



Program Book



THE 11th UNDERGRADUATE CONFERENCE

DIFFERENTIATED INSTRUCTIONS AND
DIGITAL TECHNOLOGY UTILIZATION



Dr. Finita Dewi, S.S., M.A.
Indonesia Education University

Rina Astuti Purnamaningwulan, M.Hum.
Sanata Dharma University

English Language Education Study Program
Sanata Dharma University
Jalan Affandi, Mrican, Sleman
Yogyakarta, Indonesia

PROGRAM BOOK

The 11th Undergraduate Conference

(UC 2024)

Editors

Klaus Ivan Priyanto Samsulardi

Maris Stella Inoi Ritih

Layout Staff

Nimas Melati Kartikasari

Vania Salsabila

Bileam Mahesa Agni

Anggi Yullia Rahmawati

Anggita Nur Erlina Zanuari

Veggi Rische

Marjani Salwa Shafirah

Melvina Risky Gabriella

Cover Designer

Larnetta Balies

Map Designer

Rizqi Ahnaf Ryansyah

Published by

English Language Education Study Program

Sanata Dharma University

Jl. Affandi, Caturtunggal, Depok, Sleman, Yogyakarta

Website: www.usd.ac.id/fakultas/pendidikan/pbi

Welcome Address by The Chairperson of English Language Education Study Program

Dear conference participants,

I am very happy to welcome you all to the 11th Undergraduate Conference held by the students of English Language Education Study Programme, Sanata Dharma university. In this occasion, I would like to extend my thankfulness to Ibu Dr. Finita Dewi from Universitas Pendidikan Indonesia and Ibu Rina Asturi Purnamaningwulan, M.Hum. from the English Language Education Study Programme, Sanata Dharma University who are willing to share their expertise especially in differentiated instruction and digital technology utilization. My gratitude and appreciation goes to the organizers of this conference who have worked very hard to provide this event where the undergraduate students can come together to the exciting world of gamification in language learning.



In today's rapidly evolving educational landscape, the fusion of differentiated instruction and digital technology utilization stands as a beacon of progressive teaching and learning. This powerful combination is not just an innovation but a necessity, ensuring that we cater to the diverse needs of every student in our classrooms. Differentiated instruction is rooted in the viewpoint that each student is unique, with distinct learning styles, interests, and abilities. It challenges the one-size-fits-all approach, advocating instead for tailored educational experiences that resonate with individual learners. By differentiating our teaching methods, we honor the diversity of our students, promoting equity and fostering a more inclusive environment where every child has the opportunity to thrive.

Digital technology, on the other hand, provides us with the tools to actualize this vision. The advent of educational technology has revolutionized how we teach and how students learn. From interactive software that adapts to a student's pace to virtual reality experiences that bring abstract concepts to life, technology empowers educators to create dynamic and engaging learning experiences.

By integrating digital tools into differentiated instruction, we can provide personalized learning pathways that accommodate varied learning speeds and styles. For instance, data-driven insights from educational platforms can help teachers identify areas where students struggle, enabling timely and targeted interventions. Online resources and apps can offer enrichment opportunities for advanced learners while providing additional support for those who need it.

Furthermore, technology facilitates collaborative learning, connecting students beyond the classroom walls. It encourages creativity, critical thinking, and problem-solving skills—essential competencies for the 21st century. In a world where digital literacy is paramount, incorporating technology in education not only enhances learning but also prepares our students for the future.

The synergy between differentiated instruction and digital technology utilization holds immense promise. I believe that this conference can bring some insights on.

Best regards,

Veronica Triprihatmini M.Hum., M.A.

The chairperson of ELESP Sanata Dharma University

Welcome Address by The Chairperson of Undergraduate Conference 2024

Dear all participants,

First and foremost, I want to say thank you for your participation. It is an honor to have you here, conducting, creating, crafting, presenting, and exploring the essence of education. Second, as the committee representative, I want to greet you all in this dynamic dimension of education, UC 2024, Triumph Tapestry.



Before we go deeper, let me introduce and explain what UC 2024 is. UC stands for Undergraduate Conference, which has been a signature event of the ELESP since 2013. The purpose is twofold: first, to create an excellent academic atmosphere that allows undergraduate students to thrive both academically and socially; second, to introduce the dynamic nature of 21st-century education. This requires enriching our understanding with the most recent issues in education, including differentiated instruction and the utilization of digital technology.

Differentiated instruction and digital technology utilization are the main topics for UC 2024. These issues arise from recent trends in education regarding the alignment of teaching methods with learners' needs, environments, lifestyles, social lives, and cultures. All these factors can influence learning styles and instructional methods. So, what can we do as future teachers? Realistically, we cannot teach 30 students with 30 different learning styles simultaneously, right? Technology will help us. With technology, we can optimize the exploration of education and the process of crafting knowledge.

Moreover, I believe that we are now in good hands. Our speakers, Ibu Finita Dewi and Ibu Rina, are both experts in differentiated instruction and technology implementation. Hopefully, you will gain a wealth of new knowledge from this event.

Lastly, to all of you, the seekers of education and those who are passionate about technology: welcome to UC 2024. Do not forget to have fun while you think and speak (Bagus Laksana 2023).

Sincerely,

Agustinus Bagas Daning Kusuma

The Chairperson of 11th Undergraduate Conference 2024

Event Description

A growing body of research in the field of neuroscience, learning science, positive psychology, digital technologies, and the 21st century skills corroborates the significance of emotions (over cognition), collaborations (over sheer competitions) and personalized learning (over prescribed and mandated competencies) so as to enhance a personally meaningful learning journey for each individual learner. Differentiated instructions have come into prominence in the past two decades in response to a growing awareness among researchers and educators in order to create a psychologically secure learning atmosphere. In the meantime, the emergence of generative AI has massively brought a new landscape to the field of education, creating unprecedented challenges among teachers, parents, researchers, and policy-makers. How do researchers, educators, educational practitioners deal with such a condition? What research areas and practices are available for exploration?

The Undergraduate Conference 2024, which is managed by the English Education Study Program of Sanata Dharma University, marks the continuous implementation of this Undergraduate Conference program for the last 11 consecutive years. It was firstly set and still remains to cultivate an academic atmosphere to allow undergraduate students to thrive both academically and socially. The program ran well as shown from the evaluation and reflection conducted upon the completion of the program. The goals of the 11th Undergraduate Conference 2024 are to provide ample rooms for undergraduate students to engage and express their academic pursuits in the realm of education, to create opportunities for undergraduate students to responsibly carry out an academic event and collaborate with each other, and to add another knowledge base related to differentiated instructions and digital technology utilization. The participants will gain knowledge and inspiration about how to implement differentiated instructions and digital technology utilization after joining the 11th Undergraduate Conference 2024.

The theme for the 11th Undergraduate Conference 2024 is “**Differentiated Instructions and Digital Technology Utilization**” with the 9 sub-themes cover, (1) Tailoring technology to learning styles, (2) Accessibility tools and differentiation, (3) From textbooks to interactive content, (4) Assessment in a differentiated classroom, (5) Student choice (personalized learning) and technology, (6) Gamification of learning, (7) Blended learning and online learning environment, (8) Cultural and linguistic diversity, and (9) Digital storytelling. The 11th Undergraduate Conference 2024 held on **Friday, May 31, 2024** (08.00 - 15.30) at Sanata Dharma University, Driyarkara Seminar Room (Campus II), Jl. Affandi, Mrican, Depok, Sleman. The conference mode is **hybrid**. Participants from Java island are required to attend the venue. The hybrid mode is offered only to a maximum number of fifteen (15) presenters from outside Java island and overseas. Overall, the number of participants targeted is 40 - 60 presenters. The 11th Undergraduate Conference 2024 exceeded the target, it attracted 142 participants consisting of 114 presenters with 42 papers (offline) and 7 papers (online), and 28 audiences.

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Schedule of the 11th Undergraduate Conference 2024
Friday, 31th May 2024

No.	Time	Program/Activities	Details
1.	07.30 - 08.00	Open Gate	Registration
2.	08.00 - 08.35	Opening Main Room: R. Seminar Driyarkara	Prayer National Anthem: Indonesia Raya & Hymne USD Welcoming Speeches: Rector of Sanata Dharma University Chairperson of ELESP of Sanata Dharma University Chairperson of the Organizing Committee
3.	08.35 - 08.45	Grisadha Performance	
4.	08.45 - 09.50	Keynote Speakers' Presentation R. Seminar Driyarkara (40 mins presentation + 20 mins QnA)	1st Keynote Speaker: Dr. Finita Dewi, S.S., M.A. Universitas Pendidikan Indonesia Moderator: Vania Salsabila
5.	09.50 - 10.35	Preparation for Parallel Presentations Session	
6.	10.35 - 12.35	Parallel Presentations Session (15 mins for break + 15 mins for moderator + 90 mins for 6 presentations)	
		Room 1: K.29 (19 participants)	— 1st Session — INVESTIGATING STUDENTS' SELF-EFFICACY IN SPEAKING THROUGH THE USE OF PROJECT-BASED LEARNING <i>Regina Putri Nernere</i> DEVELOPING ENGLISH SKILLS AND PROMOTION SKILLS MODULE FOR SOCIAL COMMUNICATION STAFF IN

		<p>SAINT THERESIA LISIEUX CATHOLIC CHURCH AT BORO KULON PROGO <i>Maria Nadyarieski Agustha, Marjani Salwa Shafirah, Teresia Astrid Arsita Putri, Chaecilia Hana Tyas Asih, Sellina Oktaviani Dewi, Petra Bagavannita Tirta Wening, Vincentia Deswita Mayke Maharani, Mutiara Jingga</i></p> <p>PERCEIVED CRITICAL THINKING SKILLS IN RESPONSE TO PODCAST-MAKING PROJECT <i>Aprilia Dyah Kriswinahyu</i></p> <p>— 2nd Session —</p> <p>PODCAST-MAKING PROJECT TO NURTURE CREATIVITY AND CRITICAL THINKING: A PERSONAL NARRATIVE INQUIRY <i>Raditya Yogavian Risangadya, Christina Eva Kerenhapukh Siagian</i></p> <p>IMPROVING STUDENTS’ ENGLISH-SPEAKING SKILLS THROUGH ROLE PLAY IN SMA NEGERI 11 YOGYAKARTA <i>Aurel Oktavia Putri</i></p> <p>LEARNING MODULE DEVELOPMENT TO EQUIP STUDENTS AT STATE VOCATIONAL SCHOOL 2 DEPOK FOR GLOBAL CAREER <i>Moses Refaya Gerungan, Griseldies Angie Marcella, Meylani Indah Saputri Tampubolon, Brigita Angel Suyoto, Agustinus Bagas Daning Kusuma, Maria Gratia Yavita, Theresia Angelia Tifany Hiwu</i></p>	<p>SAINT THERESIA LISIEUX CATHOLIC CHURCH AT BORO KULON PROGO <i>Maria Nadyarieski Agustha, Marjani Salwa Shafirah, Teresia Astrid Arsita Putri, Chaecilia Hana Tyas Asih, Sellina Oktaviani Dewi, Petra Bagavannita Tirta Wening, Vincentia Deswita Mayke Maharani, Mutiara Jingga</i></p> <p>PERCEIVED CRITICAL THINKING SKILLS IN RESPONSE TO PODCAST-MAKING PROJECT <i>Aprilia Dyah Kriswinahyu</i></p> <p>— 2nd Session —</p> <p>PODCAST-MAKING PROJECT TO NURTURE CREATIVITY AND CRITICAL THINKING: A PERSONAL NARRATIVE INQUIRY <i>Raditya Yogavian Risangadya, Christina Eva Kerenhapukh Siagian</i></p> <p>IMPROVING STUDENTS’ ENGLISH-SPEAKING SKILLS THROUGH ROLE PLAY IN SMA NEGERI 11 YOGYAKARTA <i>Aurel Oktavia Putri</i></p> <p>LEARNING MODULE DEVELOPMENT TO EQUIP STUDENTS AT STATE VOCATIONAL SCHOOL 2 DEPOK FOR GLOBAL CAREER <i>Moses Refaya Gerungan, Griseldies Angie Marcella, Meylani Indah Saputri Tampubolon, Brigita Angel Suyoto, Agustinus Bagas Daning Kusuma, Maria Gratia Yavita, Theresia Angelia Tifany Hiwu</i></p>
	<p>Room 2:</p> <p>K.10</p> <p><i>(18 participants)</i></p>	<p>— 1st Session —</p> <p>CHARLES SANDERS PEIRCE SEMIOTIC STUDY: TRIADIC RELATIONSHIP IN THE ALMOND TREES SHORT STORY BY ALBERT CAMUS</p>	<p>— 1st Session —</p> <p>CHARLES SANDERS PEIRCE SEMIOTIC STUDY: TRIADIC RELATIONSHIP IN THE ALMOND TREES SHORT STORY BY ALBERT CAMUS</p>

