalia.2018@student.uny.ac.id
30	Mariska Febrianti Azizatul Banat Arifto Juniardi	Dehasen University Of Bengkulu	*Developing English Learning Materials For Sports Students Based Www.Goal.Com*	mariska.febby@unived.ac.id
31	Martina Prativi		Hakikat Jati Diri Manusia Dalam Buku Samkok, Kisah Tiga Kerajaan Versi Kim Woo Il	
32	Mega Dellawati SitiPerdiRahayu		Pelanggaran Prisip Kerjasama Dalam Film Demain Tout Commence Karya Hugo Gélin	
33	Muhammad Harits Syihab	Yogyakarta State University	Developing A Comic Media For Reading Comprehension Learning In French For Grade X Students Of Sma N 9 Yogyakarta	
34	Nailul Fajriyati Fatawi Else Liliani	Yogyakarta State University	Multiculturalism values of short story in the Indonesian student book junior high school grade IV	nailulfajriati342@g... else_uny@yahoo.c...
35	Nastiti Izza Firdausiah Erna Andriyanti	Yogyakarta State University	Features and Functions of Internet Language by Commentators in Lele Pons' Video Instagram Account	
36	Norberta Natiti Utami	Yogyakarta State University	Use of Smartphones in the Prononciation du Français class	norberta_nu@uny.ac.id
37	Novi Rahayu Restuningrum Lara Fridani WinaHartaty	Universitas YARSI Jakarta	Exploring Pre-service Teachers' Insights on Teaching Young Children Bilingually	novi.rahayu@yarsi.ac.id larafridani@yahoo.com saya.wina@gmail.com
38	Nurul Huda Gustema Pratomo Widodo	Yogyakarta State University	The Acquisition Of Syntactical Pattern Of Five-Year-Old Children	Nurulhuda.2018@s... uny.ac.id pratomo@uny.ac.i...
39	Pratomo Widodo SulisTriyono Sri Megawati	Yogyakarta State University	Substitution In German And Their Equivalences In Indonesian	

40	Peni Nursiwi Tri Wahyuni Floriasti Indah Permatasari	Yogyakarta State University	Enhancing Students' Vocabulary Mastery in Learning English Through Digital Extensive Reading in Indonesia	peni.nursiwi2015@student.ac.id triwahyunifloriasti@uny.ac.id
41	Radna Tulus Wibisono Roswita Lumban Tobing	Yogyakarta State University	Cohesion in French and Indonesian (Comparative Study)	radnana@outlook.com.au roswitalt@yahoo.uny.ac.id
42	Retma Sari	Tidar University	Integrating Local Wisdom In English Learning Model To Improve Speaking Skill For Efl Students	sariretma.pbi@gmail.com
43	Rizky Ismail J Susana Widyastuti	Yogyakarta State University	Experiential Meanings in the Students' Narrative Texts	Rizky.ismail.j@gma Susana_widyastuti
44	Rohali Norberta Nastiti Utami Siti Perdi Rahayu Roswita Lumban Tobing	Yogyakarta State University	Code Switching And Code Mixing On French Teaching And Learning	rohali@uny.ac.id
45	Roswita Lumban Tobing	Yogyakarta State University	Greetings In French Language And The Difference With Greetings In Indonesian	roswita_lumbantobing@yahoo.com
46	Septiana Wahyu Setyaningrum	Yogyakarta State University	The Analysis of Turn-Taking in Teacher-Students Conversation at an English Class in Yogyakarta	septianaws007@gr
47	Septiana Widianingsih Siti Sumiyati	Yogyakarta State University	The Effectiveness Of Actional Approach On French Speaking Ability Of The Class Xi Senior High School	septianaw52@gmail.com siti sumiyati@uny.ac.id
48	Siane Indriani	Pelita Harapan University	Students' Perception on Globalization Impacts toward their Identity as Indonesians	siane1indriani@gmail.com
49	Sintia Purwanti		The Development Of Explosion Magic Box As Learning Media For French Speaking Skills At Grade 11th Social	

50	Siti Jannahtussholihah	Yogyakarta State University	English Teacher Readiness In The Era Of Disruption	
51	Siti Mukminatun	Yogyakarta State University	Listening Diary as a Media to Enhance Students' Listening Comprehension Skills through Blogfolio	sitimukminatun@ur
52	Siti Perdi Rahayu Pratomo Widodo	Yogyakarta State University	Nominal Phrase of French language in the view of functional Grammar	Siti_perdirahayu @uny.ac.id
53	Siti Rohani Achmad Suyono	State Polytechnic of Malang	The Effectiveness of Mobile Phone Application as a Medium of Autonomous English Learning	siti.rohani@polinen
54	Suciati		STUDENTS' PERSPECTIVES ON SELF-READING MATERIALS	suciati@uny.ac.id
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56	Sukarno	Yogyakarta State University	Values In Classroom Activities And Learning Materials For Character Education In Indonesiantefl Contexts	sukarno@uny.ac. id
57	Tadkiroatun Musfiroh	Yogyakarta State University	Chronic Secondary Stuttering In Adult Women	tadkiroatun@ uny.ac.id
58	Ulil Albab Pratomo Widodo	Yogyakarta State University	Fiction in the Frame of the Scriptures	albabalsina01@gm pratomo@uny.ac.id
59	Untung Yuwono	Indonesia University	Multimodality of Racist Contents (SARA) in Indonesian Social Media	untung.yuwono@u untungy@gmail.co
60	Wening Sahayu Diana S. Rahman	Yogyakarta State University	The frequency Analysis of the input, intake, and interaction process in the Language learning	weningsahayu@un dianarahman009@
61	Xiao Qin Pratomo Widodo	Yogyakarta State University	ANALYSIS OF THE TRANSLATION OF VERBAL HUMOR IN THE NOVEL "HIDUP"	xiaoqin190323@fo. pratomo@uny.ac.id
62	Yeni Artanti Suminto A. Sayuti Sodiq A. Kuntoro	Yogyakarta State University	Learning french literature in foreign language acquisition by using reflective writting: a phenomenological perspective	
63	Zulfatin Rahmahani Sukarno	Yogyakarta State University	Improving Students'Reading Comprehension Through Intensive Reading	zulfarahma84@g mail.com sukarno@uny.ac.id

Multilingualism and foreign language learning
in the digital era
Fuad Abdul Hamied
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Abstract

My address will focus on the existing multilingual context of Indonesia and how this could affect the teaching of English, especially in response to challenges emerging from the digital era. The similarity of English in the global stage with the Indonesian language amidst more than 700 living languages spoken in Indonesia could become a beneficial trigger for robust language policy development in the country. The teaching of English in this country is intricate due to the fact that our linguistic mapping becomes more complex as users of Indonesian and some of the local languages keep increasing in number, plus mobility of the people due especially to economic pressure which contributes to the complexity of linguistic mixing, blending, and interference. On the other hand, the 1945 Constitution Preamble has exacted our advancing the intellectual life of the people and contributing to the establishment of world order, the prerequisite of which is international-language proficiency, in our case the English language proficiency. Access to digital resources, with more than 75 million users of the internet in Indonesia, could either help or burden English the teachers, depending upon their digital technology skills, in handling students' proficiency in the language. This could also bring about challenges in keeping up with competitiveness at the global context plus its entailing regional and local intricacies. At the same time, it requires teacher quality that could ensure their school graduates on a par with their global counterparts (236 words).

Bio-Data

Fuad Abdul Hamied is currently President of AsiaTEFL (Conference, Membership, & Research). His M.A. degree in (T)EFL (1980) and PhD in Education (1982) were obtained from Southern Illinois University, USA. His research interest covers language policy, English as a medium of instruction, English as a lingua franca, and language testing and evaluation. His latest publications include *Enhancing the quality of Indonesian teachers in the ELF era: Policy recommendations* (Routledge, 2019); A corpus-based study on the technical vocabulary of Islamic religious studies, co-authoring with Srifani Simbuka, Wachyu Sundayana, and Deny Kwary, (TEFLIN JOURNAL, Volume 30, Number 1, January 2019); *EMI in Indonesia,* a book chapter, co-authoring with Nenden Sri Lengkanawati (Routledge, 2018); *English Language Proficiency in Indonesia: Issues and Prospects*, co-authoring with Willy Renandya & Joko Nurkamto (The Journal of Asia TEFL, Vol. 15, No. 3, Fall 2018, 618-629); and *Research methods: A guide for first-time researchers* (UPI Press, 2017).

Reconstructing Foreign Language Teaching: Moving Beyond Methods
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Introduction

The continued dominance of the foreign language teaching industry is often driven by the profit motives of the intellectual marketplace. A result of this has been the popularisation of certain methods, most of which were developed in wealthy Anglophone countries and founded on the fallacious persistence that anything imported from the West is advanced and effective. Although long discredited, native-speakerism still persists in the form of the wide adoption of such methods. Despite the eventual popularity of eclectic and post-method pedagogies, and the freedom they have afforded to language teachers, contemporary teaching realities present newer scenarios that require more than appropriate methods, approaches, or styles of teaching. What we require, instead, is a change in our teaching philosophy, an unlearning leading to learning and a cultural change in the teacher's mindset.

We now teach a new generation of learners whose needs cannot any more be addressed by simply providing access to technology and developing their digital literacy skills (Chowdhury, 2019). Despite its wide practice, the idea of one-size-fits-all instruction that is inherent in many methods and post-methods, has been criticised as not just ineffective but socially unjust and inequitable. In our increasingly diversified classrooms, one of our major challenges is to differentiate our instruction so that individual learning needs are addressed in a fair and equitable manner. Post-methods practices that have worked well in certain educational, social and cultural contexts cannot be exported wholesale and used in a country as culturally and linguistically diverse as Indonesia.

One way of differentiating our instruction towards a more responsive pedagogy is by creating optimal learning spaces through flexible grouping, which can facilitate the development of higher order skills and creativity. This paper problematises the dangers of homogenising and thus oversimplifying the needs of our students as 'typical' EFL learners. It also offer ideas on how to move towards a more dynamic classroom in which diversity is valued through the adoption of a differentiated instruction approach.

Diversity as Strength

While working within the pressures of a crowded curriculum, teachers often have to devise innovative ways of teaching in order to best serve their students. In the Indonesian context, such intuitive, on-the- spot decision-making is met with additional challenges, such as large classrooms and increasingly diversified learner profiles. A quick but ineffective way of approaching such challenges is to ignore individual differences among learners and making assumptions about their "common" learning aspirations. Such practices, however practical, oversimplifies their needs which have changed due to not only technology and socio-economics, but because of our better understanding through research of learners' various physical and learning abilities, life experiences, learning preferences and varying levels of readiness.

Indonesia is a country of enormous demographic diversity with a population of 264 million (2017), and consisting of more than 300 ethnic groups who speak more than 700 languages. Of them, the majority ethnic group the Javanese make up about 40% of the total population. This would make one think that Indonesian classrooms in Java are generally homogenous, both culturally and linguistically. This means, it would not be unusual for teachers in Java to often find *all* students in their classroom belonging to the Javanese ethnic group, and speaking Javanese.

Visible and Invisible Differences

The large representations of the majority ethnicity and language in Indonesia, however, can belie the enormous but invisible diversity that often characterise its classrooms. In addition to age group, ethnicity and first language (L1) status, some of the other 'visible' variables can include students' socio-economic status, their giftedness as learners, emotional health, behaviour, access to technology and digital divide, leadership qualities, personal interests and hobbies, and cognitive and physical dis(abilities). However, when we take into account learning theories and research into how teaching and learning happen, many other 'invisible' factors surface; factors that account for certain 'invisible' but significant differences among our learners.

Two of these theories are Gardner's multiple intelligence theories (1983) and Fleming and Mills' learning styles, often referred to as the VARK Model (1992). Together, these, rather than the ethnic or linguistic differences presented above, construct some of the most significant determinants that mark differences among learners in our classrooms. In turn, these differences necessitate adaptations to our teaching styles and approaches, which we often ignore in the name of equal treatment of our students.

Gardner's multiple intelligence theory specifies eight distinct forms of intelligence each individual possesses to a different degree: linguistic, logic/mathematical, musical, spatial, bodily/kinaesthetic, interpersonal, intrapersonal, naturalistic. In addition, Fleming and Mills showed that depending on how students learn, they can be divided into three broad categories - visual learners, auditory learners and Tactile (or Kinaesthetic) learners. A research study conducted at the University of Illinois in 2009 showed that the population is made up of 65% percent visual learners and only 10% percent auditory learners. Despite this, 80% of our teaching instruction in the classroom is delivered orally, which essentially discounts learning styles of many of our students, thereby not allowing us to invest in their strengths.

The instructional implications for multiple intelligence theory are various. For example, it says that teaching and learning should focus on the strength (particular intelligences) of each person and assessment of learning should measure all forms, not just specific ones. It recognises that all learners have strengths – that individuals should be encouraged to use their preferred intelligences in learning. Finally, and perhaps most importantly, it states that assessment should measure multiple forms of intelligence. Practically this would mean more formative and less summative assessment in the classroom. Summative assessment tasks, often referred to as assessment *of* learning, are formal, structured and graded/quantifiable. These are important to determine student learning outcomes and to prepare student reports. On the other hand, formative assessment, or assessment *for* learning, is informal and ongoing, almost always unstructured, and includes self-and peer-assessment. Because of its relaxed and unstudied nature, students benefit from feedback from both teachers and peers and are likely to learn more from such feedback.

As educators it is our responsibility to respond to bringing these invisible differences to the forefront, and to enact our classroom practices in the spirit of providing an equitable form of education for all learners, regardless of their visible *and* invisible differences. However, instead, as teachers we often resort to the convenience of homogenising the needs of our students, labelling them as 'typical' learners with 'typical' needs. Such homogenising practices, after all, make it easier for us to plan and conduct our teaching and assessment. It also saves us time and is less resource-intense.

