THE 2ND IC-CALL

Proceeding

THE 2ND INTERNATIONAL CONFERENCE on Culture, Art, Language, and Literature in Digital Humanities: Academic and Creative Challenges

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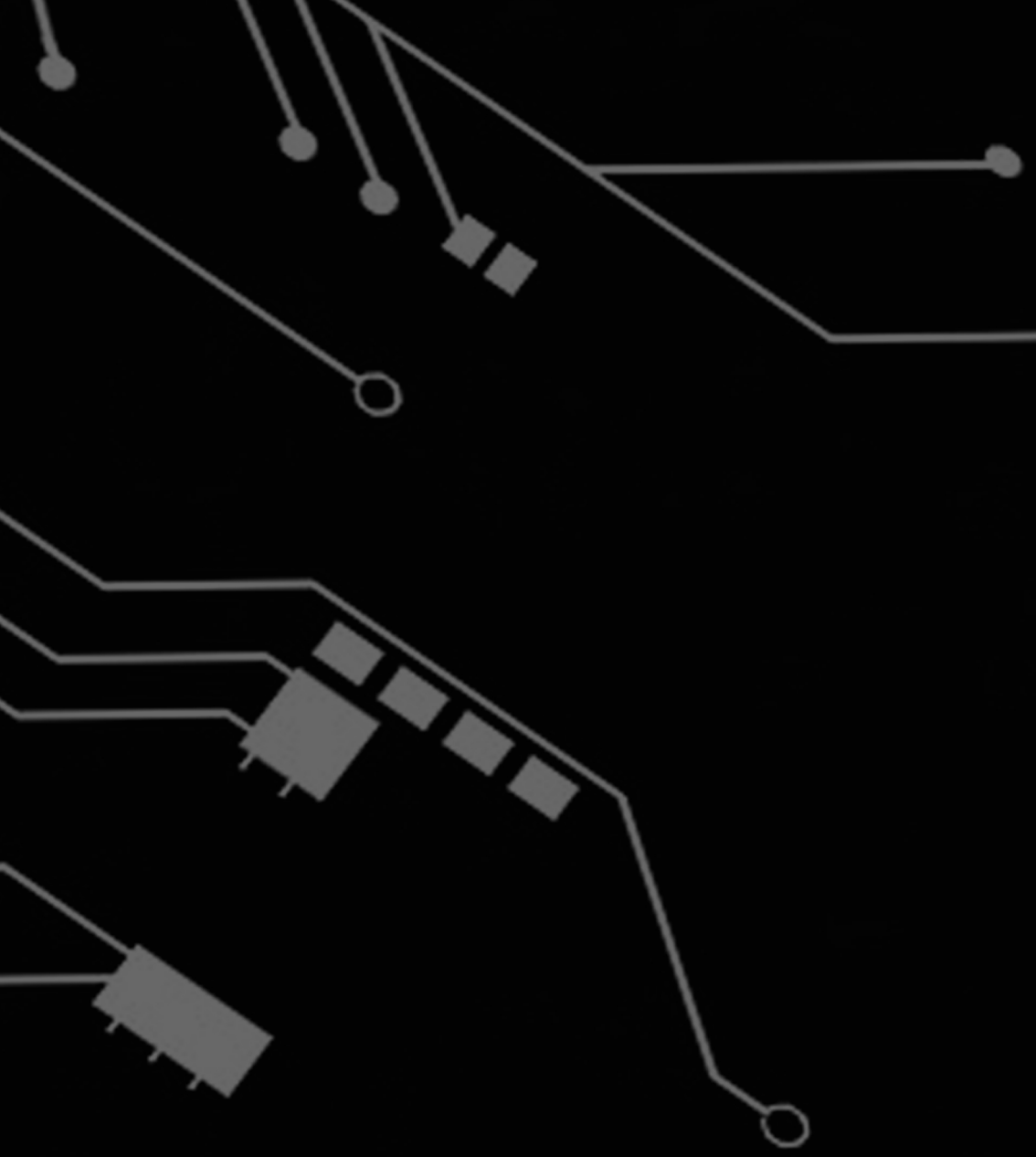

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Contents

Editor's Foreword vi

Mapping the Politeness Systems of Heritage Language Culture of South Sulawesi, Indonesia: Ages and Politeness Strategies
Abdul Hakim Yassi **1**

