



# PROGRAM BOOK

July 31 - August 1, 2021

# Program Book



*July 31 – August 1, 2021*

*Organized by Faculty of Letters, Universitas Negeri Malang*

With **this Year's Theme:**  
Digital Transformation in Language, Education, and Culture: Challenges  
and Opportunities



INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISoLEC 2021)

FACULTY OF LETTERS  
UNIVERSITAS NEGERI MALANG  
Jalan Semarang 5, Malang 65145  
Phone/Fax: +62341 – 567475, 551312 ext. 237  
Website: [sastra.um.ac.id](http://sastra.um.ac.id)



Malang, 31 July 2021

Dear ISoLEC presenters and participants,

It is a great pleasure for me to welcome you all to the International Seminar of Language, Education, and Culture 2021 hosted annually by the Faculty of Letters, Universitas Negeri Malang. This year we conduct all the keynote and parallel presentations through an online platform. COVID-19 has brought us both challenges and opportunities into our lives but through this seminar, we choose to focus on the latter one.

ISoLEC 2021 aims at providing both the presenters and participants with a forum to share their **knowledge, skills, thoughts, as well as their best practices related to this year's theme: "Digital Transformation in Language, Education, and Culture: Challenges and Opportunities"**. The other key issues in the seminar include innovations in language, education, and culture; online teaching and learning practices; corpus-based language teaching and research; language in media; gender and identity; pop, contemporary and digital culture; multilingualism and translanguaging; culture and spirituality; visual and performing arts, and oral tradition and local culture.

Prominent scholars in the field of language, literature, and arts are invited to share their insights and expertise on issues related to the theme. We proudly welcome Prof. George Quinn, Australian National University, Australia; Dr. Martin Ebner, Graz University of Technology, Austria; Assoc. Prof. Mary Susan Philip, University of Malaya, Malaysia; Dr. Maria Francisca Maria Ivone, Universitas Negeri Malang, Indonesia; Prof. Nurul Murtadho, Universitas Negeri Malang, Indonesia; and Dr. Ahmad Hisham Zainal Abidin, Universiti Utara Malaysia, Malaysia.

We are delighted to see many academics, researchers, practitioners, teachers, and students participating in this online seminar despite the current global health crisis. We strongly hope that you can take as much benefit as possible from this conference.

Have a great conference day.

Prof. AH. Rofi'uddin, M.Pd.  
Rector, Universitas Negeri Malang



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## LIST OF ORGANIZERS

<b>Steering Committee</b>	:	Prof. Utami Widiati Dean, Fakultas Sastra
	:	Dr. Primardiana H. Wijayati Vice Dean for Academic Affairs, Fakultas Sastra
	:	Dr. Moch. Syahri Vice Dean for Finance and Human Resources, Fakultas Sastra
	:	Dr. Yusuf Hanafi Vice Dean for Students' Affairs, Fakultas Sastra
	:	Dr. Roekhan Head of Indonesian Department
	:	Dr. Suharyadi Head of English Department
	:	Dr. Hanik Mahliatussikah Head of Arabic Department
	:	Dr. Edy Hidayat Head of German Department
	:	Dr. Wida Rahayuningtyas Head of Art and Design Department

<b>Reviewers</b>	:	George Quinn Australian National University, Australia
	:	Dr. Martin Ebner Graz University of Technology, Austria
	:	Assoc. Prof. Mary Susan Philip University of Malaya, Malaysia
	:	Dr. Francisca Maria Ivone Universitas Negeri Malang, Indonesia
	:	Prof. Nurul Murtadho Universitas Negeri Malang, Indonesia
	:	Dr. Ahmad Hisham Zainal Abidin Universiti Utara Malaysia, Malaysia
	:	Prof. Utami Widiati Universitas Negeri Malang, Indonesia
	:	Prof. Yazid Basthomi Universitas Negeri Malang, Indonesia

<b>Organizing Committee</b>	:	
<b>Chairperson</b>	:	Dr. Karkono
<b>Vice Chairperson</b>	:	Dr. Dewi Kartika
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<b>Treasurers</b>	:	Denik Ristya Rini, M.Pd
	:	Aiga Ventivani, M.Pd
	:	Binti Nurul Qomariyah, A.Md
<b>Divisions</b>	:	

Secretariat	: Rahmati Putri Yaniafari, M.Pd (Coordinator) : Dr. Achmad Sulton : Amalia Nurma Dewi, M.Hum. : Febri Yohanes Aldi Wicaksono, S.Kom. : Helmi Muzaki, M.Pd : Karina Fefi Laksana Sakti, MTCSOL : Lidya Amalia Rahmanian, M.Kom. : Linda Yulia Fatma : M. Lukman Arifianto, M.A. : Nova Ariani, M.Ed. : Setyo Purnomo
Abstract and Proceedings	: Dr. Moch. Wahib Dariyadi (Coordinator) : Achmad Tohe, Ph.D. : Andy Pramono, M.T. : Maria Hidayati, M.Pd : Moh. Safii, M.Kom. : Titis Thoriquttyas, M.Pd.I
Design	: Joko Samodra, M.T. (Coordinator) : Joni Agung Sudarmanto, M.Ds. : Muhammad Nurwiseso Wibisono, M.T. : Novian Wahyu Firmansyah, M.Sn. : Yon Ade Lose Hermanto, M.Sn.
Sessions	: Octi Rjeki Mardasari, MTCSOL (Coordinator) : Agnisa Maulani Wisesa, M.A. : Ananda Erlangga : Cicik Tri Jayanti, M.A. : Febri Imam Fauzi : Francisca Maria Ivone, Ph.D. : Hasti Rahmaningtyas, M.A. : Lilis Afifah, M.Pd : Dr. Muhammad Alfian : Muhammad Rizal Ramadhan : M. Zaini : Robby Yunia Irawan, M.Pd

## PROGRAM SCHEDULE

### ISoLEC (International Seminar on Language, Education, and Culture) 2021 Virtual Conference

#### Day One

Saturday, July 31, 2021

07:30 – 15:45

TIME	AGENDA	ROOM
07:50 – 08:00	Call to Order	Webinar Room Link: <a href="https://bit.um.ac.id/WebinarDayOneISoLEC">https://bit.um.ac.id/WebinarDayOneISoLEC</a> Webinar ID: 976 8210 9907 Passcode: 671688
Opening Ceremony		
08:00 – 08:15	<ul style="list-style-type: none"><li>National Anthem: Indonesia Raya</li><li>Opening Address by the Dean, Faculty of Letters, Universitas Negeri Malang</li></ul>	Webinar Room Link: <a href="https://bit.um.ac.id/WebinarDayOneISoLEC">https://bit.um.ac.id/WebinarDayOneISoLEC</a> Webinar ID: 976 8210 9907 Passcode: 671688
Keynote Speeches		
Time	Keynote Speakers	ROOM
08:15 – 09:00	<b>Prof. Nurul Murtadho</b>  Digital Resources and their Use in Arabic Language Classroom: A Mini-narrative Review  Moderator: Hasti Rahmaningtyas, M.A.	Webinar Room  Link: <a href="https://bit.um.ac.id/WebinarDayOneISoLEC">https://bit.um.ac.id/WebinarDayOneISoLEC</a> Webinar ID: 976 8210 9907 Passcode: 671688
09:00 – 09:45	<b>Assoc. Prof. Mary Susan Philip</b>  How a Malaysian Webcomic Built a Community in the Face of Physical Distancing  Moderator: Dr. Mirjam Anugerahwati	
09:45 – 10:00	<b>Break</b>	

Parallel Session One		
Time	Room and Zoom Link	
10:00 – 11:30	Room A	Zoom Meeting Room  <a href="https://bit.um.ac.id/ParallelSessionOne">https://bit.um.ac.id/ParallelSessionOne</a> Meeting ID: 984 2874 1049 Passcode: 436907
	Room B	
	Room C	
	Room D	
	Room E	
	Room F	
	Room G	
	Room H	
11:30 – 12:30	Lunch Break	
Parallel Session Two		
Time	Room and Zoom Link	
12:30 – 14:00	Room A	Zoom Meeting Room  <a href="https://bit.um.ac.id/ParallelSessionTwo">https://bit.um.ac.id/ParallelSessionTwo</a> Meeting ID: 984 2874 1049 Passcode: 436907
	Room B	
	Room C	
	Room D	
	Room E	
	Room F	
	Room G	
	Room H	
14:00 – 14:45	Writing Clinic for Publication	Zoom Meeting Room  <a href="https://bit.um.ac.id/WritingClinic">https://bit.um.ac.id/WritingClinic</a> Meeting ID: 984 2874 1049 Passcode: 436907
14:45 – 15:00	Break	
Keynote Speech		
Time	Keynote Speakers	ROOM
15:00 – 15:45	Dr. Martin Ebner  Learning Design for Children and Youth in Makerspaces-Methodical-didactical Variations of Maker Education Activities  Moderator: Dr. Edy Hidayat	Webinar Room  Link: <a href="https://bit.um.ac.id/WebinarISoLEC">https://bit.um.ac.id/WebinarISoLEC</a> Webinar ID: 976 8210 9907 Passcode: 671688