Homogenising the needs of our students as 'typical' learners can do a great disservice to their learning. We live in a time when a one-size-fits-all approach to teaching is seen as socially unjust and inequitable. Based on the principles of social justice and equity, one way of offering a more responsive approach to teaching is through differentiated instruction - an approach that allows teachers to accommodate students' diverse learning needs by acknowledging and respecting their individual differences. In order to provide equitable learning opportunities, we need to move our teaching practices from a "one size fits all" approach to curriculum and instruction that does not fit everyone; one that matches what is offered with what is needed.

Such a perspective is based on the notion of social justice, where equity is more important than equality. Such as perspective encourages us to ask - are particular student sub-groups advantaged or disadvantaged when classrooms are seen as homogeneous?

Differentiated Instruction through Flexible Grouping
Contemporary research in education has placed a lot of emphasis on the importance of providing equitable (rather than equal) education for all. Differentiated instruction to teaching – which encompasses adapting our teaching styles and approaches to individual students' needs - offers *different* approaches to content, process, and product, but with the *same* goal. In other words, instead of offering harder tasks to high performing students and 'dumbing down' learning for students who find it difficult, a differentiated approach to instruction creates multiple paths to the *same* goal for everyone in the class, regardless of their perceived abilities.

Such goals can be achieved, among other things, through flexible grouping and flexible assessment. Tomlinson suggests what she calls the "ebb and flow of experiences model" (1999) which allows teachers to group students differently so that they are appropriately challenged at all times. While rigid grouping can label a student's

readiness as static, movement between groups responds to the change in interest among learners and creates greater opportunities for students to face the high challenge that Mariani (1997) sees as essential in the learning process.

Various groups can be formed within this ebb and flow of experiences. For example, homogenous ability grouping clusters students with similar abilities, interests and learning styles together, while heterogeneous grouping makes students of different abilities, levels, learning styles and interests to work together. The latter grouping is known to promote creativity and enhance confidence among learners. Such grouping also facilitates optimum conditions for peer-scaffolding which can be done when students interact and engage in activities. Tomlinson's model also provides options for self-paced learning in which individual learners engage in independent study – an arrangement that encourages skills such as time management and task responsibility.
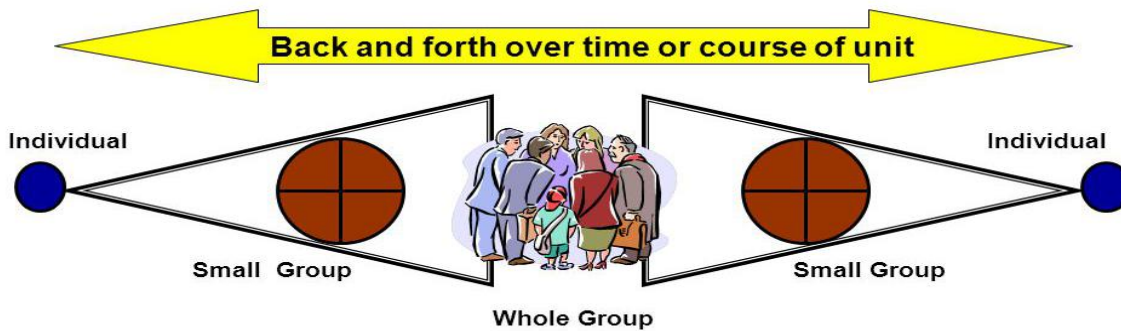
Figure 1. The Ebb and flow of Experiences, Tomlinson, 1999

The enactment of differentiated instruction through such flexible grouping is respectful teaching. According to Tomlinson (2000, P. 1):

> Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Noteworthy is that differentiated instruction, unlike, say the communicative language teaching, or task-based language teaching, is *not* a pedagogy, *nor* is it a method. It is a way of thinking about teaching and learning (Tomlinson, 2010). After all, "*If we only learn methods, we are tied to those methods, but if we learn principles, we can develop our own methods." (*Emerson, 1871). The benefits of differentiated instruction are numerous, its respectful nature makes students feel valued as individuals, thereby encouraging them to achieve goals and progress at their own pace. It promotes the spirit of tolerance and appreciation of differences. Looking beyond the reductive view of literacies as limited to reading and writing, it emphasises on the notion of multi-literacies by making teaching and learning multidimensional, multisensory and multimodal.

Perhaps more importantly at the practical level, differentiated instruction can be practised without meeting the demands of the latest technology or abundant resources, and in large classrooms such as those in Indonesia. It enables us to devise practical ways of providing equitable, socially just and fair learning opportunities to all students in a manner in which diversity is valued through the adoption of a differentiated instruction approach. It is important that we plan our teaching practices so that a differentiated classroom environment can be created, one that facilitates optimum learning for all and one that is also responsive to the contextual logistics of classrooms in Indonesia at a time of great academic diversity.

Conclusion

Being good at taking standardised tests does not qualify students for creative contribution to society or successful citizenship. We need to question if standards reflect the knowledge, understandings, and skills valued most our society; whether we are perfunctorily responding to standards or the sake of ticking boxes of compliances, or whether we have devised ways to rethink the standards in our curriculum, teaching and assessment so that our learners have time to make sense of their learning. Through the embedded philosophies of respectfulness and responsiveness, a differentiated approach to teaching enables us to provide education fairly to all of our students with prospects of becoming effective citizens of the future.

Far from being a Western construct, social justice – the philosophy which underpins differentiated instruction - is a quintessentially Indonesian attribute embedded within the construct of *Pancasila* and the notion of *Bhinneka Tunggal Ika*. Rather than through cutting-edge technologies, imported pedagogies and overseas teaching qualifications, the EFL environment in Indonesia will no doubt benefit much from adopting a balanced approach between individualised instruction and teaching uniformly through an adoption and exercise of differentiated instruction in a time of great academic diversity in its classrooms.

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From Research and Practices into Journal Papers: Editor's Insight

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Introduction

The actual process of writing a journal paper is not a linear process for it often a messy and recursive one. This paper describes several key points in writing a journal article. Let me begin by defining the two key terms in the title; practices and research. It is important to define and set the parameters for these two terms before I continue with paper.

Practices refer to the core business that we as teachers and lecturers (educators, henceforth) are engaged in. The core businesses are teaching, marking students' work, facilitating students in the learning process, students' consultations, students' evaluation and other related teaching practices. These practices are usually guided by teachers' beliefs and students' needs. Thus, where does research fit in in relation to practices? Research, in a very general term, is a systematic way for finding things that educators and other people would like to know or do not know, which are referred to as research problems. In this sense, research is a process which begins with how researchers identify and define research problem. Consequently, data obtained from the research contributes to developing our knowledge in a field or study. In sum, research is essentially a problem driven activity.

The next point is the relation between practices and research. I have described in the previous paragraph some of the activities undertaken by educators in the classroom, lectures or tutorials, or seminars. Let us consider some of these activities and see how they can be turned into research. Teaching involves activities, such as teaching reading, writing, speaking and listening. If we consider one, such as reading, what aspects of reading can be turned into research? We can consider the instructional language used in teaching reading, the types of strategies that students employed when they are involved in reading process, student's comprehension (cognitive process), and many more. Likewise, writing involved similar activities as reading. With the ultimate aim of disseminating knowledge to empower students, educators should and are encouraged to reflect on their practices. This generally means educators should think about their underlying values and beliefs about teaching and learning, and to compare these values to classroom practices (Farrell, 2008). Basturkmen (2012) points out that the topic of language teachers' beliefs has attracted considerable research interest and much of this research is based on case studies. When educators are engaged in reflective practices which are based on evidence (systematic collection of data about their classroom practices), educators can articulate to themselves (and others) what they do, how they do it, why they do it, and, ultimately, what the impact of one's teaching is on students' learning. Consequently, engaging in such data-driven reflective practice may mean an affirmation of current practices or the need to make changes to current practices because they may not reflect a teacher's particular beliefs (Farrell & Ives, 2015). Furthermore, Richardson (2015) points out that conceptions of teaching have shifted from view of teachers as the recipients and consumers of research to the current view of the teacher as producer or mediator of knowledge. This conception has affected research on teaching in terms of what is examined, how the research is conducted and who conducts the research.

Key Points in Writing

Data from your research and practices is the one that you will use to develop and write your journal article. With the wealth of data that you have, what do you write about and how? To begin with, any paper begins with identification of a research problem. A research problem is generally defined as a statement about an area of concern, a condition to be improved, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or in practice that points to the need for meaningful understanding and deliberate investigation (Bryman, 2007). The research problem is the key to developing the research objectives and questions, in addition to providing the framework or theory/theories to do the research. Research problems can be identified by reading; review past studies, review recent literature, reports or databases on the topic that you are investigating or examining. The 'recommendations for future studies' at the end of journal articles or thesis often suggest potential research. You can also read about theories on the topic and determine if there are theories which can be tested. Bryman (2017) states that research problems range from simple to complex, depending on the number of variables and the nature of their relationship, which will then inform you how to conduct the research. An understanding about the nature of the research will enable you to develop a better solution to the problem. After you have identified the research problem, choose one lens through which to view the research problem, or just look at one

facet of it – e.g rather than studying if technology facilitates the process of learning in English, narrow it to whether students perform better when they read online or offline materials. You can still narrow the focus to geographical unit of analysis, i.e the scope.

The first section of a journal article is akin to an essay, which begins with Introduction. Its main function is to contextualize your study, which means that this section serves to set the scene. Imagine a story, whereby you set the setting, main characters and the plot of the story. The introduction showcases the article to readers who are hard pressed for time. These readers will quickly read the introduction section to determine if the content is relevant to their own research interests. The editor-in-chief reads the introduction section to decide if the article has potential for publication or is worth considering. Introduction is about placing your work into the broader research context, and then narrowing your focus to identify specifically what you plan to do in the paper - your research objectives. The broader context will be supported with the literature review. Therefore, introduction should include summaries of important and research which are relevant to your study. This is particularly important if there is an essential or groundbreaking study about the research problem or a key study that refutes or supports your research. In sum, Introduction is about placing your work into the broader research context, and then narrowing your focus to identify specifically what you plan to do in the paper: i.e., your research objectives. The research objectives are then formulated into research questions. Research objectives and research questions should be placed in the Introduction section. However, a common mistake that authors make is to present a full review of the literature in their field. What is necessary is to mention those aspects that are needed to contextualize the problem that your study is solving.

Literature Review is another key factor because a review of the literature gives a theoretical basis for the research and helps you determine the nature of your own research. The research objectives and the research questions should provide a way to organize the literature into three parts; some is centrally relevant, some is generally relevant and some is background literature (Punch, 2006). Common mistakes that authors make are to only write a brief review and to merely summarise the literature. Thus, as you review the existing literature, you need to identify any limitations, deficiencies, or gaps in existing knowledge or practice that need to be addressed. In other words, the journal editor expects authors to critically evaluate, reorganize and synthesize the work of others. This process will lead to authors identifying, describing and justifying how their research fits into the existing body of knowledge. In addition, authors should not just cite past studies which yielded positive results, but also make reference to past studies which did not report positive findings. Authors should show that they know the subject matter very well, which is demonstrated through a thorough review of literature. Consequently, a literature review should reach some conclusion on the current state of knowledge in an area, and suggest the next step in the investigation of the problem or question of interest.

Many authors find Discussion section as one of the hardest part to write. A good discussion section should show how authors put together or relate the different findings of the paper together, analyze them in the context of existing literature, offer speculations, suggest further research and highlight the research's contribution and novelty or possible novelty. However, editors reported that Discussion section often contains summary of findings. It lacks evaluative and critical thoughts about how findings are related to the topic or area or the research discipline. Discussion is actually the least rigid part of a paper, hence, authors are or may simply be at a loss as to what to write. Journal editors agree that this section actually demonstrates the author's argumentative, critical and reflective writing skills. Discussion should be supported with reference to theory or theories which framed the present study, and past studies for the purpose of supporting, emphasizing, reiterating or even rebutting the present study with past studies. Past studies can also be used to introduce new ideas. Authors should write in a scholarly tone and avoid using judgemental, biased or emotional language.

The final key point which editor-in-chief seeks is contribution and novelty of the research. Before I go on, is there a difference between the contribution and novelty? Novelty simply means "something that hasn't been done before", while "contribution" specifically refers to contribution to the state of the art and solving a problem that has not previously been solved (or solving an old problem better). With the increasing amount of research output, many high impact journals are now seeking highly novel information to publish. Authors must do a thorough literature search to find out what is known and what are the gaps that need to be clarified, which will lead authors to finding the novelty in their respective area of research. Novelty will largely depend on your in-depth knowledge of the field. The novelty of a research can be found in many ways for it does not necessarily entail inventing a new method or technique. Often authors speculate the novelty of the research, instead of stating specifically the novelty. It is alright to speculate about possible applications or the likely impact of the applications. However, these statements are often very general and broad. If you have designed or improved on a method, the readers and the editors want to know what will the method be good for specifically Who or how exactly will it benefit other researchers who may want to use the method? Or you might have employed a wide analysis of a well-known method which leads to contribution in how the particular study can be improved. The employment of this wide analysis may be helpful to improve, for example, a method on analyzing how students write a report. You can therefore, highlight the novelty of the analysis. Explain how this analysis will add to the existing literature.

Disproving an existing idea also qualifies as novelty. Authors can incorporate the following strategies in their journal article to demonstrate or show the novelty of the research – (1) highlight the gaps in the Introduction section and mention how your study is going to address any/some of the gaps, (2) discuss the findings of the previous studies in the Discussion section, and specifically mention what new observation or insight was generated through your study results and (3) Mention clearly how your study advances the knowledge in the field.

