



2nd ICON - ELTL
International Conference on
English Language Teaching and Learning

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2nd INTERNATIONAL CONFERENCE

ON ENGLISH LANGUAGE TEACHING AND LEARNING

BANDAR LAMPUNG, 16th NOVEMBER 2019

PROCEEDINGS

*"EFL Teaching and Learning
for the Millennial Generation"*

INSTITUTE FOR
RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG

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ORGANIZED BY:

INSTITUTE FOR
RESEARCH AND COMMUNITY SERVICE
UNIVERSITY OF LAMPUNG

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG

**2ND INTERNATIONAL CONFERENCE ON ENGLISH LANGUAGE TEACHING AND LEARNING
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Aula K Gedung FKIP Universitas Lampung, Bandar Lampung 16 November 2019**

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Preface

The English Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung was honored to host the 2nd International Conference on English Language Teaching and Learning (2nd ICON-ELTL) in the heart of the city of Bandar Lampung on 16 November 2019. The Vice Rector for Academic Affairs of Lampung University, Prof. Dr. Bujang Rahman, opened the conference followed by a welcome address by Dr Ari Nurweni, the Conference Chair.

The conference theme “EFL Teaching and Learning for the Millennial Generation” was an invitation to discuss English language teaching and learning – related issues (including blended learning for millennials, communication and information in language teaching, learning styles and strategies for millennial EFL learners, curriculum and material development, engaging literature and culture in teaching millennial generations, and other relevant topics). The aim of the conference was to bring together academics, researchers, teachers and students to exchange ideas, experiences and research findings in the field of English language teaching and learning for millennial generations to make better, efficient and impactful teaching and learning.

The conference was attended by 226 participants and 43 presenters from all over Indonesia. Four keynote papers were delivered on the conference day. The first was presented by Dr. Hisham bin Dzakiria (Universiti Utara Malaysia), and the second was delivered by Dr. POH Soon Koh (NTU, Singapore). Other two invited keynote papers were also presented by Dr. Muhammad Sukirlan (University of Lampung) and Sydney Garvis (a fellowship program lecturer from USA to Unsyiah). In addition, 43 papers were also presented by registered presenters in the parallel sessions of the conference.

The conference program represents the efforts of many individuals. Therefore, we would like to express our gratitude to the members of the organizing committee for putting much effort into ensuring the success of day-to-day operation of the conference and the reviewers for their hard work in reviewing submissions. We also thank the four invited keynote speakers for sharing their insights with us. Finally, the conference would not be possible without the excellent papers contributed by authors. We thank all authors for their contributions and participation in the 2nd ICON-ELTL 2019.

We hope that this conference will further stimulate research on English language teaching and learning in today’s advancement of digital era and provide academics, researchers, teachers, and students with better understanding, knowledge, and ideas for further research. We feel honored to serve the best recent scientific knowledge and development in the field of English language teaching and learning. In addition, we also hope that these proceedings will furnish scholars from all over the world with an excellent reference book.

Realizing that there were still some weaknesses during the conference, we do have an apology to make to everyone and we hope we will be able to hold better international conferences in the future. Finally, it was with great pleasure that we had the opportunity to host such a conference. Thank you.

Ari Nurweni
Conference Chair

Gede Eka Putrawan
Conference Co-Chair

CONFERENCE SCHEDULE

Saturday 16 November 2019, Bandar Lampung, Indonesia

Saturday, 16 November 2019				
The Rundown				
No	Time	Activity	Speaker/PIC	Location
1	07.30- 08.00	Conference Registration	The Committee	Hall A, 1 st Floor
2	08.00 – 08.10	Opening and National anthem of Indonesia	MC	
3		Welcome remarks	-	
4	08.10 – 08.25	Dean of the Faculty of Teacher Education	Prof. Dr. Patuan Raja, M.Pd.	
5	08.25 – 08.40	Rector of the University of Lampung and opening	Prof. Dr. Ir. Hasriadi Mat Akin, M.P	
6	08.40 – 08.50	Prayers	The Committee	
7	08.50 - 09.00	Coffee and refreshment break	The Committee	
8	09.00 – 10.30	Keynote Speaker 1: Dr. Hisham Bin Dzakiria <i>Universiti Utara Malaysia, Malaysia</i> Keynote Speaker 2: Dr. POH Soon Koh <i>NTU, Singapore</i>	Mahpul, M.A., Ph.D	Hall A, 1 st Floor
9	10.30 – 12.00	Keynote Speaker 3: Dr. Muhammad Sukirlan, M.A. <i>University of Lampung, Indonesia</i> Keynote Speaker 4: Sydney Garvis USA	Dr. Flora, M.Pd	
10	12.00 – 13.00	<i>Networking luncheon</i> <i>Coffee and refreshment break</i>	The Committee	Building J, 2 nd Floor
11	13.00 – 15.45	Parallel Session	The Committee and Presenters	Building J, 2 nd Floor
12	15.30 – 16.00	Closing	The Committee	Building J, 2 nd Floor