Day Two  
 Sunday, August 1, 2021  
 07:50 – 12:30

TIME	AGENDA		ROOM
07:50 – 08:00	Call to Order		
Keynote Speeches			
Time	Keynote Speakers		ROOM
08:00 – 08:45	<b>Prof. George Quinn</b>  Digital Technology and the Resurrection of Modern Literature in Javanese  Moderator: Nunung Suryati, Ph.D.		Webinar Room  Link: <a href="https://bit.um.ac.id/WebinarDayTwoISoLEC">https://bit.um.ac.id/WebinarDayTwoISoLEC</a> Webinar ID: 992 5851 6304 Passcode: 083764
08:45 – 09:30	<b>Dr. Ahmad Hisham Zainal Abidin</b>  Industrial Revolution 4.0 and its Influence on Creative Industry Education  Moderator: Herditya Wahyu Widodo, M.A.		
09:30 – 09:45	Break		
Parallel Session Three			
Time	Room and Zoom Link		
09:45 – 11:15	Room A	Zoom Meeting Room  <a href="https://bit.um.ac.id/ParallelSessionThree">https://bit.um.ac.id/ParallelSessionThree</a> Meeting ID: 994 1908 0240 Passcode: 475011	
	Room B		
	Room C		
	Room D		
	Room E		
	Room F		
	Room G		
	Room H		
11:15 – 11:30	Break		

Keynote Speech		
Time	Keynote Speakers	ROOM
11:30 – 12:15	<b>Francisca Maria Ivone, Ph.D.</b>  Where do We Go from Remote Language Learning?  Moderator: Rahmati Putri Yaniafari, M.Pd	Webinar Room  Link: <a href="https://bit.um.ac.id/WebinarDayTwo">https://bit.um.ac.id/WebinarDayTwo</a>  Webinar ID: 992 5851 6304 Passcode: 083764
Closing Ceremony		
TIME	AGENDA	ROOM
12:15 – 12:30	<b>Closing Speech</b> Dr. Karkono Chairperson, ISoLEC 2021  Moderator: Rahmati Putri Yaniafari, M.Pd	Link: <a href="https://bit.um.ac.id/WebinarDayTwo">https://bit.um.ac.id/WebinarDayTwo</a>  Webinar ID: 992 5851 6304 Passcode: 083764

## TIMETABLE OF ISoLEC 2021 PARALLEL SESSIONS

July 31 – August 1, 2021

### Digital Transformation in Language, Education, and Culture: Challenges and Opportunities

Day 1,  
Parallel Session One (10:00 – 11:30)

ROOM	ID PAPER	PRESENTERS	TITLE
A	ARA 912665	Moh. Fauzan	تعليم مادة تطبيق النحو الثانوي في قسم الأدب العربي بجامعة مالانج الحكومية عبر الانترنت
	ARA 965720	Moh. Ainin	إسهام البحوث العلمية لترقية نوعية تعليم اللغة العربية
	ARA 685769	Nur Faiz Kholidiyah	استخدام بورتفوليو لتنمية التعلم الذاتي وفهم الطلاب على مادة علم اللغة
	ARA 126450	Moch Wahib Dariyadi	التعليم المدمج لتنمية مهارات الفهم القرائي
	ING 893492	Hanik Mahliatussikah	Development of interactive learning media "lectora inspire" for Balaghah learning
	ING 256076	Mochammad Rizal Ramadhan, M. Iqbal Najib Fahmi, & Samudra Mutiara Hasanah	Interactive learning model of the Qur'an and natural science based on QR-code integrated augmented reality for high school students
B	IND 383378	Galan Goldya, Ali Mustadi & Anwar Senen	Pengaruh penguatan positif terhadap minat belajar pendidikan ilmu pengetahuan sosial
	IND 425707	Hilda Septriani	Peran bahan ajar karya sastra dalam pengajaran BIPA di Moskow, Rusia
	IND 326301	Syeni Felicia Gosali	Analisis makna simbolis dan warna dari ragam hias binatang pada kleneng Xian Ma Makassar
	IND 881168	Utia Putri Utami & Risa Yanuarti Sholihah	Identitas perempuan dalam budaya patriarkis: Sebuah kajian feminisme eksistensial dalam novel Dua Barista karya Najhaty Sharma
	IND 784439	Hidayah Budi Qur'ani & Candra Rahma Wijaya Putra	Perlawanan perempuan terhadap perundungan di lingkungan sekolah dalam novel populer Indonesia
	IND 47199	Nurul Himawati & Annisa Ariyani	Citra Madura dalam naskah babad <i>Songennep</i>



ROOM	ID PAPER	PRESENTERS	TITLE
C	IND 94254	Abdul Basid & Nur Faizin	Kinayah language style in Al-Quran and Hadith perspective
	IND 64210	Aji Setiawan	Analisis user behavior dan user persona di Kampung Inggris Pare dengan Etnografi virtual
	IND 434072	Adinda, Fathu Rahman, Andi Muhammad Akhmar & Indriati Lewa	Penerapan metode Tadashi Suzuki pada proses latihan teater: kajian ketubuhan aktor, lakon I La Galigo
	IND 372012	Daman Huri, Yeti Mulyati, Vismaia S. Damaiani & Andoyo Sastromiharjo	Kajian awal keterampilan memirsu (viewing skills) dan pembelajarannya pada era digital di Indonesia
	IND 603721	Nise Samudra Sasanti	Budaya higienis menggeser sistem pendidikan dan budaya peserta didik
	IND 666237	I Gusti Ayu Vina Widiadnya Putri & Putu Subakthiasih	Teori konstruktivisme dalam belajar keterampilan bahasa di department house keeping Balai Pendidikan Pelatihan dan Pariwisata Nusa Dua
D	IND 105189	Gazali Rahman, Husin, & Akhmad Rusydi	Tradisi jaga kubur pada masyarakat Banjar
	IND 780997	Fauziah, Hardiyanti Rahmah & Husin	Pandangan masyarakat terhadap tradisi <i>Batapung Tawar</i> dalam acara kelahiran anak adat Banjar
	IND 305843	Rina, Husin & Miftahul Jannah	The Huma Batejek tradition and its dynamics in the Dayak Bakumpai tribe communities in South Barito district
	IND 186441	Nur Abidah & Husin	Media mass analysis: Tolerance education
	IND 511602	Rahmatul Husna & Husni	Pandangan tokoh agama terhadap tradisi <i>Badapat Bawarang</i> dalam prosesi perkawinan adat Banjar
	IND 124636	Nor Azizah & Husin	Tradisi Batimbang pada bulan Safar dalam masyarakat Banjar
	IND 329745	Norfaizah, Husin & Miftahul Jannah	Eksistensi tenun <i>Papintan</i> sebagai media pengobatan tradisional dan spiritual
E	ING 949356	Rihlah Nur Aulia, Hafid Abbas, Nurhattati & Faisal M. Jasin	Social reconstructivistic curriculum model in facing 21st century learning
	ING 435717	Sunarti, Tiksno Widyatmoko & Herri Akhmad Bukhori	An experimental approach in implementation virtual reality for improvement psychomotor skill in listening course.
	ING 631900	Sutrisno Gustiraja Alfarizi Alfarizi, Yuni Pratiwi & Karkono	Writing critical fantasy short story: Folklore-based teaching materials development
	ING 944675	E. Wara Suprihatin Dyah Pratamawati, Ade Febianty & Ahmad Afandi	The "tolak bala" ritual through "wong ireng" traditional dance in Gumuk village, Selorejo Dau Malang

ROOM	ID PAPER	PRESENTERS	TITLE
	ING 560714	Delsa Miranty, Utami Widiati & Bambang Yudi Cahyono	The effectiveness of using Grammarly in teaching writing among Indonesian undergraduate EFL students
	ING 652607	Zainal Abidin & Najmudin	The design of supply chain management in sacrifice rituals for sustainable business: A case study of <i>tebar hewan kurban</i> program by Dompot Dhuafa Republika
	ING 515913	Achmad Sultoni	Women's rights and gender equality in Islam: A survey of students perception on feministic discourse
F	ING 262294	Mirjam Anugerahwati	BICOS: The development of character building in CCU course
	ING 377505	Siti Mafulah	The effect of direct corrective feedback on students' writing performance
	ING 67248	Uswatun Hasanah	Hijanetics: The combination of hijaiyah sounds and english phonetics in fostering students' pronunciation
	ING 890293	Yuni Pratiwi, Kusubakti Andayani, Roekhan & Bambang Prastio	Environmental themes in textbooks for Indonesian foreign speakers: An ecolinguistic study
	ING 947763	Muhammad Lukman Arifianto, Luthfi Maulida Rochmah & Luthfi Farihatun Nisa	The pocket dictionary of Arabic function words: design and development
	ING 860556	Faisal M. Jasin & Rihlah Nur Aulia	Disaster mitigation curriculum in pesantren in Industry 4.0 (An ethnopedagogic analysis)
	ING 803958	Nur Faizin & Abdul Basid	Transformation of santri perception about learning via online media (Social media)
G	ING 82696	Syahirul Alim	The correlation of freewriting and writing skill at pondok pesantren Annuqayah in Guluk-Guluk Sumenep
	ING 594553	Sri Wahyuni Ningsih	Code switching in speaking classroom conversation: A focus on lecturer-students interaction at University of Muhammadiyah Malang
	ING 689702	Berk İlhan & Yonca Özkan	Translanguaging beliefs of dynamic bilinguals in an EFL context
	ING 525916	Aulia Adilla Aji	Students' perception towards code-switching and code-mixing in sociolinguistic: A case at an English Education major
	ING 183427	Lilla Musyahda	Linguistic capital of multilingualism: A view towards communicative competence
	ING 978359	Ni Putu Luhur Wedayanti	How xenophobic in Japan utter their mind regarding immigrant trough social media?