Rejection of Journal Articles

The key to understanding an article is good writing. Although the research is robust and solve a "big" and relevant problem, poor language will certainly lead to rejection of the article. Language does not only include the structural aspect, but lexical too. In addition, a huge part of writing lies in creating flow of the paper; coherence. This means the reader can easily follow through from one sentence to the other. Editors agree that a badly written paper will be dismissed because they do not understand what the authors are getting at. Based on my experience, if the abstract is peppered with language mistakes, the rest of the paper will have the same problem.

Peter Thrower, the editor-in-chief of Carbon Journal reported that at Elsevier, between 30% to 50% percent of articles do not even make it to the peer review process. This is a high percentage of rejection. If the editor-in-chief keeps asking the question 'so what' to himself or herself while reading the article, the possibility of the article being rejected is very high.

Very often, authors do not read the journal's submission guideline, nor the focus and scope of the journal. Failure to adhere to the journal's submission guideline is one of the main factors why the paper is declined. Articles which are not within the focus and scope, or aims of the journal will definitely be rejected. Authors are advised to spend time reading about the journal that they want to submit their papers to and read papers which have been published in the journal.

Other reasons include incomplete paper, which refers to the key points which I have described earlier. Authors fail to establish the introduction well because they do not cite key works in the field and they do not show evidence of extensive reading. Failure to do this will lead to failure to justify the significance of the research. Consequently, the research objectives and research questions are poorly formulated. By reading the introduction, the editor-in-chief can decide if the article has potential for publication or is worth considering. This shows the importance of the Introduction section. When authors fail to write a good and clear Introduction, the rest of the article will be affected. A final point to note is novelty. Editors now seek highly novel research to publish due to the increasing amount of research output.

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TPACK in English language learning and teaching: A call for reshaping EFL teacher education

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Abstract

The Information and Communication Technology (ICT) era has paved the way for new types of competencies, skills, and knowledge resulting in the schools of the 21st century to have different students which demand to have different teachers, learning environment, and learning facilities. Teachers today should then empower themselves with a set of knowledge of their subject matter to teach the content based on sound pedagogical principles and practices using new digital technology to enhance their student learning. This set of knowledge is called Technological Pedagogical and Content Knowledge (TPACK) which consists of seven definite and interrelated components (Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technological Knowledge (TK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK) itself). The presentation will discuss the TPACK for English as a Foreign Language (EFL) teachers. It will also point out that even though the focus of most TPACK approaches centres around the technology part, more attention should be directed to explore the design and implementation of ICT-based EFL teacher education courses in order to bring about the promise of ICT integration in English language learning and teaching.

**INTEGRATING LOCAL WISDOM IN ENGLISH LEARNING MODEL
TO IMPROVE SPEAKING SKILL FOR EFL STUDENTS**

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Abstract

We are now in industry 4.0 where all the things are using technology. It also effects in the ability in doing English in communication, besides we have to prepare the golden age means preparing also the golden and high quality human resources. But unfortunately speaking English fluently will be one of the obstacles for EFL students. Local wisdom is very meaningful because it is a part of characteristics of the area/ nation. The rapid of computerization, gradually make young learners seem insensitive to their natural, social, and local environments. It causes such they look good in using technology devices, but they may seem empty in understanding their living, future orientation, and goals. One of strategies to preserve and inherit local wisdom is by integrating it into all lessons, including foreign language, taught at campus/ school. This paper focuses on using materials comes from local wisdom as one of the solutions in communication actively. It is very important because through learning model based on local wisdom through the adaptation of environmental conservation values contained in the social life of the community, are expected to develop problem solving skills, communication, and caring attitude to maintain the environmental balance. This paper shows how local wisdom should be referred as learning materials in developing students' speaking skill that it is packaged into relevant technology based media (ICT Media) so it will be more interesting. From the qualitative research done, which were conducted to the third semester students of English Department at Tidar University, the writer explored that local wisdom can be the materials in learning speaking which later it can solve problems in speaking skill. From findings, it can be concluded that local wisdom boosts the speaking fluently and actively, improves the vocabularies references, increases the confidences, explores the experience, idea and styles of speaking.

Key words: local wisdom English materials, EFL students, speaking skill

NOMINAL PHRASE OF FRENCH LANGUAGE IN THE VIEW OF FUNCTIONAL GRAMMAR

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Abstract

Functional grammar percieves language not only as a structure, but to possess several functions, namely 1) ideational functions, 2) interpersonal functions, and 3) textual functions. Lingual units in functional grammar include: clauses, groups / phrases, words, and morphemes. Clause is the highest grammar unit, in which has three main aspects: 1) process, 2) *Participant*, and 3) circumstance. This article aims to describe *participant* that is realized in French nominal and pronominal phrases. This *participant* has *determinant, numerative, describer, classifier, Thing* and *qualifier* elements. Based on these elements, nominal phrases in French have a structure: ***Determiner* + *Numerative* + *describer₁* + *Thing* + *describer₂* + *Classifier* + *Qualifier***. *Participant* can also be realized in the form of pronouns, namely personal pronouns, démonstrative pronouns, possessive pronouns, relative pronouns, indefinable pronouns, and numerical pronouns.

Keywords: *Participant*, nominal phrase, functional grammar.

ADAPTIVE TEACHING OF GERMAN TEXTBOOK "NETZWERK" USING DIGITAL MEDIA 4.0 PURPOSED FOR SPEAKINGCOMPETENCE

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Abstract

This article aims to describe the efforts in adapting the German textbook, so that the delivery of materials can be interactive and effective. The adaptive teaching and the use of digital media 4.0 become the central point of he discussion.This article is based on a library research presented in a qualitative descriptive method. All data are collected through reading, comparing, noting various references and drawing conclusions. The results of this study showed that the adaptation of the textbooks with digital media 4.0 could be used in order to evoke speech competence.The adaptation of the textbook "*Netzwerk*"was conducted with twotypes of media.First, it is an assignment through electronic platform (online-based practice). Second, it is the use of digital data-based video provided in E-Learning media and projected with an LCD (audiovisual online-based practice). This helps learners to practice pronunciation and intonation properly. In addition, adaptations can also help learners to enrich their target language skills according to local situations and cultures. It can be concluded that teaching and learning German with a textbook adaptation and the use of digital media can be implemented well.

Keywords: Adaptation, textbook, digital media 4.0, speech competence.

Translation of French Pronominal Verbs in *Les Aventures de Tintin: Tintin en Amérique*

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Abstract

*Les Aventures de Tintin*or *PetualanganTintin*in Bahasa Indonesia, is one of the most popular comic books in the world originally from Belgium and originally written in French. Translation is absolutely necessary, since not everyone speaks the same language, thadso people around the world can understand the story about. In this case,the French version of *Tintin en Amérique*was translated into its Indonesian language. In the process of translating, however, it is inevitable that the translator will find difficulties since the languages are vary. One of the most distinctive differences is that French has pronominal verbs, in which Bahasa Indonesia does not. This research covers procedures used in translating French pronominal verbs based on Newmark's approach to translation procedures (1988) and Catford's theory on shifts in translation (1965). The result of the analysis shows that only 4 out of 15 procedures were used: modulation, literal translation, synonymy, and couplet, all of which support the hypothesis of using communicative translation to translate a comic book because it has to be focused on the readership itself. The modulation procedure is frequently used to translate the verbs, and because of that, this shows that the translation of this comic book is focused on the target language culture that is different from the source language.We also find 2 out of 5types of shifts in this comic: unit and class shifts. These shifts help in improving the effectiveness of the sentence and can give a precise meaning of the pronominal verb that does not exist in Bahasa Indonesia. This comic has all types of pronominal verbs according to Grevisse (2007) but one:the passive pronominal verb. This might be due to Tintin's characteristics as he is a detective that is constantly active in every situation.

Key words: *Comic, French Language, Pronominal Verbs, Translation procedures, Translation shifts*

The Potential of Folklore as a Development Edu-Eco of Tourism in Gerjo, Gunungkidul

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Abstract—This paper intends to discuss the potential of folklores to develop regional attractions. Innovative thinking about this matter is followed up with a mixmethod study which involved interviews and a survey. The data in this study were analyzed qualitatively and quantitatively. This study was conducted at Gerjo, Grogol, Paliyan, Gunungkidul, DIY. The results showed that the folklore about 19 river names in Gerjo Hamlet has the potential to become one of the elements of regional tourism to attract foreign and local tourists. It is hoped that Gerjo will become one of the new tourist destinations in the future..

Keywords—folklore, tourism potential, Gerjo- Gunungkidul

RHETORICAL CONVENTIONS USED BY THE ENGLISH DEPARTMENT STUDENTS IN WRITING THE INTRODUCTION SECTION OF RESEARCH ARTICLES

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This research aims to reveal (1) the rhetorical styles and (2) the pedagogical implications of the rhetorical style used by the English Education students of Yogyakarta State University in writing the introduction section of research articles.This research adopted the *Create a Research Space* (CARS) model proposed by John Swales (2004) as the main framework, interpreted qualitatively in which the researcher acts as the main instrument. The research procedure is divided into four stages, consisting of (1) reading the titles, abstracts, and key terms in order to get an initial understanding pertinent to the research topic; (2) identifying the frequent appearances of the macro and micro structures of CARS model within the introduction section of research article; (3) identifying the linguistic features and discourse clues, such as the specific lexical item, formulaic expressions, and cohesive markers; (4) drawing a conclusion of the research context to get a better frame related to the communicative purpose of the introduction section of research article.The result shows that most of the English Department students of Yogyakarta State University utilize *Establishing a Territory* (Move 1)and *Establishing a Niche*(Move 2)in writing the introduction section of research article. They are also able to write a cohesive introduction section and present a convincing argument to portray the importance of the research article. Nevertheless, the research finding also leads to the urgency to incorporate the concept of rhetorical style within the academic writing class. In so doing, it is expected for the undergraduate' students to be able to organize, argue, respond, express, and justify their research opinions and ideas with a captivating rhetorical style.

Key words: academic writing, introduction section, research article, rhetorical style

EMBEDDING HIGHER-ORDER THINKING SKILLS IN THE ENGLISH CLASSROOM TO ADDRESS TO INDUSTRIAL REVOLUTION 4.0

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Abstract— Industrial Revolution 4.0 brings implications that it is imperative that education should prepare students dealing with uncertainties and unfamiliar problems. Teachers need to respond to the issue by integrating higher-order thinking skills in the classroom. Higher-order thinking skills involves critical thinking and problems solving. Students learn to consider different perspectives, evaluating evidence for and against different positions, and solving non-routine problems. In order to facilitate the acquisition of the skills, the teacher used deep questions. Deep questions enable students to go beyond the surface structure of the text, relating it to other subjects, the local and global context, as well as their own experience and learning. This paper highlights how higher-order thinking skills learning is implemented in the English classroom using deep questions strategy. The results show that implementing the deep questions combined with material selection, think-pair-share, and questions rephrasing strategies, more students actively participated in the class enthusiastically

THE VIOLATIONS OF THE COOPERATIVE PRINCIPLES IN *LES POUPÉES RUSSES* FILM BY CÉDRIC KLAPISCH

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The cooperative principles are important to make a conversation more efficient and the messages of the conversation can be delivered well. However, today, many people do not respect the cooperative principles can on their conversations. This study aims to describe the types of violations of the cooperative principles and the implicatures in the dialogues spoken by the characters in the LPR film by Cédric Klapisch. The data were collected by using the to the free engage enrolled techniquen followed by the note taking technique and the data analysis uses the referential method with the technique of the determination of elemental determinants and the technique of comparison of the essential elements.

The results of this study indicate that the violations of the cooperative principles in the LPR film consist of 4 types, namely a) violation of the maxim of quantity (39 utterances); b) violation of the maxim of quality (6 utterances); c) violation of the maxim of relevance (33 utterances); and d) violation of the maxim of manner (9 utterances). The implications contained in the violation of the cooperative principles are 30 implicatures, namely (1) continuing information; (2) showing doubt; (3) showing disinterest; (4) expressing frustration; (5) concluding the problem; (6) mocking; (7) explaining something; (8) refuting people's opinions; (9) showing curiosity; (10) explaining the reasons; (11) showing busyness; (12) expressing ignorance; (13) expressing dislike; (14) showing disappointment; (15) showing agreement; (16) covering up the truth; (17) planning something; (18) ordering others; (19) expressing anger; (20) ordering the opinion of others; (21) introducing someone; (22) convincing someone; (23) expressing like; (24) calming someone; (25) showing shame; (26) greeting others; (27) confirming something; (28) showing innocence; (29) asking for consideration; and (30) showing pleasure.The implication of this study isimprovingFrench language learning especially for reading and listening skills.

Keywords: **violation of the cooperative principles, the Les Poupées Russes (LPR) film, implicature.**

ENGLISH AS A LINGUA FRANCA: IS INDONESIA READY TO FACE ASEAN ECONOMIC COMMUNITY (AEC)?

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Abstract

Indonesia is a member of Association of Southeast Asian Nations (ASEAN) out of nine other countries. However, its position toward English proficiency is behind other nation members. It has been reported that English proficiency of Indonesians is in low category which is harmful in the era of AEC. This literature study aimed to found out the readiness of Indonesia for AEC in the basis of English proficiency and the role of governance to support it. Survey has been conducted in this study. The result showed that Indonesia is unready to face AEC and the government plays a minor role to prepare its people in improving English proficiency due to inappropriate curriculum and system. It could not only lead to the ineffective and inefficient language education, beyond that, this misleading would harm the country itself since its people are unable to develop in era of ASEAN Economic Community (AEC). Although, it is highly-potential for economic growth and reducing poverty in Indonesia. Therefore, effort to enhance the capacity of human source is mandatory for Indonesia; and incorporate English as part of curriculum and medium of teaching.