Parallel Sessions Schedule at a Glance			
Building J, 2 nd Floor (Room 3)			
No	Time	Title	Presenter
1	13.00 – 13.15	Corpus Based Study: Students’ Lexical Coverage through Business Plan Report Writing	Dian Puspita
2	13.15 – 13.30	Finding an Intersection, Vision, Motivation and Language Acquisition: A Study in Indonesian Context	Adi Nurhartanto, Gita Hilmi Prakoso
3	13.30 – 13.45	Developing E-Module Of English For Tourism Based on Brain-Based Learning Approach at State Polytechnic of Lampung	Anwar Rahman
4	13.45 – 14.00	Improving Students’ English Quality in Millennial Era by Social Media	Dewi Sri Kuning
5	14.00 – 14.15	The Use of VOA (Voice Of America) Toward Students’ Speaking Ability	Eva Faliyanti, Eli Setia Anggraena
6	14.15 – 14.30	Facilitating Meaning Recognition of English Vocabulary through Audio-visual Input: a study of Indonesian learners	Fajar Riyantika
7	14.30 – 14.45	Padlet as an Alternative Learning Journal in Listening Class	Nunun Indrasari
8	14.45 – 15.00	Digital Story: Its Effect on Students’ Pronunciation Mastery	Yogi Era Reforma, Septa Aryanika
9	15.00 – 15.15	The Use of Instagram to Boost Students’ Writing Skill in Explanation Text	Fenny Thresia , Nur Khairunnisa
10	15.00 – 15.30	E-comics in Teaching: Using Comic Strip Creators to Enhance Junior High School Students’ Writing Ability	Achmad Yudi Wahyudin
11	15.30 – 15.45	The Use of Task Complexity in Written Data by Indonesian EFL Learners	Imelda Ayu Mustika, Mahpul, M. Sukirlan
Building J 2 nd Floor (Room 4)			
12	13.00 – 13.15	Kahoot!: Elevating Students’ Engagement in Grammar Class with Fun Learning	Dyah Aminatun
13	13.15 – 13.30	Enhancing Student’s Vocabulary Mastery Through Project-Based Learning in the EFL Classroom	Fatimah Mulya Sari

14	13.30 – 13.45	Developing a Teaching Model through Students-selected Topic and Implicit Corrective Feedback on Students' Writing Aspects	Anggi Try Pratidina , Ag. Bambang Setiyadi
15	13.45 – 14.00	The Effect of Teaching English Grammar through RULERS to The Reading Comprehension Improvement of EFL Students	Ari Nurweni, Sudirman, Novita Nurdiana, and Khairun Nisa
16	14.00 – 14.15	The Impact of Reciprocal Teaching Strategy Towards Students' Reading Comprehension at Eight Grade SMPN 4 Metro Academic Year 2018/2019	Syaifudin Latif D , Inas Hafidzah
17	14.15 – 14.30	Code Switching in Teaching English to Postgraduate Students	Lolita Falina, Yanty Wirza
18	14.30 – 14.45	Small Group Discussion (SGD) and Jigsaw Technique in Teaching Speaking for Eleventh Grade Students of SMAN 1 Simpang Empat Batulicin Kalimantan Selatan	Rina Listia, Mutiara Erwani
19	14.45 – 15.00	Improving the Students' Speaking Achievement Through Detailing Technique	Aswadi Jaya, Marleni, Asti Veto Mortini
20	15.00 – 15.15	The Application of Model Challenge Based Learning for Higher Institution Students	Hery Yufrizal
21	15.00 – 15.30	An Analysis of Errors in Students' Written English Sentences: A Case Study on Indonesian EFL Learners	Berlinda Mandasari
22	15.30 – 15.45	The Implementation of Think-Pair-Share Technique to Introverted Students to Improve Their Speaking Ability at the Second Grade of SMA Swadhipa Natar	Bayu Didik Setyawan, Deddy Supriadi, Gede Eka Putrawan
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23	13.00 – 13.15	What We Do and What They Know: Parents' Opinions and Questions Derived from Their Beliefs Related to The Practice of English Teaching	Gilang Adittama
24	13.15 – 13.30	The Factors Contribute to Millennials' Learning Style in EFL Context	Rini Susilowati
25	13.30 – 13.45	The Implementation of Mind Mapping Technique to Improve	Sudirman, Burhanuddin, Dedi Hermansyah

