Program Book

THE 12TH UNDERGRADUATE CONFERENCE

The Role of AI and Technology in Reading

English Language Education Study Program

Sanata Dharma University

Jalan Affandi, Mrican, Sleman, Yogyakarta, Indonesia

PROGRAM BOOK

The 12th Undergraduate Conference
(UC 2025)

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WELCOME ADDRESS BY THE CHAIRPERSON OF THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

It is with great pleasure and pride that I welcome you all to the 12th Undergraduate Conference, themed *"The Role of AI and Technology in Reading."* This event is not just a celebration of academic exploration, but also a reminder of how innovation and curiosity can shape the future of education, particularly in how we read, understand, and engage with texts in the digital age.

To all our students: this is your platform. Your ideas, your research, and your voices matter. This conference is designed especially for you. It aims to challenge your thinking, to grow your confidence, and to ignite your passion for learning.

I invite you to take part wholeheartedly: present your papers, ask questions, make connections, and above all, be open to new insights. The integration of AI and technology in reading is not just a topic for the future because it is happening now, and you have the opportunity to be part of that change.

Let this be a moment not only to showcase what you have learned, but also to think deeper and grow together as a community of learners. Thank you to our keynote speakers, Ibu Mera and Pak Markus, the committee, and all presenters and participants for making this event possible.

Enjoy the conference, and let's make it memorable!

Thank you.

Best regards,

Carla

The chairperson of ELESP Sanata Dharma University

WELCOME ADDRESS BY THE CHAIRPERSON OF THE

UNDERGRADUATE CONFERENCE 2025

Dear Undergraduate Conference 2025 Attendees,

On behalf of the organizing committee and as the chairperson of this year's conference, I warmly welcome you to the 12th Undergraduate Conference, hosted by the English Language Education Study Programme at Sanata Dharma University. It's a privilege to welcome everyone here to share ideas, innovate, and reflect on the changing landscape of education. Today, we explore the exciting connection between technology, artificial intelligence, and the enduring impact of reading. We are pleased to have Ms. Anesti Budi Ermerawati, M.Hum., and Mr. Markus Budiraharjo S.Pd., M.Ed., Ed.D. as our Keynote Speakers, both experts in AI and technology in education.

The Undergraduate Conference is an annual event that aims to create an interactive and exciting environment where undergraduate students can present their research and enhance their academic and professional skills. It provides a platform for students to connect with peers, experts, and mentors, fostering a collaborative space for learning and sharing ideas. The conference also encourages students to explore the latest trends in education, helping them understand how teaching methods are changing and how technology is playing a bigger role in shaping the future of learning.

"The Role of AI and Technology in Reading" becomes the main topic for The Undergraduate Conference 2025. This topic arises from current trends where reading habits are shifting due to the use of AI and technology. Students no longer rely only on traditional books, they now interact with texts through digital platforms, audio, and visuals. But beyond reading, AI and technology are also changing the way students learn overall. Every student has different needs, and it's not always easy for teachers to support them all in the same way. That's where technology helps. AI can adjust materials to match each student's level, give helpful feedback, and make learning more engaging. For teachers, it also provides useful data to understand how students are

doing. With the help of technology, education can become more personalized, effective, and meaningful for everyone.

Lastly, to all of you, the learners and those passionate about technology: welcome to the 12th Undergraduate Conference. Remember to enjoy the experience while you reflect, share, and learn.

Best regards,
Brigida Adinda Arsaningrum
The Chairperson of the 12th Undergraduate Conference 2025

EVENT DESCRIPTION

The Undergraduate Conference on ELT, Linguistics, and Literature is an annual conference that is organized by the English Language Education Study Program of Sanata Dharma University, Special Region of Yogyakarta. In 2025, the 12th Undergraduate Conference on ELT, Linguistics, and Literature is themed "The role of Artificial Intelligence and Technology in Reading". The theme is chosen in the spirit of ever-changing technological advancement and innovation that is integrated into our society. The English Language Education Study Program invites undergraduates to come and discuss the topic on June 17th, 2025, at Sanata Dharma University Yogyakarta.

Undergraduates are invited to send their abstracts and papers about the role of Artificial Intelligence and technology in reading that will be published in the 2025 Undergraduate Conference on ELT, Linguistics, and Literature proceedings. The undergraduates can submit their abstract and paper about English Language Education, Linguistics, Literature, or other relevant topics.

The suggested sub-topics include the impact of AI on public speaking and debate training, AI-powered grammar and style checkers: pros and cons, gamification in reading, teacher vs AI in reading instruction, AI in creative writing, AI and human curiosity in second language exposure, extensive reading in this age, AI in academic and research reading, AI for linguistics research, critical thinking and digital literacy, and other related topics in education and skill development in the AI era.

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SCHEDULE OF THE 12TH UNDERGRADUATE CONFERENCE 2025

Tuesday, 17th June 2025

No.	Time	Program/Activities	Details
1.	07.00 - 08.00	**Open Gate**	**Registration**
2.	08.00 - 08.40	**Opening Main Room:** **R. Seminar Driyarkara**	**Prayer** **National Anthem: Indonesia Raya &** **Hymne USD**
			Opening Performance: PBI Choir
			Welcoming Speeches: Dean of FKIP Sanata Dharma University Chairperson of ELESP of Sanata Dharma University Chairperson of the Organizing Committee
4.	08.40 - 09.55	**Keynote Speakers' Presentation** **R. Seminar Driyarkara** (40 mins presentation + 20 mins Q&A)	**1st Keynote Speaker:** Anesti Budi Emerawati, M.Hum. Universitas Kristen Duta Wacana Moderator: Tandri
5.	09.55 - 10.25	**Preparation for the Parallel Presentations Session**	
6.	10.25 – 11.35	**Parallel Presentations Session 1** (10 mins for moderator + 60 mins for 4 presentations)	
		Room 1: **Kadarman Room** *(14 participants)*	**PRONUNCIATION VARIATION OF JOKOWI'S YOUTUBE VIDEO RECORDED SPEECH IN ECO PROSPERITY WEEK SINGAPORE** *Andrea Melissa Visia Rosselini*

			MORPHO-SYNTACTICAL AND PHONOLOGICAL ASPECTS OF SUFFIX -ATE *Andrea Melissa Visia Rosselini, Brigita Yetieka Angel Suyoto* **USING INFOGRAPHICS TO DEVELOP STUDENTS' READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT SMP N 3 BANTUL** *Jeslyne Yuke Areta* **GAMIFYING EXTENSIVE READING: AI-DRIVEN ENGAGEMENT THROUGH INTERACTIVE LEARNING** *Pedro Ngiso Tokan, Ayunda Woro Pregiwo Pramudya*
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			THE ASSOCIATION BETWEEN BRITISH ACCENTS AND INTELLECTUAL ARCHETYPES IN AMERICAN FILMS *Farrel Camilus Waruwu, Restu Utomo*
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			Grace Nataline Eka Putri Sabalai, Raden Rara Grhayu Makhesya Primanulan, Clara Dara Tarigas
			FRIENDSHIP IN TEXT: HOW LANGUAGE BUILDS BONDS IN WHATSAPP CHAT *Monica Auliya Putri Utami, Miracle Civita Yusie Putri Sancaya, Anggita Nur Erlina Zanuari*
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11.	15.10- 15.30	**Announcement and Closing** **Closing Performance: PBI Choir**	