		<p style="text-align: center;"><i>Aloysius Gonzaga Koptarico Nugraha</i></p> <p style="text-align: center;">CHASING A CAREER IN TEACHING: INVESTIGATING PRE-SERVICE ENGLISH TEACHERS' MOTIVATION IN REMOTE AREA</p> <p style="text-align: center;"><i>Arie</i></p> <p style="text-align: center;">DEVELOPING ENGLISH FOR SCIENCE AND TECHNOLOGY STUDENTS</p> <p style="text-align: center;"><i>Brigitta Utari Praptiningtyas Ananda, Chelvino Dimas Hardita, Georgius Rico Asto Pangestu, Maria Vianney Listyandari, Monica Alvita Hapsari, Priska Grace Irena, Retnaningtyas Wintu Cahyowati, Rodriga Ghricelda Mina Andarsuni Hulu</i></p> <p style="text-align: center;">— 2nd Session —</p> <p style="text-align: center;">DESIGNING AUTHENTIC INSTRUCTION MATERIAL FOR SOLA CANDIDATES BY INTEGRATING MULTIPLE INTELLIGENCE IN NURTURING THE SPIRITUAL LIFE</p> <p style="text-align: center;"><i>Delfin Indrawati</i></p> <p style="text-align: center;">INCREASING ENGLISH SPEAKING PROFICIENCY IN DAILY BASIS AND LECTURE FOR SEMINARIAN</p> <p style="text-align: center;"><i>Kevin Bodhidarma, Stefani Elyn Kristi D, Florentinus Adven Fery</i></p> <p style="text-align: center;">THE USE OF A PICTONARY GAME FOR 4TH GRADE OF TERUNA BANGSA ELEMENTARY SCHOOL STUDENTS IN IMPROVING THEIR VOCABULARY MASTERY</p> <p style="text-align: center;"><i>Valencia Julianita</i></p>	<p style="text-align: center;"><i>Aloysius Gonzaga Koptarico Nugraha</i></p> <p style="text-align: center;">CHASING A CAREER IN TEACHING: INVESTIGATING PRE-SERVICE ENGLISH TEACHERS' MOTIVATION IN REMOTE AREA</p> <p style="text-align: center;"><i>Arie</i></p> <p style="text-align: center;">DEVELOPING ENGLISH FOR SCIENCE AND TECHNOLOGY STUDENTS</p> <p style="text-align: center;"><i>Brigitta Utari Praptiningtyas Ananda, Chelvino Dimas Hardita, Georgius Rico Asto Pangestu, Maria Vianney Listyandari, Monica Alvita Hapsari, Priska Grace Irena, Retnaningtyas Wintu Cahyowati, Rodriga Ghricelda Mina Andarsuni Hulu</i></p> <p style="text-align: center;">— 2nd Session —</p> <p style="text-align: center;">DESIGNING AUTHENTIC INSTRUCTION MATERIAL FOR SOLA CANDIDATES BY INTEGRATING MULTIPLE INTELLIGENCE IN NURTURING THE SPIRITUAL LIFE</p> <p style="text-align: center;"><i>Delfin Indrawati</i></p> <p style="text-align: center;">INCREASING ENGLISH SPEAKING PROFICIENCY IN DAILY BASIS AND LECTURE FOR SEMINARIAN</p> <p style="text-align: center;"><i>Kevin Bodhidarma, Stefani Elyn Kristi D, Florentinus Adven Fery</i></p> <p style="text-align: center;">THE USE OF A PICTONARY GAME FOR 4TH GRADE OF TERUNA BANGSA ELEMENTARY SCHOOL STUDENTS IN IMPROVING THEIR VOCABULARY MASTERY</p> <p style="text-align: center;"><i>Valencia Julianita</i></p>
	<p style="text-align: center;">Room 3:</p> <p style="text-align: center;">K.31B</p> <p style="text-align: center;"><i>(20 participants)</i></p>	<p style="text-align: center;">— 1st Session —</p> <p style="text-align: center;">JOIN THE HARMONY OF HOSPITALITY: AN ENGLISH MODULE FOR HYATT REGENCY YOGYAKARTA</p>	<p style="text-align: center;">— 1st Session —</p> <p style="text-align: center;">JOIN THE HARMONY OF HOSPITALITY: AN ENGLISH MODULE FOR HYATT REGENCY YOGYAKARTA</p>

		<p><i>Kinanthi Pudyarningsih, Junia Seantia, Imelda Simanjuntak, Zita Indah Rosindria, Berlian Ketty, Mirachele Tifanklesia Euaggeliony Rantu</i></p> <p>THE INFLUENCES OF MINOR CHARACTERS ON BELLY'S EMOTIONAL MATURITY IN JENNY HAN'S THE SUMMER I TURNED PRETTY <i>Merry Christiana</i></p> <p>SENIOR HIGH SCHOOL STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH SONGS TO IMPROVE THEIR LISTENING SKILLS <i>Fransisca Tyas Ayu Kinanthi</i></p> <p>— 2nd Session —</p> <p>THE IMPACT OF CROSS-CULTURAL COMMUNICATION ON STUDENTS' ENGLISH SPEAKING CONFIDENCE <i>Erudite Wening Svetaketu</i></p> <p>THE EFFECTIVENESS OF USING BBC LEARNING ENGLISH TO IMPROVE ELESPP STUDENTS' GRAMMAR SKILLS IN DESCRIPTIVE WRITING <i>Hilaria Nindi Dwipuspa Anggraini</i></p> <p>DEVELOPING AN ENGLISH MODULE FOR MODELING INDUSTRY TO INCREASE PUBLIC SPEAKING PROFICIENCY <i>Vania Salsabila, Restina Ardiyanti Rahmadhani, Sherenian Anggun Pintara, Kezia Natalia, Raden Rara Grhayu Makhesya Primanulan, Fransiska Ira Dewi Bintari, Rachael Christin Nugraheni, Rizqi Ahnaf Ryansyah</i></p>	
	<p>Room 4:</p> <p>K.12</p> <p><i>(16 participants)</i></p>		<p>— 1st Session —</p> <p>SANTRI PERCEPTIONS OF ENGLISH LANGUAGE INFLUENCE ON ISLAMIC</p>

		<p>IDENTITY AND VALUES AT PESANTREN IN YOGYAKARTA <i>Ahmad Ismail</i></p> <p>THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM STUDENTS' PERCEPTIONS OF THE USE OF @ENGLISHFESS_ AS A GRAMMAR LEARNING MEDIUM <i>Zelza Adiningsih</i></p> <p>DEVELOPING AN ENGLISH LEARNING FOR TOUR GUIDES AT KAMPUNG WISATA PURBAYAN BASED ON SUSTAINABLE CULTURAL TOURISM <i>Vincentia Ferer Dayinta Pinesti Mahanani</i></p> <p>— 2nd Session —</p> <p>THE NEGATIVE IMPACT OF TECHNOLOGY ON HUMAN RELATIONSHIPS IN RON'S GONE WRONG MOVIE <i>Thessa Olivia</i></p> <p>MAKING ENGLISH MODULE FOR CINEMA BAKERY STAFF FROM CUSTOMERS' POINT OF VIEW AND NEEDS ANALYSIS <i>Angelica Deritama Setyaheningbudi, Resti Susanti, Angeline Viola Tantri, Redempta Risa Santika, Debby Norma Dian, Josephine Florentina Rachel, Paska Renggo Rendi Jati</i></p> <p>THE IMPACT OF ENGLISH TIPS CONTENT ON FOLLOWERS OF JAGOBHASACOM INSTAGRAM ACCOUNTS RELATED TO SELF-REGULATION IN IMPROVING ENGLISH SPEAKING SKILLS <i>Dinda Diah Setyaningrum</i></p>	
	<p>Room 5: K.31A</p>		<p>— 1st Session —</p>

		<p><i>(19 participants)</i></p>	<p>DEVELOPING ENGLISH LEARNING FOR BARISTA IN DASH PITSTOP <i>Moses Amor Deo, Ella Situmorang , Lidya Arlini</i></p> <p>DEVELOPING STUDENTS' CRITICAL THINKING THROUGH STUDENTS' REFLECTION IN BASIC READING AND WRITING CLASS <i>Nathania Siva Kirana</i></p> <p>COMMON PRONUNCIATION MISTAKES ENGLISH LANGUAGE EDUCATION STUDY PROGRAM (ELESP) STUDENTS MAKE IN CLASSROOM LANGUAGE IN VIDEO-RECORDED TEACHING PERFORMANCES <i>Andrea Melissa Visia Rosselini, Elisabeth Nadia Putri Prasetya</i></p> <p>— 2nd Session —</p> <p>SELF ACTUALIZATION: A PSYCHOLOGICAL ANALYSIS ON DISNEY PIXAR'S LUCA (2021) <i>Evita Galuh Pramesthi</i></p> <p>CULTURAL AND LINGUISTIC DIVERSITY: MORPHOLOGICAL PROCESS IN NOVEL "YUNI" WRITTEN BY ADE UBAIDIL <i>Briliyanti Shabrina Putri</i></p> <p>DEVELOPING ENGLISH MATERIALS IN DAILY COMMUNICATION SERVICES FOR WAITERS IN THE HOUSE OF RAMINTEN RESTAURANT <i>Ryan Herbert Tethool, Ignatius Loyola Ajar Kuncoro Murti, Jeslyne Yuke Areta, Aloysius Bagas Lintang Widya Saputra, Melan Rhoza, Stephen Henry Putra De Sukur, Johanes Arya Amandu</i></p>
	<p>Room 6:</p> <p>K.15</p>		<p>— 1st Session —</p>

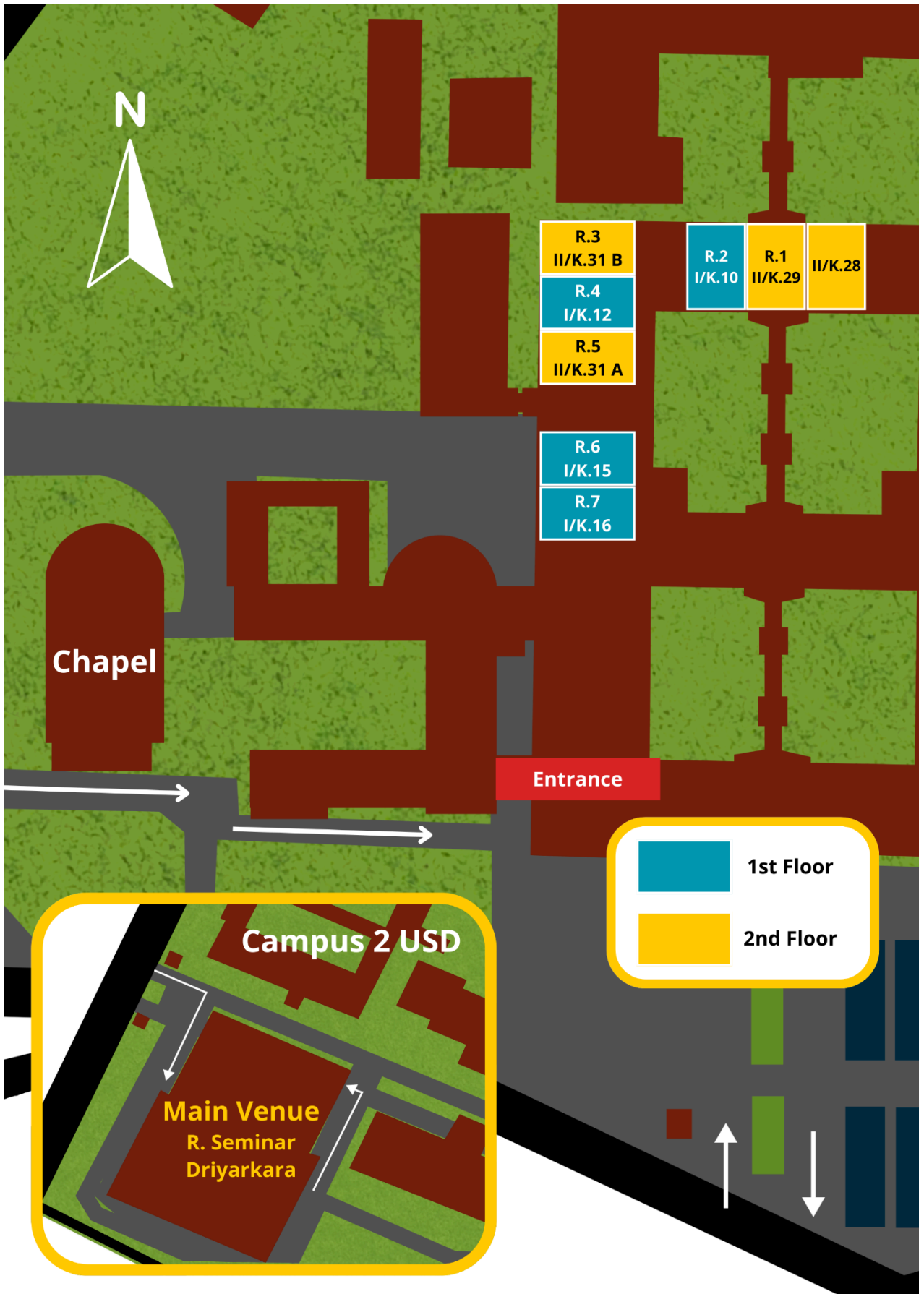
		<p><i>(18 participants)</i></p>	<p>ENGLISH FOR SPECIFIC PURPOSES IMPLEMENTATION FOR BARISTA IN YOGYAKARTA <i>Alma Regina, Angel Adrisha Fallo, Heri Yudianto, Heronymus Dion B.W, Laurensia Christabel K.A, Lina Herawati, Shakira Wisnu Nareswari</i></p> <p>METAPHORS FOUND IN THE SONG “SWITCHBLADE” BY NIKI: A COMPARATIVE STUDY <i>Felicia Diva Angelique</i></p> <p>DESIGNING “BASIC ENGLISH FOR DRIVER” MATERIALS FOR DRIVERS AT PT. TRANSPORTASI VELOCITY INDONESIA <i>Yuliana Ines Arias Tarigas</i></p> <p>— 2nd Session —</p> <p>THE IMPACT OF LOW-TECH GAMIFICATION ON STUDENTS’ PARTICIPATION <i>Winsi Elpril Sekarputri</i></p> <p>ANALYZING COPING MECHANISMS IN “THE WHALE”: CHARLIE AND ELLIE’S PSYCHOLOGICAL REALISM <i>Yosephine Flowrina Sumitro</i></p> <p>DEVELOPING SPEAKING-FOCUSED TEACHING MODULE FOR ELEMENTARY STUDENTS STUDYING IN QUEEN ENGLISH COURSE KARANGANYAR <i>Spartan, Larnetta Balies, Arif Hasmoro, Julius Christuha Motuhonu, Ivan Priyanto Samsulardi, Nicholas Angger Hartanto, Veggie Rische</i></p>
	<p>Room 7:</p> <p>K.16</p> <p><i>(22 participants)</i></p>		<p>— 1st Session —</p> <p>THE USE OF ACADEMIC WORDS BY ENGLISH STUDENTS OF SANATA DHARMA UNIVERSITY</p>