ROOM	ID PAPER	PRESENTERS	TITLE
	ING 183057	Fastabiqul Khairat Nida & Eri Kurniawan	Exploring instagram captions of @indtravel during covid-19 pandemic: A transitivity analysis
H	ING 970564	Afkhoriatul Hilmi	The effectiveness of Arabic-English pocket books for improving arabic speaking skills
	ING 245017	Endah Tri Priyatni, Abdur Rahman As'ari, Suharyadi and Ahmad	WISE (wondering-investigating-synthesizing-expressing) oriented instructional design to promote students' reading literacy and numeracy
	ING 80441	Nyi Raden Hasbya Putri Paradhina & Myrna Laksman-Huntley	The efficacy of MEMRISE as a supplementary study material in understanding French as a foreign language
	ING 375447	Imam Dwi Upayanto & Tuswadi	Prospect and challenges of virtual reality to enhance primary school students' motivation in learning science
	ING 673391	Emma Rosana Febriyanti & Fahmi Hidayat	Integrating wetlands environmental issues in speaking materials in English language teaching
	ING 221673	Dini Noor Arini & Raisa Fadilla	Teachers' beliefs in developing wetlands-based materials for English for young learners classrooms
	ING 935073	Jumariati, Rizky Amelia & Eka Puteri Elyani	Students' perceptions and preferences on learning writing expository essay using problem-based learning

Day 1,  
Parallel Session Two (12:30 – 14:00)

ROOM	ID PAPER	PRESENTERS	TITLE
A	IND 973413	Christina Purwanti	Eksistensi Bahasa dalam Media Sosial
	IND 40997	Cicik Tri Jayanti, Febri Taufiqurrahman, Lidya Amalia Rahmania, Maria Apsari Prajna Paramita, dan Ainul Af'idah	Register prostitusi pada wacana iklan prostitusi modern di media sosial Twitter
	IND 398892	Ella Masita	Multikulturalisme dan interkulturalisme dalam pengajaran bahasa Inggris di Indonesia
	IND 436889	Adelia Savitri & Kusnarto	Pemanfaatan game edukasi <i>wordwall</i> sebagai evaluasi pembelajaran bahasa Indonesia secara daring di perguruan tinggi
	IND 866190	Mediana Dewi Sartika & Iko Agustina Boangmanalu	Kreativitas guru dalam perancangan bahan ajar untuk menjawab keterbatasan pembelajaran jarak jauh
	IND 385623	Rafika Mustaqimah Wardah, Tuti Bahfiarti & Muhammad Farid	Culture shock mahasiswa postgraduate Indonesia di Amerika
	IND 841344	Hamsiati, Faizal Bachrong & Syarifuddin	Penguatan literasi agama dan budaya pada masyarakat Bugis Bone; pengenalan naskah Mappettu Ada
B	IND 503689	Heri Suwignyo, Endah Tri Priyatini, Karkono, Nita Widiati, Dewi Ariyani & Citra Kurniawan	Puisi-puisi bermuatan ekologis tipe <i>Greta Gaard</i> sebagai salah satu alternatif pilihan materi dalam pembelajaran ekologi sastra
	IND 894921	Sumarwahyudi	Perwujudan pola segitiga dalam seni rupa tradisional Jawa pada bangunan Monjali Yogyakarta
	IND 41789	Masyrifatul Khairiyyah	Ragam sapaan dan konteks penggunaan sebagai identitas kelompok alumni pesantren putri
	IND 29403	Muakibatul Hasanah & Eka Juwita Wijdaniyah	Tubuh sosial perempuan dalam cerpen-cerpen terbitan Kompas
	IND 586948	Imanuella Anastasia Brigitha Carneliaputri Dewanty	Gaya bahasa dalam portal berita online di Amerika Serikat dan Indonesia: Singkatan dalam judul berita politik
	IND 188695	Ni Wayan Satiani Pradnya Paramita; Robby Hidayat	Moralitas dalam mural ruang publik di kota Denpasar: Komunitas pojok hingga Rurung Galeri
	IND 608621	Adinda, Fathu Rahman, Andi Muhammad Akhmar & Indriati Lewa	Transformasi sastra tulis ke seni pertunjukan teater: Adaptasi Sureq i la Galigo

ROOM	ID PAPER	PRESENTERS	TITLE
C	ING 551969	Awab Abdulloh	The effectiveness of advance organizer learning approach in teaching reading narrative text for first year high school students
	ING 882037	Reggita Arum Alyranti	Using Pecha Kucha to improve oral presentation skills of EFL university students in Indonesia
	ING 433116	Nur Shabrina Reznani	Academic writing skill of students from bachelor degree study program in educational languages and Indonesian literature Universitas Baturaja
	ING 166657	M. Kharis, Kisyani, Suhartono, Udjang Pairin & Darni	How to lemmatize German vocabulary with NLP-spacy lemmatizer?
	ING 506576	Iwa Sobara	Experienced emotions of Indonesian students during the PASCH-Jugendkurs
	ING 60925	Faizal Bachrong	<b>"Bilang Pilang Marajae"</b> the mortality tradition of Buginese
D	ING 988921	Dony Hadiputro, Yuli Handayani & Joesron Ali Syahbana	Merti kali: River conservation based on local wisdom
	ING 9819	Dwi Sulistyorini	Power hegemony in Pasarean Gunung Kawi over <i>Ngalab Berkah</i> myth
	ING 454661	M.I. Rahmanto & Wibisono Tegar Guna Putra	<b>What do we miss ? : "Sungkeman"</b> during a pandemic, an autoethnography
	ING 976276	Wadji	Woman's protest in Rendra's Poems
	ING 959909	Dewi Pusposari	The representation of symbolic violence endured by the female characters in Korean drama strong woman <i>Do Bong Son</i>
	ING 575668	Ayu Ratna Ningtyas	Adaptation studies on Barbie and The Three Musketeers (2009): Representation and ideology
E	ING 10687	Rusma Noortyani, Fatchul Mu'in and Nuruddin Wiranda	The development of e-poetry as an instructional media for paraphrasing Indonesian poetry based on android
	ING 773071	Octi Rjegy Mardasari, Novi Eka Susilowati, Ariva Luciandika, Primasa Minerva Nagari & Zhao Yanhua	Applying augmented reality in foreign language learning materials: Research and development
	ING 143063	Aiga Ventivani, Lukluk UI M. Octi Rjegy & Dyna Mellania	The development of Chinese digital teaching material for 10 th grade topic 个人信息 [gèrén xīnxi] based on Flipbook

ROOM	ID PAPER	PRESENTERS	TITLE
	ING 637756	Nyi Raden Hasbya Putri Paradhina & Myrna Laksman-Huntley	The efficacy of Memrise as a supplementary study material in understanding French as a foreign language
	ING 978571	Dewi Kartika Ardiyani & Rofi'ah	<b>German learners' speaking difficulties: A case study in Indonesia</b>
	ING 157851	Badriyah Wulandari & Ilmiyatur Rosidah	Reconstructing the icon of kota Santri through language used in public places: A linguistic landscape in Pasuruan City
F	ING 351107	Chalimah, Riyadi Santosa, Djatmika, Tri Wiratno & Susi Darihastining	Exploring language in media in focus form to strengthen and weaken affect in showing ideology: Systemic functional linguistics approach
	ING 3047	Herri Akhmad Bukhori, S Sunarti & Tiksno Widyatmoko	Virtual Reality Modelling Based Self-Regulated learning Method for Improving Foreign <b>Language's Skill.</b>
	ING 632798	Agoes Hendriyanto, Andrik Purwasito, Wakit Abdullah Rais & Sri Hastjaryo	Local online media framing concerning prospective candidates of regional election in Pacitan 2020
	ING 657451	Lukluk UI Muyassaroh, Aiga Ventivani, Octi Rjegy, Karina Fefi L.S., & Trihora Mahardhika	Development of Digital Animation Media for Learning Chinese Consonants Pronunciation
	ING 841314	Lukluk UI Muyassaroh, Octi Rjegy M, Aiga Ventivani, Nurruddin Aniq Z. R. A. & Trihora Mahardhika	Development of learning media for Chinese Language based on interactive animation videos on 趋向补语 (Directional Complement)
	ING 619714	Sunarti, Herri Akhmad Bukhori & Tiksno Widyatmoko	ADDIE method for implementation virtual reality in online course using model project based learning
	ING 334621	Saiyidinal Firdaus	<b>Minangkabau's philosophy</b> in media construction: Polemics of Minangkabau language gospel application
G	ING 366073	Agnisa Maulani Wisesa, Dimas Rifqi Novica, & Ima Kusumawati Hidayat	Self-conducted learning experience for <b>"Homecoming" Animation Students</b> During Pandemic
	ING 733124	Ira Maria Fran Lumbanbatu	Digital literacy based on multiple intelligences integrated with 4c (critical, creative, collaborative and communication) to improve <b>students' learning outcome</b>
	ING 669198	Iis Hannani & Robby Hidayat	Gordon Dryden learning revolution theory implementation on arts learning in the Covid-19 era
	ING 671382	Kiki Firginia Talia	English online assessment of undergraduate students during pandemic Covid-19
	ING 482284	Sarah Aisha	<b>Virtual teams' dynamics in an online learning environment</b> during the Covid-19 Pandemic