MAP OF UC 2024

Legend:
- 1ST FLOOR
- 2ND FLOOR
- 3ND FLOOR
- 4ND FLOOR

N

LPPM
SEMINAR ROOM

DISCUSSION ROOM
NO.7

WORKSTATION
ROOM

KOENJONO
ROOM

KADARMAN
ROOM

MAIN VENUE
DRIYARKARA
SEMINAR ROOM
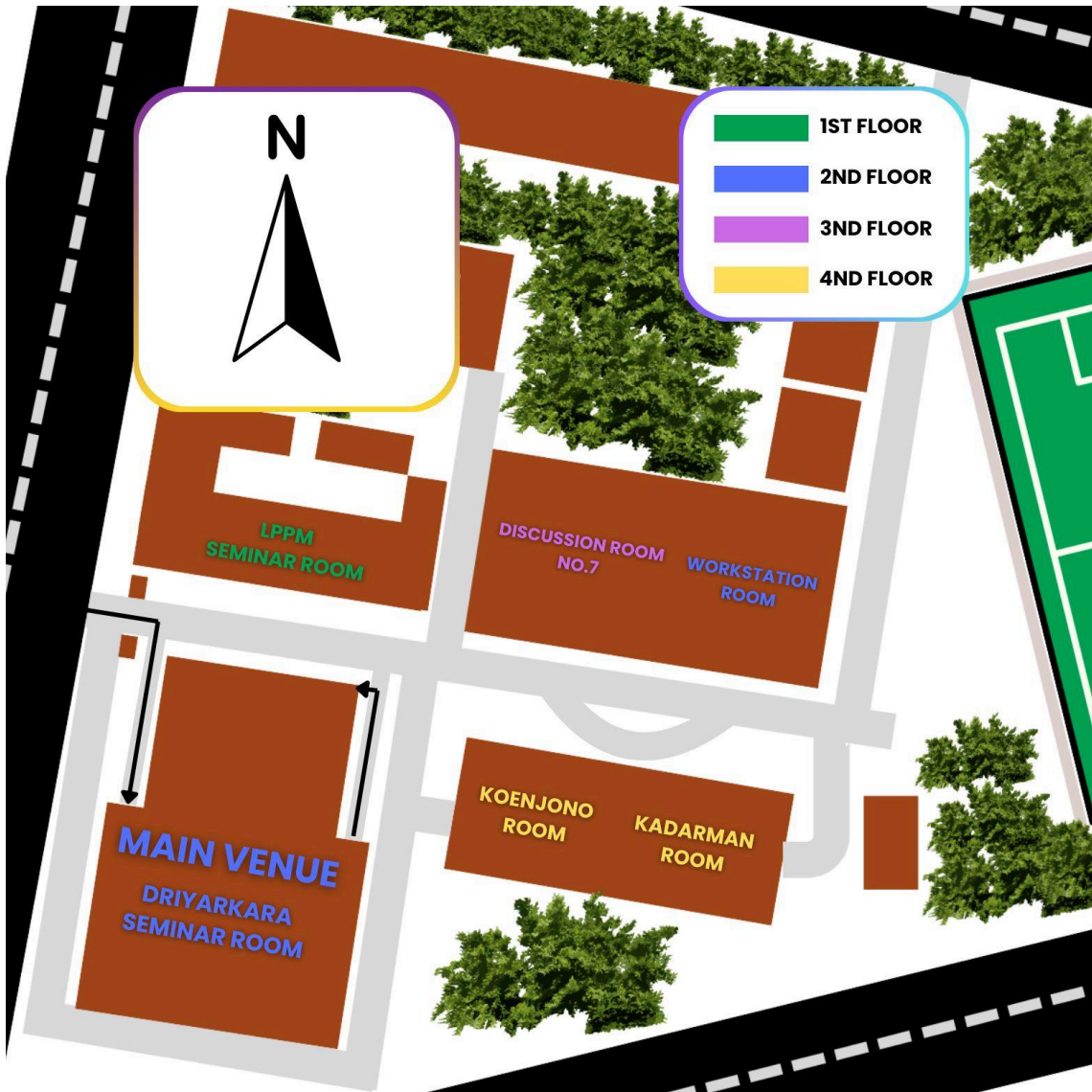
UC KEYNOTE ABSTRACT

FROM BOOKS TO BOTS: HOW FUTURE TEACHERS CAN USE AI TO REVOLUTIONIZE READING

Anesti Budi Ermerawati, M.Hum.

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Abstract

"From Books to Bots: How Future Teachers Can Use AI to Revolutionize Reading" introduces pre-service EFL teachers to the urgent need for early English reading exposure at the primary school level. Based on a recent survey in Yogyakarta school libraries, most students have no access to leveled English books and show little interest in reading them. This semi-workshop combines insights from the field with hands-on AI applications, showing how tools like ChatGPT can help future teachers generate culturally relevant, leveled English storybooks without financial burden. Through short demos and a collaborative mini-project, participants will explore how AI can revolutionize extensive reading and play an active role in shaping reading habits from a young age.

Keywords: *AI for literacy, extensive reading, leveled readers*

NAVIGATING OURSELVES THROUGH TUMULTUOUS TIMES: A PROPOSAL FOR LIFELONG LEARNING

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Abstract

The recent emergence of GenAI has inevitably disrupted long-held traditions in education. While GenAI offers a higher level of productivity, it also poses dire consequences, such as cognitive offloading, a lack of critical thinking skills development, and diminishing capabilities to tackle authentic problems. Accordingly, teachers' traditional roles as subject-matter specialists and student-teacher relationships must undergo a major overhaul. This presentation is set to problematize negative impacts of GenAI overuse and offer feasible solutions that are applicable to undergraduate students. Used appropriately, GenAI allows students to engage in meaningful and relevant personalized learning, explore a wide range of topics, and gain insights from diverse perspectives. Given the unpredictable nature of future employment, it is imperative for students to nurture their thinking skills.