A Comparative Analysis of Digital Platform-Based and Traditional Publication of Poetry
Alima Nur Rosyida, Lili Awaludin **21**

Viral Terms Phenomenon in Media: Studies of Sociolinguistic and Morphology
Annisa Pertiwi, Novita Puspahaty **32**

Speech Acts on Promoting Products and Persuading Potential Buyers in Online Market
Asilah Kurnia Hanifaini, Afifa Marwah, Cipto Wardoyo **38**

Absurdism in *Spongebob Squarepants* Episode "Club Spongebob"
Bayu Bagus Pangestu, Hasbi Assiddiqi, Ice Sariyati **47**

Computer-Assisted Language Learning (CALL) Materials in Higher Educational Institutions in Bandung: Between the Needs and Reality
Corry Caromawati, Levita Dwinaya **64**

The Intonation of *Tahu Bulat* Traders in West Java
Dedi Sulaeman, Jenny Rahmi Nuraeni, Khaerunnisa Siti Latifah, Popi Winiyarti **74**

Multimedia-Based Learning Style for German Language Linked with Interpersonal Communication Ability
Dian Indira, Kamelia Gantrisia, Dedi Sulaeman **84**

The Ambivalence of Feminine Writing: A Critique to Radical Feminist Idea in Ayu Utami's Novel *Saman*
Dian Nurrachman, Pipit Nurul Fitriah **99**

The Impact of Social Media in Student Writing Habits
Dian Savitri **108**

To Whom and About What Do Women in America Lie: A Corpus Based Study
Elvi Citraresmana, Erlina Zulkifli Mahmud, Rosaria Mita **116**

The Existence of English Language in Digital Communication through Social Media
Erlina Zulkifli Mahmud, Elvi Citraresmana **123**

Deixis Analysis of Paramore Lyrics in Brand New Eyes Album
Fitrotul Nekita, Lili Awaludin, Cipto Wardoyo **142**

The Translation of Pragmatic Aspects in Gayle Forman's English Novel *If I Stay*
Helvi Rauf **152**

Female Language Features in Television Serial, *Girls* by Lena Dunham
Hendar, Muhammad FadilHaq **172**

Presupposition in Nawal El-Saadawi's Novel *Woman at Point Zero*
Imut Mutiarani, Abd. Hannan EF, Cipto Wardoyo **182**

Translation Strategies on Translating Islamic Terms In *Bulugh Al-Maram*
Indah Nurhasanah, Cipto Wardoyo **191**

Learning Ashwat using Cooperative Based Learning (Experimental Research at Ma'had Al-Imarot Bandung, Indonesia)
Lina Marlina **203**

Digital Marketing Communications tvMu of Media Broadcasting Community (tvMu)
Maria Ulfah, Saepudin **210**

The Analysis of Communicative Illocutionary Acts in Students' Conversation
Mu'man **227**

Themes, Messages and Meanings in *Qasidah* Music Song Lyrics
Nanny Sri Lestari, Ari Toursino Hadi **234**

Casual Style in Mr. D's Instagram Account
Nilmanis Parawati, Pepen Priyawan **244**

Need Analysis on Re-Designing Syllabus of English Language Learning at Early Childhood Islamic Education Department
Nina Puspitaloka, Yuna Tresna Wahyuna **251**

The Use of Acronyms in Indonesian Provinces' Names
Noer Azisi, Lili Awaludin **263**

The Textual Features In Persuading Women in Beauty Product of Maybelline: A Discourse Study
Nurfithri, Neneng Farida Rahmah **273**

The Novel "*Namaku Mata Hari*" by Remy Sylado: A Manifestation of Social Reaction, Critic And Development Around Woman
Okeu Irwandi Widjaya, Pepen Priyawan **290**

Interpersonal Meaning of Reviews Between Clients and Conversational Receptionist Company
Rina Lestari1, O. Setiawan Djuharie, Ika Yatmikasari **300**

Hate Speech Indication in Instagram Comments
Risal Maulana, Reza Silvia Aprianti, Ruminda **317**

Syntactic Error Analysis in Comments of Cardi's Instagram
Riza Rahayu Muludi, Ruminda **333**

Transcendentalist Natural Beauty on "Annihilation" Movie
Rizqa Amalia Efendi, Sandy Agung 342