ROOM	ID PAPER	PRESENTERS	TITLE
	ING 219018	Wida Rahayuningtyas, Tri Wahyuningtyas & Hartono	Application of Activity Oriented Design (AOD) in the development of e-learning tari daerah Malang
H	ING 155473	Dewi Nur Suci	EFL teacher's narratives in shaping DMC competence
	ING 222828	Achmad Sultoni	The new identity of Islamic mentoring of Indonesia universities in Covid-19 pandemic
	ING 823517	Iswahyuni	Teachers' perceptions of video-mediated Extensive Listening tasks
	ING 854073	Denik Ristya Rini, Agnisa Maulani W & Retno Tri	Virtual Zoo: Learning media based on Augmented Reality for early childhood
	ING 305183	Mega Safitri, Anik Nunuk Wulyani & Suharyadi	"Pretty well, she helps me with my punctuation and grammar..." The implementation of corrective feedback in writing class
	ING 652384	Edy Hidayat	Refreshing the understanding of German teachers on the basic material of German linguistics through blended learning
	ING 390220	Kholifani Utami	Usability of Moodle for teaching and learning English at vocational high school: Teachers' and students' Perspectives

Day 2,  
Parallel Session Three (10:00 – 11:30)

ROOM	ID PAPER	PRESENTERS	TITLE
A	IND 552651	Scarletina Vidyayani Eka, Rizki Nufiarni, M. Andhy Nurmansyah & Fredy Nugroho Setiawan	Nasionalisme pada film biografis 'Soekarno' (2013) dan 'Guru Bangsa: Tjokroaminoto' (2015)
	IND 89121	Choirun Nisa, Triyono Widodo, dan Swastika Dhesti Anggriani	Hubungan penggunaan fitur media sosial Instagram dengan minat berkarya fotografi pada komunitas Malang Raya Landscaper
	IND 252805	Astria Prameswari, Taufik Darmawan, dan Wahyudi Siswanto	Fenomena sastra siber sebagai cermin dinamika budaya populer
	IND 787152	Desy Ratna Syahputri	Estetika verbalistik dalam batik pesisiran
	IND 605218	Fu'adi, Putu Sudira & Kun Setyaning Astuti	Transformasi digital dalam penelitian seni pertunjukan
	IND 435514	Dwiki Nugroho Mukti, Wening Hesti Nawa Ruci, Zuhkhriyan Zakaria & Ali Mustofa	Analysis of community aesthetic knowledge sources through fruit organizing cases
B	IND 398908	Amalia, Hardiyanti Rahmah & Husin	Analisis nilai moral dalam tradisi Simah Laut
	IND 603450	Jamiah & Husin	Analisis konstruksi sosial dalam pemaknaan tradisi lisan budaya <i>Pamali</i> masyarakat Banjar
	IND 777637	Antok Risaldi, Taufik Darmawan & Wahyudi Siswanto	Struktur dongeng cerita Calon Arang karya Pramoedya Ananta Toer (Kajian strukturalisme Levis-Strauss)
	IND 145743	Karkono	Komodifikasi konflik psikologis tokoh utama dalam film <i>Surga yang Tak Dirindukan 3</i>
	IND 729836	Muhammad Komeini	Pengaruh pendekatan <i>open ended</i> pada pembelajaran kelistrikan otomotif di SMK Negeri 3 Makassar
	IND 770703	Saniya Jauhar, Hardiyanti Rahmah & Husin	Analisis polemik <i>comprehensive sexual education</i> di lingkungan anak (Tarbiyah Jinsiyah)
	IND 781716	Siti Rukaiyah, Husin, Hardiyanti Rahmah & Hikmatu Ruwaida	Pendidikan anti-bullying pada media massa: Wawasan dan perspektif
C	ING 268784	Novi Eka Susilowati, Ariva Luciandika & Octi Rjeki Mardasari	Learning materials of Indonesian for foreign speakers for academic purposes: what do students need?



ROOM	ID PAPER	PRESENTERS	TITLE
	ING 883297	Sitti Arafah, Basman Basman, Khaerun Nisa, Nensia & Sitti Aflahah	Best practice in building houses of worship based on local wisdom: A study in the Indonesia Christian church the congregation of Bongo IV
	ING 996419	J. Priyanto Widodo & Joko Slamet	<b>Lecturers' perspectives through e-learning</b> by using Moodle for postgraduate students at STKIP PGRI Sidoarjo
	ING 242158	Maya Ulyani	Exploring of Islamic school culture in the context of an English language class
	ING 447500	Masni Usman	Enhancing the pre-service <b>English teachers'</b> critical thinking skill through QASEE learning model
	ING 237966	Alby Aruna, Ulya Aziza Fitriya, Nadiya Faydinda Putri Ishlah, Laila Inayah & Agung Gde Rai Arimbawa	Sculpture and carving art virtual module based on 3D augmented reality
	ING 990984	Khaerun Nisa & Sitti Arafah	Innovation of distance learning media in central Sulawesi, Indonesia: Christian religious education learning through radio
D	ING 32477	Ida Ayu Mela Tustiawati & Ida Bagus Gde Nova Winarta	Integrating character education in language learning online at primary level
	ING 769222	Nur Lailatul Fithriyah	<b>Fostering students' positive attitude toward</b> reading comprehension through ReadWorks
	ING 756298	Gusti Nyoman Ayu Sukerti, I Putu Yoga Laksana & Luh Nyoman Chandra Handayani	The integration of digital platform for online <b>speaking practice 'flipgrid'</b> based on task-chains practice and driving maps of outcomes
	ING 791383	Muhammad Hafiz Zul Ulum	Need analysis of English for customer service officer at BPJS Ketenagakerjaan
	ING 599173	Peggy Magdalena Jonathans	Reflecting on EFL digital learning in Indonesia: Seeking for e-learning pedagogy
	ING 897600	Robby Hidajat.	The meaning of symbolical space of Zapin dance to Malay people
	ING 857963	Elly Rosalina Susanti, Nunung Suryati & Utari Praba Astuti	Students' perception on the utilization of learningapps.org for self-study material
E	ING 711898	Simon Abdi K. Frank, Usman Idris & Muhammad Anas	Strategy to popularize hip-hop music through digital platforms in Papua
	ING 563716	Encik Savira Isnah, Suyatno, Heny Subandiyah, Suhartono, Ujang Panirin & Darni	Cross-cultural <b>narratives in children's</b> literature cyber semiotics analysis
	ING 215153	Deswandito Dwi Saptanto	Falcon, John walker and Shang Chi as the remedy of race issue in the United States

ROOM	ID PAPER	PRESENTERS	TITLE
	ING 781203	Jesica Vanessa Hutapea	Character education drifting over eight minutes: Mutual cooperative as emphasised in Pixar's wind
	ING 648139	Prima Vidya Asteria & AH Rofi'uddin	Standardization of pluricultural competence in learning Indonesian as a foreign language
	ING 408167	Aurizia Duhah Siraji	The success of online selling using the English language as perceived by on line seller
F	ING 441540	Khotim Maslikah, Utami Widiati & Anik Nunuk Wulyani	Perceptions of EFL teachers, EFL students, and parents about extensive listening materials for online learning
	ING 236103	Novia Anjani Dewi	Conversational implicature based on maxim variation in EFL teaching during the Covid-19 pandemic
	ING 950714	Ellydza Yutima, Erwin Sulaeman, Muchlas Suseno & Agus Dudung	Delphi: Exploring online teaching key essential skills for 21st century teachers
	ING 689426	Laely Hidayati	Online learning readiness in English for medical purposes setting: An assessment on department of nutrition science of FMUB
	ING 625803	Darwin	Digital media and its application in remote area
	ING 712201	Maria Hidayati, Evynurul Laily Zen & Yazid Basthomi	Hedging devices in Singaporean's academic writing
	ING 734316	Fika Megawati, Nur Mukminatien, Niamika El Khoiri & Mirjam Anugerahwati	Barriers to emergency remote teaching and learning during the Covid-19 outbreak: Pre-service teachers' view
G	ING 62041	Aurizia Duhah Siraji	Killing speaking anxiety in English language via video presentation amidst pandemic Covid 19: An oral intervention of Sulu State College school of education
	ING 396558	Nanang Zubaidi, Yazid Basthomi, Suharyadi, & Afifah Ainiyah	Corpus-based language pedagogy in L2 writing and EFL teachers' perceptions
	ING 65981	Adawia Jamasali-Alibasa	Curriculum guide vis-à-vis implementation of oral communication in context: The case of Mindanao state university (MSU)-Sulu senior high school
	ING 39836	Lisa Sidiyawati, Endah Tri Priyatni, Ahmad Munjin Nasih, Abdul Rahman Prasetyo, Agus Purnomo & Aiman Mohamad Rashid	The development of Topeng Panji Malangan tourism website as a traditional culture promotion media
	ING 125950	Achmad Sultoni	The implementation of project based learning paper in Islam religion education learning to increase 21st century skills of university students