Keywords: *education, cognitive offloading, GenAI, lifelong learning*

PARALLEL PRESENTATION

PRONUNCIATION VARIATION OF JOKOWI'S YOUTUBE VIDEO RECORDED SPEECH IN ECO PROSPERITY WEEK SINGAPORE

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Abstract

A president is the face of a country, and is expected to be able to deliver speech well in international settings, where English is used as a lingua franca. This study examines the variation in English consonant pronunciation within President Jokowi's YouTube video recorded public speech in Eco Prosperity Week in Singapore, focusing on instances of deviation from standard English phonetics. Analysis reveals consistent patterns of variation, omission, and substitution, particularly concerning sounds such as /θ/, /ð/, /v/, /z/, /ʃ/, /l/, /t/, /s/, /k/, and /j/. Notably, the influence of his native Javanese and Indonesian language, the phonological differences among Javanese, Indonesian and English are identified as key factors contributing to these variations. This investigation highlights the complexities of second-language acquisition and the persistence of native-language interference in the spoken English of non-native speakers in high-profile international communication.

Keywords: *consonants, Indonesian, Javanese, pronunciation, variation*

MORPHO-SYNTACTICAL AND PHONOLOGICAL ASPECTS OF SUFFIX -ATE

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Abstract

The suffix "-ate" in English presents a notable area of complexity in both morphology and phonology. This suffix is involved in various word-formation processes, most commonly verbalization (deriving verbs from nouns or adjectives), but it also participates in the formation of adjectives and nouns. This morphological versatility is mirrored in its phonological behavior, where the pronunciation of "-ate" can vary. This variation is often correlated with the word's part of speech. For instance, the suffix may be pronounced differently in a verb (e.g., /eɪt/) than in an adjective (e.g., /ət/). There are two main concerns; 1) Does part of speech consistently affect pronunciation of the suffix -ate? 2) Does the pronunciation of suffix -ate consistently differ among parts of speech? This abstract explores the interplay between the morphological functions of "-ate" and its phonological realizations, examining how a word's part of speech can influence the pronunciation of the suffix by analyzing 50 words with suffix -ate which have more than one part of speech. An understanding of this relationship is crucial for a comprehensive analysis of English word structure and pronunciation.

Keywords: *complexity, morphology, phonology, pronunciation, suffix*

USING INFOGRAPHICS TO DEVELOP STUDENTS' READING COMPREHENSION SKILLS IN DESCRIPTIVE TEXT AT SMP N 3 BANTUL

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Abstract

This study addressed students' reading comprehension skill issues in descriptive text in the 7E class at SMP N 3 Bantul by using infographics as an alternative tool to develop seventh-grade students' English reading comprehension skills. This research intends to answer the following questions: (1) How can infographics be used to develop students' reading comprehension skills? And (2) What kind of improvement do the students perform after using infographics in descriptive text? The Classroom Action Research (CAR) method was used to study the function and development of infographics to develop 32 students' reading comprehension skills at SMP N 3 Bantul. This study involved two cycles, with pre- and post-tests. The first cycle introduced the material of descriptive text and made infographics, while the second cycle had students practice their comprehension through infographics and a quiz. The results of post-tests were collected after the implementation. This study showed a significant improvement in students' reading comprehension skills, including vocabulary, fluency, and decoding. Post-test results in Cycle 1 and 2 also showed significant improvement in comprehension skills, with most reaching higher scores around 71.41 to 88.28. These results support the conclusion that infographics positively impact student improvement.

Keywords: *classroom action research, infographics, reading comprehension skills*

GAMIFYING EXTENSIVE READING: AI-DRIVEN ENGAGEMENT THROUGH INTERACTIVE LEARNING

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Abstract

Extensive Reading (ER) is considered to be one of the effective and interactive reading methods on language learning. But now, ER is challenged in this era because of students' passive participation and their declining motivation due to the improvement of technology, especially AI. This research is made to use these challenges on how AI-powered gamification can enhance ER and examine its effect on students' engagement in learning behavior. To support our research, in this paper we use a mixed-method approach (quantitative & qualitative) through questionnaires with some AI tools, such as Ai-based reading platform, quizzes, and gamified features AI-based reading platform, quizzes, and gamified. Our research will be focusing on EFL Learners in Sanata Dharma University as the subject of our research. The data analysis shows us that AI-Gamification in ER increased student initiative and motivation to read. It also improved interaction with reading materials and attracted a positive learner attitude toward gamified AI tools. So, AI gamification offers us an innovative path for ER revitalization and supports learner autonomy and interactive learning. Therefore, we call for deeper interrogation of EdTech in language curriculum.

Keywords: *artificial intelligence, extensive reading, EFL students, gamification, language learning*

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE STUDENTS' MOTIVATION AND LEARNING OUTCOMES IN CAPTIONS ON SOCIAL MEDIA MATERIAL AT SMA N 1 IMOGIRI

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Abstract

A country's education quality is reflected in students' learning outcomes, which require both a strong learning process and high motivation. In the 2022 PISA test, Indonesia ranked 69th out of 80 countries, highlighting the urgent need to improve learning quality and student motivation. This study investigates how project-based learning can improve students' motivation and learning outcomes. Using Classroom Action Research (CAR) in two cycles, the study employed pre-tests and post-tests to assess learning outcomes and questionnaires to measure motivation. Results showed improvements in five of seven motivational aspects, including interest in English and enjoyment in learning. Students' average scores increased from 54 to 62.28 in the first cycle and from 76.28 to 80.57 in the second cycle, surpassing the *KKM* (*Kriteria Ketuntasan Minimal*). These findings indicate that project-based learning successfully enhances students' motivation and learning outcomes.

Keywords: *learning motivation, learning outcomes, project-based learning*

THE IMPLEMENTATION OF DIFFERENTIATED INSTRUCTION TO INCREASE EFL STUDENTS' SKILLS IN NEWS-REPORTING AT SMA NEGERI 1 NGAGLIK

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Abstract

Students have various uniqueness that they show in the classroom. Teachers need to be more vigilant in meeting students' learning needs, including when students learn the 'News Item' material. Reporting news is one of the important topics among English as a Foreign Language (EFL) students because information is part of everyday life. This study aimed to discuss one solution to overcome problems that arise due to the different needs of students, Differentiated Instruction (DI). This study also focused on the extent to which students' perceptions were given after they experienced the implementation of differentiated instruction. The method used in this study is Classroom Action Research (CAR) to realize the implementation of differentiated learning in 'News Item' topic for grade 12 students. To focus on classroom observation, researchers also utilized questionnaires and conducted interviews to obtain data on students' perceptions of the implementation of DI. The reflections of each cycle were utilized to develop the planning of DI. This study showed that students gained four main benefits of DI implementation: 1) promoting adaptive learning conditions, 2) increasing active engagement in learning activities, 3) enhancing understanding and skill development, and 4) encouraging the use of varied educational resources.