Keywords   : EFL, ELT, ASEAN Economic Community, Foreign Language Teaching, Indonesia

THE FORM OF DEIXIS AND THE FUNCTION OF THE STATEMENT
CONTAINING THE DEIXIS IN THE NOVEL
LES MILLIARDS D'ARSÈNE LUPIN OF MAURICE LEBLANC

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ABSTRACT

This research aims to describe the form of deixis and the function of the statement containing the deixisof the novel *Les Milliards d'ArsèneLupin* of Maurice Leblanc.The referential identification method is used to analyze the form of deixis and the functions of statementscontaining the deixis followed by the immediate segmentation technique and the essential element comparison technique. The results of this research show that there are six forms of deixis that are found in the novel. These are a) the personal deixis (33 statements); b) the deixis of space (19 statements); c) the temporal deixis (20 statements); d) speech deixis (17 statements); e) social deixis (14 statements); and f) the reference deixis (4 statements). The functions of deixis found in this novel are divided into five groups: referential, emotional, conative, metalinguistic, and phatic. The most dominant deixis in this novel is the personal deixis. It shows that the person is an essential part of the communication. While the most dominant function is the referential function. The characters in the noveluse it to talk about a particular subject.

Keywords: the form of deixis, statement function, *Les Milliards d'ArsèneLupin*

THE USE OF SONG IN TEACHING ENGLISH PRONUNCIATION

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Abstract

Pronunciation is one of the important aspects in learning language. Has pronunciation will influence the understanding of listener to grap the message that speaker has sent. The fifth step of teaching-learning process in ScientificApproachbased oncurriculum 2013 is 'communicating'. Students are asked to be able to communicate or present their assignments in the end of learning process. Song is one of the media that can be used to teach pronunciation. By using songs students can learn how the word is pronounced. This paper therefore will discuss how to improve students' mastery of pronunciation through song. The subject of the study is students of elementary school. The object is the efectiveness of pronunciation teaching steps through song. By theoritical reviews, the author will describe the best step of teaching pronunciation using songs as the media.

Keyword: Teaching English, song, pronunciation

ECO-CULTURAL LITERACY: THE PATHWAY FOR CHILDREN
TO IMPROVE KNOWLEDGE AND AWARENESS ABOUT TOGA

By

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The role of literacy covers almost all lines of life, one of which is to foster environmental awareness through eco-cultural literacy. This activity aims to improve literacy skills and foster interest in knowing and cultivating TOGA (Tanaman Obat Keluarga) for children in Kunden village, Bantul. Kunden is an area with a huge potential of TOGA with a majority of people work as TOGA farmers, however the last few years are not maintained because people choose to switch professions. This has led to the impact of the unbroken TOGA knowledge in children, so it needs a special solution to solve the problem, which is by eco-cultural literacy. The training method is done with several stages, including: Sabunga, Istoria, Diary TOGA, Deoliga, and standby with the target children aged 6-12 years for four months starting fromApril to June 2019. The results are: 1) the increasing of children's knowledge of various types of TOGA crops and its usefulness, 2) The cultivation of eco-cultural literacy about TOGA can be seen from the increased interest in learning and change of behavior of children who are increasingly enthusiastic to plant TOGA, and 3) growth interest TOGA cultivation is seen from the awareness of children to care for the environment by planting crops TOGA together.

Key words: L-KORAL, eco-cultural, literacy, TOGA, children

ANALYSIS TECHNIQUE AND READABILITY IN TRANSLATION BILINGUAL BOOK "STORIES OF GREAT VIRTUE COLLECTION" BY ARLEEN A.

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ABSTRACT

Nowadays many literary works have developed and translated into different languages. This is evidenced by the proliferation of translated story books which often dominate the sales of children's story books in Indonesia.In general, children have already known a lot of stories of children abroad such as Goblin, Cinderella, Fairy Story, or the story of the royal princess. It gives an opportunity for translators to adapt and be presented in the bilingual story which is equipped with interesting images.This research discussed aboutthe types of translation techniques and readability intranslation of children's bilingual books. The purpose of this study are 1) to identify translation techniques used by translators, 2) to measure the level of translation readability, which are to prove that the translator's role in diverting children's story texts in two languages is a medium for learning foreign languagesseen from the success of the translation process. So thatthe results can be meant for people who need it. This study is descriptive in nature the data were analyzed using Miles and the Huberman stroges of data collection, data presentayion and conclution research method was descriptive qualitative methoddata referring to Miles and Huberman's analysis theory through the stages of data collection, data presentation, and conclusions. The data source of this research is a bilingual book *Stories of Great Virtual Collection* by Arleen A. The results show that there are seven (7) translation techniques used based on Molina and Albir's theory, including 1) Transposition of 21 data, 2) Modulation of 28 data, 3) 340 data literals, 5) Elimination of 11 data, 6). Addition of 12 data, 7) Borrowing of 5 data. In the process of technical analysisin this study it is, obtained a high level of readability and a low level of readability.

Keywords: Technique, Readability, Translation.

LEARNING FRENCH LITERATURE IN FOREIGN LANGUAGE ACQUISITION BY USING REFLECTIVE WRITTING: A PHENOMENOLOGICAL PERSPECTIVE

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Abstract

Learning French as a foreign language in Indonesia can be learned through reading literary works. It gives studentsopportinity to not only learn about French, but also its culture. By studying it, students are invited to read, imagine, feel, and think critically about the problems that arise in a literary work either poetry, romance, or drama. This paper will discuss what students' perceptions are when they analyse the work. The data collected were analyzed by using an interpretive phenomenological approach. Student's perspectives state that (a) reflective writing provides an opportunity for students to self-directed learning, (b) to actively participate in learning, (c) to strive to become a lifelong learner, (d) to develop critical thoughts and attitudes towards a problem, (e) to develop an attitude of honesty, openness, responsibility, discipline, perseverance, seriousness, hard work and optimism.

Key words: learning, french literature, foreign language, phenomenological

"CHAINED WORDS": AGAME TO MAKE ENGLISHWRITING FUN AGAIN

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Abstract

This article aims to know the implementation of Chained Words as a game to make the students can write English sentence in interesting activity and to know the obstacles in implementing this game. A descriptive qualitative research design is implemented in this study. The data were gained through Writing I class of Physical Education, Health, and Recreation Study Program. Test, interview, and observation are implemented in this research. There were 18 students as the subject of the research. The result shows that Chained Words can make the students enjoy in writing English sentence. Besides, it also improves their thinking to predict and mix the sentences into paragraphs. Chained Words game is done through three steps: the preparation step, the action step (writing a word, writing a sentence, and writing a paragraph), and the evaluation step. However, there are some obstacles in implementing this game, such as: the students get difficulties in connecting among sentences, the students get difficulties in building paragraph coherence, the students get difficulties on grammar accuracy.

Keywords: Chained word, game, writing, foreign language teaching

THE NEEDS FOR LEARNING LANGUAGE AND NON-LANGUAGE IN COURSE SUBJECT OF "*LE FRANÇAIS DU TOURISM*"

By:

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ABSTRACT

The French Language Education curriculum at Yogyakarta State University is designed to produce graduates who have primary competencies as French language teachers in high school. In addition students are also equipped with additional competencies, one of which is as a tour guide in French. This additional competency is prepared through 12 credits of special tourism package courses. For this special package to be effective, it needs an in-depth study of the material needed in this course. This article is aimed at 1) Knowing the French language competence of student tourism, 2) Identifying the needs of French tourism knowledge and skills, and 3) Identify non-linguistic knowledge needs that support the competencies of students using French for tourism. This five-month study collected data using video recordings of tourist attraction presentations equipped with observation sheet instruments. The research subjects were students majoring in French Language Education who had taken the FOS / *Francais du Tourisme course*. The object of research is language skills, tourism knowledge and French.

The results showed that 1) French language tourism competence of students taking the tourism package was in the medium category with a mean score of 6. The highest competence was in the ability to provide information and pronunciation. While the lowest competence was in the lexicon: respondents still used a large number of common words that repeat and did not applied specific terminology and metaphors. 2) The need for knowledge and skills in French for tourism for students was a) Vocabulary related to terminology, b) Expressions, related to expression, and c) Grammar (Grammaire). 3) While the non-linguistic knowledge needs were*Exposé* for three themes, namely a) about history (colonial-independence era), b) nation and state, and c) culture covering the city of Yogyakarta, Javanese culture, life of Javanese people and Javanese calendar, and hierarchy javanese language.

Keywords: communicative competence, linguistic competence, Français du Tourisme

THE CONCEPT OF SARCASM EXPRESSION IN *INDIE* SONG ALBUM "*AKIBAT PERGAULAN BLUES*" BY JASON RANTI

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The Concept Of Sarcasm Expression In *Indie* Song Album "*AkibatPergaulan Blues*" By Jason Ranti

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Abstract
Sarcasm is an instigator of conflict as well as a catalyst for creativity. This research investigates the dominant sarcasm concept in *indie* song album "*AkibatPergaulan Blues*" by Jason Ranti (2016). This descriptive qualitative research used the Identity Method to detect semantic sarcasm detection and lexical semantic. Elisabeth Camp's (2012) subclasses of semantic sarcasm were used in this study, i.e., propositional sarcasm, lexical sarcasm, 'Like'-prefix sarcasm, and illocutionary sarcasm. The results of this research showed that the most dominant subclass of sarcasm is lexical sarcasm**(67%)**, followed by illocutionary sarcasm (23%), then the same proportion of propositional (10%) and 'Like'-prefix sarcasm (10%). The result of this research also showed that the music *indie* devotees need to be free from the sarcasm understanding expression and take positive value to share sufficient common meaning in song.

DEPICTION OF VIOLENCE IN CHILDREN'S WRITING

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Abstract

This paper is an analysis on 26 fiction texts written by sixth-grader students of Kanisius Experimental Elementary School and focused on how violence is depicted in students' writing. Employing qualitative-content analysis method, the paper describes the types of violence and how they are presented in students' language. the term of violence used in this paper is categorized into three types; physical violence, psychological violence, and verbal violence. The source of data is twenty-six students' fiction texts. The data are in the form of words, phrases, sentences and other written language expression which embody elements of violence. The result shows a worrying degree of students' familiarity with violence. Many of students' writing contain explicit depiction of all of the three types of violence mentioned above and those who did not express elements of violence explicitly in their writings had the tendency of having internalized violence and expressed it in various subtle ways. This paper does not further discuss the possible cause of students' familiarity with violence. The writer assumes that the exposure of violence through various media, especially internet games and social media might be one of the biggest factors of students' perception of violence. This, however, requires further research with bigger and more diverse population.

EFFORTS TO IMPROVE FRENCH PRONUNCIATION USING VIDEO BLOG (VLOG) MEDIA FOR STUDENTS IN CLASS X IPS 2 SMA NEGERI 1 KARANGREJA, PURBALINGGA

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ABSTRACT

This study aims to improve the competency in pronunciation French speaking skills using video blog (vlog) media in class X IPS 2 students of SMA Negeri 1 Karangreja Purbalingga.

This two-cycle Classroom Action Research (CAR) was carried out in four steps, namely planning, action, observation, and reflection. The subjects of the study were 25 students of class X IPS 2 of SMA Negeri 1 Karangreja Purbalingga. The object of the research is the learning of pronunciation in French speaking skills. Data were obtained through student observation, field notes, interviews, questionnaires, students' vlog results, and documentation. Data analysis usel quantitative and qualitative analysis.The results showed that the steps in using vlog media include: 1) providing learning, 2) grouping, 3) assigning tasks, 4) planning, 5) consulting, and 6) making vlogs.Almost all students reached the minimum completeness criteria on French pronunciation skills.

Keywords: French pronunciation, video blog (vlog), Action ResearchClass (CAR)

THE READABILITY LEVEL OF ENGLISH TEXTBOOK IN THE SENIOR HIGH SCHOOL USING CLOZE TEST

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ABSTRACT

This research aims to reveal (1) the types of texts in English textbook in *Bahasa Inggris SMA for Grade X* revised edition of 2017 published by the Ministry of Education and Culture, and (2) the readability level of the English textbook using Cloze Tests. The subjects of this quantitative descriptive research are the texts in the English textbook and the objects are the grade ten students in Yogyakarta city.

The results of this research indicated that there are five types of texts contained in the English textbook. Those are transactional, descriptive, announcement, recount, and narrative texts. Then, based on the result of Cloze Test the readability level of the English textbook in *Bahasa Inggris SMA for Grade X* revised edition of 2017 published by the Ministry of Education and Culture is at the independence level or with a percentage of 76.7%. This means that the texts in this English textbook can be studied independently by students even though there are some notes for some texts that are still at the instructional level.

Keywords: *cloze test, English textbook,*

ONLINE READING HABITS OF UNDERGRADUATE STUDENTS

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This study is an attempt to determine the undergraduate students online reading habits. It also intends to find out their most dominant preferences on online reading. It employed a descriptive statistic technique. The instrument used is a set of questionnaires and interview. The result revealed that a large number of the students preferred to read online compared to reading with printed books or material. It is concluded that, the teachers must provide material for their students to read online.As a recommendation, teachers should also design their online teaching material which is interesting and comprehensive so that the students may understand it easily.