		Students' Writing Skill of Descriptive Text at the Second Grade of MTSN 3 Lampung Utara	
26	13.45 – 14.00	The Influence of Question Answer Relationship (QAR) Toward Students Reading Comprehension	Lilis Sholihah
27	14.00 – 14.15	Peer and Lecturer Correction: Developing Freshmen Students' Writing Skills in University Level	Lulud Oktaviani
28	14.15 – 14.30	The development of Visual Media Documentary Films for Learning the Colonization in Lampung History	Maskun, Henry Susanto, Sumargono
29	14.30 – 14.45	Local Wisdom based EFL Teaching: Internalizing the Values of Local Culture to Millennial Learners	Nurul Puspita, Umar Alfaruq A. Hasyim
30	14.45 – 15.00	Students' Perception Toward the Implementation of the Modified Jigsaw Technique for Their Writing Ability	Rifka Arina Ruantika, Ujang Suparman, Ari Nurweni
31	15.00 – 15.15	The Cross Cultural Perceptions on the Politeness of the Requests Realized by Indonesian EFL Learners in School Context	Seniarika, Hery Yufrizal, Tuntun Sinaga
32	15.15 – 15.30	Teaching Procedure Text Using Islamic Tutorial Video	Dian Shafwati
33	15.30 – 15.45	The Use of Animation Video to Improve Students' Reading Comprehension in Narrative Text to the Second Grade Students Of SMPN 1 Lahat, South Sumatera	Dhea Fernanda
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34	13.00 – 13.15	Lexical and Grammatical Collocation in Presidential Election (Study Of Gender Based On Writing Analysis)	Fitri Palupi, Arvi Puspita Riani
35	13.15 – 13.30	The Key Elements Of Forensic Linguistics	Hermansyah, Diana Luspa, Herlina
36	13.30 – 13.45	An Analysis of Figurative Language And Its Meaning in Robert Frost's Poems: <i>Stopping by Woods on a Snowy Evening</i> and <i>The Road Not Taken</i>	Melina Sari
37	13.45 – 14.00	Provisioning English as a Life Skill: Integrating the Google Form	Nina Fatriana

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38	14.00 – 14.15	The Use of Integrated Technology of Substitution, Augmentation, Modification and Redefinition (SAMR) in Increasing English Skill at STIK Siti Khadijah Palembang	Nyayu Yuyu Suryani, M.Pd, Harpiansi, M.Pd
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THE USE OF ANIMATION VIDEO TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT TO THE SECOND GRADE STUDENTS OF SMPN 1 LAHAT, SOUTH SUMATERA

Dhea Fernanda, Cucu Sutarsyah, Ari Nurweni
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ABSTRACT

The objectives of this research were to find out the advantages of the use animation video for students during the teaching learning process of reading comprehension; and the problems faced by the students and the teacher in the implementations of animation video. This study was conducted through quantitative approaches with a total 30 eighth-grade students at SMPN 1 Lahat, South Sumatera. Besides that, the data were collected by using reading test, analysed by using Paired Sample T-test, and observation. This research also showed that there was a significant improvement on students' reading comprehension that could be seen from the pretest score 69.27 to 80.42 in posttest score. From the observation, it could be seen that the students were more interested in learning reading comprehension. The advantages by using animation video in reading comprehension are the students directly see, watch, and read the story. Animation video presents the story through the movement of events, sound effects and the speech of the characters. So the students can see, hear and interpret any difficult events they do not understand. From the result, it can be concluded that animation video is effective to improve students' reading comprehension in narrative text ($p=0.000<0.05$). Those are the advantages of animation video. The problems that the teacher faced were about the time allocation and the limited equipment. While the problem that the students faced was about how they read the story, because they still had a difficulties in pronounced the word.

Keywords: reading, reading comprehension, animation video.

INTRODUCTION

One of the language skills that students should acquire is reading skill, because it has an important role in teaching learning process. In relation to this idea, Palani (2012:5) said, "Reading is an important activity in the process of learning. In the movement of human society, it has been given a greater importance and becoming one of the essential aspects of the functioning of human beings, who are collectively involved in the regulation of society and exposure of knowledge and revelation of literate society". Harris (1975) stated that reading is the meaningful interpretation of printed or written verbal symbols.