Keywords: _differentiated instruction, EFL students, news-reporting_

PERCEIVED BENEFITS AND CHALLENGES OF STUDENTS' REFLECTIVE WRITING RELATED TO CRITICAL THINKING SKILLS

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Abstract

Reflective practices are deemed as worthy of pursuing to enhance students' soft skills. This study reports a study investigating what students perceived as benefits and challenges of reflective writing applied in a skills-based English class of undergraduate students. Employing explanatory mixed-methods, 43 second-semester students of an English education study program from a private university in Yogyakarta were involved in this survey study, and eight students in the following FGD. In addition to the questionnaire data, bi-weekly reflective journals written by students were used to triangulate both survey and FGD. The data analysis suggests that bi-weekly reflective writing activities were found effective in improving students' critical thinking skills, developing general literacy skills of English, and increasing their self-knowledge. To improve the teaching practice, regular feedback from the class instructor was expected to appear.

Keywords: *critical thinking, EFL students, reflective journal*

THE ASSOCIATION BETWEEN BRITISH ACCENTS AND INTELLECTUAL ARCHETYPES IN AMERICAN FILMS

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Abstract

This study will examine how British-accented characters in US films, particularly AI/robots, are used to represent intelligence and sophistication. We'll look at how characters (such as J.A.R.V.I.S. from Marvel and Cogman from Transformers) are portrayed. This analysis utilises AI-assisted thematic analysis, a quick design framework to query ChatGPT for dialogue and character descriptions from scripts. Repetitive and transparent prompts (role assignment, clarification) allowed for the identification of recurring traits (e.g., "intelligent", "refined", "educated") associated with British accents. We also look at current sociolinguistic and media research. For example, Americans consistently prefer Received Pronunciation (RP) accents over regional accents, and RP has historically been linked with elitism and trustworthiness.

Keywords: *American films, British-accented characters, sociolinguistics*

ELESP STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF GENERATIVE AI FOR MICRO TEACHING MATERIAL PREPARATION

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Abstract

Artificial Intelligence (AI) is seen as having the ability to revolutionize teacher education by increasing the saved time and quality of micro teaching preparations, especially in English Language Education Study Programs (ELESP). This study focuses on ELESP students' perceptions of the implementation of Generative AI for micro teaching material preparations. The implementation of Generative AI for this matter is essential because it is capable of boosting the teaching materials outcomes and time efficiency. This study employed the mixed-method, which combined both quantitative and qualitative methods by collecting data through questionnaires and interviews. The research participants were 50 sixth-semester students from the English Language Education Study Program at Sanata Dharma University. The findings showed that the majority of students perceived Generative AI as useful technology in helping them prepare micro teaching materials. They consider slow internet connectivity and irrelevant information that is produced by Generative AI tools as challenges they faced during the implementation of Generative AI for their micro teaching material preparation phase. These findings indicate that Generative AI is beneficial for ELESP students to construct micro teaching materials more effectively and efficiently. This study provides important implications for lesson planning and material development.

Keywords: *generative AI, micro teaching, students' perceptions, teaching materials*

GENDERED VIEWS OF DEATH IN SELECTED AMERICAN POEMS

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Abstract

To unveil attitudes toward death in male/female languages, three poems are selected, namely Poe's *The Raven* (1845), Dickinson's *Because I Could Not Stop for Death* (1863), and Robinson's *Richard Cory* (1897). In view of dissecting these works, this paper uses Fairclough's three-dimensional model that includes *description*, *interpretation*, and *explanation*. Apart from that, Lakoff's female language features are considered. Data are collected employing close reading as an interpretive tool, meaning that the form of the text is analysed to uncover dimensions of attitudes towards the idea of death in the social context of the time they were written. Result shows language used in *The Raven* contains several features of the female language to express hopelessness after a loss, like hedging, tag questions, repetition, and emotional expressions. On the other hand, *Because I Could Not Stop for Death* boasts those features to express acceptance and submission to expected death. It contrasts to *Richard Cory*, in which there is little to none female language features, but its directness shows that death is certain and natural occurring. Through Fairclough's model and considering the notion on female language, this study discovers that there are dimensions of attitudes worth considering: avoidance and submission.

Keywords: *American literature, death, Fairclough, Lakoff, poem*

ANALYZING TIKTOK VIDEOS ON SUSTAINABLE LIVING TIPS THROUGH MULTIMODAL DISCOURSE ANALYSIS

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Abstract

Tiktok, a popular platform nowadays, plays a significant role in spreading environmental awareness, especially among younger audiences. This study explores how sustainable living tips are presented through TikTok videos using a Multimodal Discourse Analysis (MDA) approach. The analysis focuses on how visual (composition, color, text overlays), auditory (music chosen, spoken language), and linguistic (lexicon, discourse structure) modes interact to understand how TikTok creators communicate eco-friendly practices on this platform. The data consists of 20 TikTok videos tagged with "sustainable living tips" to understand how creators use multimodal elements to deliver eco-friendly practices. Findings show that creators use engaging formats, visuals, and storytelling to effectively communicate sustainability messages. Call-to-action prompts in videos and captions further encourage audience interaction and participation. This study asserts that TikTok offers a powerful and accessible tool for promoting sustainability and encouraging younger audiences to take more responsibility in protecting the environment and adopting sustainable practices.

Keywords: *multimodal discourse analysis, sustainable living tips, TikTok*

THE ROLE OF ARTIFICIAL INTELLIGENCE IN SUPPORTING CREATIVE WRITING: A DISCOURSE ANALYSIS OF ELESP STUDENTS' EXPERIENCES

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Abstract

This paper explores the role of Artificial Intelligence (AI) in supporting creative writing among students from the English Language Education Study Program (ELESP) at Sanata Dharma University. With this technology, which has become available via ChatGPT and Sudowrite, it has actually opened up opportunities for students to solicit help from AI in generating ideas, polishing language use, or structuring narratives. This research employs discourse analysis as its methodological framework to study students' interactions with AI-generated content and how these interactions interact with their writing process. Additionally, it investigates students' notions of AI in creative writing, including how they perceive benefits and challenges from their experiences. The findings of this research could inform AI integration in educational settings related to creativity because it inspires writing.

Keywords: *artificial intelligence, creative writing, discourse analysis, educational technology, student perception*

DEVELOPING A DIFFERENTIATED LEARNING MODULE ON DESCRIPTIVE TEXT FOR THE 7th GRADERS BASED ON KURIKULUM MERDEKA

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Abstract

The implementation of Merdeka Curriculum in Indonesia, has not been fully in line with the development of teaching materials and learning support. This imbalance makes it difficult for teachers to be learning facilitators optimally, as expected in the curriculum. This study focuses on developing a differentiated instruction (DI) module for teaching the seventh-grade students in Indonesia, specifically for descriptive text material. The research aims to address the lack of practical resources to help teachers apply the DI. ADDIE model was used to guide the module development. Needs analysis with the local English teachers to gather information on student's diversity and the teachers' awareness of DI was conducted. Tomlinson's DI framework was used as the designing framework, incorporating different approaches to content, process, and product. The sequence is following Bloom's Taxonomy level division to support student's learning. The module is aligned with the Ministry of Education's Learning Outcomes for phase D (grades 7-9). It was implemented in Kanisius Muntilan Junior High School to test the module's usefulness and practicality. The module was evaluated by experts to improve its functionality. The result is a ready-to-use module that serves as practical resource to help teachers use DI effectively in their classrooms.