			<p style="text-align: center;"><i>Chiara Puspa Luig</i></p> <p style="text-align: center;">EXAMINING THE PREPAREDNESS OF ENGLISH TEACHERS IN HIGHER EDUCATION FOR THE INTEGRATION OF GENERATIVE AI</p> <p style="text-align: center;"><i>Suciati Laiya</i></p> <p style="text-align: center;">DEVELOPING ENGLISH MATERIAL FOR ELEMENTARY TEACHERS AT SD KANISIUS GAYAM YOGYAKARTA</p> <p style="text-align: center;"><i>Andrea Rinjani Purwanto, Imanuela Asanti, Margaretha Tiurmaningdyah, Maria Kirani, Siprianus Senuken Medhon, Stepanus Verel Abijuang, Yusafat Rubiantoro</i></p> <p style="text-align: center;">— 2nd Session —</p> <p style="text-align: center;">FUTURE FORWARD LEARNING: EXPLORING STUDENT ATTITUDES TOWARDS THE USE OF AI IN PROJECT-BASED LEARNING CLASS</p> <p style="text-align: center;"><i>Della Apriliana</i></p> <p style="text-align: center;">DEVELOPING ENGLISH MATERIAL FOR TOUR GUIDE IN DIRGANTARA MANDALA AIR FORCE MUSEUM</p> <p style="text-align: center;"><i>Nararya Surya Bramasta, Kalyana Mitta, Kornelia Vidia, Icca Loranika Saragih, Mauren Hilda Kustopo, Patricia Amanda Suwantara, Ludwina Adela Maheswari, Khansa Mahira Pertiwi</i></p> <p style="text-align: center;">ELESP 6th SEMESTER STUDENTS PERCEPTIONS OF THE IMPACT OF CHATGPT 3.5 TECHNOLOGY ON THE SKILLS OF WRITING DESCRIPTIVE TEXT</p> <p style="text-align: center;"><i>Aldi Nugroho</i></p>
		Room 8:	— 1st Session —

		<p>“Online Room”</p> <p>R.Seminar Driyarkara</p> <p><i>(9 participants)</i></p>	<p>CAKE APPLICATION AS A MEDIA IN LEARNING ENGLISH: A SYSTEMC REVIEW <i>Rahmad Yusup</i></p> <p>THE EFFECTIVENESS OF INSTAGRAM REELS TO IMPROVING THE STUDENTS EFL STUDENTS VOCABULARIES <i>Dedi Yusuf</i></p> <p>EXPLORING STUDENT DIFFICULTIES IN USING DUOLINGO AS EFL STUDENT IN ENGLISH LANGUAGE STUDY PROGRAM ASSOCIATION OF UNIVERSITAS KATOLIK SANTO AGUSTINUS HIPPO <i>Yohanes Abxy Pebriyanto, Aste Ria Ela, Emy Lia Ana</i></p> <p>—2nd Session—</p> <p>THE IMPLEMENTATION OF TIKTOK APPLICATION IN LANGUAGE EDUCATION <i>Sui Istiningsih</i></p> <p>STUDENTS PERCEPTION ON THE USE OF FULL ENGLISH IN LEARNING IN UNIVERSITY <i>Evi Arweni</i></p> <p>DIGITAL STORYTELLING AS AN ALTERNATIVE MEDIUM IN TEACHING LEARNING SYSTEMATIC REVIEW <i>Husnul Khotimah</i></p> <p>MATHEMATICS EDUCATION STUDENTS PERCEPTION ON ENGLISH FOR MATH SUBJECT <i>Citi Putri</i></p>
7.	12.35 - 13.05	Lunch	
8.	13.05 - 13.45	Back to Ruang Seminar Driyarkara	

9.	13.45 - 13.55	Preparations for the 2nd Keynote Speaker	
10.	13.55 - 15.05	Keynote Speakers' Presentation R. Seminar Driyarkara (40 mins presentation + 20 mins QnA)	2nd Keynote Speaker: Rina Astuti Purnamaningwulan Lecturer of English Language Education Study Program, Sanata Dharma University Moderator: Klaus Ivan Priyanto S.
11.	15.05 - 15.20	Announcement and Closing	

Map of UC 2024



UC Keynote Abstract

USING TECHNOLOGY TO POWER UP DIFFERENTIATED INSTRUCTION

Dr. Finita Dewi, S.S., M. A.
Indonesian Education University
finita@upi.edu

Abstract

In today's educational landscape, the integration of technology has the potential to revolutionize differentiated instruction, catering to diverse student needs and learning preferences. This presentation explores practical strategies for leveraging educational technology to enhance differentiated instruction in English Language Teaching Context. By utilizing tools such as Padlet, Genially, and choice boards, educators can offer personalized learning experiences that empower students and foster engagement. Participants will gain insights into designing interactive, student-centered lessons that not only address various learning styles but also promote independence and accountability. The session will emphasize the importance of thoughtful instructional design, ensuring that technology serves as a means to enrich the learning experience, rather than as an end in itself.

DIFFERENTIATED INSTRUCTION: EMBRACING STUDENTS' DIVERSITY AND UNLOCKING STUDENTS' POTENTIAL

Rina Astuti Purnamaningwulan, S.Pd., M.Hum.

Sanata Dharma University
rina.ap@usd.ac.id

Abstract:

In today's increasingly diverse English as a Foreign Language (EFL) classrooms, educators face the challenge of meeting the diverse needs of each learner while ensuring academic success for all. Differentiated Instruction (DI) emerges as a meaningful approach to address this challenge. This presentation introduces DI approach especially to pre-service teachers including its definition, significance, and practical implementation within the EFL context. Its correlation within the framework of the Merdeka curriculum will also be discussed. Through real-world examples, pre-service teachers will gain valuable insights into DI strategies that can cater to students' diverse abilities and learning needs, thus optimizing students' learning experiences and outcomes.

Keywords: Differentiated Instructions, diverse learners, inclusive education

Parallel Presentation

INVESTIGATING STUDENTS' SELF-EFFICACY IN SPEAKING THROUGH THE USE OF PROJECT-BASED LEARNING

Regina Putri Nernere, Markus Budiraharjo

Sanata Dharma University

reginanernere12345@gmail.com, markbudi@usd.ac.id

Abstract

A growing body of research on neuroscience highlights the crucial role of emotion in the learning process. Studies in social and emotional learning strategies revealed the importance of integrating emotion management into the learning process. A positive mindset or belief related to the inner capacity to solve complex problems is perceived as a paramount aspect rather than IQ level itself (Dweck, 2007). This paper describes a learning process as project-based, utilizing a podcast-making project. 60 second-semester students from two intermediate listening and speaking classes of ELESP USD are invited to this study. The data gathering involved observations, questionnaires, interviews, and focused group discussions. Drawing on a sequential explanatory mixed method, this study reveals how diverse students could take advantage of the learning design. Those with poor learning strategies gained significant benefits from the collaborative learning activities. It is recommended that teachers implement project-based learning as one of the effective learning strategies for improving self-efficacy.

Keywords: EFL students, self-efficacy, project-based learning

DEVELOPING ENGLISH SKILLS AND PROMOTION SKILLS MODULE FOR SOCIAL COMMUNICATION STAFF IN SAINT THERESIA LISIEUX CATHOLIC CHURCH AT BORO KULON PROGO

Maria Nadya Agustha, Chaecilia Hana Tyas, Marjani Salwa Shafirah, Mutiara Jingga, Petra Bagavannita, Sellina Oktaviani, Teresia Astrid, Vincentia Deswita

Sanata Dharma University

nonnamaria0608@gmail.com, chaeciliaaaa@gmail.com, firaaxxnh@gmail.com, mutiarajinggaa@gmail.com, petrabtw055@gmail.com, cellineqinn@gmail.com, astridarsita12@gmail.com, vincentiadeswita03@gmail.com

Abstract

This study was conducted by developing suitable English materials for the staff of the Social Communication division at Saint Theresia Lisieux Catholic Church in Boro, Kulon Progo so that they can learn English skills and overcome the problems of speaking English in their circumstances. The development will produce an English module that is specific to the needs of the Social Communication staff at Saint Theresia Lisieux Catholic Church in Boro, Kulon Progo. This research will use the Research and Development (R&D) approach, which includes analysis, design, development, implementation, and evaluation. According to the research that has been done, a more valid, practical, and effective module has been developed. The validity of the module can be assessed through aspects of the content and presentation. The future suggestion for other researchers is to develop a suitable English language module to meet the needs of the target learners. The social communication staff at Saint Theresia Lisieux Catholic Church in Boro, Kulon Progo needs a particular module that is more relevant to become a reference for the use of English in the context of multimedia and the promotion of pilgrimage sites. The implementation of an English language module for the Social Communication staff at Saint Theresia Lisieux Catholic Church in Boro, Kulon Progo is expected to make a big contribution to all aspects of their lives, especially to enhance the engagement of Saint Theresia Lisieux Catholic Church, both to promote their church and to improve the English language skills of all staff in Social Communication at Saint Theresia Lisieux Catholic Church in Boro, Kulon Progo.

Keywords: English materials, social communication, multimedia, promotion

PERCEIVED CRITICAL THINKING SKILLS IN RESPONSE TO PODCAST-MAKING PROJECT

Aprilia Dyah Kriswinahyu, Markus Budiraharjo

Sanata Dharma University

apriadiyah.krswnhyu22@gmail.com, markbudi@usd.ac.id

Abstract

Given the highly complex and dynamic nature of the 21st century job market, critical thinking skills are deemed to be a pressing need for students. English teachers are required to encourage a more holistic teaching goal which encompasses the 4Cs (communication, collaboration, critical thinking, and creativity). This paper is set to report a study on how project-based learning through podcast-making was done among 60 second-semester students of the ELESP, who attended Intermediate Listening and Speaking classes. Using the sequential explanatory mixed-method, this study reveals that the students demonstrated a higher level of engagement in critical thinking skills. Students became aware of the differences between facts and opinions to put in the podcasts to be published to a large audience. To incorporate information and data into their podcasts while achieving the prescribed assessment standards, students checked and validated the information from various sources to be able to present reliable information about a particular topic. Given the value or worth of podcast-making as project-based learning, it is recommended that lecturers utilize the teaching and learning procedure as the core component of the curriculum, not merely an add-on offered by the end of a class.

Keywords: Podcast-making, project-based learning, EFL

PODCAST-MAKING PROJECT TO NURTURE CREATIVITY AND CRITICAL THINKING: A PERSONAL NARRATIVE INQUIRY

Raditya Yogavian Risangadya, Christina Eva Kerenhapukh Siagian

Sanata Dharma University

raditya.risangadya@gmail.com, christinaev1104@gmail.com

Abstract

Learning to speak English has become a real challenge for the generation of post-Covid-19 students. For almost three years, the absence of authentic classes has made us lose opportunities to develop our speaking skills in natural settings. This paper is set to report a personal narrative inquiry that depicts how a podcast-making project has allowed us to thrive well, especially in terms of nurturing our creativity and critical thinking skills. Drawing from a personal narrative inquiry, this study reveals the lessons learned that we had been engaged in the class. The findings suggest that the project has created a good atmosphere that challenges us to perform well, inevitably forces us to collaborate with each other, and creates necessary motivation to invest our time and energy more wisely. It is also evident that some students tend to comply with the prepared script, causing them to be unable to improvise, and making the conversation less elaborate and less natural. It is recommended that students need to learn how to improvise and maintain their agility/flexibility to adapt, to practice more and explore ideas drawn from their own experiences, and to encourage each other to feel okay when they make mistakes.

Keywords: creativity, critical thinking skills, podcast-making

IMPROVING STUDENTS' ENGLISH-SPEAKING SKILLS THROUGH ROLE PLAY IN SMA NEGERI 11 YOGYAKARTA

Aurel Oktavia Putri
Sanata Dharma University
aurelia.putriokt@gmail.com

Abstract

Role play, as a teaching strategy, does not only enable students to express their thoughts and ideas but also allow them to interact with their peers and engage in productive discussions. Role play is one of the ways to improve speaking skills, especially in English. Students' ability to learn and create conversational dialogue independently based on the topic given by the teacher shows the improvement of students speaking ability.