On the other hand, based on the researcher's experience during a field practice program in SMP N 2 Semaka, the students have difficulties in comprehending a text. The factor was they had lack of vocabulary so it made them hard to understand the whole text and it made the researcher help them to translate the words one by one of the words to understand the meaning of the text.

In addition, before the researcher conducted this research, a short interview with the English teacher of SMPN 1 Lahat was conducted. There were the same problems in

students' reading comprehension. They also had limited vocabulary and in identifying aspects of reading such as main idea, specific information, inference, reference, and vocabulary.

Thus, based on the interview above, the problem is related to the reading strategy of teaching and learning process. There are various media that teachers can use in teaching, especially in reading to make the students more active and creative in learning reading. One of them is using animation video. The researcher choosed media especially animation video, to be applied in that school to help and simplify students in understanding a reading well and regularly.

There are many possible reasons why students think that reading English text is difficult to learn. First, according to Nurkamto(2003), most schools in Indonesia, especially junior high schools use a method which makes students passive learners. Second, the use of teaching media to deliver the material to the student has not been too effective. Some of them are still confused in finding the appropriate teaching method and media to be applied in the classroom.

Whereas according to the development of science and technology, learning can be implemented by utilizing the technological advances either through a computer or internet media. Moreover, the computer and the internet as audiovisual tool has advantages over other media, as stated in Sadiman, et al., (2008, p. 9) that the use of audio visual aids such as animated video functions as a medium conveys the message or the information in the study. The use of animated video is expected to improve students' motivation to read, understand the concept and then improve their learning outcomes.

Based on the empirical and theoretical explanation above, animation video helped the students to improve the students' reading comprehension of narrative text. Therefore, the researcher was interested to use this media which was aimed at finding out a significant improvement before and after the students being taught by using animation video.

METHODS

This research was intended to find out whether there was an improvement of students' reading comprehension after they have been taught by using animation video. One group pretest posttest design (T1XT2) was used in this quantitative research. The research was conducted in the second semester of the second-grade students at SMPN 1 Lahat, South Sumatera. The sample of this research was VIII 1 class as the experimental class which consisted of 30 students. Reading test pre-test and post-test were the instruments used in this research in the form of multiple choice. This study was conducted through quantitative approaches. The researcher used a quantitative approach with a one group pretest-posttest design (T1 X T2). To find out a significant improvement after the students

being taught by using animation video, the data were analyzed by using Paired Sample t-test in order to find out a significant improvement after the use of animation video ($p < 0.05$).

ADVANTAGES OF ANIMATION VIDEO

When the students learned reading comprehension by using animation video, they directly see, watch, hear, and interpret any difficult events they do not understand. The students also directly train their pronunciation while read the story and watch the animation video at the same time. The students also feel more excited in learning reading comprehension by using animation video. They feel more relaxed and enjoy in understanding the whole story because they directly can see the story through movement events, sound effects and the speech of the characters.

The English teachers could use this media in teaching reading comprehension in order to avoid the students bore in learning reading. This also can be a new way in teaching reading. The English teacher should prepared the correct and appropriate material so that the animation video effective to use in learning activities.

DISADVANTAGES OF ANIMATION VIDEO

The students pay more attention to the animation video than understand the story because the animation video was too interesting for them to watch.

As the researcher, animation video took a lot of time because there were many equipments that must be prepared. Furthermore, animation video in teaching activities should also played at least two times so that the students understand the whole story better.

PROBLEMS

The problem faced by the researcher were about the time allocation and the limited equipment. It took a lot of time for the researcher in teaching by using animation video because to make the students understand the whole story, the animation video should be played two times. The researcher also faced the problem in preparing the equipments. The researcher borrowed the school's LCD in order to support the media in teaching activities.

The problem faced by the students was about how they read the story. The students still had a difficulties in pronounced the word.

RESULT AND DISCUSSION

After the pretest and posttest were administered, the researcher compared the results of pretest with the results of posttest in order to analyze the difference of students' reading comprehension after being taught by using animation video. It showed in the following table.