Keywords: Reading habit,online teaching material

FRENCH POCKET BOOK FOR GUIDING MOUNTAIN MERAPI TOURISM

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ABSTRACT

The need for French-speaking tour guides in Yogyakarta is increasing in line with the increasing number of French-speaking tourists visiting Yogyakarta. To support the availability of French-speaking tour guides, learning resources are needed, including manual guidance. The goals of thisR&D researchare to: (1) develop French Mount Merapi tourist guide scouting materials in the form of pocket books and (2) determine the feasibility of the pocket book. The study was conducted through six stages, namely: (1) analysis of potential and problems, (2) data collection, (3) product design, (4) design validation, (5) design revision and (6) product trials. The research instrument was a questionnaire with a Likert scale.Researchsubjects were 20 students of Department of French Language UNY who took "leFrançais du Tourisme" courses.The product is in the form of a pocket book containing Mount Merapi scouting material with a size of 3R (8.9cmx12.7cm) consisting of 30 pages starting from (1) Introduction, which contains a tour itinerary program (*itinéraire*), (2) Content / material, i.e. during the tour program with the guests and (3) Closing, i.e. when the program has finished. The results of the feasibility test by experts and users about the material aspects and aspects of the media indicate that this book is very good and feasible as a guide for students in scouting Mount Merapi tours.

NEEDS OF LANGUAGE AND GENERAL KNOWLEDGE MATERIAL OF FRENCH FOR TOURISM

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Abstract

This article aims to discuss the needs of French for tourism learning materials which include the need for knowledge and French language skills in tourism, and the need for non-linguistic knowledge material. The results of the study show that the need for knowledge and skills in French include, (1) the need for developing vocabulary material about *Événements catastrophiques*, *géographie physique et les environnements, éducatifs systems, Agriculture, Saisons et climats, Transportation, Culture (religions, cultes, fêtes), coutumes et festivals, Bâtiments historiques, Aliments*; (2) Certain phrases: *Localiser et décrire, Expression des besoins, Aprécier les repas, Argumenter*; and 3) Grammar which includes: *Passé compose et imparfait, Prostates, Constructions à sens passif, Expression de la conséquence, Expression de la cause, Expression de la durée, COD personnel proposals, Propositions of personal compositions, Nominalisation, Articulation logique,* 3) the non-linguistic knowledge needs that cover three themes, namely 1) Indonesian history (colonial-independence era), 2) Indonesian nation and state, and 3) Indonesian culture including the sub-city of Yogyakarta, Javanese culture, Javanese people's life and javanese calendar, language hierarchy and Javanese politeness.

Keywords: Need assessment, communicative competence, linguistic competence, *Français du Tourisme*

MULTIMODALITY OF RACIST CONTENTS (SARA) IN INDONESIAN SOCIAL MEDIA

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Abstract

Racism involving issues such asSARA (Indonesia/ethnic, religious, racial, and inter-group) is one of the central problems in Indonesian law enforcement which has become more complex when the information and communication technology devices are also used to spread it. The data from Cyber Crime Directorate showed that throughout 2018 there were 30.056 negative contents in social media in which 1.120 had racist remarks. To deal with it, the government established the Cyber Crime Directorate in 2017 and enacted more powerful laws, such as Law No. 19 Year 2016 on the Amendment to Law No. 11 Year 2008 on Electronic Information and Transactions and Law No. 40 on the Elimination of Racial and Ethnic Discrimination.Racist sentiments are spred in the forms of multimodal texts includingverbal and visual texts. Such spreadin social media provokes public opinions which approve or oppose those racist sentiments, maiking the multimodal discourse more complex. This paper describes how racist sentiments are developed in multimodal discourse initiated by a racist status with distinctive verbal and visual markers triggering public comments . The data consist of verbal and visual modes that contain verbal markers such as leakage, fixation, and identification, and also some visual markers such as poses, physical characters, and events. The verbal and visual modes collaborate to convey racist discourse spred via social media and then receive public comments, which are inseparable parts of the discourse. This multimodality approach in analyzing thediscourse can yield a holistic explanation. Linguists, therefore, canemploythis multimodality approach whendelivering their professional opinions on legal cases related to racist discourse.

Key words: *discourse; multimodality; ethnicity, religion, race, intergroup racisms (SARA); verbal mode; visual mode*

MULTIMODALITAS DALAM PESAN-PESAN BERSENTIMEN SARA
DI MEDIA SOSIAL INDONESIA

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Abstrak

Isu suku, agama, ras, dan antargolongan (SARA) termasuk isu sentral dalam permasalahan hukum di Indonesia. Isu tersebut bertambah kompleks ketika sarana teknologi informasi dan komunikasi turut dimanfaatkan untuk menyebarluaskan pesan-pesan yang mengandung sentimen SARA. Data yang dimiliki Direktorat Tindak Pidana Siber menunjukkan bahwa sepanjang tahun 2018 terdapat 30.056 konten negatif di media sosial, yang 1.120 di antaranya berkenaan dengan isu SARA. Untuk menangani persoalan hukum yang berkenaan dengan SARA, perangkat-perangkat hukum diperkaya, seperti penerbitan Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik (ITE) pada tahun 2008 dan Undang-Undang Nomor 40 Tahun 2008 tentang Penghapusan Diskriminasi Ras dan Etnis sebagaimana yang telah diubah oleh Undang-Undang Nomor 19 Tahun 2016 tentang Perubahan atas Undang-Undang Nomor 11 Tahun 2008 tentang Informasi dan Transaksi Elektronik serta pembentukan Direktorat Tindak Pidana Siber pada tahun 2017.

Sentimen SARA di media sosial disebarkan melalui teks multimodal, tidak hanya memanfaatkan teks verbal, tetapi juga teks visual. Tidak hanya itu, penyebarluasan sentimen SARA pada media sosial memancing opini publik yang menyetujui sentimen SARA itu sehingga wacana multimodal berkembang lebih kompleks. Makalah ini mendeskripsikan bagaimana sentimen SARA dikembangkan dalam wacana multimodal, yang bergerak dari status berpemarkah verbal dan visual khas dan hingga komentar publik atas sentimen itu. Dengan mendekati data

wacana bermuatan sentimen SARA sebagai wacana multimodal yang dibangun oleh moda verbal dan visual, ditemukan beberapa pemarkah verbal berupa penyampaian niat (*leakage*), fiksasi (*fixation*), dan identifikasi (*identification*) serta pemarkah visual berupa pose, karakter fisik, dan kejadian (*event*). Moda verbal dan visual bekerja sama menyampaikan wacana bermuatan sentiment SARA, yang disebarkan melalui media sosial untuk memperoleh komentar publik. Yang tidak dapat dipisahkan dari wacana itu. Pendekatan multimodalitas dalam wacana bersentimen SARA yang demikian menghasilkan eksplanasi yang holistis yang dapat digunakan oleh linguis untuk berkontribusi dalam memberikan keterangan ahli untuk menjelaskan perkara hukum yang berkenaan dengan wacana bersentimen SARA.

Kata kunci: wacana; multimodalitas; suku, agama, ras, antargolongan (SARA);

moda verbal; moda visual

AN ANALYSIS OF THE TRANSLATION BORROWING TECHNIQUE OF TOURISM OFFICIAL WEBSITE

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Abstract—This study quantitatively examined how the tourism sites' description on 'Visit Sumenep' official website conducts the value of the borrowing technique. There are two focuses of this present study: first, in terms of types of the borrowing techniques based on Molina and Albir's theory (2002) which is divided into two types; pure borrowing and naturalized borrowing, second, in terms of elements of the borrowing words or phrases found in the 'Visit Sumenep' official website based on theory of borrowing elements proposed by Aissi (1987).A borrowing in translation refers to one of the translation techniques which means taking the words or phrases directly from the souce language to be used in the target language. The borrowing technique wasfound in the website whichprovides updated information related to tourism sites in Sumenep, Madura Island. This website interestingly facilitatesitsreaders or visitors by dividing the content into five main categorizations of tourism destination, consisting of cultural treasures, natural wonders, religious tourism, conservation tourism, and special interest, which are written in two languages, English and Indonesian. Based on the data analysis, the translator used all types of borrowing techniques based on Molina and Albir's theory (2002); pure and naturalized borrowing. However, the findings showed that the use of pure borrowing was more dominant (90.74%) than the use of naturalized borrowing (9.26%). From the findings, there were 98 of 108 data that conducted the borrowing words or phrases while the naturalized borrowing occured in 10 of 108 data. Moreover, the use of elements of borrowing technique based on Aissi's theory (1987) were found that the most dominant element used in the borrowing technique found in the translated description in 'Visit Sumenep' official website was the use of proper names (83.3%) in 90 of 108 data followed by the existence of technical terms (11.1%) in 12 of 108 data and the use of cultural terms (5.6%) in 6 of 108 data.

Keywords—*interlingual translation, translation technique, borrowing technique, English and Indonesian translation, tourism sites' description.*

SHIFTS OF INTERCULTURAL COMMUNICATIVE COMPETENCE EXPERIENCED BY INTERNATIONAL STUDENTS

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Abstract

Equipping students with adequate intercultural communicative competence is not easy.Education system should attempt to facilitate the learning to upgrade students' communicative competence. One of the ways to gain the upgraded communicative competence is by providing students with strategies to improve their intercultural communicative competence. Thus, identification of the intercultural communicative competence shifts as well as the strategies of the improvement of the competence are essential.This study aims at identifying shifts in the use of intercultural communicative competence as experienced by international students. This mixed method research was conducted involvingrespondents of international students pursuing study in several universities in Malang. The explanatory design was initiated with the collection of quantitative data, followed by qualitative data. Data collection methodsincludedinventory, focused group discussions, and in-depth interviews. Components of intercultural communicative competence shifts observed included knowledge, attitude, awareness, and skills. Findings of this preliminary study show that international students experienced shifts in intercultural communicative competence. They improved their intercultural communicative competence in all four components of knowledge, attitude, awareness, and skills.

Keywords:

A SOCIOLINGUISTIC PERSPECTIVE OF CODE-MIXING BY ENGLISH LITERATURE STUDENTS IN INSTAGRAM

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Abstract – This study investigates the use of code-mixing in Instagram captions by English Literature students in a university in Indonesia. It searches the types of code-mixing and the reasons of applying the code-mixing. A descriptive mixed-methods design was used involving33 captions posted by eight students and the lingual units of analysis included words, phrases, clauses, and sentences. Pictures were considered as contextsto examine the Instagram account holders' reasons for code-mixing. Investigator triangulation was conducted to verify the result. To reveal the real reasons, a questionnaire was distributed to the account holders. Findings indicate that three types of code-mixing were used: insertion, alternation, and congruent lexicalization, with no significant difference in frequency. There were seven reasons for doing code-mixing.The most frequentbasis as found from outsiders' perspective and the account holders' statements was talking about particular topic. Other reasons were quoting, being emphatic, expressing exclamation, repeating for clarification, clarifying, and showing group identity. With regard to the eight participants' multilingualism, three languages were mixed. Bahasa Indonesia was dominant while Javanese was least used in the code-mixing. The use of English was mostly linked to the Students' Perception on Globalization Impacts toward their Identity as Indonesians

Keywords - *insertion; alternation; congruent lexicalization; Instagram; identity.*

STUDENT PERSEPTION ON GLOBALIZATION IMPACTS TWAD THEIR IDENTITY AS INDONESIANS

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Abstract
Learning a new language equals the same as learning a new culture. Especially in Indonesia, living together with other people from different linguistic and cultural background gives opportunities to learn each other's cultural values, beliefs, and norms that will enrich both cultural identities. However, globalization brings different cultures and beliefs that might be opposite towhat Indonesians have as their cultural heritage. The qualitative study aims to investigate the students' perception on the globalization impacts toward their cultural identity as Indonesians after they have watched an American movie as an assignment given by the teacher. They need to analyze the content of the video by seeing the cultural values embedded in the video compared to the cultural value they have as Indonesians. Through the open-ended questions and semi-structured interviews, it was found that the students were aware of the Western cultural values about freedom which is opposite tothe values inherited as a part of Indonesian's culture. It is an opportunity for them to learn and appreciate other people from a cultural studies perspective. This experience also opens up their horizon that learning about differences in language and culture canalso strengthen their own cultural identity. Furthermore, they are aware of a big responsibility that they need to carry on and continue being proud of being Indonesian people who have our own heritage to pass on to the next generations.
Key words: *perception, globalization, identity*

FEATURES AND FUNCTIONS OF INTERNET LANGUAGE BY COMMENTATORS
IN LELE PONS' VIDEO INSTAGRAM ACCOUNT

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Abstract – The increasing use of the Internet has raised various questions, including whether it has influenced the use of languages. In these last two decades, Internet language has been discussed from various perspectives. This sociolinguistic study aims at examining Internet language features and its functions as revealed in comments on Instagram videos of Lele Pon, an Internet celebrity popular among young people worldwide. This study was mainly qualitative, with 126 data in the forms of any lingual units and symbols used to comment on the videos. The contexts were the topics and interlocutors involved in the comment threads. Results indicate that the language used by male commentators had eight features: multiple punctuation, eccentric spelling, capital letters, written-out laughter, music/noise, emoticons, abbreviations, and rebus writing. One additional feature: description of action was found in females' comments, making nine features in total. Both males and females used the Internet language to fulfill expressive, directive, and referential functions. The findings imply that the Internet language was relatively not gender-specific.

Keywords – *Internet celebrity; sociolinguistic study; Instagram videos; comment threads; gender.*

FICTION IN THE FRAME OF THE SCRIPTURES*

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Abstract—This study aims to provide a perspective and discussion on the presence or absence of the fictional frame in the Scriptures. The Scriptures texts with their informative side have a relationship with the outside dimensions of the text in terms of the reader's understanding. Fiction with a fairly controversial definition gives an understanding of the discrepancy if embedded in the text especially in the Scriptures. Therefore, it is possible to draw another definition which is more contemporary to put fiction into a more valuable meaning. This study used language studies in the *erfahrung* and *Erlebnis* (a living context of understanding) to present research relevant to the hermeneutics method. It found three operational definitions of fiction of the Scriptures. First, fiction is the concept of an understanding that has been neatly arranged in the text. Second, it is a trait embedded in a text in stories. Third, it is part of historicity. Thus, it can be concluded that fiction is a positive meaning that exists in the text of the Scriptures as a concept of human understanding *(umat)* through its reading.