Keywords: *7th graders, differentiated instruction, kurikulum merdeka, module*

A COMPARISON OF DISCOURSE TRANSFORMATION IN SHORT STORIES BEFORE AND AFTER CORRECTION USING AI GRAMMAR CHECKER AND GOOGLE TRANSLATE

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Abstract

This research explores discourse transformation within a short story before and after revision through two artificial intelligence (AI) powered tools: AI grammar checker (e.g., Grammarly or ChatGPT) and Google Translate. The aims of this research are to explore how the above-mentioned two tools influence sentence composition, politeness strategies used in language, and coherence of written language. Using the qualitative descriptive design and discourse analysis approach, the current study contrasts the student's original draft of his short story with the corrected version of every tool. The analytical result shows that the AI grammar checker is inclined to maintain the structure of the source text and improve only linguistic features, while Google Translate is inclined to change the structure and tone of sentences, which may affect the meaning that the author aims to convey. Such findings highlight the importance of critical consciousness in utilisation of AI-based tools, particularly academic and creative writing practices.

Keywords: *AI grammar checker, discourse analysis, short stories, Google Translate, writing correction*

FRIENDSHIP IN TEXT: HOW LANGUAGE BUILDS BONDS IN WHATSAPP CHAT

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Abstract

This research discussed the use of language in building and maintaining relationships through informal conversations on the WhatsApp platform. It aims to analyze the language patterns and daily communication strategies used in the WhatsApp platform between close friends using terms including discourse strategies, negotiating identity, alignment moves, and interactional dynamics. In this study, a qualitative discourse analysis approach was used, and data were collected through documentation of WhatsApp chat transcripts for one week with 5 participants. The finding of this study is that informal digital discourse, such as slang, abbreviations, and emoticons, serves as a powerful medium for performing relational uwork and sustaining social closeness.

Keywords: *digital communication, informal communication, language patterns, social closeness, WhatsApp platform.*

AI-ASSISTED THEMATIC ANALYSIS LINGUISTIC RESEARCH WITH NOTEBOOKLM

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Abstract

Thematic analysis involves six phases: 1) data familiarisation, 2) code generation, 3) theme identification, 4) theme review, 5) theme naming, and 6) theme interpretation. Manually analysing data from large corpora of discourse is often time-consuming, delaying feedback and potentially impairing the researchers. Fortunately, the rise of AI-powered tools like Google's NotebookLM is helping ease this burden. Despite the growing adoption of LLMs in qualitative research, there remains a lack of practical and replicable frameworks to conduct research, particularly for beginners. This study aimed to provide the desired framework using the ADDIE model through modeling and testing of Zhang et al's (2024) prompt engineering framework for thematic analysis using ChatGPT. By adapting and implementing the developed prompt along with a code book, and analysis database in cycles, the researchers were able to analyse 12 types of figurative language by Perrine from 13 live sport commentary match transcriptions. After some curation, the result indicates 251 utterances applying variations of types of figurative language. As derivation and repetition often occur during the coding process, the adoption of NotebookLM still requires researchers' active participation. Nevertheless, the developed prompt eased the time-consuming manual labour.

Keywords: *AI-assisted, linguistic research, NotebookLM, thematic analysis*

ENGLISH SLANG USAGE ON X AND TIKTOK: REFLECTING TEENAGE LANGUAGE DYNAMICS

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Abstract

This study examines the impact of social media platforms X and TikTok on the linguistic behavior of teenagers. The study emphasizes the important role of the digital context in encouraging linguistic creativity and innovation. This study employs a descriptive approach as its research method to analyze 10 examples of English slang expressions selected deliberately. The findings reveal that teenagers are actively involved in the use of slang in social media interactions. This linguistic adaptation is achieved through the modification of existing terms or the creation of new terms. Rapid dissemination, cross-platform adaptation, and specific usage are influenced by peer networks and viral trends. These findings highlight the role of X and TikTok as drivers of linguistic evolution, with implications for educators and linguists studying contemporary language change. Further research could expand the sample size or explore cross-cultural variations in the use of digital slang.

Keywords: *English slang, language dynamics, social media*

LEARNING PHONEME /Ɵ/ USING "VOCAROO"

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Abstract

Many Indonesian college students face challenges pronouncing the English voiceless dental fricative /θ/ and commonly often saying /t/ or /s/ instead. This research aims to find out how Vocaroo, an online voice recording tool, helps students practice and improve their pronunciation of the English sound /θ/, as in the words "thick", "think", "thumb". The participants were 50 students from the ELESP at Sanata Dharma University. The students practiced saying the word /θ/ using Vocaroo for four weeks and participated in guided pronunciation practices using Vocaroo to record, playback, and self-assess their pronunciation. Their progress will be evaluated through pre- and post-tests. This study aims to determine whether Vocaroo can serve as an effective, accessible tool to support learner autonomy and enhance phonemic awareness in Indonesian EFL contexts.

Keywords: */θ/ sound, EFL, pronunciation, Vocaroo,*

THE IMPLEMENTATION OF AI AS A PERSONALIZED ENGLISH LEARNING TOOL IN DISCOURSE ANALYSIS CLASS

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Abstract

Innovation in education has seen rapid growth in recent times; one significant aspect is using artificial intelligence as a learning companion. In learning language, AI has proven effective in multi-language classroom teaching, where it acts as a support element for English language study students and teachers. This research aims to discover how AI is used as a personalised learning companion in the Discourse Analysis class. The reason why Discourse Analysis is chosen to be the research subject is that the class presents a difficult challenge for students in understanding abstract concepts in real-world text. Furthermore, the Discourse class lacks practice material for analysing a text. This research will use qualitative descriptive analysis with the help of a questionnaire and AI interaction records to acquire the intended research result, which is a comparison of students' understanding before and after the use of AI as a learning assistant and identify discourse analysis learning pattern of students when using AI generated prompt as a learning tool. The research also aims at improving the students' use of AI as a learning assistant, not only in discourse analysis class but also in other classes as well.