Table 1 The Distribution of Students' Scores of Pretest and Posttest

	N	Minimum	Maximum	Sum	Mean
PRETEST	30	56	76	2078	69.27
POSTTEST	30	70	83	2406	80.42

Table 1 showed that the sum of the students' score of pretest is 2078 and the mean is 69.27. The sum of the students' score in posttest was 2406 and the mean was 80.42. It indicated that there was an improvement on students' reading comprehension of narrative text by using animation video.

Table 2 Hypothesis Testing

	Paired Differences					t	df	Sig.
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair POSTTEST 1 - PRETEST	10.933	4.660	.851	9.193	12.674	12.850	29	.000

Table 2 showed that the result of computation analyzed by using Paired Sample t-test $p < 0.05$ ($0.000 < 0.05$). It means the proposed was accepted. Thus, it can be concluded that there was a significant improvement on students' reading comprehension of narrative text after being taught by using animation video. It also could be seen from the result of Tvalue compared to Ttable in which $Tvalue > Ttable$ ($12,850 > 2.045$).

To answer the second research question of aspects of reading that improved the most after the students' being taught by using animation video will be showed in Table below:

Table 3 Students' Improvement of Each Aspect of Reading Comprehension

No.	Aspect	Mean Pretest	Mean Posttest	Gain	Percentage
1.	Main Idea	13.33	15.33	2	17.93%
2.	Specific Information	15.77	19.22	3.45	30.94%

3.	Inference	12.22	12.66	0.44	3.95%
4.	Reference	14.66	18.88	4.22	37.84%
5.	Vocabulary	13.29	14.33	1.04	9.34%
Total		69.27	80.42	11.15	100%

Table 3 shows that there was an improvement on students' reading comprehension in each aspect of reading. All the aspects improved, but the aspect that improved the most was reference and the aspect that improved the least was inference. It proved by the mean pretest of reference was 14.66 to 18.88 or the gain was 4.22, in addition mean posttest of inference was 12.22 to 12.66 or the gain was 0.44. This was the reason why reference was higher than inference aspect.

DISCUSSION

Teaching reading through animation video could improve the students' reading comprehension in narrative text because animation video can improve their motivation, fun, inspiring, make the class more attractive, increasing their enthusiasm, and increasing their focus, and make the material become easier to understand. It is because animation video is unique and different from another media. In line with Harmer (2002) who says that audio visual media is the version of audiotape which is glorified by adding picture. The finding in second research question was used to support the result that animated video has effect to the students' reading ability.

It also in line with the previous studies. The first previous study was done by Purnomo (2015) who states that animation video is an effective media to improve students' reading comprehension. Khalidiyah (2015) also states that animation video as the media in teaching reading is more effective than using conventional method in improving students' reading ability. In addition, Nurizmawati (2014) states that the use of animation video in teaching narrative text as a media improved students' reading comprehension from cycle to cycle.

In addition, animation video as the media in teaching reading comprehension improved all the aspects of reading i.e., main idea, specific information, reference, inference and vocabulary. The majority of the students answer the questions regarding reference was the highest score than the other aspects. The score of finding reference was 14.66 in the pretest and 18.88 in the posttest. It got the highest gain score 4.22 (from 14.66 in the pretest to 18.88 in the posttest). The improvement of students' score caused they can answer the question related to the reference in the text while the questions given at the end of the meeting. Theoretically, determining reference refers to word or phrase used either before or after the reference in reading the text. It means that such as words are used, they are signal to the reader, find the meaning elsewhere in the text. Besides, the

lowest score was inference. The score of finding inference was 12.22 in the pretest to 12.66 in the posttest. The gain score was 0.44 (from 12.22 in the pretest to 12.66 in the posttest). The improvement of students' score caused when the students had a question about the blank paragraph related to the pronoun. The students had to determine what words refer to the question and the students look at the previous sentence to answer it.

CONCLUSION

After the researcher has conducted the study at the second grade students of SMPN1 Lahat, South Sumatera, and has analyzed the data, it can be concluded that there was a significant improvement after the students being taught by using animation video in reading comprehension. It proved that mean score from 69.27 in the pretest to 80.42 in the posttest with the most improved aspect was reference and aspect that improved the least was inference.

This study also has some implications. It is proved that animation video as the media in reading comprehension can make a positive impact to students' reading comprehension. Therefore, English teachers are expected to use this media in the class to help students increase their reading comprehension.

However, this study also has some recommendations for future researchers. The media in this research was applied at second grade of junior high school, so that for future researchers are expected to apply this strategy to other levels of students such as elementary students and senior high school level with different number of sample. Furthermore, this study was conducted by using narrative texts and for future researchers can apply other kinds of texts.

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