Keywords: *Text, Hermeneutics, Scripture, Fiction*

SEMIOTIC STUDY OF FANTASY STORIES IN INDONESIAN
JUNIOR HIGH SCHOOL TEXTBOOKS GRADE VII

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Abstract--This paper aims to describe the icons, indices, and symbols contained in fantasy stories in Indonesian textbooks. The were gathered from five fantasy stories contained in Indonesian Language textbooks for junior high school grade VII published by The Ministry of Education and Culture. ResearchThese data were selected by reading the stories repeatedly, recording relevant themes and classifying them according to the assigned category. They were further analyzed by Pierce's semiotic study theory of icons, indices, and symbols. The results of his research show that:semiotics contained in fantasy story provides a lesson about the meaning of a point word that can signal places and think sharply for icons. The index found has the teaching meaning to be calm in facing something and thinking clearly. The symbol means that students must master technology and nature of defending the country.

Keywords--semiotics, fantasy stories, textbooks

NEGATIVE POLITENESS STRATEGIES BY ROYAL FAMILIES AS PORTRAYED IN BRITISH MOVIES

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ABSTRACT

This research aims to reveal (1) the negative politeness strategies, (2) the realizations of negative politeness strategies, and (3) the factors affecting the choice of negative politeness strategies implemented by the main characters in *The Duchess* and *The Young Victoria* movies. This research adopted the negative politeness model proposed by Brown and Levinson (1987) as the main framework, interpreted qualitatively in which the researcher acts as the main instrument. The research procedure is divided into five stages, consisting of (1) observing the utterances taken from the movies' transcription; (2) identifying the characteristics of negative politeness strategies employed in those British movies according to the theory of Brown and Levinson (1987); (3) classifying and categorizing the data related to the negative politeness strategies; (4) analyzing the data in order to find the similarity and difference of those British movies; (5) drawing the conclusion of the research context to gain a new and comprehensive description related to negative politeness strategies in those British movies. The result shows that the dominant strategy implemented by Georgiana as the main character in *The Duchess* movie is hedging since the imposition is intense so that Georgiana tries to reduce the tension. Meanwhile, being pessimistic is the dominant strategy in *The Young Victoria* movie since the story focuses on the early life of Victoria before the coronation. The findings also reveal that both movies have many similarities related to the dominant realization and prominent factor affecting the main characters to choose the strategies. The most widely used realization of negative politeness implemented by both characters in those British movies is *avoiding to coerce the interlocutor*. There is a specialization implemented by both characters in realization certain strategy. The distinction is affected by power which is based on the main characters' different ranks of nobility. Further, *payoff* is likely to be the major determinant factor of both main characters to implement particular strategies of negative politeness. It is supported by the background of those movies which set in the environment of royal life.

Keywords: negative politeness strategies, British movies, main characters

STUDENTS' READINESS TOWARDS DIGITALIZATION ERA DURING THE LEARNING PROCESS

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Abstract

Nowadays, technology and learning process are interrelated as the manifestation of the fourth industrial revolution in educational field. The learning process inside the classroom is supported by technology to promote the digital literacy among the young generation. Even though they are also known as the digital native, during their leaning process they are pressured to be able to engage with the technology as well. Owing to the succession in the use of technology in the classrooms is not only the teachers but also the students. According to that, the researcher desires to know the students' readiness in using technologies during the learning process to be digitalized. The research conducted in a particular school in one of the districts in Indonesia. This is a private vocational high school which has a multimedia major. In this qualitative study, the tenth grade of the multimedia major participated in the structured and semi-structured interviews. The results will be indicated whether they are ready or not to use technology during the learning process. This will be the evaluation and correction by the district's government to put the attention to the private school.

Keywords: fourth industrial revolution, students' readiness, learning process

DEVELOPING ENGLISH LEARNING MATERIALS FOR SPORTS STUDENTS BASED WWW.GOAL.COM

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ABSTRACT

English is included in the school curriculum as one of the important subjects for students of the English language, of course, will add to the provision for them in the future both to fight the challenges in the world of work both to plunge into the communityy, but this later became a continuing problem in the world of education, namely the lack of mastery of English itself for students even though they had taught these subjects from the elementary school level to even college. The researchers found this problem in sports students at Dehasen University of Bengkulu, where English courses became frightening for most sports students. Not only that, in ability to communicate both verbal and non verbal, the sports student is still very far from expectations. Therefore, the aims of this study is to develop english learning materials for enrich sports students' vocabulary mastery through website www.goal.com. The Population in this study was the second semester student who taking subject of Bahasa inggris Profesi. The design used by the researcher was research and development (R & D). The researcher adopted ADDIE model, namely : Analysis, Design, Development, Implementation and Evaluation. The result of the research showed that the second semester of sports students in Dehasen University of Bengkulu want English materials especially to build vocabulary mastery based on their favorite things. The existing materials that they used in learning still have many weaknesses. Then, these findinds become basic for learning. The english learning materials for sports students consist of 8 unit as main topic and 12 activities to enrich sport students' vocabulary mastery.

Keywords: English Learning Materials, Vocabulary Mastery, Sport Students.

HAKIKAT JATI DIRI MANUSIA DALAM BUKU *SAMKOK, KISAH TIGA KERAJAAN* VERSI KIM WOO IL

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Penelitian ini dilatarbelakangi oleh problem manusia terkait kepemimpinan. Buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il menjelaskan bahwa kisah buku tersebut dalam tokohnya menggambarkan jati diri manusia yang merupakan bagian dari filsafat manusia. Peneliti berusaha menjawab pertanyaan: Bagaimana karakter 3 tokoh besar yang terdapat dalam buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il?Apa hakikat jati diri manusia dalam buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il?Bagaimana kritik terhadap buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il terkait dengan Kepemimpinan?.

Metode dalam penelitian ini menggunakan pendekatan kualitatif. Data yang diperoleh berasal dari studi pustaka, baik bersifat primer yaitukarya Kim Woo Il, maupun pustaka sekunder yang berasal dari berbagai buku, jurnal, dan artikel. Objek material dalam penelitian ini adalah buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il, sedangkan objek formal penelitian ini adalah filsafat manusia. Objek material dan objek formal ini kemudian diolah dengan kerangka metodis: deskripsi, interpretasi, holistika.

Hasil yang dicapai dalam penelitian ini menunjukkan bahwa: 1) Penggambaran karakter 3 tokoh besar dalam buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il yaitu Tokoh Liu Bei yang memiliki karakter baik hati. Tokoh Cao Cao memiliki karakter kuat dan tegas, sedangkan tokoh Zhuge Liang memiliki karakter cerdas. 2) Hakikat jati diri manusia dalam buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il yaitu manusia pada dasarnya baik. Jati diri manusia diperoleh dengan memahami kepribadian pada diri sendiri dan identitas sebagai manusia. Hal ini menjadikan manusia tersebut unik dalam masyarakat dan individu. 3) Kritik dalam buku *Samkok, Kisah Tiga Kerajaan* versi Kim Woo Il terkait kepemimpinan yaitu pemimpin yang ideal bukan tipe pemimpin yang hanya memiliki sisi baik seperti yang diilustrasikan secara berlebihan oleh penulis terhadap tokoh Liu Bei dalam buku *Samkok, Kisah Tiga Kerajaan*. Pemimpin ideal adalah pemimpin yang telah menemukan jati dirinya (Liu Bei, Cao Cao dan Zhuge Liang).

Kata kunci: kepemimpinan, jati diri, sifat baik, kepribadian

PELANGGARAN PRISIP KERJASAMA DALAM FILM DEMAIN TOUT COMMENCE KARYA HUGO GÉLIN

Oleh: Mega Dellawati

Dra. Siti Perdi Rahayu, M. Hum
ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bentuk pelanggaran prinsip kerjasama dan implikaturn dari pelanggaran prinsip kerjasama yang dilakukan oleh para tokoh dalam film *Demain Tout Commence* karya Hugo Gélin. Subjek penelitian ini adalah semua tuturan yang diungkapkan oleh para tokoh dalam film *Demain Tout Commence* karya Hugo Gélin. Objek peneletian ini adalah tuturan-tuturan yang melanggar prinsip kerjasama yang terdapat dalam film *Demain Tout Commence* karya Hugo Gélin. Data dalam penelitian ini adalah tuturan para tokoh yang mengandung pelanggaran prinsip kerjasama yang terdapat dalam film *Demain Tout Commence* karya Hugo Gélin

Proses pengumpulan data dalam penelitian ini menggunakan metode simak dengan teknik dasar teknik sadap kemudian dilanjutkan dengan teknik lanjutan teknik simak bebas libat cakap (SBLC) yang kemudian dilanjutkan dengan teknik catat. Analisis data dalam penelitian ini menggunakan metode padan referensial dengan teknik dasar teknik pilah unsur penentu (PUP). Komponen tutur SPEAKING digunakan untuk menentukan dan menganalisis konteks. Selanjutnya, teknik lanjutan yang digunakan adalah teknik hubung banding samakan (HBS). Validitas dan reliabilitas penelitian ini didasarkan pada *expert judgement*.

Hasil penelitian ini menunjukkan bahwa: 1) terdapat empat bentuk pelanggaran prinsip kerjasama yang dilakukan oleh tokoh-tokoh dalam film *Demain Tout Commence* karya Hugo Gélin yang diklasifikasikan menjadi a) pelanggaran maksim kuantitas (45 data) yaitu tuturan yang terlalu panjang dan penambahan informasi yang tidak dibutuhkan; b) pelanggaran maksim kualitas (12 data) yaitu tuturan yang menyalahkan kebenaran atau fakta; c) pelanggaran maksim relevansi (34 data) dalam bentuk tuturan yang tidak relevan dengan topik pembicaraan; dan d) pelanggaran maksim cara (9 data) yaitu tuturan tidak disampaikan secara langsung, tidak jelas, dan tuturan tidak berurutan; 2) terdapat tiga implikatur pelanggaran prinsip kerjasama yaitu a) implikatur percakapan umum (42 data), b) implikatur berskala (5 data), c) implikatur percakapan khusus (48 data).

Kata Kunci : pelanggaran prinsip kerjasama, film, bentuk, implikatur

DEVELOPING A COMIC MEDIA FOR READING COMPREHENSION LEARNING IN FRENCH FOR GRADE X STUDENTS OFSMA N 9 YOGYAKARTA

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ABSTRACT

This Research and Development (R&D) study is aimed to develop a comic media for reading comprehension learning in French of X grade students of SMA N 9 Yogyakarta with the theme "*décrire quelquechose*" and to know the media appropriateness in reading comprehension.

The research procedure consisted of six development steps namely a) potential and problem analysis, b) data collection (conducting the needs analysis), c) product design (designing a comic media), d) design validation, e) design evaluation, and f) product trial (trial of the comic media). The comic was used in the X grade Social science class of 27 students.

The product of this study is a comic media for reading comprehensionlearning to read in French for X grade students of Senior High School with the theme "*décrire quelquechose*". The alternate results obtained in this study were 1) the assessment result of the material appropriateness aspect was 85.33% categorized as "very good", 2) the assessment result of the media appropriateness was 96.92% categorized as "very good", 3) the assesment of the students' responses obtained 81.82% which categorized as "strongly agree". It can be concluded that the developed comic media is appropriate to be applied for reading comprehension learning in French for X grade students of SMA N 9 Yogyakarta.

Keywords: Comic media, reading comprehension learning

MULTICULTURALISM VALUES OF SHORT STORY IN THE INDONESIAN STUDENT BOOK JUNIOR HIGH SCHOOL GRADE IV

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Abstract-- Multiculturalism is a very appropriate identity for the Indonesian state. However, the diversity that colors from every corner of the islands in Indonesia turned out to be a task for teachers to be able to convey the values contained therein. Teachers are expected to use the simplest method for elementary school children. Where they just started to socialize in the school environment. However, this simple method is expected to be conveyed through media and fun teaching techniques. Elementary school age students are the most appropriate time to instill a good attitude in socializing. At this age students need a pleasant delivery so that what messages they want to convey can be applied. Short stories are one of the teaching materials that contain literary values and teachers can insert multiculturalism values in them. This study aims to describe the multicultural values contained in the short story elementary school textbooks. The method used is a descriptive method of analysis and data sources obtained from elementary school textbooks for class 4 Curriculum 2013 revised edition 2017 and by using reading, note taking techniques. The results of the data analysis are the values in the short story of the 2013 revised edition of the 4th grade elementary school textbooks in 2013, namely: 1) the value of humanism and the value of tolerance. The message to be conveyed is so that students can apply tolerance and humanity towards all levels of society.

Keywords-- Multiculturalism, Short Stories, Textbooks

USE OF SMARTPHONES IN THE PRONONCIATION DU FRANÇAIS CLASS
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Revolution 4.0, known as the 4.0 industrial revolution, offers intelligent technology that can be connected with various human lives. The industrial revolution 4.0 is also an era of disruptive innovation, where innovation is developing so rapidly that it can help create new markets but at the same time be able to damage or disrupt existing markets. In the process of teaching in foreign language classes, the presence of an Android-based smartphone which is one of the products of the 4.0 revolution is more often seen as a confounding factor. But these objects can be treated positively by using them to help the learning process. In practice smartphones are used by students to make assignments, especially in the making of the Pronontiation du Français course.