ROOM	ID PAPER	PRESENTERS	TITLE
	ING 611042	Lilis Afifah, Rizman, Sri Prameswari Indriwardhani & Sawitri Retnantiti	Multimodal literacy-based digital teaching materials to improve reading skills
	ING 945229	Dairabi Kamil	Do conceptions of learning correlate with language learning strategies?: A preliminary evidence from Indonesian pre-service EFL teachers.
H	ING 608566	Nadira Ayu Safitri, Sarjono & Yon Ade Lose Hermanto	Visual semiotic from yoga studio visual identity
	ING 540662	Gabrielle Princessa Wulaningratri, Mitra Istiar Wardhana & Yon Ade Lose Hermanto	Design elements on wedding planner platforms as the fundamental of user interface design
	ING 313600	Yon Ade Lose Hermanto	Creative process in creating letters design
	ING 861421	Iriaji	The internalization of local wisdom values of pottery craft through the school-society collaboration
	ING 964617	Sutarno & Pera Diana	Segata Buhaga Sasimbatan: Functions, structures and its preservation in Tanjungan village Tanggamus regency
	ING 764003	Soraya Grabiella Dinamika & Elitaria Bestri A. Siregar	Fauna lexicon in Angkola language: An ecolinguistics study

## NOTES FOR PARALLEL PRESENTERS

1. The parallel sessions are conducted in 8 different breakout rooms. To join the breakout room, click “Breakout Room” button, choose the room you want to join, then click “Join”.
2. The rooms are as follows:
  - a) Room A
  - b) Room B
  - c) Room C
  - d) Room D
  - e) Room E
  - f) Room F
  - g) Room G
  - h) Room H
3. There will be a host and a moderator in each virtual room.
4. The Moderator will provide assistance in:
  - a) moderating the sessions,
  - b) checking the presentation time.
5. The Host will provide technical assistance related to the virtual room.
6. There are three parallel sessions in each room, accommodating 6-7 presenters.
7. The time allocated for six to seven paper presentations in each room is 90 minutes. Each presenter will have 15 minutes (approx. 10 minutes for presentation and 5 minutes for the Q&A).
8. Screensharing is operated by each presenter.
9. Certificates for presenters will be distributed only when they join at least 75% of the series of events in the seminar (6 sessions out of 7 scheduled sessions, including the keynote speech and the parallel sessions). An attendance list will be shared at the end of each session.
10. When joining a Zoom room, presenters must rename themselves using the following template: **[Room Name.Presenter.Full Name]**; for example: **[C.Presenter.Karkono]**.
11. All sessions will start on time and late attendance is not allowed after 15 minutes the session has started. Please check your internet connection beforehand.

## NOTES FOR PARTICIPANTS

1. Participants can join Keynote Presentation sessions through the Zoom link sent via email or the link provided in the program book and on <http://isolec.um.ac.id/>.
2. Participants must check the schedule of the parallel session in the program book and choose accordingly.
3. The parallel sessions are conducted in 8 different breakout rooms. To join the **breakout room, click “Breakout Room” button, choose the room you want to join, then click “Join”**.
4. Participants must join a session no later than 20 minutes after it starts. Please check your connection beforehand.
5. When joining a Zoom room, participants must rename themselves using the following template: **[Participant.Full Name]**; For example: **[Participant.Ardhito Pramono]**.
6. Participants should join all sessions. Attendance lists will be shared at the end of each session.
7. During Keynote Presentation sessions, participants can write questions in the Q&A box. The questions will be answered by the speaker during the Q&A session after the presentation.
8. During the parallel sessions, participants can write their questions in the Chatbox. The questions will be read by the moderator in the allocated time.
9. Certificates for participants will be distributed only when they join at least 75% of the series of events in the seminar (6 sessions out of 7 scheduled sessions, including the keynote speech and the parallel sessions). An attendance list will be shared at the end of each session.

# Plenary Sessions

## Plenary Session I

### Digital Resources and their Use in Arabic Language Classroom: A Mini-narrative Review

**Nurul Murtadho**

Universitas Negeri Malang  
nurul.murtadho.fs@um.ac.id

#### **Abstract:**

Digital resources, or specifically ICT has a long history in language education. While the literature describing its extensive roles and functions, its availability and usage in Arabic classes are still restricted in their existence. This mini-narrative analysis was designed to introduce the subject of digital resources (software and online resources) and their usage in Arabic classrooms into context and to stimulate further discussion. According to the evidence reviewed in this report, future inquiries into digital tools in Arabic classrooms would require more successful acquisition, management, and use.

#### **Biodata**

**Nurul Murtadho** is a professor at the Arabic Department, Faculty of Letters, Universitas Negeri Malang. He is a prolific researcher in the areas of Applied Linguistics and Arabic Teaching. He has published articles, book chapters, and books for national and international readers.

## Plenary Session II

### How a Malaysian Webcomic Built a Community in the Face of Physical Distancing

Mary Susan Philip  
University of Malaya, Malaysia

#### Abstract:

In this paper, I intend to analyse how a sense of community has emerged among readers of a satirical Malaysian webcomic called *Covidball Z*, created by Ernest Ng. I will show how the author uses satire not so much to stir outrage or strong criticism as to reflect it, and to give voice to common responses and experiences around which his readers are able to gather for moments of levity, as a **group, united in their ridicule of their leaders and themselves. Ng's comics articulate** the generalised worry and bewilderment of the population at large (in the face of the pandemic) in a simple, hilarious and relatable way. A mixture of the content and the medium made it an ideal way of forming community at a time when physical, face-to-face communion was strictly **curtailed. Ng's comic allowed the opening up of a space of sharing where netizens could see their** worries and fears quite accurately represented, while also allowing them the ability, through the **'comments' space in Facebook, to take part in wider discussions. The 'share' button also enabled** the growth of this virtual community. I will approach my analysis of the comic and the comments **by Ng's readers by arguing that building or supporting community is a significant part of satire as a form of commentary. I will then tie it with Manuel Castell's idea of the network society, to extend** the idea of community and root it in the exigencies of the pandemic and the sudden shift to online communications.

#### Biodata

**Mary Susan Philip** is an Associate Professor in the English Department, Faculty of Arts and Social Sciences, University of Malaya. She has several publications on theatre, in journals such as the *Asian Theatre Journal*, *World Literature Written in English*, *Australasian Drama Studies* and *Journal of Commonwealth Literature*. She has published on digital media in *Asiatic*, on community theatre in *Kajian Malaysia*, and on crime fiction in *SARE* and *International Journal of Indonesian Studies*. She also has a chapter in the recent book *Making Heritage in Malaysia* (ed. Sharmani Gabriel), as well as several other chapters on theatre in numerous other books.



**ABSTRACT CODE: ING 734316****Barriers to emergency remote teaching and learning during the Covid-19 outbreak: Pre-service teachers' view****Fika Megawati**<sup>1,2</sup>, Nur Mukminatien<sup>1\*</sup>, Niamika El Khoiri<sup>1</sup>, Mirjam Anugerahwati<sup>1</sup><sup>1</sup>Universitas Negeri Malang; <sup>2</sup>Universitas Muhammadiyah Sidoarjo  
fikamegawati@umsida.ac.id; nur.mukminatien.fs@um.ac.id; niamika.el.fs@um.ac.id;  
mirjam.anugerahwati.fs@um.ac.id**Abstract:**

Although several studies have examined the challenges of teachers during Covid-19 pandemic, the area of pre-service teacher context seem to be under-explored. Thus, the goal of **this study is to explore Indonesian EFL student teachers' perceptions regarding** the barriers faced during teaching practice. Bringing the context of emergency remote teaching and learning (ERTL), this study used self-assessment to identify the barriers of fifteen pre-service teachers when performing their teaching skill. This study used document analysis from 15 pre-service **English teachers' self-assessments**. The data were then analyzed qualitatively. The results reveal four underlying themes: (1) technical barriers (2) personal barriers (3) logistical barriers and (4) financial barriers. Additionally, in term of the relevance between technology integration and lesson plan, barriers appear in the aspect of instructional use and technology logistics. In short, student teachers were not limited to their daily academic routines during the pandemic. They performed the responsibility of learning how to teach EFL learners in either online or offline platform. Student teachers faced many types of barriers in their endeavors to obtain contextual teaching atmosphere through distance learning during the pandemic. This study implies that understanding barriers provides more insights for teacher education programs on how to prepare pre-service teachers better.