Power and Ideology of Donald Trump's Inauguration Speech (Critical Discourse Analysis)
Selik Zakiyah Rahmah, Ruminda, Ika Yatmikasari 350

Yaseer Arafat Speech Sound Production: The Study of Consonant Articulation
Siti Aisah, Fauzi Dieni Islami, Lili Awaludin 368

The Analysis of English Vocabulary Learning in Lembaga Bahasa Lia Harapan Indah
Siti Aminah, Novita Puspahaty 376

Understanding Linguistic in Korean Through *Lingodeer* Application
Siti Hajar Linmas Fatimah 385

Hyperlink Facilities in Wikipedia to Search Translator's Biography of Holy Qur'an Application
Siti Sa'adiah, Pepen Priyawan 394

Visual Character of Consonant [F] Spoken by Sundanese
Siti Maryamah, Asih Prihandini 402

E-Ticketing Service Quality on Transportation's Customer Satisfaction: An Empirical Analysis
Siti, Khadijah, Arvian Dwi P. 414

Idealized Woman in Qaisra Shahraz's *The Holy Woman*
Sri Retno Wulandari, Hasbi Assiddiqi 429

The Meaning and the Word Formation of English Jargon in *Shopee* Online Shop
Syifa Wasilatul Fauziyah 436

The Representation of Death in John Green's Popular Novels: *The Fault In Our Stars* and *Looking For Alaska*
Tomi Arianto 451

The Relevance of English Learning Material at Madrasah Aliyah with Cultural Preservation and Islamic Tourism Development in Pangandaran West Java
Toneng Listiani **476**

Lexical Collocations in Online *Halal* Tourism Discourse
Ujang Suyatman, Ruminda, Ika Yatmikasari **489**

Islamic Phatic Expressions in a Sundanese Fiction
Wahya, Elvi Citraresmana, Hera Meganova Lyra **496**

Myth on the *Line Webtoon* 'Komik Faktap'
Widya Hermanto **507**

Hyperreal Communications in the Original Character Roleplayer
Winda Primasari, Altha Swita Abrianto **532**

The Effect of Task Repetition on The Students' Accuracy in Using the Target Structure: A Case Study At A Primary Schoolin Tambun – Bekasi
Wulan Septiyani, Sya'baningrum Prihhartini **542**

Augmented Reality Based on Android as Learning Media in Building Construction Lessons
Yogi Pemana, Rositha Mujicha,
RR. Tjahyani Busono, Erna Krisnanto **550**

Sundanese Language In *"Mimema Internet": A Code Mixing*
Ypsi Soeria Soemantri, Susi Machdalena **561**

Editor's Foreword

Writing is hard word. If you find that writing is hard, it's because it is hard. Even editing is hard as well (Zinsser, 2006:9).

Alhamdulillah, praise be to Allah subhanahu wata'ala for granting us the opportunity to review and edit the international conference papers. It is with deep satisfaction that I write this forword to the Proceedings of the IC-CALL 2nd International Conference held in Grand Auditorium of Faculty of Humanities, UIN Sunan Gunung Djati Bandung, West Java, Indonesia, November 06, 2018.

I would like to take this opportunity to thank Dean of Faculty of Humanities of UIN Sunan Gunung Djati Bandung, Dean of Faculty of English and Communication of UNISMA Bekasi, Chairpersons of English Literature Department, committee, all speakers, all presenters, all reviewers, and all participants for the participation in this fruitful event.

I also do thank to the chairperson of the IC-CALL, Dr. Ruminda, M.Hum for encouraging me to write this editor's forword. Especially, many thanks to the 2nd IC-CALL reviewers who shared their personal reflections and insights on the craft of academic writing—papers to make these papers ready to be published in IC-CALL proceedings.

Those shared knowledge amounting to 59 papers will be recorded in various ways such as 49 in ISBN IC-CALL Proceedings, 4 in Al-Tsaqofa Journal, 3 in Makna Journal, and 3 in CALL Journal. Thank you to all those who have contributed to proceedings such a comprehensive 2nd IC-CALL conference and thus contributed the most recent scientific knowledge to the improvement in the field of Linguistics, Applied Linguistics, Literature, Culture, Digital Learning and Teaching, and Communication.

Having reviewed by the reviewers, these proceedings were edited by able scholars which makes them officially valuable like any professional journals and excellent reference books. Further,

I do believe that this proceedings will be an impetus to stimulate further study and research in all these areas.