EXPLORING PRE-SERVICE TEACHERS' INSIGHTS ON TEACHING YOUNG CHILDREN BILINGUALLY

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Abstract

In the global era, having the skill of using two languages is considered essential. Recent research has revealed that children's bilingual skills are necessary for keeping them focus on what is relevant and be able to ignore distractions; a system known as executive function (Byalistok, 2011). Research has also indicate that children who speak more than one language has a certain level of ability to hold information in mind and manipulate it (Diamond, 2006). At the same time, there is a concern about having bilingual capacity among young children in Indonesia which lays on the "fear that too much influence from English, in particular culturally, could exert an undesirable influence on Indonesian life and language" (Lauder, 2009, p. 13). Worry of Indonesian language loss triggers the fear.

To present description on how teachers-to-be view the above matter, this article reports on a preliminary study that investigate the perspective of pre-service teachers about teaching Indonesian young children bilingually. The study involved 150 pre-service teachers studying in State University of Jakarta. Data were collected through online questionnaire to explore the perspective on teaching young children English language since young age. Results of the study contribute to the discussion on the importance of preparing young children's bilingual skill from the teachers' point of view.

The results depict that the majority of preservice teachers indicate that it is either important or very important for children to have bilingual skills, with 65 percent agrees to the use of two languages since early age of children. However, it is also explored that 68 percent believed that the learning of a second or foreign language should take place after the children acquire their mother tongue. Not more than 45 percent believe that the two languages can be learnt simultaneously. The survey also explore these pre-service teachers' perspectives of Byalistok's concept of executive function.

Further, the discussion of this paper relates to the language teaching and teachers' perspectives with the challenges and opportunities of language learning in this industrial revolution 4.0, arguing that in the area of pre-service teaching, there is a challenge of ensuring the quality of teachers to be ready in teaching children bilingually.

The paper is envisioned to be read by policy makers, school principals and leaders, as well as parents who are concerned with their children's language development.

THE ACQUISITION OF SYNTACTICAL PATTERN OF FIVE-YEAR-OLD CHILDREN

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Abstract:

Every child has Language Acquisition Device (LAD) since they were born. Natural order hypothesis reveals the idea that children learning their first language acquire grammatical structures in a pre-determined, and that some are acquired earlier than other. The age of five-year-old is crucial in the process of obtaining complex sentence levels from syntax, semantics, morphology, and phonology. Hence, in this study, the researchers aim to examine the acquisition of syntactical pattern of five-year-old children. The samples of this study were students at TK ABA Karangmalang Yogyakarta. The data were collected through recording and note taking techniques. Interview guidelines and testswere also used as the research instruments. The results showed that the syntactical patterns of the five-year-old children were developed from one-word utterance, phrases, andsentences.

Keywords*: language acquisition, natural order, syntactical pattern, five-year-old children*

ENHANCING STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH THROUGH DIGITAL EXTENSIVE READING IN INDONESIA

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Abstract
The purpose of this research is to enhance the students' vocabulary mastery through the Digital Extensive Reading activity in Junior High School.This research is an action research study conducted by using Kemmis and McTagg art's design. The procedure of this study was from planning, acting and observing, and reflecting. There were 30 learners of grade VIII G students in SMPN 1 Piyungan participated in this study for around 4 weeks.The data collection of this research was both qualitative and quantitative. The qualitative data was analyzed by the three steps of data reduction, data display, and conclusion/verification, while the quantitative data was analyzed using the descriptive statistics. The data were collected from the observation, the interview and the students' pre-test and post-test. The steps of implementing the digital extensive reading activity were included the digital silent reading, the reading report book, the use of dictionary and the retelling. To answer research's question, the students' score in both pre-test and the post-test were analyzed by t-test. Theresults showed that the sign if I can tim provement from 45.83 in the pre-test to 62.76 in the post -test of the students 'vocabulary mastery.Therefore, the digital extensive reading activities improved the students' vocabulary mastery.The implementation of the Digital ExtensiveReading activity also gave a positive effect on the students' motivation in learning the language.
 Keyword: *digital extensive reading, vocabulary mastery*

SUBSTITUTION IN GERMAN AND THEIR EQUIVALENCES IN INDONESIAN
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ABSTRACT
As a sign system, language consists of two sides, namely form and meaning. How a form (language) can deliver a meaningful message is determined by the rules of the language itself. Each language has its own rules that differ between one language and the other. This study aims to describe substitution in German and its equivalences in Indonesian.
The data in this descriptive qualitative study are in the form of lingual units containing German substitutions found in the book *Träumen Wohnen Überall* and its Indonesian Translation *Mimpi Selalu Indah*. The analysis used the (Agih) distibution method with the replace technique and the translational equivalent method, in which the determinant is outside the language.
The results showed that there were different forms of substitution between German (bJ) and Indonesian (bI). The difference is that the use of the German personal pronoun (as a part of substitution) depends on the gender, whereas in Indonesian it does not exist. Definitive Pronouns substitution (bJ) is bound to plural and singular forms, while in (bI) it does not exist. The Indefinitive pronoun inner substitution (bJ) forms a subgroup of pronouns. This can be used to refer to individuals whose identities still cannot be determined, while in (bI) the type can be immediately identified. Adverb substitution are both the same as substitute elements. Substitution of inner *Subjektsatz* (bJ) is determined by the presence of a gender, while in (bI) is not bound to the gender. Apposition Substitution, Verbal Substitution and Franchal Substitution between (bJ) and (bI) have similar referents. The meaning of substitution in terms of the two languages is the same as an element of lingual substitution in a sentence that serves to replace the lexical element by other elements in a larger unit to obtain an element of explanation. Thus, both the meanings of substitution in (bJ) and (bI) have the same meaning.
Keywords: German and Indonesian language substitution

ABSTRACT
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This study aims to describe (1) the types of French cohesion markers, (2) the types of Indonesian cohesion markers, (3) the comparison in the use of French and Indonesian cohesion markers. The data sources of this research are suggestive texts in translated novels titled *Le Petit Prince* and *Pangeran Cilik*, as well as expository texts in the *Candi Prambanan* text pamphlet and *Candi Sewu* texts. The data forms in this study are words, phrases, cohesive sentences, and signs linguistics and non-linguistic signs contained in the data source.

In this comparative qualitative descriptive study, data were collected through documentation and this research instrument is a human instrument. The data analysis method used is the analysis model of James Spradley in Sugiyono, including domain analysis, taxonomic analysis and componential analysis.

The results of research on French cohesion and Indonesian show three findings. First, French cohesion in suggestive and expository texts found 13 cohesion tools, including 1) *référence personelle*, 2) *référence de temps*, 3) *référence de lieu*, 4) *comparative référence*, 5) *substitution*, 6) *ellipse,* 7) *conjonction,* 8) *répétition,* 9) *synonyme,* 10) *collocation,* 11) *hyponymie,* 12) *antonyme,* dan 13) *équivalence*. Second, Indonesian cohesion in suggestive texts and expository texts found 13 cohesion tools, including 1) persona referencing, 2) time demonstrative referencing, 3) place demonstrative referencing, 4) comparative referencing, 5) substitution, 6) ellipses, 7) conjunction, 8) repetition, 9) synonym, 10) collocation, 11) hyponym, 12) antonym, and 13) equivalence. The third research result is the discovery of 11 similarities in the use of cohesion tools namely 1) persona reference (*référence personelle*), 2) time demonstrative reference (*référence de temps*), 3) demonstrative reference place (*référence de lieu*), 4) comparative reference (*référence de temps*), 3) demonstrative reference of place (*référence de lieu*), 4) comparative reference (*référencecomparative*), 5) ellipses (*ellipse*), 6) conjunctions (*conjonction)*, 7) repetition (*répétition)*, 8) synonyms (*synonyme*), 9) collocation (*collocation*), 10) hyponym (*hyponymie*) and 11) antonym (*antonyme*), while 3 differences in the use of cohesion tools are 1) reference persona (*référence personelle*), 2) substitution (*substitution*), and finally 3) equivalence (*équivalence*). This research is very important for language learners and translators of a text because cohesion is the basis in language learning and an important tool to make the text coherent.
Keywords: cohesion, *cohésion*, cohesion in French, cohesion in Indonesian

CODE SWITCHING AND CODE MIXING
ON FRENCH TEACHING AND LEARNING

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Abstract

This study aims to investigate the form and the function of code switching and code mixing by students and lecturers in speech communication. The subjects of this research were the students and lecturers at Department of French FBS UNY. The data were collected using the survey method. The results showed that **first**, the causes of code switching consist of three things, namely (a) speaker relations, (b) topic of conversation, and (c) presence of third person. **Second**, the aims of CSs are (a) the effectiveness of communication, (b) hiding information, (c) familiarity, and (d) formality. **Third**, the forms of code switching can be (a) formal languages, and (b) non-formal languages. **Fourth**, code mixing can be caused by six factors, namely (a) informal situation, (b) speaker and partner relations, (c) absence of appropriate expressions, (d) presence of third person, (e) ignorance of speakers, and (f) the emotional state of lecturers and class situation. **Fifth**, the aims of the code mixing include three things, namely (a) non-formal, (b) effectiveness of communication, and (c) hiding information. **Sixth**, the lingual forms of code mixing include (a) nouns, (b) verbs, (c) adjectives, and (d) adverbs.
Keywords: code switching, code mixing, sociolinguistics,

GREETINGS IN FRENCH LANGUAGE
AND THE DIFFERENCE WITH GREETINGS IN INDONESIAN

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Abstract

Greeting is always used when someone starts a conversation or when someone expects attention from other persons. Greetings in communication describe politeness. Therefore, to be able to realize the desired communication situation, the speaker must pay attention to the norms and forms of language of greeting so that

mutual understanding between the speech participants can be achieved. Most speakers do not realize that the use of greetings in daily communication is very important. The problem in the use of greetings can occur in a society which uses two languages   (bilingual) or more (multilanguage). Likewise, bilingual in French and Indonesian, the two languages   used come from different culture. In connection with that reason, this article will discuss issues that need attention in the form of greetings in both languages. The results of the discussion it indicates that the form of greeting by French people may not necessarily be used by the people of Indonesia while, the form of address of the Indonesian people may not be used by the French community. If it is used, it will make the communication not running

Key words: greeting, communication, French, Indonesian

The Analysis of Turn-Taking in Teacher-Students Conversation at an English Class in Yogyakarta

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Abstract

Turn-taking is a type of organization in conversationin which to know when to begin speaking, asking a question, or answering a question (Yule, 2010).This research focused on analysing turn-taking in conversation especially between teacher and students in an English class in Yogyakarta. To do that, I had selected one of English class in Yogyakarta. An observation in the learning process in that classroom was done. During the observation, the researcher recorded the learning process. Next, the transcription of conversation between teacher and students was made. Furthermore,the researcher analysed the turn-takings in the conversation.

Keywords—analysis, coversation, turn-taking

THE EFFECTIVENESS OF ACTIONAL APPROACH ON FRENCH SPEAKING ABILITY OF THE CLASS XI SENIOR HIGH SCHOOL

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EXTRACT

This pages is concerned with the ability of high school students to speak French of XI Senior High School in Depok Yogyakarta. It aimed was to determine differences in the effectiveness of the use of actional approach to learning activities speaking high school students in class XI Senior High School in Depok Yogyakarta. Experimental design used in this study is pre-test and post-test control group design. The sampling technique used the purposive sampling technique. The data were collected through testing the ability to speak in French. Data analysis technique used t-test and gain score. The results showed that there were significant differences on the use of actional approach in learning to speak in French. Actional approach is more effective than dialog memorizing technique.

Keywords: effectiveness, actional approach, speaking ability

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THE DEVELOPMENT OF EXPLOSION MAGIC BOX AS LEARNING MEDIA FOR FRENCH SPEAKING SKILLS AT GRADE 11th SOCIAL

Written by:
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ABSTRACT

Language proficiency is one of the access to success in many fields and very important in this globalization era. Foreign language learning has evolved in Indonesia according to the needs of society. One of the efforts made by the Government is to provide a place to learn a foreign language at school. One foreign language studied in the school is French. However, students enthusiasm and motivation in French language studies are still low and are considered difficult areas of study. In the process of learning French, teachers use less interesting media and learners often do not understand the material presented. Less understanding will lead to unattained inaccuracies. One of the alternatives chosen for French language learning can make it easier to understand learning and practice skills orally by using learning media.

This research aims to develop the learning media Explosion Magic Box for French language skills with the theme *raconter un événement passé* and measure the feasibility of the media product to be used as a media learning in senior high school. This study uses a Research and Development approach through several stages a) analysis of potential and problems, b) data collection, c) product design, d) design validation, e) product revision, and f) examination of media. The media test was carried out at SMA Negeri 3 Klaten in grade XI of a social science class 2 with a total of 32 students. The judgment of the aspect of material

feasibility got the score of 84 "excellent" and the judgment of the aspect of the feasibility of the media got the score of 89 was "excellent". The teacher response scored 97.67 "excellent " and the students response got the score of 89.23 "excellent". The research results in the form of development media learning Explosion Magic Box with the assessment aspect of media feasibility of 89, having the category "excellent". The eligibility value of the teachers response of 97.67 was "excellent" and the feasibility value of the students response of 89.23 was "excellent". Based on these research results, it can be concluded that learning media Explosion Magic Box deserves to be applied in French language learning in senior high school.