**Keywords:** ERTL, barriers, online learning

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# Faculty of Letters

## Universitas Negeri Malang (UM)

# International Seminar on Language, Education, and Culture

## ISoLEC 2021

### Virtual Conference Program Schedule

Hosted by Faculty of Letters, Universitas Negeri Malang,  
it is an annual International Seminar on Language, Education, and Culture held to gather researchers, practitioners, teachers, and students to identify and share various aspects in language, education, and culture

## Program Schedule - Parallel Session

 [CLICK HERE FOR PARALLEL SESSION SCHEDULE](#)

## Program Schedule





ISoLEC Parallel Session : Program Schedule - Day 1

PROGRAM SCHEDULE

Day 1, 31 July 2021

TIME	AGENDA	ROOM
07:50 – 08:00	Call to Order	<a href="#">Webinar Room</a> <a href="https://bit.um.ac.id/WebinarDayOneISoLEC">Link: https://bit.um.ac.id/WebinarDayOneISoLEC</a> <a href="#">Webinar ID: 976 8210 9907</a> <a href="#">Passcode: 671688</a>
Opening Ceremony		
08:00 – 08:15	· National Anthem: Indonesia Raya · Opening Address by the Dean, Faculty of Letters, Universitas Negeri Malang	<a href="#">Webinar Room</a> <a href="https://bit.um.ac.id/WebinarDayOneISoLEC">Link: https://bit.um.ac.id/WebinarDayOneISoLEC</a> <a href="#">Webinar ID: 976 8210 9907</a> <a href="#">Passcode: 671688</a>
Keynote Speeches		
Time	Keynote Speakers	ROOM
08:15 – 09:00	<b>Prof. Nurul Murtadho</b>  <b>Digital Resources and their Use in Arabic Language Classroom: A Mini-narrative Review</b>  <b>Moderator: Hasti Rahmaningtyas, M.A.</b>	<a href="#">Webinar Room</a> <a href="https://bit.um.ac.id/WebinarDayOneISoLEC">Link: https://bit.um.ac.id/WebinarDayOneISoLEC</a> <a href="#">Webinar ID: 976 8210 9907</a> <a href="#">Passcode: 671688</a>
09:00 – 09:45	<b>Assoc. Prof. Mary Susan Philip</b>  <b>How a Malaysian Webcomic Built a Community in the Face of Physical Distancing</b>  <b>Moderator: Dr. Mirjam Anugerahwati</b>	
09:45 – 10:00	Break	
Parallel Session One		
Time	Room and Zoom Link	
10:00 – 11:30	Room A	<b>Zoom Meeting Room</b>  <a href="https://bit.um.ac.id/ParallelSessionOne">https://bit.um.ac.id/ParallelSessionOne</a> <a href="#">Meeting ID: 884 8874 4848</a>
	Room B	
	Room C	
	Room D	
	Room E	



11:30 – 12:30	Lunch Break	
Parallel Session Two		
Time	Room and Zoom Link	
12:30 – 14:00	Room A	<u>Zoom Meeting Room</u>  <a href="https://bit.um.ac.id/ParallelSessionTwo">https://bit.um.ac.id/ParallelSessionTwo</a> <b>Meeting ID: 984 2874 1049</b> <b>Passcode: 436907</b>
	Room B	
	Room C	
	Room D	
	Room E	
	Room F	
	Room G	
	Room H	
14:00 – 14:45	Writing Clinic for Publication	<u>Zoom Meeting Room</u>  <a href="https://bit.um.ac.id/WritingClinic">https://bit.um.ac.id/WritingClinic</a> <b>Meeting ID: 984 2874 1049</b> <b>Passcode: 436907</b>
14:45 – 15:00	Break	
Keynote Speech		
Time	Keynote Speakers	ROOM
15:00 – 15:45	<b>Dr. Martin Ebner</b>  <b>Learning Design for Children and Youth in Makerspaces-Methodical-didactical Variations of Maker Education Activities</b>  <b>Moderator: Dr. Edy Hidaya</b>	<a href="#">Webinar Room</a>  <u>Link:</u> <a href="https://bit.um.ac.id/WebinarISoLEC">https://bit.um.ac.id/WebinarISoLEC</a> <b>Webinar ID: 976 8210 9907</b> <b>Passcode: 671688</b>
TIME	AGENDA	ROOM
07:50 – 08:00	Call to Order	
Keynote Speeches		
Time	Keynote Speakers	ROOM
08:00 – 08:45	<b>Prof. George Quinn</b>  <b>Digital Technology and the Resurrection of Modern Literature in Javanese</b>  <b>Moderator: Nunung Suryati, Ph.D.</b>	<a href="#">Webinar Room</a>  <u>Link:</u> <a href="https://bit.um.ac.id/WebinarDayTwoISoLEC">https://bit.um.ac.id/WebinarDayTwoISoLEC</a> <b>Webinar ID: 992 5851 6304</b>
	<b>Dr. Ahmad Hisham Zainal Abidin</b>	



**Faculty of Letters**  
Universitas Negeri Malang (UM)

# International Seminar on Language, Education, and Culture

## ISoLEC 2021

### Virtual Conference Program Schedule

### Parallel Session

Hosted by Faculty of Letters, Universitas Negeri Malang,  
it is an annual International Seminar on Language, Education, and Culture held to gather researchers, practitioners, teachers, and students to identify and share various aspects in language, education, and culture

## Program Schedule

**Parallel Session One (10:00 - 11:30)**



ISoLEC 2021 Parallel Session

Day 1, 31 July 2021  
Parallel Session One (10:00 – 11:30)

Ruang	ID Paper	Judul	Pemakalah	Abstrak
A	ARA 912665	تعليم مادة تطبيق النحو الثانوي في قسم الأدب العربي بجامعة مالانج الحكومية عبر الانترنت	Moh. Fauzan	<a href="#">pdf</a>
	ARA 965720	إسهام البحوث العلمية لترقية نوعية تعليم اللغة العربية	Moh. Ainin, Prof. Dr. M.Pd	<a href="#">pdf</a>
	ARA 685769	استخدام بورتفوليو لتنمية التعلم الذاتي وفهم الطلاب على مادة علم اللغة	Nur Faiz Kholidiyah	<a href="#">pdf</a>
	ARA 126450	التعليم المدمج لتنمية مهارات الفهم القرائي	Moch Wahib Dariyadi	<a href="#">pdf</a>
	ING 893492	Development Of Interactive Learning Media “Lectora Inspire” For Balaghah Learning	Hanik Mahliatussikah	<a href="#">pdf</a>
	ING 256076	Interactive Learning Model Of The Qur’An And Natural Science Based On Qr-Code Integrated Augmented Reality For High School Students	Mochammad Rizal Ramadhan	<a href="#">pdf</a>
B	IND 383378	Pengaruh Penguatan Positif Terhadap Minat Belajar Pendidikan Ilmu Pengetahuan Sosial	Galan Goldya	<a href="#">pdf</a>
	IND 425707	Peran Bahan Ajar Karya Sastra Dalam Pengajaran Bipa Di Moskow, Rusia	Hilda Septriani	<a href="#">pdf</a>
	IND 326301	Analisis Makna Simbolis Dan Warna Dari Ragam Hias Binatang Pada Klenteng Xian Ma Makassar	Syeni Felicia Gosali	<a href="#">pdf</a>
	IND 47199	Citra Madura Dalam Naskah Babad Songennep	Nurul Himawati & Annisa Ariyani	<a href="#">pdf</a>
	IND 881168	Identitas Perempuan Dalam Budaya Patriarkis: Sebuah Kajian Feminisme Eksistensialis Dalam Novel Dua Barista Karya Najhaty Sharma	Utia Putri Utami	<a href="#">pdf</a>
	IND 30163	Nondoi Belian Traditional Culture As A Preservation Of Social Values Of Local Culture In Penajam Paser Utara District	Arida Nafisah	<a href="#">pdf</a>
	IND 784439	Perlawanan Perempuan Terhadap Perundungan Di Lingkungan Sekolah Dalam Novel Populer Indonesia	Hidayah Budi Qur’ani	<a href="#">pdf</a>
	ING 64210	Analisis User Behavior Dan User Persona Di Kampung Inggris Pare Dengan Etnografi Virtual	Aji Setiawan	<a href="#">pdf</a>
	IND 94254	Kinayah Language Style In Al-Quran And Hadith Perspective	Abdul Basid & Nur Faizin	<a href="#">pdf</a>
	IND 434072	Penerapan Metode Tadashi Suzuki Pada Proses Latihan Teater: Kajian Ketiduan Aktor Takon I La Galina	Adinda	<a href="#">pdf</a>