In this thesis, the researcher examined the improvement of speaking skills through the practice of Role play among students at SMA Negeri 11 Yogyakarta. The researcher had two objectives. Firstly, the application of Classroom Action Research (CAR) was utilized to find the students problem in speaking and provide periodic guidance on the topic of "asking and giving opinion". Secondly, the researcher aimed to find the development of speaking skills in students through the use of Role Play.

The findings of the research lead to some conclusions. First, students were more confident and fluent when they were speaking English. Second, it was evident that there was a significant improvement in both grades and English language competency after engaging in role play activities. These significant conditions were influenced by a conducive classroom situation, student cooperation during pair work, engaging activities that stimulate speaking skills.

Keywords: speaking, role play, pair work

**LEARNING MODULE DEVELOPMENT TO EQUIP STUDENTS AT STATE
VOCATIONAL SCHOOL 2 DEPOK FOR GLOBAL CAREER**

**Moses Refaya Gerungan, Griseldies Angie Marcella, Meylani Indah Saputri
Tampubolon, Brigita Angel Suyoto, Agustinus Bagas Daning Kusuma, Maria Gratia
Yavita, Theresia Angelia Tifany Hiwu**

Sanata Dharma University

mrefayarefaya@gmail.com, griseldiesangiem@gmail.com, thispresentforyou@gamil.com,
yetiokaangel@gmail.com, agustinusbagasdank@gmail.com, yavitagratia16@gmail.com,
weigelangel@gmail.com

Abstract

This paper presents the implementation and development of students in State Vocational School 2 Depok in preparing for their future global careers. The learning module given to the students equipped them to be good graduates with excellent preparation for their future careers. The module content focuses on building essential skills like personal branding, crafting curriculum vitae, and explaining how to make a good impression in the interview. In detail, it explains the challenges and opportunities presented by the global workplace with specific competencies students will need to thrive. The paper details the instructional methods employed within the module. By completing this program and learning this module, students will gain the competencies necessary to create their own curriculum vitae and their soft skills to do an interview.

Keywords: learning module development, global careers, personal branding, curriculum vitae, interview

CHARLES SANDERS PEIRCE SEMIOTIC STUDY: TRIADIC RELATIONSHIP IN THE ALMOND TREES SHORT STORY BY ALBERT CAMUS

Aloysius Gonzaga Koptarico Nugraha

Sanata Dharma University

alogomzagaaa@gmail.com

Abstract

This study is entitled Charles Sanders Peirce Semiotic Study: Triadic Relationship in The Almond Trees Short Stories by Albert Camus. This study examines the icons, indexes, and symbols in The Almond Trees short story by Albert Camus. The triadic relationship between the signs in the short story, which are icons, indexes, and symbols, is what the author wants to clarify and illustrate in this study. The method used in this research is the library method, which involves applying qualitative methods. While the discussion technique is descriptive-qualitative, which explains the discussion based on literary works. The data used consisted of the text of The Almond Trees, a short story by Albert Camus. The results obtained consist of 5 signs in the form of icons, 7 marks in the form of indexes, and 4 signs in the form of symbols.

Keywords: semiotics, icon, index, symbol, short story

CHASING A CAREER IN TEACHING: INVESTIGATING FUTURE ENGLISH TEACHERS' MOTIVATION IN REMOTE AREA

Arie, Efrika Siboro, Antoninus Setyawan Sugeng Nur Agung

Santo Agustinus Hippo Catholic University

arieskb04@gmail.com, efrikasiboro5@gmail.com, a.agung@sanagustin.ac.id

Abstract

Career in teaching is considered as a profession that involves tutoring students academically at a range of education levels. Investigating and exploring the initial motivation of pre-service English teachers are the objectives of this study. Previous studies were predominantly conducted in urban areas where extrinsic motivations were found to be dominant. This study fills the gap by being carried out in a remote area which has not been explored before; providing a unique perspective on the motivations of pre-service English teachers in such contexts. The research involved pre-service English teachers for the 2022 academic year. These participants were selected using purposive sampling by respecting their experience in the college and considering that they have not their Practice Teaching yet. A questionnaire was given to 68 pre-service teachers and a semi-structured interview was utilized to 10 of them to gather detailed, accurate, and rich data. Once the data were collected, the analysis was conducted within three steps: data condensation, data display, and conclusion drawing. The results of this study indicate that pre-service teachers are influenced by three different kinds of motivation while considering a career in education: altruistic, extrinsic, and intrinsic. These motivations largely represent the decision that they made.

Keywords: career motivation, English teacher, pre-service teacher, remote area

DEVELOPING ENGLISH FOR SCIENCE AND TECHNOLOGY STUDENTS

Brigitta Utari Praptiningtyas Ananda, Chelvino Dimas Hardita, Georgius Rico Asto Pangestu, Maria Vianney Listyandari, Monica Alvita Hapsari, Priska Grace Irena, Retnaningtyas Wintu Cahyowati, Rodriga Ghricelda Mina Andarsuni Hulu

Sanata Dharma University

tyaslew@gmail.com, chelvinodimasid@gmail.com, azkata22@gmail.com,
mariaavianney@gmail.com, monicaalvita03@gmail.com, priskagrace16@gmail.com,
retnaningtyas183@gmail.com, rodrigagrace@gmail.com

Abstract

This study aims to develop materials in the form of textbooks to enhance English skills among students from diverse backgrounds and academic years interested in the Information and Technology (IT) field. The materials aim to bridge the gap between general English language learning and the specific communication needs of the IT industry. Students need to understand not only Information and Technology specific English terms but also general English to improve their understanding and communication skills, as they will face jobs with high English usage demands. The design of this study follows the Research and Development (R&D) framework which includes analysis, design, development, implementation, and evaluation stages. From the research that is still ongoing analysis focuses on the validity of the module, particularly in terms of content and presentation. In order to use English in a teaching context, students need a specific book that acts as a pertinent reference. English has been a compulsory language that is used in Information Systems Technology Department courses. With contents that focused on the Information and Technology (IT) field, the researchers created a module that covers English for specific terms in IT to help them improve their understanding of English and communicate at the international level.

Keywords: English skills, English for science and technology students, textbooks, communication needs, R&D, international communication

DESIGNING AUTHENTIC INSTRUCTION MATERIAL FOR SOLA CANDIDATES BY INTEGRATING MULTIPLE INTELLIGENCE IN NURTURING THE SPIRITUAL LIFE

Delfin Indrawati

Sanata Dharma University
spondelfina@gmail.com

Abstract

The use of authentic materials has become increasingly important in English language learning, as they can be effectively integrated into learning resources, learning objectives, and learning experiences. This study focuses on the development of authentic materials for EFL learners who are novices in a religious institution. For these young potential foreign language learners, while focused on developing their English abilities as guided by their teachers, maintaining their authenticity and spirituality is also important.

In this study, authenticity is expected to foster the spiritual growth of the candidates with the help of multiple intelligences. Multiple intelligences can serve as a medium for the novices to enhance their speaking confidence. Therefore, the use of authentic materials and multiple intelligences in various ways can make learning enjoyable and beneficial. The researcher proposes the following research questions: 1) How is the English module for the Sisters of Our Lady of Amersfoort (SOLA) novices using authentic materials integrated with multiple intelligence designed? 2) What does the English module design look like?

The study employed the ADDIE method, which consists of five phases: (1) analysis of targeted needs, (2) designing a learning overview, (3) developing detailed instructional activities, (4) implementation, and (5) evaluation to validate the learning design. Based on the needs analysis, the Novice Mistresses from both Malang and Malawi prioritized speaking and writing skills. The following topics were chosen for the learning materials instruction, based on Nunan's theory of authenticity (1988): (1) the congregation's history, (2) religious vows, (3) community life, and (4) performance of a real drama based on stories they portray.

Integrating Gardner's nine intelligences (intrapersonal, interpersonal, linguistic, spatial, bodily-kinesthetic, logical-mathematical, musical, and naturalist,

& existential) into the four main topics of each unit, the researcher utilized Armstrong's theory of multiple intelligences in the classroom (2009). Following Armstrong's theory with some adjustments, the design incorporates various significant activities in the classroom for each unit: (1) Let's Play! (2) The Glimpse, (3) Jesus Onsite! (4) Let's Learn! (5) Let's Talk! (6) Let's Do it!, and (7) Fiat Maria to nurture motivation and expand vocabulary related to the relevant content.

As the intended module did not cover the implementation stage, the next research direction is targeted at module implementation to determine how this module can meet the congregation's needs.

Keywords: authentic materials, multiple intelligences, reflection, spiritual life, speaking abilities

INCREASING ENGLISH SPEAKING ABILITY MODULE AMONG SEMINARIANS

Kevin Bodhidharma, Stefani Elyn Kristi D, Florentinus Adven Fery

Sanata Dharma University

kevinsamuel888@gmail.com, stefanielyn.se@gmail.com, advenfery@gmail.com

Abstract

The goal of this study is to develop appropriate English learning materials for seminarians so that they can improve their speaking ability to use English in their daily activities, classes, and Eucharist ceremonies. This project is set to create an English textbook that can be used for the seminarians to re-learn the material that had been taught. Through this development, it is expected that both the teacher (Nirwasita) and the seminarians can benefit from these developed materials. This study is categorized as research and development (R&D), which utilizes ADDIE (Analysis, Design, Development, Implementation and Evaluation) to guide the materials design. Seminarians need to develop a good command of English to help them communicate with fellow colleagues from other countries and also help them improve in learning since most of the learning materials are in English.

Keywords: communication, presentation, seminarian, English material

THE USE OF A PICTONARY GAME FOR 4TH GRADE OF TERUNA BANGSA ELEMENTARY SCHOOL STUDENTS IN IMPROVING THEIR VOCABULARY MASTERY

Valencia Julianita

Sanata Dharma University
Valenciajulianita25@gmail.com

Abstract

Vocabulary is one of the most important aspects of English. Therefore, 4 English skills cannot be achieved by students if they still have difficulties mastering the vocabulary. This research applied Classroom Action Research (CAR). This research deals with improving students' vocabulary mastery. 4th-grade students at Teruna Bangsa Elementary School had problems learning English vocabulary. The researcher addressed two research questions: (1) How does the implementation of the Pictionary game improve students' vocabulary learning? (2) To what extent the pictionary game can improve students' vocabulary learning?

This research aims to help students improve their vocabulary mastery through a Pictionary game. The researcher used 2 cycles adopted from Kemmis and Taggart that consisted of 4 steps: planning, action, observation, and reflection in each cycle. The finding of this research was that a Pictionary game could improve students' vocabulary mastery. The evidence could be seen from the average scores of the tests in both cycles. The pre-test average score was 37,03. The post-test I average score was 75,37. The post-test II average score was 86,33.

The results of the observation and interview also showed that there was a significant improvement in students' activeness, response, and participation. Students understood the meaning, usage, word formation, and grammar. Based on the results, it could be concluded that there was a significant improvement in students' vocabulary mastery by using a Pictionary game. Based on the research, it is recommended that English teachers have to use a Pictionary game in teaching English vocabulary.

Keywords: classroom action research, pictionary game, vocabulary mastery

JOIN THE HARMONY OF HOSPITALITY: AN ENGLISH MODULE FOR HYATT REGENCY YOGYAKARTA

**Kinanthi Pudyaningsih, Junia Seantia, Imelda Simanjuntak, Zita Indah Rosindria,
Berlian Ketty, Mirachele Tifanklesia Euaggeliony Rantu**

Sanata Dharma University
elysiancompany.spd@gmail.com

Abstract

This study was conducted to develop suitable English language materials for Hyatt Regency Yogyakarta staff, improving their communicative competence in various hospitality roles. This is to overcome the lack of specialized language training for hotel employees, which impacts service quality and guest satisfaction. This study aimed to create a comprehensive English language module tailored to different staff positions, focusing on improving language skills relevant to daily job tasks. Following a Research and Development (R&D) approach, involving analysis, design, development, implementation, and evaluation phases, this study utilized a needs assessment survey, expert consultation, and pilot testing to ensure the validity, practicality, and effectiveness of the module. The study findings demonstrate the successful development of a specialized English module consisting of 13 units covering a range of work situations encountered in the hospitality industry. Each unit addresses specific language skills required for roles such as housekeeper, security, FB service, golf & recreation, front office, as well as back office. Evaluation results demonstrated the validity, practicality, and effectiveness of the module in improving staff communicative competence. In addition, the developed English language module was effective in meeting the identified needs of Hyatt Regency Yogyakarta staff, which contributed to improved performance and guest satisfaction, including ongoing training and support for staff to maximize the benefits of the module, highlighting the importance of specialized language education in the hospitality sector.

Keywords: English materials, English module, research and development

THE INFLUENCES OF MINOR CHARACTERS ON BELLY'S EMOTIONAL MATURITY IN JENNY HAN'S THE SUMMER I TURNED PRETTY

Merry Christiana, Maria Vincentia Eka Mulatsih

Sanata Dharma University

merrychristiana824@gmail.com, mv_ika@usd.ac.id

Abstract

Emotional maturity plays a significant role in the behavior of individuals. A contemporary novel entitled *The Summer I Turned Pretty* written by Jenny Han is a work that portrays emotional maturity through its character. This thesis aims to analyze the minor characters' influences on the main character's emotional maturity.