Keywords: *AI prompt, discourse analysis, learning assistant*

SWIPE, SPEAK, SUCCEED: MICROLEARNING ENGLISH PHONETICS THROUGH SHORT VIDEO

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Abstract

The rise of short video platforms like TikTok and Instagram Reels continues to innovate and reshape how digital-native learners engage with educational content. This study investigates how microlearning techniques—especially 60-second phonetics tutorials—can help EFL learners appreciate, imitate, and differentiate English sounds. Videos created for this research emphasize clarity, correct articulation, and the ability to replicate tongue placement. Participants were invited to evaluate, collaborate, and communicate through structured pronunciation tasks and reflection surveys. The aim was to stimulate learner motivation, concentrate on key phonetic elements, and accelerate sound acquisition. While microlearning may not eliminate traditional instruction, it can complement and supplement classroom strategies. Learners who actively participate, annotate their progress, and consolidate their understanding tend to demonstrate better outcomes. However, for such content to truly educate, educators must carefully curate, validate, and moderate the materials. Results indicate that digital platforms, when used to integrate authentic and accessible resources, can facilitate better language outcomes, elevate learner interest, and activate deeper learning. To graduate proficient communicators, institutions must innovate, adapt, and collaborate across platforms.

Keywords: *digital platforms, EFL learners, micro-learning, phonetics, short video*

HOW BARBIE USES LANGUAGE TO SHOW SOCIAL POWER IN REAL LIFE

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Abstract

This study investigates how language constructs power relations in Greta Gerwig's Barbie (2023), utilizing the framework of Critical Discourse Analysis (CDA). Focusing on selected dialogues that illustrate shifts in female power dynamics, particularly the contrast between Barbieland and the real world, the analysis examines linguistic choices and patterns of conversational control to uncover how language operates as a means of asserting identity, exercising dominance, and reinforcing ideological structures. Notably, the term "patriarchy" is mentioned approximately 40 times throughout the film, underscoring its central thematic concern with gendered power structures . Furthermore, a critical content analysis identifies three main things such as patriarchy, hegemonic masculinity, and postfeminism through systematic coding of the film's transcripts and visuals . These findings reveal that Barbie serves as a discursive site where power is negotiated and contested, with language functioning both to perpetuate and to resist patriarchal norms. By integrating linguistic and cultural critiques, this study contributes to a deeper understanding of how media texts employ the relationship between language and power.

Keywords: *Barbie, Greta Gerwig, power relation*

THE IMPACT OF GAMIFICATION ON STUDENT LEARNING ENGAGEMENT AND ACADEMIC PERFORMANCE: A CASE STUDY AT SMP KANISIUS WONOSARI

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Abstract

Gamification is increasingly used in education to address low student motivation and passive participation. At SMP Kanisius Wonosari, a private junior high school in Gunung Kidul Regency, traditional book-based learning remains dominant, often limiting student engagement. This study investigated the impact of a point-based gamification system on student engagement—specifically behavioral, emotional, and cognitive dimensions—and academic performance. It also explored students' perceptions of gamified learning and how it supports diverse learner needs.An explanatory sequential mixed-methods design was employed. Quantitative data were collected through closed-ended questionnaires and comparisons of student scores before and after the intervention. Qualitative data were gathered through classroom observations and semi-structured interviews. The study involved 36 seventh-grade students aged 12 to 14, most of whom came from lower- to lower-middle-class backgrounds and learned English as a foreign language. Grounded in B.F. Skinner's behavioral theory, the gamification method used reinforcement via points to promote participation. Results showed that gamification significantly improved engagement and academic performance. Daily test scores increased from 66.7 to 86.6, and semester exam scores rose from 58.0 to 73.9. Students responded positively to the system, though concerns about fairness and classroom noise were noted.

Keywords: *academic performance, behaviorism, engagement, gamification, point system*

VOICES OF CHANGE 2025: JUSTICE, EQUITY & DIGITAL SOCIETIES

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Abstract

As digital technologies rapidly transform our economies, governments, and everyday lives, they bring both new opportunities and fresh challenges to the quest for justice and equity. While innovation holds the promise of a fairer society, it can also deepen existing divides if not thoughtfully guided. Recognizing these urgent tensions, "Voices of Change 2025" brings together people from all walks of life, scholars, advocates, tech experts, artists, and legal minds to share ideas and craft practical solutions. Together, we'll dig into tough questions: How can we build digital systems that close gaps rather than widen them? What policies and practices will ensure technology truly serves everyone, not just a privileged few? By encouraging open conversation and creative collaboration, the gathering aims to spark new connections and inspire forward-thinking action. The goal is simple but ambitious: to empower all participants to help shape a digital future where fairness, accessibility, and collective well-being are at the core of every advance.

Keywords: *collaboration, digital innovation, technology*

IMPROVING PRONUNCIATION AND LANGUAGE AWARENESS THROUGH AI TOOLS

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Abstract

The modernized world has confronted many changes with the rise of Artificial Intelligence (AI) in contemporary times, including an advanced, AI-oriented tool for grammar and pronunciation checking. Such a tool would help speakers identify spelling mistakes and at the same time, be problematic in pronunciation, intonation, and structure of sentences to improve cohesion and coherence in speaking. One major obstacle faced by Indonesian learners of English is the "Th" sound, pronounced /θ/ and /ð/. The AI tools provide online resources for English pronunciation that permit users to identify pronunciation faults, including those related to "Th" sounds such as /t/, /d/, or /s/. Such tools in the phonetics and phonology introductory classes aid students in acquiring better articulation while also gaining a clearer insight into language use, especially when performing academic tasks. This research promotes awareness about AI benefits such as time-saving improvements, language consciousness development, and support for self-directed learning; however, concomitantly, some drawbacks are identified, such as dependency on AI exclusivity, superficial knowledge of linguistic rules formation, and sometimes contextually irrelevant corrections are provided. Free Online English Pronunciation Tools are examples of AI-based resources. This study shows that learning with AI technology has its advantages, but should be applied cautiously as an assistant in education rather than a substitute for true comprehension.

Keywords: *artificial intelligence (AI), autonomous learning, English phonetics and phonology, language awareness, pronunciation tools*

HOW BRAINROT MEME AFFECTS RECENT GENERATION CULTURE AND LANGUAGE

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Abstract

This study explores how "brainrot memes"—a genre of online content characterized by chaotic humor, surreal audio-visuals, and nonsensical language—are reshaping the cultural expressions and linguistic habits of the younger digital generation. Drawing on discourse analysis and semiotic theory, this research investigates memes function that are not only as entertainment but also as tools of identity performance, social bonding, and language innovation. Through an analysis of their form, context, and audience reception, the study reveals brainrot memes challenge conventional communication norms, foster new internet dialects, and reflect a broader shift toward irony-driven digital subcultures. Ultimately, the paper positions brainrot memes as both a symptom and a shaping force of how Gen Z and Gen Alpha relate to meaning, emotion, and expression in the algorithmic age.