		IND 666237	Peserta Didik	Dr. Husein Samudra Sasmita, M. Humam	<a href="#">pdf</a>
		IND 666237	Teori Konstruktivisme Dalam Belajar Keterampilan Bahasa Di Department House Keeping Balai Pendidikan Pelatihan Dan Pariwisata Nusa Dua	I Gusti Ayu Vina Widiadnya Putri	<a href="#">pdf</a>
		IND 979031	Rekonstruksi Teoritis Pembelajaran Menulis Kritis Bahasa Dan Sastra Indonesia Berbasis Pembelajaran Sistem Among Ki Hadjar Dewantara (Khd)	Heri Suwignyo	<a href="#">pdf</a>
D		IND 105189	The Tradition Of Keeping The Grave In The Society Of Banjar	Gazali Rahman, Husin, & Akhmad Rusy	<a href="#">pdf</a>
		IND 780997	Public Views On The Tradition Of Betapung Tawar In The Birth Of Banjar Traditional Children	Fauziah, Hardianti Rahmah & Husin	<a href="#">pdf</a>
		IND 305843	The Huma Batejek Tradition And Its Dynamics In The Dayak Bakumpai Tribe Communities In South Barito District	Rina, Husin, & Miftahul Jannah	<a href="#">pdf</a>
		IND 186441	Media Mass Analysis: Tolerance Education	Nur Abidah & Husin	<a href="#">pdf</a>
		IND 511602	View Of Religious Characters On Tradition Badapat Bawarang In The Banjar Traditional Marriage Process	Rahmatul Husna & Husin	<a href="#">pdf</a>
		IND 124636	Batimbang Tradition In Safar Month In Banjar Society	Nor Azizah & Husin	<a href="#">pdf</a>
		IND 329745	The Existence Of Papintan Weaving As A Medium For Traditional And Spiritual Medicine	Norfaizah, Husin, & Miftahul Jannah	<a href="#">pdf</a>
E		ING 949356	Social Reconstructivistic Curriculum Model In Facing 21St Century Learning	Rihlah Nur Aulia	<a href="#">pdf</a>
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# Barriers to Emergency Remote Teaching and Learning During the COVID-19 Outbreak: Pre-Service Teachers' View

Fika Megawati<sup>1,\*</sup>, Nur Mukminatien<sup>2</sup>, Niamika El Khoiri<sup>3</sup>, Mirjam Anugerahwati<sup>3</sup>

<sup>1</sup>Universitas Muhammadiyah Sidoarjo, Sidoarjo, Indonesia

<sup>2,3</sup>Universitas Negeri Malang, Malang, Indonesia

\*Corresponding author. Email: [fikamegawati@umsida.ac.id](mailto:fikamegawati@umsida.ac.id)

## ABSTRACT

Although several studies have examined the challenges of teachers during Covid-19 pandemic, the area of student teacher context seems to be under-explored. Thus, the goal of this study is to explore Indonesian EFL student teachers' perceptions regarding the barriers faced during teaching practice. Bringing the context of emergency remote teaching and learning (ERTL), this study used self-assessment as the instrument to identify the barriers of fifteen pre-service teachers when performing their teaching skill. This study used document analysis from 15 student teachers' self-assessments. The data were then analyzed qualitatively. The results reveal two main findings, namely, technology-related barriers and pedagogy-related barriers. Technology-related barriers cover four underlying themes, and technical barriers are found as the majority. Dealing with pedagogy-related category, most barriers appear in the aspect of instructional use and technology logistics. In short, student teacher activities were not limited to their daily academic routines during the pandemic. They performed the responsibility of learning how to teach EFL learners mostly in online platform. Student teachers faced several types of barriers in their endeavors to obtain contextual teaching atmosphere through distance learning during the pandemic. This study implies that understanding barriers provides more insights for teacher education programs on how to prepare pre-service teachers better.

**Keywords:** ERTL, Barriers, Online Learning.

## 1. INTRODUCTION

Covid-19 pandemic has forced global shutdown of several activities, including educational programs. To guarantee academic continuity, all institutions are challenged with Emergency Remote Teaching and Learning (ERTL) situation. In contrast to online courses that are initially planned and prepared to be provided virtually, ERTL refers to the rapid interim transfer of instructional delivery with the full assistance of technology [1]. Consequently, teachers and students are forced to provide more technological stuffs in order to give instruction for teachers and join class activities online for students. These online activities are actually not something new in the school since previously lots of schools have been introduced to blended learning [2] – [4]. However, the issue arises when it takes place in diverse areas with limited Internet access every day during school closure. Thus, there is a gap between what an ideal learning expects and the real portrait of

teachers' and students' ability in fulfilling the aspects of ERTL.

With the uncertainty of the end period of the pandemic, institutions, particularly teacher education programs have tried to initiate models for accommodating the learning to be more effective (e.g. [5], [6]). Regardless of the variety of models in implementing ERTL, both teachers and students are required to be more independent for their performance and academic achievement [7]. Furthermore, the transformed way of teacher education programs and teacher educators in preparing future teachers suggests being more open to technology integration [8] – [10]. This is an important issue and needs more attention, for the implementation of technology integration gives direct impact to the student teachers in their teaching practice experience. Accordingly, learning to teach English as a foreign language (TEFL) during ERTL is a surprising experience, especially when they were

assigned to join practice program at early period of pandemic. For example, controlling the situation in an online learning mode for consultation and practice brings new as well as shocking experience for them. In this way, being adaptive and flexible has looked more apparent than what they have learnt in the courses. In relation to the flexibility and adaptability, barriers are an unavoidable attribute in each process.

Although studies about ERTL barriers have been investigated [11] – [15], research concerns on evidence of barriers related to technology integration during ERTL faced by EFL student teachers in Indonesian context seems to be under-explored. Barriers in this context refer to problems or difficulties found in the real activities of EFL student teachers during their teaching practice program seen from their perception. Addressing an issue with regard to barriers in this study is important since understanding various remote learning mode of the teaching practice implementation during school lockdown gives essential clues for best practice of EFL learning in emergency period. Focusing on technology integration, connecting the practice to what is planned is a crucial issue. Thus, adapting six points used in self-assessment from Harris et al. [16] and perceived barriers provide valuable experience in understanding the process of self-awareness.

The results of this study lead to some instructional strategies to overcome barriers with online digital means offered by institutions, teacher educators, and student teachers themselves. Considering the importance of strategies to make teaching practice run well, this study aims at exploring barriers faced by EFL student teachers during ERTL situation. In a nutshell, this investigation was carried out to answer the research question “What are barriers experienced by EFL student teachers during ERTL”?

## 2. METHOD

This study used document analysis from 15 student teachers’ self-assessment reports. The components of self-assessment adapted from Harris et al. [16]. In order to maintain confidentiality, the use of number is used instead of pseudonym. In this study, ST (student teacher) was used as the term before stating the number of participant, ST #1 – ST #15. The self-assessment responses were collected after the teaching performance carried out during ERTL in five different teacher preparation programs. The programs took place in different length of period, one month to four months, from July 2020 to October 2020. The data was analysed qualitatively by classifying the problems stated in their forms. Manual coding was applied to get the relevant category, themes, and sub themes.

## 3. FINDINGS

The findings of this study reveal that there are two ways in describing student teachers’ views on their barriers from the teaching practice activities: technology-related barriers and pedagogy-related barriers. The following part explains the themes and sub-themes of each category.

### 3.1 Technology-based Barriers

First barriers found from the student teachers’ experience are technology-related barriers. From their written responses, the result refers to three themes, namely, personal, technical, and financial barriers. In this barrier, two out of fifteen student teachers did not find obstacles in their experience. In other words, the situation faced in their teaching activities during ERTL can be managed well. Meanwhile, thirteen student teachers have identified the barriers as stated in their writing. The detailed barriers of each student teacher are depicted in Table 1.

**Table 1.** Barriers Faced by Student Teachers

ST	Sub Themes	Themes
ST #1	Student’s punctuality	Personal barriers
ST #9	Students’ discipline and engagement	
ST#12	Insufficient digital literacy	
ST #2	Direct notification	Technical barriers
ST #3	File compatibility	
ST #4	Program accessibility	
ST #5	Poor connectivity	
ST #7	Poor connectivity	
ST #8	Insufficient investment and maintenance	
ST#10	Program accessibility	
ST #6	Program availability	Financial barriers
ST#11	Inability to pay for internet services	
ST#13	Inability to pay for internet services	

#### 3.1.1. Technical Barriers

In technical barriers, eight responses indicate that the pre-service teachers faced problems dealing with technical operation of the programs. The following quotations explain how notification, compatibility, accessibility, connectivity quality, investment and maintenance, program availability as the specific items causing the technical barriers.

*Not all the students get the notifications of instruction that I give on Google Classroom. So, for some students, it is minimally effective. Then, by WhatsApp group, I can give the instructions to the students what to do on Google Classroom. (ST #2)*

*Some problems were found in utilizing the required tool and application, the students also cannot open the PPT Slide (less understand to operate). (ST #3)*

*There is a problem faced by the teacher and students in which some students can't access the technology used by the teacher for doing the quiz (Proprof). (ST #4)*

*The use of technology is still not optimal because only a few students respond during the teaching and learning activities, and only a few students collect assignments given by the teacher. The reason is due to several constraints such as internet signal and limited devices. (ST #5)*

*There are some problems during the class. Sometimes, I cannot hear the students' voice when they say together because of the bad connection. (ST #7)*

*There are some problems during the class. For example, the students couldn't hear the voice from the video, the students cannot see the screen shared by the teacher. (ST #8)*

*Some students are not able to open or use the technology that we have been prepared. (ST #10)*

*Based on my experience, the instructional use of technology (Google Classroom) was not really effective in the real practice of teaching because most of the students got confused and faced obstacle in comprehending the instruction. Rather than learning the lesson, they mostly got distracted on how to access and operate it. So, the learning activity moves back to the WhatsApp class group. (ST #6)*

### 3.1.2. Personal Barriers

Personal barriers in this study are obtained from the school students' response during classroom activities. Three reports shared experiences indicating similar issue, ST #1, ST #9, and ST #12. The barriers occurred in the form of students' punctuality, students' engagement and discipline, and insufficient digital literacy. ST #1 and ST #9 show similarity. The statements are expressed in the following quotations. Some key words are used to connect them with the themes.