Two research questions are formulated in this study. The first question is, "How is Belly's emotional maturity described in Jenny Han's *The Summer I Turned Pretty*?" The second question is, "What are the influences that the minor characters bring toward Belly's emotional maturity?" To answer the research questions, the writer uses the theories of major and minor characters to analyze the characters' roles, and emotional maturity to identify the levels of emotional maturity experienced by the main character that are influenced by the minor characters.

This study uses the New Criticism approach along with the close reading method to analyze the issue as this study deals with emotional maturity theory. The data were gathered by using the library research technique where the novel is the primary source and supporting books, journals, and articles are the secondary sources.

The findings of this research reveal that Conrad, Jeremiah, and Susannah significantly influenced Belly's emotional maturity. Belly undergoes five levels of FitzMaurice's emotional maturity. Those are emotional responsibility, emotional honesty, emotional openness, emotional assertiveness, and emotional understanding. Those five levels of emotional maturity experienced by Belly were influenced by Conrad, Jeremiah, and Susannah. By knowing the development of Belly's emotional maturity, the readers could reflect on themselves and implement Belly's positive behaviors.

Keywords: influences, minor character, emotional maturity

SENIOR HIGH SCHOOL STUDENTS' PERCEPTIONS OF THE USE OF ENGLISH SONGS TO IMPROVE THEIR LISTENING SKILLS

Fransisca Tyas Ayu Kinanthi
Sanata Dharma University
fransiscatyas77@gmail.com

Abstract

English songs are very popular in the current generation. People use English songs as entertainment, as well as in the field of education used as a medium to learn and improve English skills. English songs are used by students born in Generation Z to improve their English skills because they can relate to English songs and are familiar with them. This affects the result of their learning process.

This research aims to investigate students' perception of the use of English songs to improve their listening skill. This research has two research questions: (1) What are SMAN 1 Bantul students' perceptions of the use of English songs to improve their listening skill? (2) How does listening to English songs improve students' listening skill?

The quantitative method is the methodology used in this research. The researcher used a questionnaire and interviewed some participants to collect the data for this research. The participants who participate in this research are eleventh-grade students of SMAN 1 Bantul.

From the data collected, the researcher concluded that eleventh-grade students in SMAN 1 Bantul had positive perceptions of the use of English songs to improve their listening skill. Moreover, the improvement of students' vocabulary and pronunciation after listening to English songs has a big effect on the improvement of students' listening skills.

THE IMPACT OF CROSS-CULTURAL COMMUNICATION ON STUDENTS' ENGLISH SPEAKING CONFIDENCE

Erudite Wening Svetaketu

Sanata Dharma University

erudite121@gmail.com

Abstract

This study aimed to explore the impact of cross-cultural communication on students' confidence in speaking English. In today's globalized world, proficiency in English is a vital skill. The study focused on the Service-Learning Program involving students from seven countries, which significantly boosted participants' confidence in speaking English. Here, speaking confidence is defined as the ability to speak fluently without hesitation. The research analyzed the positive effects of cross-cultural communication on enhancing students' confidence in using English, considering each country's unique contribution.

Two key questions were examined: (1) To what extent does cross-cultural communication influence students' confidence in English? (2) How does cross-cultural communication aid in developing this confidence? The study used a mixed-method approach, involving 26 students from the 12th Service Learning Program at Xavier Learning Community in Thailand. Data were collected through questionnaires and interviews.

Findings indicated that cross-cultural communication significantly boosted students' English-speaking confidence by exposing them to diverse language styles and cultural perspectives, and offering practical experience. The language barriers encountered served to strengthen their English skills, leading to continuous improvement and greater confidence. The study suggests further research into how cultural differences and language complexities affect speaking confidence, as well as the role of feedback and support in enhancing English-speaking confidence.

THE EFFECTIVENESS OF USING BBC LEARNING ENGLISH TO IMPROVE ELESP STUDENTS' GRAMMAR SKILLS IN DESCRIPTIVE WRITING

Hilaria Nindi Dwipuspa Anggraini

Sanata Dharma University

hilariaanindi28@gmail.com

Abstract

BBC Learning English is a digital platform that can be used to support learning, including learning grammar for descriptive writing. Good grammar is one of the main requirements for descriptive writing. The use of digital platforms for learning can also support the development of learning in the 21st century. The aims of this research are to find out the challenges faced by students and to know how BBC Learning English improves students' understanding and application of grammatical rules in descriptive writing. This research used classroom action research. The data was collected from observations, questionnaires, tests, and interviews. There were 35 participants and 6 interviewees at Sanata Dharma University.

The research results found that most students knew the basics of English for grammar and writing quite well. However, students still needed a lot of reading and writing practice. Besides, they had difficulties staying focused because they were distracted by cell phones and lacked time to complete assignments and tests. The researcher provided reading sessions and writing practice, analyzed grammatical errors in descriptive writing, and increased interaction with students to face these challenges. Students also agreed that there has been quite significant progress in learning grammar in descriptive writing using BBC Learning English.

Keywords: BBC Learning English, grammar, descriptive writing, digital learning

DEVELOPING AN ENGLISH MODULE FOR MODELING INDUSTRY TO INCREASE PUBLIC SPEAKING PROFICIENCY

Vania Salsabila, Restina Ardiyanti Rahmadhani, Sherenian Anggun Pintara, Kezia Natalia, Raden Rara Grhayu Makhesya Primanulan, Fransiska Ira Dewi Bintari, Rachael Christin Nugraheni, Rizqi Ahnaf Ryansyah
Sanata Dharma University
salsavaniaa29@gmail.com, grhayumakhesya@gmail.com

Abstract

The goal of this study is to develop appropriate English learning materials so that modeling agency students can expand their careers to the international scene. The project will create an English textbook (module) that meets the needs of the beauty pageant industry. Through this development, it is expected that teachers and students can benefit from the results of this development. This research falls into the category of research and development (R&D), which includes analysis, design, development, implementation, and evaluation. According to the research results, it can be summarized that a more reliable, applicable, and relevant module has been developed. The content and presentation features of the module reliability analysis are clearly obvious; further researchers are encouraged to develop a tailored English curriculum for educational objectives. Students need specific teaching resources that emphasize public speaking with modeling terminology. Given that English is a global language, English courses in the beauty pageant industry are expected to have a positive impact on all aspects of the beauty pageant industry, especially when a model enters a modeling competition or beauty pageant.

Keywords: public speaking, English module, beauty pageant

SANTRI PERCEPTIONS OF ENGLISH LANGUAGE INFLUENCE ON ISLAMIC IDENTITY AND VALUES AT PESANTREN IN YOGYAKARTA

Ahmad Ismail, Inats Fathna Azizah, Alaina Nafila Zahfana

Sunan Kalijaga Islamic State University

20101050024@student.uin-suka.ac.id, 20101010053@student.uin-suka.ac.id,

20104090068@student.uin-suka.ac.id

Abstract

Pesantren, as centers of Islamic religious education in Indonesia, have evolved their curriculum to include the English language alongside the traditional Arabic, reflecting its global significance. However, since the English language originates from the West, it carries distinct cultures and expressions. Moreover, some Muslims have labeled English as a non-Muslim language. Consequently, this study investigates how Santri perceives the English language, and how it influences their Islamic identity and values as Muslim learners at Pesantren. A quantitative approach was employed using a questionnaire divided into three categories of questions. The first category assesses Santri's reception towards the English language, the second investigates its influence on their Islamic identity, and the third examines its impact on their Islamic values as Muslim students. The study analyzed responses from 133 Santris representing 25 different Pesantren in Yogyakarta province. The process of analyzing the data was conducted using descriptive statistics and ANOVA tests through SPSS. The findings reveal a high level of acceptance of the English language among Santri at Pesantren in Yogyakarta, with an overall mean score of 1.68 (SD = 0.58). Additionally, despite the English language being associated with Western cultures and non-Muslim languages, the respondents firmly rejected the notion that it negatively affects their Islamic identity and values as Muslim learners. As a result, this study demonstrates that the English presence does not compromise the preservation of Islamic identity and values among Santri at Pesantren in Yogyakarta. Rather, it stands as a testament to their resilience and adaptability in the face of a dynamically changing world.

Keywords: Santri, English language influence, Islamic identity, Islamic values, Pesantren

THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM STUDENTS' PERCEPTIONS OF THE USE OF @ENGLISHFESS_ AS A GRAMMAR LEARNING MEDIUM

Zelza Adiningsih

Sanata Dharma University
zelza.adiningsih@gmail.com

Abstract

X (formerly known as Twitter) plays a significant role in the daily lives of undergraduate students. Widely used as a microblogging medium, X offers various features which allows the user to engage in a discussion on a community called base account. Having more than 800.000 followers who share the same interest in learning English, @englishfess_ is one of the most influential accounts that is used by Indonesian users to learn English. X's efficacy in various educational domains have been researched. Based on the background above, this study is aimed to explore the following research questions: "What are the students' perception of grammar learning?" and "What are the students' perceptions of the use of @englishfess_ as a grammar learning medium?"

This study used a quantitative method to explore the students' perceptions of the use of @englishfess_ as a grammar learning medium. The participants were students in ELESP Sanata Dharma University batch 2020. The instruments used for this research were questionnaire, interview, and document analysis.

The findings showed ELESP students positively perceived the use of @englishfess_ as a grammar learning medium. Using @englishfess_ as a grammar learning medium helps the students in fostering self-learning motivation, reducing anxiety in online discussions, giving a reliable explanation on grammar topic in an informal setting, and creating a nurturing environment which encourages the students to use the language they learn. Therefore, integrating X in an academic setting is worth consideration.

Keywords: perception, @englishfess_, grammar learning media

DEVELOPING AN ENGLISH LEARNING FOR TOUR GUIDES AT KAMPUNG WISATA PURBAYAN BASED ON SUSTAINABLE CULTURAL TOURISM

Vincentia Ferer Dayinta Pinesti Mahanani

Sanata Dharma University

vincentiaferer@gmail.com

Abstract

The tourism sector is crucial in introducing visitors to great locations across the globe. Indonesia's tourism zones are home to many stunning locations. The development of the tourism destination is further aided by the presence of tour guides. At Kampung Wisata Purbayan in Kotagede, there are already enough tour guides. The problem is that out of the ten tour guides, only two speak English well. In light of these conditions, the researcher set out to develop an English language learning module for tour guides in Kampung Wisata Purbayan using ADDIE Instructional Model that would promote sustainable cultural tourism. This strategy combines the cultural and economic spheres to promote the development of sustainability in cultural heritage.

This study aims to answer the following queries: (1) How are English learning modules for tour guides in Kampung Wisata Purbayan based on sustainable cultural tourism designed? and (2) What does the design of an English learning module for tour guides in Kampung Wisata Purbayan based on sustainable cultural tourism look like?

Presenting the English learning module's design answered the second research question. Eight units make up the learning module's design, which was determined by analyzing the demands of tour guides. Those eight units are the following: (1) Welcome to Purbayan Village, (2) What Time Is It?, (3) Guidelines for Secure Trips, (4) The History of Kampung Pusaka, (5) The History of Kampung Penjaga Tradisi, (6) Support the Local Creative Economy, (7) Thank You for Today's Tour!, (8) Guiding Simulation.

Keywords: tour guides, English learning module, sustainable cultural tourism

THE NEGATIVE IMPACT OF TECHNOLOGY ON HUMAN RELATIONSHIPS IN RON'S GONE WRONG MOVIE

Thessa Olivia
Sanata Dharma University
thessaolivia22@gmail.com

Abstract

Technology has big impacts on human life. The impacts may be positive and negative. It can make our lives easier, connect with more people quickly and communicate quickly and easily. However, in some cases, the use of technology can distance people from their relationships. This study focuses on analyzing a movie entitled Ron's Gone Wrong, especially on the impact of technology on human life, as seen from the characters in the movie. The technology found in the movie is B-bots, robots which are programmed as assistants of the children in the movie, and the impact of the B-bots on the lives of the characters in the movie. The study explores the answers to the questions of how the negative impact of technology on human relationships is depicted in Ron's Gone Wrong movie. A psychological approach was used to understand and analyze the character's behavior when using technology. The theory used in this study was the media ecology theory by Marshall McLuhan (1964). Based on the analysis, there are two negative impacts of technology on human relationships in Ron's Gone Wrong movie. First, dependency on technology. In this case, people tend to rely on their B-Bot to make friends, communicate with friends, find community, and decide something. The second is bullying behavior found in Ron's Gone Wrong movie, namely verbal bullying, social bullying, and cyberbullying.

Keywords: impact of technology, B-bots, human relationships, dependency on technology

MAKING ENGLISH MODULE FOR CINEMA BAKERY STAFF FROM CUSTOMERS' POINT OF VIEW AND NEEDS ANALYSIS

Angelica Deritama Setyaheningbudi, Resti Susanti, Angeline Viola Tantri, Redempta Risa Santika, Debby Norma Dian, Josephine Florentina Rachel, Paska Renggo Rendi Jati

Sanata Dharma University

angelinechen03@gmail.com, sdyos.restia1@gmail.com, angelica.setyahening@gmail.com, redemptarisa@gmail.com, tamidyna@gmail.com, florentinajosephiner@gmail.com, paskarenggo1234@gmail.com

Abstract

Having more customers, especially international customers, will lead the business owners to generate more income. Oftentimes they do not recognize that their communication skills with the customers are essential. Typically, they do not understand the customers' needs and face difficulties when having a conversation with them. Hence, the staff are able to develop English skills, especially speaking skills to be able to communicate effectively with foreign customers. The aim of conducting this study is to develop an English module for Cinema Bakery Staff. Therefore, the researchers created this module through observation from customers' point of view; Communication needs. This research is conducted using the ADDIE model in Research and Development. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. In producing this module, the researchers have gone through a need analysis at the Cinema Bakery through observation, designing a learning module that suits the Cinema Bakery staff's needs, and developing the module. However, the limitation of this study is the researchers have not implemented it.