Keywords: *AI, brain rot, gen alpha, meme*

IMPROVING /Ɵ/ PRONUNCIATION FOR INDONESIAN EFL LEARNERS THROUGH PHONETIC AWARENESS AND PRACTICE

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Abstract

The English voiceless dental fricative /θ/, as in thought, thin, and theater, presents an engaging challenge for many Indonesian EFL (English as a Foreign Language) learners. This study explores the phonological, articulatory, and pedagogical factors contributing to learners' struggles with accurately producing this sound. Since /θ/ is not part of the Indonesian phonemic inventory, learners often replace it with more familiar sounds such as /t/, /s/, or /d/, influenced by context and dialectal background. Drawing on learner reflections, acoustic analysis, and structured pronunciation tasks, this study investigates how native language influence and limited oral practice impact pronunciation. It also examines how visual modeling and explicit phonetic instruction support learner growth. Results show that focused feedback, guidance on tongue positioning, and auditory discrimination exercises significantly enhance learners' awareness and production of /θ/. With continued practice and increased phonetic awareness, learners can successfully overcome this pronunciation challenge. The study highlights the importance of integrating targeted pronunciation instruction into communicative EFL classrooms to support learner development and confidence.

Keywords: */θ/ sound, EFL learners, Indonesian phonology, pronunciation challenge, phonetic instruction*

THE ROLE OF AI IN SECOND LANGUAGE EXPOSURE

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Abstract

The integration of Artificial Intelligence (AI) in language education transforms how second language (L2) learners gain exposure and engage socially with the target language. This study investigates how AI tools—such as chatbots, virtual assistants, and intelligent tutoring systems—enhance L2 exposure by simulating conversations, giving adaptive feedback, and supporting interaction beyond the classroom. Drawing on sociolinguistic perspectives, this research explores how AI-mediated communication influences language input, learner identity, and communicative competence. The study also examines how learners' motivation and social dynamics shape language use within AI platforms. It argues that AI is not merely a technological tool, but an emerging social agent that mediates language learning through meaningful interaction. By bridging sociolinguistic theory and digital learning, this paper highlights the potential of AI to provide authentic, socially contextualized second language experiences, aligning with evolving educational needs in the digital age.

Keywords: *artificial intelligence, second language exposure, social interaction, sociolinguistics, technology and language*

A DISCOURSE ANALYSIS OF DIRECTIVE LANGUAGE IN INSTITUTIONAL POSTERS

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Abstract

This research is an analysis of the directive features used in institutional posters throughout various organizational environments. Using a qualitative discourse analysis methodology, the research investigates how directive language, visual elements and power relations are implemented in the posters collected. The corpus of the research consists of 10 posters collected from academic institutions, government offices and public service organizations. These posters deliver common examples of institutional communication goals of regulating public behavior. Findings reveal that commands and authoritative visuals are strategically employed to reinforce institutional authority and clear messaging. This research contributes to the insight of how institutional discourse conveys directive through language and visuals.

Keywords: *directive language, discourse analysis, institutional communication*

ENHANCING 11TH GRADE VOCATIONAL HIGH SCHOOL STUDENT'S WRITING PERFORMANCE THROUGH THE IMPLEMENTATION OF DEEPL WRITE

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Abstract

This study investigated the impact of DeepL AI on students' English writing performance. It aimed to examine how DeepL is implemented in classroom settings and the extent to which it enhances students' writing abilities. The research used quantitative experimental method, with 27 subjects divided into experimental and control group. The study was grounded in the concept of AI-assisted writing, where tools like DeepL utilize neural networks and natural language processing to support students in producing better writing (Kruse, Chitez, & Rapp, 2023). The theoretical framework combined Douglas Brown's (2018) writing assessment theory and the TPACK (Technological Pedagogical Content Knowledge) framework by Mishra and Koehler (2006) model to support the analysis. Results showed that the experimental group's mean score improved by 27.5 points—from 53.75 to 81.25—while the control group only improved by 1.75 points. The t-test value (10.36) exceeded the critical value (2.09), indicating a statistically significant difference. These findings suggest that DeepL AI provides effective real-time feedback, improves grammatical accuracy, and enriches vocabulary use. Although DeepL AI should not replace traditional methods, it can serve as a powerful complementary tool in the writing classroom. The study recommends integrating AI-based writing tools to enhance learning outcomes without promoting overdependence.

Keywords: *AI, DeepL, grammar, vocabulary, writing performance, writing tools*

COMPARATIVE ANALYSIS OF CODE-SWITCHING IN INDONESIAN POP DANGDUT: AI VS. HUMAN EVALUATION

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Abstract

This research focused on a comparative analysis of types and reasons for using code-switching in Indonesian pop dangdut using the results of AI vs. human evaluation. Furthermore, the contribution of this study is to enhance the knowledge of sociolinguistics, specifically code-switching, particularly the impact of using AI for the analysis tools. The writers use AI for the analysis tools and see that the results are not really complicated from AI tools, but rather from human evaluation. AI can be used for getting some inspiration, but in this case, the writers need a long time to cross-check the source. The writers applied Hoffman's theory as the fundamental theory for the types of code switching and Holmes' theory as the main theory, which is used as the reason for using code switching. This research also used qualitative methods. The results of the analysis showed that there are four types and seven reasons for using code switching in Indonesian pop dangdut songs.

Keywords: *AI, code switching, pop dangdut*

AN ANALYSIS OF THE EFFICIENCY OF USING AI IN DETECTING DIFFERENCES IN USER ACCENTS

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Abstract

This study aimed to find out AI's response to the differences in accents that its users have, especially for college students. The research employed a basic qualitative method. The data were collected through interviews and questionnaires. The results of the research showed that AI systems demonstrate varying levels of efficiency in detecting and responding to different accents. While commonly spoken accents such as American and British English were recognized with high accuracy, regional and non-native accents often posed challenges for AI recognition systems. The findings suggested how important the user's accent was for AI communication to understand and respond to it. This research will discuss the challenges that AI systems processing and the strategies to improve the quality of AI performance.

Keywords: *accents, AI, efficiency*

PHONETIC TRANSCRIPTION BARRIERS FOR JAVANESE SPEAKERS: ADDRESSING /V/, /Ɵ/, AND VOWEL CLUSTERS IN ENGLISH PRONUNCIATION

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Abstract

Javanese speakers often face unique challenges in mastering English phonetic transcription due to phonological gaps between the two languages. This study examines how absent sounds (e.g., /v/, /θ/) and vowel mergers in Javanese lead to systematic errors, such as substituting "think" [θɪŋk] with "tink" [tɪŋk] or confusing "ship" [ʃɪp] and "sheep" [ʃiːp]. These mispronunciations, rooted in native language interference, result in workplace miscommunication and academic disadvantages. Through acoustic analysis of Javanese accented English speakers, this research identifies high error phonemes and prosodic patterns (e.g., flattened intonation and syllable time rhythm). A pedagogical intervention is proposed, combining minimal pair drills (e.g., "van" vs. "fan"), visual feedback via speech software, and stress timing exercises. Preliminary results from 20 participants show a 40% improvement in /v/ and /θ/ accuracy after 8 weeks of training. The study highlights the role of culturally adapted tools, such as using Indonesian-English loan words like "video" (pronounced [vidio] in Indonesian) to teach schwa [ə]. By addressing these phonetic barriers, the intervention aims to empower Javanese learners to navigate global communication confidently, while advocating for inclusive language policies in multilingual education systems. This work bridges theoretical phonetics and real-world applications, offering scalable solutions for non-native English speakers worldwide.