*The students forgot about the deadline and timer even though it is already mentioned in the group to pay attention to the deadline timer. (ST #1)*

*By using technology, it's hard to tell the students to do their work, some students even haven't submitted their work from the first time I taught until the last one. (ST 9#)*

*There are some problems at the first time I use G-meet such as students' admissions, etc. Anyway, I could deal with it the following days. (ST #12)*

### 3.1.3 Financial Barriers

In financial barriers, inability to pay for internet services become the main issue as expressed by participant reports in ST #11 and ST #13.

*Both of the students and teacher can operate well to the WA Group because they use WhatsApp for communicating every day. However, there are some students who didn't have an internet package. It makes then difficult to join the discussion. (ST #11)*

*There was no problem in the use of technology, but some technologies can't be used due to the student's condition (economically). (ST #13)*

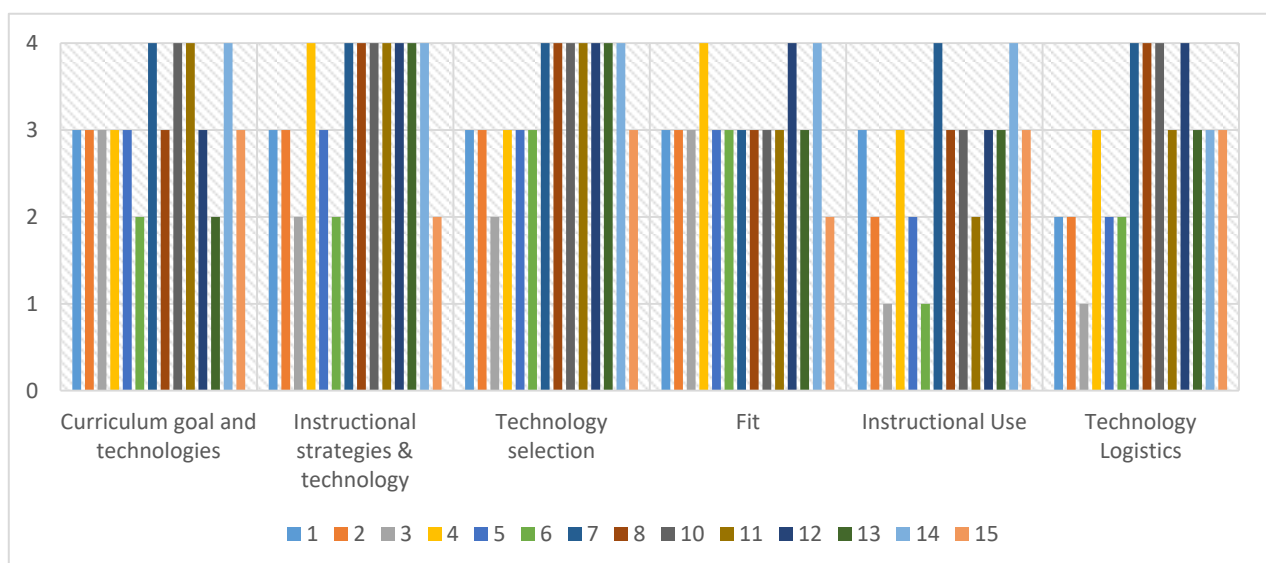
### 3.2 Pedagogy-related Barriers

The second barriers are called pedagogy-related barriers. It deals with six elements in assessing self-performance during teaching and learning activities. The elements cover curriculum goal and technology, instructional strategies and technology, technology selection, fit, instructional use, and technology logistics. The whole elements in this part are in relation to lesson plan and real practice. When the form was fulfilled, the student teachers were given guidance on how to select the score based on the rubric. Each score has a descriptor, number 4 is the highest score and number one is the lowest one. Score 1 and score 2 indicate problems or ineffectiveness, while score 3 and score 4 indicate success of the teaching performance (See Table 2 for the rubric).

Based on the result of analysis, the barriers were seen from their option that selected score 2 or score 1 (see Figure 1). In general, option 1 and option 2 appeared in all of the aspects. Focusing on that response, the instructional use and technology logistics seem to be the concern of most barriers faced during the teaching practice experience. As for the least serious problem, it is on technology selection.

**Table 2.** Rubric Adopted from Harris et al. [16]

Aspects	Score			
	4	3	2	1
Curriculum goals & Technologies (Curriculum based-technology use)	Technologies selected for use in the instructional plan are strongly aligned with one or more curriculum goals	Technologies selected for use in the instructional plan are aligned with one or more curriculum goals	Technologies selected for use in the instructional plan are partially aligned with one or more curriculum goals	Technologies selected for use in the instructional plan are not aligned with any curriculum goals
Instructional Technologies & Strategies (using technology in teaching/ learning)	Technology use optimally supports instructional strategies	Technology use supports instructional strategies	Technology use minimally supports instructional strategies	Technology use does not support instructional strategies
Technology Selection(s) (compatibility with curriculum goals & instructional strategies)	Technology selection(s) are exemplary, given curriculum goals(s) and instructional strategies	Technology selection(s) are appropriate, but not exemplary given curriculum goals(s) and instructional strategies	Technology selection(s) are marginally exemplary given curriculum goals(s) and instructional strategies	Technology selection(s) are inappropriate, given curriculum goals(s) and instructional strategies
Fit (Content, pedagogy, and technology together)	Content pedagogy, and technology fit together strongly within the instructional plan	Content, pedagogy, and technology fit together within the instructional plan	Content, pedagogy, and technology fit together somewhat within the instructional plan	Content, Pedagogy, and technology do not fit together within the instructional plan
Instructional Use (using technologies effectively for instruction)	Instructional use of technologies is maximally effective in the observed lesson	Instructional use of technologies is effective in the observed lesson	Instructional use of technologies is minimally effective in the observed lesson	Instructional use of technologies is ineffective in the observed lesson
Technology Logistics (operating technologies effectively)	Teacher and/or students operate very well in the observed lesson	Teacher and/or students operate well in the observed lesson	Teacher and/or students operate adequately in the observed lesson	Teacher and/or students operate inadequately in the observed lesson



**Figure 1** The summary of pedagogy-related barriers

## 4. DISCUSSION

To answer the research question, this study focuses on examining EFL student teachers' views of ERTL barriers in Indonesia. In order to allow the government and decision-makers to find solutions, it is vital to understand these perspectives. This study has similar result with regard to the types of barriers stated in Abuhammad [11], except for logistical barrier. Logistical barrier is not identified in this study based on the data showing that ERTL still could be carried out by student teachers in their practice experience. With the different instrument and participant from Abuhammad [11], this study has enriched the findings in term of sub themes of barriers. Some additional relevant themes were unpacked such as students' punctuality and engagement. Besides, the most apparent type of barrier are not personal barriers but technical barriers.

From aspect of the pedagogy-related barriers, two types, instructional use (*using technologies effectively for instruction*) and technology logistics (*operating technologies effectively for completing a course*) show unsatisfying response. In terms of instructional use, option "minimally effective" and "ineffective" were selected by some numbers of student teacher. Meanwhile, for technology logistics, option "adequately" and "inadequately" were selected as the problems. This preparedness issue in technology integrating into learning confirms what is found in the technology-related barriers in this study, particularly the technical barriers. Similarly, the previous studies' findings indicate the same problems related to pre-service teachers' readiness and preparation [17] – [19]. With this matter, adapting models adjusted with ERTL is crucial thing for improvement in this educational crisis.

Highlighting the pivotal role of self-assessment, this study has shown its support on reflective practice [20]. By understanding strengths and weaknesses, pre-service teachers can get a chance to develop their self-awareness skill and self-improvement. Further, the use of self-assessment needs to be balanced by opening for feedback as the way to minimize or avoid self-deception and grow responsibility [21].

## 5. CONCLUSIONS AND SUGGESTIONS

Overall, investigating the barriers in the emergency remote teaching and learning can be seen from two lenses, technology-based and pedagogy-based barriers. Technology-based barriers show technical barriers as the most dominant theme, and pedagogy-based barriers indicate instructional use and technology logistics as the dominance. Accordingly, this situation provides several recommendations. The first is the need of strategies in teacher education programs for student teacher preparation to cope with the barriers. From the results of this study, it is clear that the barriers faced by student teachers are various

although some typical categories appear in some experiences. Second, to accommodate better preparation and readiness as the key to improve both technological and pedagogical performance, student teachers are suggested to empower their digital literacy, knowledge about device compatibility, online classroom management, and adaptability skill as the pivotal aspects of teaching skill. Last but not least, since the information about barriers provides insights on the solution, developing innovation model for ERTL is an interesting topic to be investigated more deeply by the future researchers.

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