When editing, there was some variation in papers' pet peeves, which ranged from typos and grammatical errors to the use of lifeless 'emotionally gray' text. I also found quite a bit of overlap in their papers. I selected some pet peeves that were frequently cited and, in line with the developmental focus of this essay, accompanied by straightforward remedies. Finally ready to be published.

I pray to Allah (swt) to bless this proceedings with His Mercy and Bounties. I wish you all the best and hope your craft of writing in this conference proceedings would be a memorable one.

Thank You
Wassalamu'alaikum

Editor,

Dr. Andang Saehu, M.Pd
Chief Editor

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Computer-Assisted Language Learning (CALL) Materials in Higher Educational Institutions in Bandung: Between the Needs and Reality

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Abstract

It can be observed that the use of Computer-Assisted Language Learning (CALL) materials in education is growing rapidly. Defined by Levy (1997) CALL materials are "artifacts or products that language teachers and designers create using technological resources". They include tasks, software, courseware, websites, online courses, programs, packages, and learning environments (Levy & Stockwell, 2006, p. 3). In the era of Education 4.0 there is a great demand on the effective use of CALL materials. It is commonly agreed that universities should utilize as sophisticated technology as possible to make them effective. However, the reality sometimes speaks differently. This study investigated the use of CALL materials in ten universities in Bandung and the perception of their adequacy. The data was gathered by interviewing the people in charge of language laboratories where CALL materials are institutionally used, and by observing the labs. The results show that eight universities considered the materials sufficient, but two universities claimed that the materials were inadequate to meet the students' needs. The first university claimed that they needed more internet capacity, while the other university claimed that they needed more apparatus to support more CALL materials. The results indicate that the perceived sufficiency of CALL materials in universities are in accordance to the universities' learning objectives

Keywords: CALL materials, technology, higher education

INTRODUCTION

The use of technology for the purpose of language learning and teaching has been implemented since decades ago. In the field of Applied Linguistics, this practice is also known as Computer-Assisted Language Learning (CALL). According to Chapelle (2001), the use of CALL in the USA began in 1950s, but its examples had not been documented until 1960s (p.3). As the computer-based technology is rapidly developing, CALL is also getting more attention. In Indonesia, many workshops on the use of CALL, sometimes known as Technology-Enhanced Language Learning (TELL) or ICT-based language learning, are offered to language teachers from the elementary to higher education level. The aim is stated clearly, preparing teachers for the Education 4.0. where technology plays important roles in education. In addition to workshops, there are other events connecting CALL practitioners such as conferences and seminars held in Indonesian universities that give us opportunities to share our works on CALL. These works mainly investigate students' or teachers' perspectives on the use of a particular CALL material, students' language proficiency or skills development, the benefits and challenges of using a particular CALL material, or the effectiveness of a particular CALL material, etc. these works surely have become crucial contribution to the field of Applied Linguistics, and they also have become important examples of the implementation of CALL in Indonesia. Among those studies, however, we did not find any which summarized the use of CALL materials in several educational institutions within a certain level, i.e. higher education, to give us a broader picture about the practice of CALL within that level as well as the perceptions of the people in charge about the adequacy of the CALL materials in their institutions.

THEORY AND RESEARCH METHOD

The term *materials* in language learning and teaching is defined by Tomlinson (2001) as "anything which can be used to facilitate the learning of a language. They can be linguistics,

visual, auditory or kinesthetic, and they can be presented in print, or through live performance or display, or on cassette, CD-ROM, DVD or the internet." (p. 66). CALL materials, on the other hand, is defined as materials created using technological tools (Levy, 1997). They include software, courseware, websites, online courses, programs, packages, and learning environment (Levy & Stockwell, 2006, p. 3). Broadly, CALL materials can be grouped into two categories: *content* and *process*. Content CALL materials are used as sources of information and data, while process CALL materials are used as environment where learners can use their communicative abilities (Reinders & White, 2010, p.59).