Keywords: *learning media, Explosion Magic Box, speaking skills*

ENGLISH TEACHER READINESS IN THE ERA OF DISRUPTION

ABSTRACT

The disruption era that raised along with the industrial revolution 4.0 were called digitalization bulying many effects for its changing. This era became an era of new innovations in various fields, including education. One impact of the era of disruption is the readiness of English teachers in teaching. This study aims to investigate the obstacles and challenges of English teachers and how teachers use the era of disruption in learning English. This study uses a qualitative study with the readiness of the English teacher as the object of research. The results show that in the era of disruption teachers are easier to teach because there is internet technology to be one source of learning. One of the obstacles faced by the teacher is hoe to control the internet content accessed by the students. The era of disruption is used by teachers by using blended learning in their teaching.
Key word: *Disruption era, teacher readiness, teaching English*

Listening Diary as a Media to Enhance Students' Listening Comprehension Skills through Blog folio

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Abstract

This article aims to share the writer's practices in teaching listening in English Language Education Study Program, Faculty of Languages and Arts, Yogyakarta State University. Listening has a crucial role contributing to the other English skills; reading, speaking and writing. All these four skills are interrelated and inseparable contributing learners' language ability. However, most learners think that listening is complicated. Therefore, having a lot of practices for listening to English sounds is a must. Along with the growth of the Internet of Things, there are abundant websites providing listening resources, both authentic and non-authentic, for listening learning. Learners have not used the array of listening resources maximally so that they can get many benefits from them. In their daily listening activity, they still think that listening to or watching films or song is the best answer to improve their listening skill. To make them interact with various listening resources, making a listening diary is the right choice to realize it. Students themselves can monitor and asses their listening activities using the format the lecturer provides. It can be used as an alternative for lecturers to give more chances to their students to have more practices. To make them actively and easily record what they have done with their listening practices, they can report them using blog folio. It is like a portfolio that can be used by the learners to evaluate their progress. The use of listening diary integrated with blog folio has the main goal that learners develop to be an autonomous learner having technological competence to meet the demands of revolution industry 4.0. Besides, through this media, all learners will be motivated to collaborate with others by giving comments and evaluations to others 'works.

Keywords: listening, listening diary, blog folio

The Effectiveness of Mobile Phone Application as a Medium of Autonomous English Learning

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Abstract: To face global world, students should be equipped with adequate competencies including English skills to be used as the medium of communication. Thus, learning of English as a foreign language should be facilitated maximally to equip students with adequate skills. Several solutions have been proposed including the use of appropriate teaching and learning strategies as well as the implementation of autonomous learning and the use of technology. This study was conducted with the main purpose to identify the effectiveness of a mobile phone application used as a medium of autonomous learning of English.

The study was initiated with the designing and the development of a mobile phone application as the medium of autonomous learning to improve English skills. It was followed by a pre and post-test quasi-experiment design to identify the effectiveness of the mobile phone application in assisting students to improve English skills. Respondents were students of the State Polytechnic of Malang. The mobile phone application developed in the current study employed software, including Adobe Photoshop CC, Android Studio version 3.1.4, Sublime Text Editor 3, and XAMPP.

Findings show that the application was found effective to assist students to improve English skills through autonomous learning.The application was also found useful, attractive, and motivating.

Keywords: *autonomous learning, mobile phone application*.

STUDENTS' PERSPECTIVES ON SELF- READING MATERIALS

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Abstract
In developing a self-access reading material, students' perspectives become one important factor to consider. This paper is aimed at presenting data on UNY students' perspectives towards the issue. Data were collected through questionnaires and interviews with a total of 299 students from five faculties participated. Findings, including that vocabulary becomes the main concern and the main aim for them when reading autonomously, will be discussed in the paper along with the suggestions.

Keywords: perspective, self-access, reading material

Theory and Practice of Reflective Teaching among EFL Teachers

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Abstrak
The objective of this study was to explore the theories of reflective teaching and its implementation among EFL teachers. There were 30 of EFL teachers taken as samples. From the taken sample, 47 % did not know about reflective teaching, and 40 % did not practice it. There were five common ways of reflective teaching the EFL teachers practiced. The common problem encountered by teachers to practice reflective teaching was that they did not have enough time because of their administrative and teaching task overload.

VALUES IN CLASSROOM ACTIVITIES AND LEARNING MATERIALS FOR CHARACTER EDUCATION IN INDONESIAN TEFL CONTEXTS

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ABSTRACT

Language, as one of the cultural products, represents the characters of the members of a certain community it belongs to. Teaching a language is also teaching its native speakers' culture, including English as a foreign language (TEFL) in Indonesian contexts. However, it does not mean that, in Indonesian TEFLF contexts, the teachers of English merely teach the students English culture. The teachers of English can teach both English culture and the students' culture or anything through language elements and language expressions, considering that English, as other languages, is a means of communication. Therefore, it is possible to integrate character education in TEFL. Characters are inherent in values existing in classroom activities and English language learning materials. The teachers of English should explore and elaborate them during the English teaching-learning process. The success of integrating character education in Indonesian TEFL contexts depends on the teachers of English's sensitivity in exploring and elaborating values existing in classroom activities and English language learning materials, discussing them with the students, conveying them to the students, and manifesting them in real life situation. This paper discusses how to integrate values in class activities and English language learning materials for character education. The discussion embraces 1) language, culture, and language teaching-learning, 2) TEFL in Indonesian contexts and Local Cultures, and 3) Integrating Local Cultures in TEFL for Character Building which falls into a) rendering meaningful input texts related to cultures, b) discussing contents, c) exploring and elaborating local cultures especially for productive skills, d) using appropriate English expressions, e) presenting and discussing contents related to cultures consisting of moral values and wisdoms, and f) emphasizing/highlighting moral values and local wisdoms for character building to enhance national integrity, peace and unity in diversity – Indonesia.

Keywords: values, classroom activities, English language learning materials, character education, and TEFL

CHRONIC SECONDARY STUTTERING IN ADULT WOMEN

By: Tadkiroatun Musfiroh

Secondary stuttering is a relatively permanent speech error. This study aims to describe the characteristics of a 42-year-old stuttering adult woman. The subject has been suffered this stuttering since she was 6 years old. It is a secondary type of stuttering. This research uses verbal data. The data are obtained through observation and interviews, with advanced techniques such as notes and records. The record data are transcribed orthographically. The analysis was carried out by using the mark-reading method, followed by the articulatory and aggregated padding. During data collection, objective recording, reflection, and theoretical confirmation are taken. The results showed that secondary stuttering has strongly appeared when emotional. The linguistic characteristics that appear are 1) repetition of vowels in the initial syllables, (2) repetitions and consonants in the initial and middle position of words, (2) repetition of open and closed syllables, (3) repetition of words, especially single-syllable words, (4) consonant prolongation.

Keywords: Chronic Stuttering, Stuttering Sufferers, secondary.

The frequency Analysis of the input, intake, and interaction process in the Language learning

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Abstract—The aim of this study is to explore the frequency of input process, intake process, and interaction process in English classrooms. This qualitative study involved 10 English teachers who have the same educational background. A questionnaire was used to collect the data of input, intake, and interaction between teachers and students that occur during the teaching learning process. The study showed that the input process frequency is 2.6 which is in the middle category; the intake process frequency is 2.2 which is in the middle category; and the interaction process frequency is 2.8 which is in the middle category. In conclusion, the frequency of input, intake, and interaction process that were done by teachers in the English learning is in middle category.

Keywords— Input, Intake, Interaction, English learning

ANALISIS TERJEMAHAN HUMOR VERBAL DALAM NOVEL "HIDUP"

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ABSTRAK

Seringkali ditemukan humor verbal dalam karya sastra, tetapi tidak semua terjemahannya bisa sepenuhnya menyampaikan kelucuan humor verbal yang terdapat dalam bahasa aslinya. Kesulitan penerjemahan disebabkan oleh budaya dan bahasa yang berbeda, dan biasanya tipe humor verbal yang berbeda tidak selalu cocok dengan strategi dan metode penerjemahan yang sama. Dalam proses penerjemahan humor verbal, yang penting adalah berhasil menyampaikan informasi yang persis dan efek humor yang sama atau mirip. Dengan demikian, teori ekuivalensi fungsional sangat diperlukan dalam proses penerjemahan humor verbal untuk berusaha mencapai kesepadanan struktur dan efek pada humor verbal. Artikel ini menggunakan sebuah novel Tiongkok yang diterjemahkan ke bahasa Indonesia, "Hidup" sebagai subjek penelitian untuk meneliti jenis humor verbal yang terdapat dalam novel "Hidup", strategi penerjemahan humor verbal dan metode penerjemahan humor verbal yang terdapat novel "Hidup".

Kata Kunci : Terjemahan; Humor verbal; Novel "Hidup"

ANALYSIS OF THE TRANSLATION OF VERBAL HUMOR IN THE NOVEL "HIDUP"

XIAO QIN; PRATOMO WIDODO

ABSTRACT

Verbal humor is often found in literary works, but not all translations can fully convey the humor of verbal humor contained in the source language. Difficulties in translation are caused by different cultures and languages, and usually different types of verbal humor do not always match the same translation strategies and methods. In the process of translating verbal humor, what is important is successfully conveying the exact information and the effect of the same or similar humor. Thus, functional equivalence theory is needed in the process of translating verbal humor to try to achieve a structural equivalent and the effect on verbal humor. This article uses a Chinese novel translated into Indonesian, "Hidup" as a research subject to examine the types of verbal humor contained in the novel "Hidup", verbal humor translation strategies and verbal humor translation methods contained in the novel "Hidup".

Key words: Translation; Verbal humor; Novel "Hidup"

IMPROVING STUDENTS' READING COMPREHENSION
THROUGH INTENSIVE READING

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Abstract

This research aimed at improving students' reading comprehension skills. The researchers collaborated with the collaborator and theEnglish teacher in implementing the actions. This action research was collaboratively conducted at class XI PMIIA 7 of SMA N 2 Yogyakarta. The actions were performed in two cycles.Data were mostlyqualitative with some quantitative one. The qualitative data wereobtained by observing the teaching and learning process during theimplementation of the actions, interviewing students, and conducting discussionswith the English teachers. The quantitative data were obtained by giving thereading comprehension tests to the students. The data were in the form of field notes, interviewtranscripts, and test scores. The validity of the data was obtained by applying thedemocratic validity, dialogic validity, catalytic validity, process validity, andoutcome validity.

The result showed that the implementation of intensive readingforwas effective to improve the students' reading comprehension skills, evoked students's reading motivation, and maximized students' reading engagement. The improvement of the students' reading motivation andengagement was supported by the results of observations and questionnaires. Theimprovement of the students' reading comprehension skills was strengthened bythe result of pre-test and post-test. The students' mean score of pre – test was77,20 while in post – test was 89,29. This fact implies that the implementation of multiplereading comprehension strategies gives positive effects on improving students'performance and achievement in the teaching and learning process.

Keywords: *reading skills, reading comprehension, intensive reading*

Looking Backward, Stepping Forward: A Construct of

Functional Literacy Assessment

By:

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*This research aims to develop an instrument to measure functional literacy skills of junior high school students. Functional literacy implies that itis not merely as reading and writing skills but about how those skills can be used for improving society capacity, obtaining the goal, and increasing own capability (*Kirtch et al, 2001)*. A research and development method wasemployedto develop the construct of functional literacy assessment. This preliminary research focused on the exploration of functional literacy skills of junior high school student and the development of construct of functional literacy assessment. The data were collected through observation, interview, and Focus Group Discussion. Three teachers, 150 students, and 2 experts were involved in this process. The result shows that functional literacy is important for improving the quality of students achievement to give values for society. NAAL (National Assessment for Adult Literacy) concept which include prose literacy, document literacy, quantitative literacyhas been modified in the vary of 15 types of functional literacy(literary, digital, documents, numerical, environmental, health, tourism, transportation, road safety, language civility, disaster mitigation, financial, cultural, visual, socialliteracy).These developments consider the context of Indonesia and the needs of the students. These 15 types of functional literacy can beused as the basic for developing functional literacy assessment instrument model.*

Key words:*literacy, functional literacy, assessment*

Indonesian Teacher Sense of Autonomy Scale (ITSAS): Measuring the 'Untouched Construct' in The Indonesian Teaching Profession

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Teachers in Indonesia have long been criticised for low performance, particularly when students fail to get the desired results. This is, to some extent, undermines the effect of teachers' professional development that have been provided by the government to teachers, and the professional incentive through teacher certification programs. Crucial questions arising from the paradox is why teachers are still considered under performing after attending continuous teacher PD programs and incentives. Using data collected from 156 school English teachers using the Indonesian Teacher Sense of Autonomy Scale (ITSAS), this paper offers an alternative answer to the problem. Findings suggest that although teachers intend to change their practices to address the recent development in instructional practices, their changes are due to the perceived obligation to change. Teachers change their practices not because they choose to change but because they try to obey the schools or school principles. Such changes are not favourable when lookde at under the framework of the Theory of Planned Behaviour (TPB). While TPB has suggested Attitudes, Subjective Norms, and Perceived Behaviour Control significant predictors of behaviour intention, findings from the study suggest attitude is not. This implies that now matter how negative teachers' attitude toward new instruction, they still intend to implement it.

Keywords: ITSAS, Indonesian teaching profession, teacher sense of autonomy

Using Collaborative Strategic Reading (CSR) to Improve the Reading Comprehension of Grade VIII Students at SMP N 1 Pleret Bantul

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Abstract

This action research study was intended to improve the reading comprehension of grade VIII students of SMP N 1 Pleret Bantul through the use of Collaborative Strategic Reading (CSR). The data collected were quantitative and qualitative. The quantitative data were collected through pre-test and post-test, while the qualitative ones were collected by observation and interview. The results of the data analyses show that the use of CSR can improve students' reading comprehension. This can be seen from the following findings. Firstly, the students were actively engaged with the process of teaching and learning of reading. Secondly, the mean scores of the students' reading comprehension tests improve from 33.4167 in the pretest to 68.0833 in the posttest. Therefore, it can be concluded that using Collaborative Strategic Reading (CSR) brings positive impacts on the students' engagement in learning and, hence, their reading comprehension ability.

Keywords: Reading comprehension, Collaborative Strategic Reading (CSR)