Keywords: speaking skills, communication, English module, research and development, ADDIE model

**THE IMPACT OF ENGLISH TIPS CONTENT ON FOLLOWERS OF
JAGOBHASACOM INSTAGRAM ACCOUNTS RELATED TO
SELF-REGULATION IN IMPROVING ENGLISH SPEAKING SKILLS**

Dinda Diah Setyaningrum
Sanata Dharma University
dindasetyaningrum23@gmail.com

Abstract

Instagram is not only a tool that can be used to practice improving speaking skills but Instagram can be used as a learning resource. In addition to providing entertainment content Instagram also has educational content, one of which is the content of English tips. English tips content has become very popular such as the Jagobahasacom account which now has 1.3 million followers. This is influenced by the massive use of social media. However, the effectiveness of social media as a learning resource is also influenced by self-regulation. So this study aims to determine the impact of English tips content on followers of the Jagobahasacom Instagram account regarding self-regulation. This research was conducted in April and May 2024 by interviewing Jagobahasacom followers. This study found that English content has an influence in improving English speaking skills followed by self-awareness in organizing learning independently. Therefore, to get optimal results in improving English speaking skills requires perseverance and consistency in learning. This comes from the awareness of self-control that arises to regulate learning independently.

Keywords: English tips content, self regulation, speaking skills

DEVELOPING ENGLISH LEARNING FOR BARISTA IN DASH PITSTOP

Moses Amor Deo, Briliyanti Shabrina Putri, Arie, Ella Situmorang, Lidya Arlini
Sanata Dharma University, Jambi University, Santo Agustinus Hippo Catholic University,
Muhammadiyah University of North Sumatra
mosesamor4@gmail.com, brilyshbrna@gmail.com, arieskb04@gmail.com,
ellasuremorang707@gmail.com, lidyaarlini1010@gmail.com

Abstract

The aim of this project is the development of an English learning module specifically designed for bar staff at Dash Pitstop, a coffee shop in Yogyakarta, Indonesia. In order to effectively serve both local and international customers, the module addresses the need for improved English communication skills. The literature review highlights the importance of identifying specific language needs within a profession, based on "Developing Courses in English for Specific Purposes" (Basturkmen, 2010). A needs analysis was carried out to identify the needs and wants of the Dash Pitstop baristas using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). The analysis revealed a lack of confidence and a lack of vocabulary when speaking English, as well as a desire to improve their fluency in a professional context. This information will be used to guide the development of the English language learning module to ensure that it is targeted at the specific communication skills needed by Dash Pitstop baristas.

Keywords: ESP, learning module, barista, communication skills

DEVELOPING STUDENTS' CRITICAL THINKING THROUGH STUDENTS' REFLECTION IN BASIC READING AND WRITING CLASS

Nathania Siva Kirana
Sanata Dharma University
kiranaanya07@gmail.com

Abstract

Critical thinking is essential for decision-making, and problem-solving to help students identify their perspectives on issues. Several studies were conducted to improve students' critical thinking. However, finding specific studies that discuss developing critical thinking skills through reflection remains challenging. Therefore, this research is focused on developing students' critical thinking through students' reflection, which requires students to have the ability to analyze, evaluate, and create text.

The research questions for this study are as follows: 1) What are the students' perceptions of their reflective critical thinking in Basic Reading and Writing Class A? 2.) To what extent do students develop their critical thinking through reflection? The researcher used Classroom Action Research from Kemmis & McTaggart (1988).

In this study, 31 ELESP students from Basic Reading and Writing Class A participated in data collection activities. The data collections were undertaken through observations, tests, questionnaires, and interviews at the end of the cycle. Several instruments are used in Basic Reading and Writing Class A to find out students' perceptions of their reflective critical thinking and to find out the extent to which students develop their critical thinking through reflection. According to the findings of this study, reflection increases students' critical thinking skills.

Keywords: classroom action research (CAR), critical thinking, students' reflection, writing

COMMON PRONUNCIATION MISTAKES ENGLISH LANGUAGE EDUCATION STUDY PROGRAM (ELESP) STUDENTS MAKE IN CLASSROOM LANGUAGE IN VIDEO-RECORDED TEACHING PERFORMANCES

Andrea Melissa Visia Rosselini, Elisabeth Nadia Putri Prasetya

Sanata Dharma University

rosselini.visia@gmail.com, putrinadia2604@gmail.com

Abstract

English student teachers are required to have clear English pronunciations. Clear pronunciation is essential for effective communication in classroom teaching and learning activities. This study investigates common pronunciation mistakes made by English Language Education Program (ELESP) students in their classroom language use. ELESP students are prepared to be future educators; therefore, possessing good pronunciation skills is pivotal. There are two main concerns: 1) What are the most frequent pronunciation mistakes?; 2) Is there a correlation between specific sound categories (e.g., vowels, consonants, blends) and the frequency of pronunciation errors made by ELESP students? By analyzing video recordings of teaching performances, the research aims to identify frequently occurring pronunciation errors and explore potential causes. It enables future educators to gain valuable insights into the nature and causes of pronunciation errors among ELESP students. This knowledge can then be used to develop more effective teaching strategies and improve the overall pronunciation skills of future English language educators.

Keywords: ELESP, errors, pronunciation, sounds, students

SELF ACTUALIZATION: A PSYCHOLOGICAL ANALYSIS ON DISNEY PIXAR'S LUCA (2021)

Evita Galuh Pramesthi
Sanata Dharma University
pramesthigaluh@gmail.com

Abstract

A self-actualized person is someone who can fully realize their capabilities. An individual looks for possibilities to find their values in society. In their journey for self-discovery, they encounter a variety of new experiences, both negative and positive ones. In a positive perspective, they enjoy personal growth, satisfaction, and a deeper understanding of who they are. This study analyzes self-actualization through a movie Luca (2021). This research aims to explore the main character's journey toward self-actualization. The research question formulated to help the exploration of self-actualization in the research object is "How does Luca's journey in achieving his self-actualization?" This study uses a psychological approach. The theory used in this research is the self-actualization theory by Abraham Maslow (1943). The data of this study are obtained from the dialogue and the scene of the movie. The finding shows Luca is able to reach self-actualization. He can fulfill all the needs that support the achievement of self-actualization. The highest satisfaction is in his basic needs. It means that he is able to go to the self-actualization stage properly

Keywords: self-actualization, psychological approach, Luca movie

**CULTURAL AND LINGUISTIC DIVERSITY: MORPHOLOGICAL PROCESS IN
NOVEL "YUNI" WRITTEN BY ADE UBAIDIL**

Briliyanti Shabrina Putri
Sanata Dharma University
brilyshbrna@gmail.com

Abstract

Literary theory and linguistic theory can be applied to analyze literary works, which include phonology, morphology, syntax, and lexical studies. Morphology studies word formation, which varies by region and dialect, like Serang dialect of Javanese in "Yuni". In this writing, this novel is the main data source or primary source. The analysis found 89 vocabularies of Serang Javanese language experienced the morphological process of affixation, including 26 vocabularies experienced prefixes (affixes at the beginning of the base word) in the form of ng-, di-, se-, ke-, and nge-, 55 vocabularies experiencing suffixes (affixes at the end of the base word) in the form of -an, -ne, -i, -aken, -e, -ni, and -kaken, 8 vocabularies experiencing confixes (combined affixes) in the form of nge-...-aken, ke-...-an, di-...-aken, nge-...-i, se-... -e, ng-...-i, di-...-i, and ng-... -ni and 15 Serang Javanese vocabularies that undergo the morphological process of reduplication, including 1 vocabulary that undergoes dwipurwa reduplication (repetition in the first syllable), 11 vocabularies that undergo the process of dwilingga tansalin swara reduplication (repetition of the basic form is not accompanied by a change in phonemes), and 3 vocabularies that undergo pseudo-phallus reduplication or pseudo-reduplication (pure reword).

Keywords: linguistic, morphology, novel, Javanese vocabularies

DEVELOPING ENGLISH MATERIALS IN DAILY COMMUNICATION SERVICES FOR WAITERS IN THE HOUSE OF RAMINTEN RESTAURANT

**Ryan Herbert Tethool, Ignatius Loyola Ajar Kuncoro Murti, Jeslyne Yuke Areta,
Aloysius Bagas Lintang Widya Saputra, Melan Rhoza, Stephen Henry Putra De Sukur,
Johanes Arya Amandu**

Sanata Dharma University

ryanherbert.3837@gmail.com, ignatiusloyolaajar@gmail.com, jeslyneareta28@gmail.com,
aloysiusbagasss@gmail.com, rhozamelan@gmail.com, stephenhenryputra0000@gmail.com,
johanes.amandu@gmail.com

Abstract

The purpose of conducting this study is to develop suitable English module materials for the waitress and waitresses in the House of Raminten, a traditional Javanese restaurant in the heart of Yogyakarta, so that they can utilize English as a means of communication with foreign customers. The development process of this module—which uses ESP theory (Basturkmen, 2010)—produces an English textbook (module) that is relevant and accommodates learning activities based on the needs analysis of our clients. This module is expected to be used by both the teacher and the students (clients) which will be beneficial for both the teaching and learning activity. The design of the study is categorized under Research and Development (R&D) with analysis, design, development, implementation, and evaluation. The results of this study indicate that the module is practical, and effective, and has already accommodated the needs, lacks, and wants of the clients. The statement about the effectiveness of the module is attested by the content and presentation of the module.

Keywords: English materials, English module, research and development, English for Specific Purpose, the House of Raminten, waiters

ENGLISH FOR SPECIFIC PURPOSES IMPLEMENTATION FOR BARISTA IN YOGYAKARTA

**Alma Regina, Angel Adrisha Fallo, Heri Yudianto, Heronymus Dion B.W, Laurensia
Christabel K.A, Lina Herawati, Shakira Wisnu Nareswari**

Sanata Dharma University

almatugas17@gmail.com, angelfallo69@gmail.com, heriyudiantoxi@gmail.com,
pbhero.hero@gmail.com, laurensiak99@gmail.com, linanana326713@gmail.com,
naresakira798@gmail.com

Abstract

ESP, or English for Specific Purposes, is a customized language learning program designed to meet the specific communication needs of individuals in various professional contexts. In this study, the researchers conducted research to develop a learning module for baristas in Leeren Cafe, Yogyakarta. In Yogyakarta, the coffee and cafe culture is very strong, and foreign tourists are also part of its popularization. ESP has been very essential for baristas in Yogyakarta. With improved English language proficiency, baristas can interact with foreign clients more successfully, have a comprehensive understanding of coffee-related terminology, and deliver top-notch service. Baristas who learn from the module are expected to learn vocabulary for coffee preparation, dealing with customers, and recommending menus. They also learn about cultural nuances, allowing them to comfortably interact with a broad range of clients. These courses have a strong emphasis on using language practically and cover situations that arise in actual coffee shops. This study resulted in a practical and effective module used in a teaching program that meets the needs, lacks, and wants for the baristas.

Keywords: baristas, coffee shop communication, English for Specific Purposes, Yogyakarta coffee culture

METAPHORS FOUND IN THE SONG “SWITCHBLADE” BY NIKI: A COMPARATIVE STUDY

Felicia Diva Angelique, Maria Vincentia Eka Mulatsih

Sanata Dharma University

fdivaa5@gmail.com, mv_ika@usd.ac.id

Abstract

Many songwriters utilize figurative language, like metaphor, in their song lyrics to convey their emotions through various experiences. NIKI’s song "Switchblade" employs metaphors in both lyrics and music video. This study discusses the similarities and differences of metaphors found in the song lyrics and the music video. The researcher proposes and formulates two research questions. The questions are (1) What types of metaphors are found in Switchblade song lyrics by NIKI? and (2) What are the similarities and differences of metaphors found in Switchblade song lyrics and music video by NIKI? In gathering the data of the findings, the researcher applied a theory of conceptual metaphor by Lakoff and Johnson (2003). This theory divided metaphors into three types: which is structural metaphor, ontological metaphor, and orientational metaphor. The researcher also combined descriptive qualitative and comparative methods in doing the analysis. From the findings, the researcher found seven data of two types of metaphors, ontological and orientational. The researcher also found 3 data for the second research question: two similarities that focused more on the meaning and one difference that primarily focused on the image of the metaphor depiction between song lyrics and the music video.

Keywords: metaphor, comparative study, Nicole Zefanya (NIKI), Switchblades

DESIGNING “BASIC ENGLISH FOR DRIVER” MATERIALS FOR DRIVERS AT PT. TRANSPORTASI VELOCITY INDONESIA

Yuliana Ines Arias Tarigas
Sanata Dharma University
inestariigas21072002@gmail.com

Abstract

In this globalized world, English plays an important role as the international language. However, many workers in transportation industry, especially the drivers, who are non-native English speakers, struggle to communicate in English. Therefore, an English module is needed to fulfill the drivers' practical needs.

This research is intended to create a Basic English module for the drivers. This research shows how “Basic English for Driver” module is designed and what the designs of “Basic English for Driver” materials look like. Therefore, the drivers can get help in learning Basic English.