Keywords: *∕v∕ sound, ∕θ∕ sound, Javanese, phonetic*

THE USE OF "SPEAKING" BOARD GAME TO ENHANCE STUDENTS' SPEAKING SKILLS IN X ANIMASI CLASS AT SMKN 3 KASIHAN

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Abstract

Speaking is a productive language skill involving interaction and meaning-making. Board games, as a form of game-based learning, encourage collaboration and spontaneous communication, which are at the heart of language learning. Related to speaking skills, students in SMKN 3 Kasihan faced problems with engagement and confidence. The research investigates the implementation and effectiveness of the "SpeaKING" board game in enhancing the English speaking skills of 34 tenth-grade X Animasi class students at SMKN 3 Kasihan. This study employs the Classroom Action Research (CAR) method. The study involved two cycles, with pre-tests and post-tests. The first cycle introduced a physical version of the board game, while the second introduced a digital version for greater accessibility. Post-survey results were collected after implementation. Results showed a significant improvement in students' confidence, vocabulary, grammar, pronunciation, and fluency, which are components of speaking skills. The students' average scores in Cycle 1 increased from 61.52 in the pretest to 72.94 in the post-test, while in Cycle 2, they saw a significant increase from 68.00 to 79.41, indicating the board game's effectiveness. These results support the conclusion that the "SpeaKING" board game is an effective and enjoyable tool for enhancing speaking skills.

Keywords: *board game, classroom action research, cycle, gamification, SpeaKING*

List of Presenters

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1.	Andrea Melissa Visia Rosselini	Sanata Dharma University
2.	Brigita Yetieka Angel Suyoto	Sanata Dharma University
3.	Jeslyne Yuke Areta	Sanata Dharma University
4.	Pedro Ngiso Tokan	Sanata Dharma University
5.	Ayunda Woro Pregiwo Pramudya	Sanata Dharma University
6.	Josephine Florentina Rachel	Sanata Dharma University
7.	Redempta Risa Santika	Sanata Dharma University
8.	Mikhael Kunses Bani	Sanata Dharma University
9.	Yosua Umbu Teda Garameha	Sanata Dharma University
10.	Eni Lestari Andayani Adi	Sanata Dharma University
11.	Farrel Camilus Waruwu	Sanata Dharma University
12.	Restu Utomo	Sanata Dharma University
13.	Heronymus Dion Bagas Wijaya	Sanata Dharma University
14.	Benedicta Azima Sankhyasti	Sanata Dharma University
15.	Calista Maura Siwi	Sanata Dharma University
16.	Lydia Kezia	Sanata Dharma University
17.	Berlian Ketty	Sanata Dharma University
18.	Cici Junita	Sanata Dharma University

19.	Erna Erlinawati Waruwu	Sanata Dharma University
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21.	Dimas Avien Andreas	Sanata Dharma University
22.	Hanifira Hayuwanti	Sanata Dharma University
23.	Rina Astuti Purnamaningwulan	Sanata Dharma University
24.	Andrea Rinjani Purwanto	Sanata Dharma University
25.	Grace Nataline Eka Putri Sabalai	Sanata Dharma University
26.	Raden Rara Grhayu Makhesya Primanulan	Sanata Dharma University
27.	Clara Dara Tarigas	Sanata Dharma University
28.	Monica Auliya Putri Utami	Sanata Dharma University
29.	Miracle Civita Yusie Putri Sancaya	Sanata Dharma University
30.	Anggita Nur Erlina Zanuari	Sanata Dharma University
31.	Spartan	Sanata Dharma University
32.	Mariana Advensia Clarita	Sanata Dharma University
33.	Safrida Sekarningrum	Sanata Dharma University
34.	Irene Tanjung	Sanata Dharma University
35.	Clara Auliza Kanahaya	Sanata Dharma University
36.	Agatha Tri Renaningtyas	Sanata Dharma University
37.	Michelle Amanda Weningtyas	Sanata Dharma University
38.	Angela Mutiara Dhea Sonda	Sanata Dharma University

39.	Nicholas Angger Hartanto	Sanata Dharma University
40.	Klaus Ivan Priyanto Samsulardi	Sanata Dharma University
41.	Timothy Leonard Kheng	Sanata Dharma University
42.	Raditya Yogavian Risangadya	Sanata Dharma University
43.	Elika Duwi Kristi Febriyanti	Sanata Dharma University
44.	Mika'il Hafid Maulana Syarif	Sanata Dharma University
45.	Kezia Sarah Angelica	Sanata Dharma University
46.	Brigitta Utari Praptiningtyas Ananda	Sanata Dharma University
47.	Gracia Laras Christa	Sanata Dharma University
48.	Erina Damayanti	Sanata Dharma University
49.	Diva Nugraheni	Sanata Dharma University
50.	Laurensia Prisca Eveline	Sanata Dharma University
51.	Laurensia Josephine Regina Dara	Sanata Dharma University
52.	Raditya Bomantara Paramananda	Sanata Dharma University
53.	Alexander Tandri Lideradi	Sanata Dharma University
54.	Christian Ezra Sahir	Sanata Dharma University
55.	Rafi Adi Cahya Nugraha	Sanata Dharma University
56.	Jeanett Julia	Sanata Dharma University
57.	Mayang Dinda Maharani	Sanata Dharma University
58.	Enjelika Rismiani Saragih	Sanata Dharma University

59.	Svetlana Sawu Djatrich Laus Deo	Sanata Dharma University
60.	Nicodemus Yosearta Purwanto	Sanata Dharma University
61.	Dea Pramesti	Sanata Dharma University
62.	Khansa Khalila Wijaya	Sanata Dharma University
63.	Meylani Indah Saputri Tampubolon	Sanata Dharma University
64.	Chelvino Dimas Hardita	Sanata Dharma University
65.	Veronica Triprihatmini	Sanata Dharma University
66.	Tara Shanty Jaya Mahe	Sanata Dharma University
67.	Andreas Kurniawan	Sanata Dharma University
68.	Gracia Linjensy	Sanata Dharma University
69.	Brigida Adinda Arsaningrum	Sanata Dharma University
70.	Malinda Chastity Kusuma	Sanata Dharma University
71.	Carolina Agata Mawarni Putri	Sanata Dharma University
72.	Silvana Dwi Marsanda Parera	Sanata Dharma University
73.	Agustinus Kornelis Da Karwayu	Sanata Dharma University
74.	Georgius Rico Asto Pangestu	Sanata Dharma University
75	Adelina Silalahi	Sanata Dharma University