The method employed in this research is the combination of four steps of Research and Development (RnD) by Borg and Gall (1983) and the four steps of ADDIE instructional design. The study involves drivers from PT. Transportasi Velocity Indonesia and a learning media expert from Sanata Dharma University. This research implements a Likert-scale questionnaire to obtain needs analysis, expert assessment, and feedback. In addition, the data is analyzed by interpreting the needs analysis data in the form of a written analysis and implementing descriptive statistics to derive the average score.

The expert's feedback was very positive. The positive evaluation from the expert indicated this module as the potential to enhance drivers' English skills. This was identified according to the average score which is 3.9 out of 4.0.

Keywords: ADDIE instructional design, basic English, drivers, English module, transportation industry

THE IMPACT OF LOW-TECH GAMIFICATION ON STUDENTS' PARTICIPATION

Winsi Elpril Sekarputri
Sanata Dharma University
winsacademic@gmail.com

Abstract

Gamification is an innovative approach to education. Gamification is the integration of game-like components into the non-game concept. Gamification has become increasingly popular as a tool to motivate participation. This paper examines the impact of gamification, the integration of game-like elements into learning environments, on student participation in the classroom. While proponents argue that gamification fosters intrinsic and extrinsic motivation, leading to increased engagement and participation, critics raise concerns about potential drawbacks. Gamification consists of hi-tech and low-tech where both have differences in the use of tools. This research focuses on the impact of low-tech gamification where low-tech gamification is the application of game-like elements and game concepts in learning without relying on technology for certain. This study was conducted using qualitative methods where the researcher collected data through interviews with students who have experienced learning using low-tech gamification. This research focuses on student participation in classroom activities. The result proves that low-tech gamification has an impact on student participation in the classroom. Low-tech gamification activities provide fun learning that stimulates students' interest to give their contribution.

ANALYZING COPING MECHANISMS IN “THE WHALE”: CHARLIE AND ELLIE’S PSYCHOLOGICAL REALISM

Yosephine Flowrina Sumitro

Sanata Dharma University

flowrinirwolf@gmail.com

Abstract

This study examined Charlie and Ellie’s coping mechanisms to deal with stress and its impact on their life goals in “The Whale” film. The study examined real-life mental health through a film. In addition, the study promoted mental health awareness. This thesis addressed two issues. Firstly, “What coping mechanisms do Charlie and Ellie employ in “The Whale”?” Secondly, “How do the differences of Charlie and Ellie’s coping mechanisms impact their individual quests for a better life, as viewed through the lens of psychological realism?” This study aimed to examine Charlie and Ellie’s stress coping mechanisms and their impact on their goals using a psychology realism perspective. It employed document analysis and a psychological approach to coping mechanisms based on Lazarus and Folkman’s model. Stuart and Sundeen further categorized coping mechanisms as adaptive and maladaptive. The research showed that maladaptive coping dominates both characters, leading to Charlie’s health problems and Ellie’s academic failure. The film ended with Charlie dying due to health issues, so the positive connection with Ellie came too late. Meanwhile, Ellie, who disliked school, still aspired to graduate but fails. Their quest for a better life hinged on being able to confront them in healthier ways. However, they used unhealthy coping mechanisms more than healthy ones. The study concluded that relying on unhealthy coping methods hindered a better life.

DEVELOPING SPEAKING-FOCUSED TEACHING MODULE FOR ELEMENTARY STUDENTS STUDYING IN QUEEN ENGLISH COURSE KARANGANYAR

**Spartan, Larnetta Balies, Arif Hasmorro, Julius Christuha Motuhonu, Ivan Priyanto
Samsulardi, Nicholas Angger Hartanto, Veggi Rische**

Sanata Dharma University

sevaka.corp@gmail.com, indonesiankara1@gmail.com, arifhasmorro@gmail.com,
juliuschristuam@gmail.com, klausivan10@gmail.com, nicholasangger@gmail.com,
veggirische748@gmail.com

Abstract

In order to develop suitable English teaching materials that are tailored for their speaking-focused needs, tutors in the Queen English Course Karanganyar are the sole purpose of this study. For the purpose not only of completing ESP tasks but also the product used by future researchers and teachers as an example of a future English teaching textbook. This textbook is still in development and as time goes this textbook can be completed and implemented in real life. The module that we developed, we think is thoroughly developed validly and practically. The aspect of content and presentation represents the result of the validity of the module. The future aspect of this project is to encourage future teachers to make modules such as this, Especially for education oriented purposes. A more relevant special book is needed for the students as a reference in English for teaching.

THE USE OF ACADEMIC WORDS BY ENGLISH STUDENTS OF SANATA DHARMA UNIVERSITY

Chiara Puspa Luig
Sanata Dharma University
chairaluig@gmail.com

Abstract

In writing an academic text, one element that should not be overlooked is academic words. Since these words are often used to describe complex ideas, students frequently use them to avoid ambiguity and improve the accuracy of their writing. In this case, the researcher is interested in discovering the number of academic words used by the English Language Education Study Program of Sanata Dharma University in their prospectus document. A corpus linguistics method was used to analyze a corpus through several computational tools. Eventually, the total percentage of AWL (Academic Word List) in the corpus and an AWL frequency list were found. This analysis found that the corpus has reached the 10% AWL level, meaning that the corpus is academic in terms of language. Looking at the usage trend, students utilized more academic words from the first and second AWL sublists. This indicates that the students prefer writing with commonly used academic words, rather than using academic vocabulary that was unusual, infrequent, or rarely found in academic writing in general.

Keywords: academic language, academic vocabulary, academic word list

EXAMINING THE PREPAREDNESS OF ENGLISH TEACHERS IN HIGHER EDUCATION FOR THE INTEGRATION OF GENERATIVE AI

Suciati Laiya

Sanata Dharma University

holylaiya@gmail.com

Abstract

This research investigates the preparedness of English teachers in higher education for integrating generative artificial intelligence (AI) technologies into their teaching practices. It focuses on lecturers within the English Language Education Study Program in Indonesia, specifically those who have been teaching for at least two years by 2024, as generative AI technologies, such as ChatGPT, gained prominence around 2022.

Generative artificial intelligence is defined in this research as technology capable of generating various types of content, including text and imagery. Integration refers to the use of generative AI by students in learning activities or by teachers in designing learning materials.

The research addresses three primary questions: (1) What are the perceptions and attitudes among English teachers in higher education regarding the prospect of integrating generative AI technologies? (2) What are the primary challenges faced by these teachers in integrating generative AI technologies? (3) What pedagogical strategies do these teachers plan to implement to ensure the seamless integration of AI technologies?

Using a quantitative approach, data were collected through a Likert scale survey comprising 16 statements, with responses from 10 English teachers in higher education in Indonesia. The Likert scale ranged from 1 (strongly disagree) to 5 (strongly agree), reflecting the respondents' levels of agreement with each statement.

Key findings indicate that (1) teachers have acknowledged generative AI's presence and see concern from it. (2) There are mixed attitudes from the teachers regarding the integration of generative AI technologies. (3) Challenges persist, internally (from within the teachers) and externally (from the institution). (4) Some pedagogical strategies have been implemented to ensure the seamless integration of generative AI technologies.

Keywords: generative AI, English teachers, higher education, integration, ChatGPT

DEVELOPING ENGLISH MATERIAL FOR ELEMENTARY TEACHERS AT SD KANISIUS GAYAM YOGYAKARTA

**Andrea Rinjani Purwanto, Imanuela Asanti, Margaretha Tiurmaningdyah, Maria
Kirani, Siprianus Senuken Medhon, Stepanus Verel Abijuang, Yusafat Rubiantoro**

Sanata Dharma University

211214043@student.usd.ac.id, 211214062@student.usd.ac.id, 211214063@student.usd.ac.id,
211214056@student.usd.ac.id, 211214042@student.usd.ac.id, 211214061@student.usd.ac.id,
211214044@student.usd.ac.id

Abstract

The aim of this study is to develop a specialized module designed to prepare elementary teachers at SD Kanisius Gayam for future bilingual classes. This module will provide the necessary English language skills and pedagogical strategies to effectively teach in a bilingual environment. The development of this module will produce a relevant and practical resource aligned with the curriculum objectives and the specific needs of the teachers. It is expected that both teachers and students will benefit from the enhanced bilingual education experience. Research and Development (R&D) framework is the baseline of the conducted research. Stages of analysis, design, development, implementation, and evaluation (ADDIE) were implemented throughout the study. It can be concluded that the developed module is practical, suitable and fulfilling needs. The validity of the module is assessed based on content accuracy and presentation quality. Given the importance of English as an international language, the successful implementation of this module is expected to significantly contribute to the educational outcomes and professional English speaking capabilities of elementary teachers at SD Kanisius Gayam.

Keywords: bilingual education, English language teaching, research and development, teacher training module

FUTURE FORWARD LEARNING: EXPLORING STUDENT ATTITUDES TOWARDS THE USE OF AI IN PROJECT-BASED LEARNING CLASS

Della Apriliana

Delaapriliana88@gmail.com

Universitas Mercu Buana

Abstract

This study delves into the realm of Project-Based Learning (PjBL) classes, specifically exploring student attitudes towards the integration of Artificial Intelligence (AI), such as ChatGPT, Copy.ai, GenCraft, Invideo.ai, and Predis.ai. The integration of AI in PjBL classes provides a unique opportunity to enhance collaborative, hands-on learning experiences. However, the extent to which students of the English Language Department perceive and embrace AI, especially in the PjBL environment, still requires further investigation. The goal of this research, hence, to investigate the attitudes of students in Englishpreneurship class which employs PjBL towards the use of AI in Englishpreneurship Class of English Language Education Study Program of UMBY. Their attitudes can be projected through their perception of usefulness and perceived ease of use taken from TAM (Technology Acceptance Model) initiated by Davis (1989). In this study, 4 undergraduate students who took Englishpreneurship class were interviewed using open-ended questions. The aim of this study is to inform policy development such as guidelines, strategies for the responsible and effective implementation around the integration of AI technology into higher education. Besides, this study also would like to contribute fresh perspectives on the dynamic relationship between students and AI in an applied learning environment.

Keywords: Artificial Intelligence, Englishpreneurship class, project-based learning, student attitudes

**DEVELOPING ENGLISH MATERIAL FOR TOUR GUIDE IN DIRGANTARA
MANDALA AIR FORCE MUSEUM**

**Nararya Surya Bramasta, Kalyana Mitta, Kornelia Vidia, Icca Loranika Saragih,
Mauren Hilda Kustopo, Patricia Amanda Suwantara, Ludwina Adela Maheswari,
Khansa Mahira Pertiwi**

Sanata Dharma University

surrwewe@gmail.com, kalyanamitta174@gmail.com, vidiakornelia16@gmail.com,
iccasgh20033112@gmail.com, maurenhilda2003@gmail.com,
patriciaasasasas@gmail.com, udwinaadela1403@gmail.com, mkhansa432@gmail.com

Abstract

Mastering English language is essential for a tour guide. As tour guides, they need to understand how to guide the tourists in English properly and fluently. This research aims at developing English materials for Dirgantara Mandala Airforce Museum's tour guides to improve their ability on speaking and listening. The development of this module is to provide the tour guide a set of materials that give them opportunity to learn English based on their interest and relevant with their job field. In order to create the module, the researchers use qualitative method such as observation and interview. The framework of this research is marked under Research and Development (R&D) which consists of analyse, design, develop, implement, and evaluation. The topic included in this module are greeting and introduction, describe place and airplane, giving direction, and retelling history. The findings of this research pointed out that learning English improved student fluency, pronunciation, and confidence in speaking English. The ADDIE model implemented in this research will help the tour guide to help them to reach their professional advancement in guiding the tourist.

Keyword: English language, fluency, confidence, advancement, and tour guides

ELESP 6th SEMESTER STUDENTS PERCEPTIONS OF THE IMPACT OF CHATGPT 3.5 TECHNOLOGY ON THE SKILLS OF WRITING DESCRIPTIVE TEXT

Aldi Nugroho

albertusaldinugroho@gmail.com

Sanata Dharma University

Abstract

Technology is developing and growing rapidly, especially in the field of education. One example of this technological development is ChatGPT 3.5. This technology can potentially transform teaching and learning processes, especially in writing. This study aims to find out how sixth-semester students perceived ChatGPT 3.5 technology on students' ability to produce descriptive text. The two research questions are: (1) What are the ELESP students' perceptions of using ChatGPT 3.5 technology in writing descriptive text? (2) What are the impacts of using ChatGPT 3.5 technology on writing descriptive text? This study used a quantitative method. Forty-two students from batch 2021 completed an online survey, and four took part in an interview. The participants in this study were Sanata Dharma University students who had completed all writing courses in English education. According to the findings, the majority of the participants had positive perceptions. They believed that utilizing ChatGPT 3.5 helped them produce more effective descriptive texts, learn new things, improve their grammar and critical thinking, and generate new concepts. The researcher also found an opposing viewpoint. Some research participants thought they did not trust technology fully but made it a place to find inspiration. They also believed that practicing grammar skills through practice or cognitive skills would be better. Therefore, using ChatGPT 3.5 technology carefully is necessary. Students should fully understand descriptive text, equip themselves with their knowledge of descriptive text and understanding of technology utilization, and know the essence of ChatGPT 3.5 technology.

Keywords: ChatGPT 3.5 technology, descriptive text, English education, perception, writing skills

CAKE APPLICATION AS A MEDIA IN LEARNING ENGLISH: A SYSTEMATIC REVIEW

Rahmad Yusup, Hidayati, Rima Rahmaniah

Muhammadiyah University of Mataram

rahmadyusup04@gmail.com, hidayatinail73@gmail.com, rimarahmaniah172@gmail.com

Abstract

In digital era, there is no doubting that technology used as one of media in learning process, and one of them is Cake Application. This research aims to investigate the increasing of the students speaking skill by using the cake application. This researchers use library research in systematic literature review from 200 articles and focus on cake application to increase the student vocabulary skill at the EFL students. The results are: the students are interesting in using cake application, because its easy to be implemented, and many features help the speaking skill, b. cake as a platform for English language learners to improve their speaking and listening capabilities, c. student got a new word with correct pronunciation and can speak fluently, d. this usage had a good and significant impact on students English speaking abilities, d. the students agreed it can increase their motivation in learning which eventually helps them in improving their vocabulary mastery.

Keywords: Cake application, systematic literature review, speaking skill

THE EFFECTIVENESS OF INSTAGRAM REELS TO IMPROVING THE EFL STUDENTS' VOCABULARIES

Dedi Yusuf, Hidayati

Muhammadiyah University of Mataram

hambucina@gmail.com, hidayatinail73@gmail.com

Abstract

Social media is a component of the current Industrial Revolution 4.0 lifestyle. Additionally, it has begun to be used in the field of education as a tool for learning, such as Instagram. Instagram can be a unique and interesting way to present educational content. The feature includes feeds, stories, reels, IG TV, and an IG filter. This study uses Instagram Reels to improve the students' vocabulary for EFL students at the university. The aim of the research is to notice how effectively Instagram reels are improving students' vocabulary skills. Using literature review. The data is collected by reading articles and then clarifying them into 10 articles to review. According to the study's findings, students may improve their vocabulary just by using Instagram as a language learning tool. They also believe that studying Instagram Reels' content really improves their language proficiency. This study demonstrates how students can adjust to the 4.0 era by learning using social media, like Instagram Reel, which is accessible anywhere at any time.

Keywords: Social media, Instagram reels, Vocabulary, EFL

**EXPLORING STUDENT DIFFICULTIES IN USING DUOLINGO AS EFL STUDENT
IN ENGLISH LANGUAGE STUDY PROGRAM ASSOCIATION OF UNIVERSITAS
KATOLIK SANTO AGUSTINUS HIPPO**

Yohanes Abxy Pebriyanto, Aste Ria Ela, Emy Lia Ana

Santo Agustinus Hippo Catholic University

201210009@sanagustin.ac.id, audreyella2001@gmail.com, emy21053@gmail.com

Abstract

The aim of this study is to gain a deeper understanding of EFL students' perceptions of difficulties they encounter using the Duolingo application as a language learning media. The study's rationale is the crucial influence of these perceptions can provide valuable insights contributing to the exploration of students' difficulties while using Duolingo. The study will employ a qualitative method through semi-structured interviews for data collection. The sample consists of 10 students from the English Language Study Program Association who have consistently used Duolingo for at least 3 months. Furthermore, a Google Form questionnaire will be utilized to gather initial data on frequency, motivation, comprehension, skill development, feature usage, and perceived effectiveness of Duolingo for EFL learning, providing a starting point for this investigation. The research findings will serve as a reference for future studies, particularly in the development of further research to identify solutions to the problems discussed, explore effective strategies for using Duolingo, and provide valuable insights for the application's ongoing development. The researchers aim to interpret the findings accurately within the given context, leveraging the semi-structured interview approach to gain a comprehensive understanding of students' perceptions and challenges they face when using Duolingo.

Keywords: qualitative research method, semi-structured interviews, Duolingo, English language learning, students

THE IMPLEMENTATION OF TIKTOK APPLICATION IN LANGUAGE EDUCATION

Sui Istianingsih, Hidayati, Rima Rahmaniah

Muhammadiyah University of Mataram

istiaa1303@gmail.com, hidayatinail73@gmail.com, rimarahmaniah172@gmail.com

Abstract

TikTok is a social network with a variety of short movies featuring dance, music, and audiovisual elements. Because TikTok is so widely and easy to use, the majority of individuals can utilize it, making it the most widely used application worldwide. Acquiring style, in this instance, it also addresses the influence of TikTok app—both good and bad—as well as how its effects academic performance and students' desire to pursue further education. **This research aims** to describe the impact of TikTok on the speaking skill of sixth semester English majors and its role in life using **qualitative explanatory methods** and google form distribution. **The results** of this research are found that 94.7% of students rated TikTok as making learning interesting, 89.5% as making questions easier to understand, 94.7% as making learning outcomes increase, 94.7% as TikTok application can be used anywhere and 55.6% as making discipline.

Keywords: implementation of TikTok application, TikTok application, TikTok in language education

STUDENTS' PERCEPTION ON THE USE OF FULL ENGLISH IN LEARNING IN UNIVERSITY

Evi Arweni

Santo Agustinus Hippo Catholic University
eviarweni24@gmail.com

Abstract

Lecturers play a very important role in delivering materials understandable for the students. Using language that is appropriate for students' abilities, so that learning in the classroom runs smoothly, and the material presented can be conveyed and understood by all students is the task of the lecturers. The present study aims to explore the students' perception on the implamentation of Full English in a private university in Landak, region West Kalimantan. This research was conducted because there was a case where lecturers at CATHOLIC UNIVERSITY Of SANTO AGUSTINUS HIPPO implemented this method by teaching in Full English in the classroom. Therefore, this study aims to explore or find more information about how students perceive learning that implements Full English in the classroom, by interviewing several students at CATHOLIC UNIVERSITY Of SANTO AGUSTINUS HIPPO. The study employed Qualitative research method to reveal the students' perception. 40 students implolved in the study. The data was collected from questionnaire and interview. The results show that the majority of students agreed with the implementation of Full English in the classroom. However, on the other hand, there are also some students who believed that they encounter difficulties in learning Full English in the classroom because they are not fluent in English yet, which can hinder their understanding of the material presented, especially for students who do not yet understand English well.

Keywords: English, full English, students abilities, students' perceptions

DIGITAL STORYTELLING AS AN ALTERNATIVE MEDIUM IN TEACHING LEARNING: SYSTEMATIC REVIEW

Husnul Khotimah, Hidayati, Rima Rahmaniah

Muhammadiyah University of Mataram

husnulkhotimah061103@gmail.com, hidayatinail73@gmail.com,
rimarahmaniah172@gmail.com

Abstract

Digital storytelling (DST) is a technique that includes various digital media elements such as texts, photos, sounds, and another features. DST has developed into a helpful in teaching tools that me be used in the teaching and learning process. This research aims to know the effectiveness of storytelling as medium for EFL students in secondary level especially in speaking skill. This study use library research in systematic literature review. From 200 articles, the researches then focused as DST as a medium in speaking skill and the results of them into 10 articles as the data. The findings of the research are: DST can be used as a useful tool by educators in improving students' speaking skills from various levels of education, ranging from primary to tertiary education, b. there is positive effect of DST towards students speaking ability, c. students displayed greater interest in second language learning when these two storytelling methods were introduced.

Keywords: DST, EFL students, speaking skills, teaching learning

MATHEMATICS EDUCATION STUDENTS' PERCEPTION ON ENGLISH FOR MATH SUBJECT

Citi Putri

Santo Agustinus Hippo Catholic University

201210077@sanagustin.ac.id

Facing the 21st century, pre-service teachers should be equipped with foreign language. This present study aims to explore the mathematics students' perceptions on the English for Math subject as in curriculum. Employing qualitative method, the study attempts to elaborate the students' perceptions using questionnaire and interview. Twenty mathematics education students from the second semester were involved in this study. The participants were chosen as they had been participated in English for math subject. The result of this study indicated that students had positive perceptions the use of English is very necessary and beneficial for the development of their academic achievements. Based on the interview, they got the benefits from the English for Math subject as the learning resources are mostly written in English besides they realized that English is useful for their future career. Future study could more deeper analysis regarding to the practice of English for Math that can contribute to English for Specific Purposes.

Keywords: education, English, Mathematics, students perceptions

LIST OF PRESENTERS

No.	Name	Affiliation
1.	Dela Apriliana	Universitas Mercu Buana Yogyakarta
2.	Arie	Universitas Katolik Santo Agustinus Hippo
3.	Dedi Yusuf	Universitas Muhammadiyah Mataram
4.	Evi Arweni	Universitas Katolik Santo Agustinus Hippo
5.	Citi Putri	Universitas Katolik Santo Agustinus Hippo
6.	Rahmad Yusup	Universitas Muhammadiyah Mataram
7.	Husnul Khotimah	Universitas Muhammadiyah Mataram
8.	Sui Istianingsih	Universitas Muhammadiyah Mataram
9.	Ahmad Ismail	Universitas Islam Sunan Kalijaga
10.	Delfin Indrawati	Universitas Sanata Dharma
11.	Yohanes Abxy Pebriyanto	Universitas Katolik Santo Agustinus Hippo
12.	Aste Ria Ela	Universitas Katolik Santo Agustinus Hippo
13.	Emy Lia Ana	Universitas Katolik Santo Agustinus Hippo
14.	Winsi Elpril Sekarputri	Universitas Sanata Dharma
15.	Briliyanti Shabrina Putri	Universitas Sanata Dharma
16.	Raditya Yogavian Risangadya	Universitas Sanata Dharma
17.	Christina Eva Kerenhapukh Siagian	Universitas Sanata Dharma
18.	Aurel Oktavia Putri	Universitas Sanata Dharma
19.	Aloysius Gonzaga Koptarico Nugraha	Universitas Sanata Dharma

20.	Aloysius Bagas Lintang	Universitas Sanata Dharma
21.	Ignatius Kuncoro Murti	Universitas Sanata Dharma
22.	Jeslyne Yuke Areta	Universitas Sanata Dharma
23.	Johanes Arya Amandu	Universitas Sanata Dharma
24.	Melan Rhoza Paulus	Universitas Sanata Dharma
25.	Ryan Herbert Tethool	Universitas Sanata Dharma
26.	Stephen Henry Putra	Universitas Sanata Dharma
27.	Valencia Julianita	Universitas Sanata Dharma
28.	Nathania Siva Kirana	Universitas Sanata Dharma
29.	Zelza Adiningsih	Universitas Sanata Dharma
30.	Evita Galuh Pramesthi	Universitas Sanata Dharma
31.	Thessa Olivia	Universitas Sanata Dharma
32.	Suciati Laiya	Universitas Sanata Dharma
33.	Felicia Diva Angelique	Universitas Sanata Dharma
34.	Merry Christiana	Universitas Sanata Dharma
35.	Fransisca Tyas Ayu Kinanthi	Universitas Sanata Dharma
36.	Yosephine Flowrina Sumitro	Universitas Sanata Dharma
37.	Alma Regina	Universitas Sanata Dharma
38.	Angel Adrisha Fallo	Universitas Sanata Dharma
39.	Heri Yudianto	Universitas Sanata Dharma
40.	Heronymus Dion B.W	Universitas Sanata Dharma
41.	Laurensia Christabel K.A	Universitas Sanata Dharma
42.	Lina Herawati	Universitas Sanata Dharma
43.	Shakira Wisnu Nareswari	Universitas Sanata Dharma
44.	Nararya Surya Bramasta	Universitas Sanata Dharma
45.	Kalyana Mitta	Universitas Sanata Dharma
46.	Kornelia Vidia	Universitas Sanata Dharma

47.	Icea Loranika Saragih	Universitas Sanata Dharma
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71.	Angelica Deritama Setyaheningbudi	Universitas Sanata Dharma
72.	Resti Susanti	Universitas Sanata Dharma
73.	Angeline Viola Tantri	Universitas Sanata Dharma

74.	Redempta Risa Santika	Universitas Sanata Dharma
75.	Debby Norma Dian	Universitas Sanata Dharma
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77.	Paska Renggo Rendi Jati	Universitas Sanata Dharma
78.	Dinda Diah Setyaningrum	Universitas Sanata Dharma
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84.	Imelda Simanjuntak	Universitas Sanata Dharma
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87.	Mirachele Tifanklesia Eauggeliony Rantu	Universitas Sanata Dharma
88.	Andrea Melissa Visia Rosselini	Universitas Sanata Dharma
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95.	Teresia Astrid	Universitas Sanata Dharma
96.	Vincentia Deswita	Universitas Sanata Dharma
97.	Vincentia Ferer Dayinta Pinesti Mahanani	Universitas Sanata Dharma
98.	Kevin Bodhidharma	Universitas Sanata Dharma
99.	Stefani Elyn	Universitas Sanata Dharma

100.	Florentinus Adven Fery	Universitas Sanata Dharma
101.	Hilaria Nindi Dwipuspa Anggraini	Universitas Sanata Dharma
102.	Brigitta Utari Praptiningtyas Ananda	Universitas Sanata Dharma
103.	Georgius Rico Asto Pangestu	Universitas Sanata Dharma
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- Plenary Session is the main session in the main room (Ruang Seminar Driyarkara).
- The allocated time for each keynote/plenary speaker is 40 minutes.
- We will have 20 minutes for a Q&A session for each keynote speaker after the presentation(s) are finished.

Parallel Session

- Parallel Session is a session where all presenters are divided into some rooms.
- Each presenter and Q & A session are allocated 15 minutes. The Q&A session is held after each presentation is finished.

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- All attendees must fill out the UC 2024 attendance on the registration.
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