In educational system, the use of CALL materials can usually be found in a language laboratory. It is because a language laboratory is commonly equipped with computers and other supporting tools for the purpose of language learning and teaching. Thus, it is used as a unit to support the process of language learning and teaching. It is in line with the definition of language laboratory stated by Bera (2017). She defines a language laboratory as an audio-visual installation of technical tools in order to assist the modern language learning-teaching process. The CALL materials used in language laboratories are certainly varied, depending on the institutions' needs and budget. However, considering the high cost of computer tools, some universities only apply limited CALL materials. This limitation is sometimes claimed to be a downgrade of educational system in the era of Education 4.0. Therefore, this study was aimed at investigating the available resources (CALL materials) in language laboratories of universities in Bandung and whether they are considered to be sufficient.

To meet the aim, this study employed qualitative research method. The data was collected through observation and interview. The interview involved the head of language laboratories of universities in Bandung. Ten universities participated including three public and seven private universities. For privacy purposes, their names are not disclosed in this paper.

The data from the field notes were categorized and interpreted. On the other hand, the data from interviews were transcribed, analyzed and interpreted. The results from the two data interpretations were compared to get a better picture of the use of CALL materials and the perceptions of the people in charge regarding the material adequacy to meet the purpose of their learning-teaching.

FINDING AND DISCUSSION

The investigation on the available resources (CALL materials) in language laboratories of universities in Bandung and whether they are considered to be sufficient has yielded interesting findings. Those findings, which were gathered from observing language laboratories from ten universities in Bandung, both state owned and private, and interviewing the persons in charge in those laboratories is summarized in the following table.

Table 1: Summary of the study results.

University		1	2	3	4	5	6	7	8	9	10
Purpose		varied	Skills	Skills	Skills	Skills	Exam	Pedagogy	Exam	Exam	Skills
Software	MP3 Player	√	√	√	√	√	√	√	√	√	√
	Quiz maker	-	-	-	-	-	√	-	-	-	-
Learning environment		√	√	√	√	√	X	X	X	X	X

Websites	√	X	X	√	√	X	X	X	X	X
Sufficient	**No**	Yes	Yes	Yes	Yes	Yes	**No**	Yes	Yes	Yes

According to the data, there were some learning objectives found during our investigation: skill development, pedagogy practice, exam preparation classes (TOEFL or TOEIC), and the combination of them (or even more including interpreting practice). Therefore, we categorized the purposes of the language laboratories into four categories: skills, pedagogy, exam, and varied as presented in the table. The table shows that five of the participating universities aimed their teaching and learning process in their laboratories at developing language skills such as listening, speaking, reading and writing. Three other universities had goals preparing their students to be ready for exams such as TOEIC and TOEFL. Meanwhile, for the last two universities, one had pedagogy purpose as it prepared its students to be teachers and another aimed at both developing language skills and enriching its students with pedagogical knowledge as well as interpreting skills to create wider chance for their courses practices.

Moreover, it was found out that the CALL materials employed by all of the participating universities were quite varied. We grouped the varied materials into 1) software, 2) learning environment (see figure 1), and 3) websites. The table clearly shows that the exploitation of CALL materials is differed from universities to universities. Yet, there were some CALL materials which were commonly used by all those universities. We believe this has to do with the distinctive nature of their learning objectives. Each learning objective requires certain materials to ensure its achievement.

Figure 1. Samples of learning environment tools employed by the participating universities

As seen in the table, it was found out that software is not unfamiliar for all of the investigated universities. They were used to making use of software for teaching and learning activities in their language laboratories. The software commonly found in all of the universities was MP3 Player. This software was needed in a language class for listening practice. It has replaced the use of tape. Therefore, it is not surprising if this software, in

different names, was used in language laboratories. In addition to MP3 Player, one university used a quiz maker tool (Rosetta Stone) to create quizzes for vocabulary practice. This particular university used the language laboratory for exam preparation (TOEIC). This software was not found in the other universities. We assumed it is because the unfamiliarity of this software or the unsupported technological apparatus, since we will need individual PCs for the students. It is compelling to note though, that software facilitated the different objectives the participating universities planed to reach. We consider no matter what the objectives are, software is good to go.

Moreover, the investigation also revealed that learning environment was also quite popular to use in language laboratories. The table shows that five out ten universities used learning environment in their daily teaching and learning process. Even though each of the five universities utilized different learning environment, the purpose of adopting those learning environments was quite similar, that was to provide appropriate materials for developing language skills. It is interesting to note, though, that one university reaped benefit more from the instalment of learning environment. Rather than using it solely for developing language skills, they also applied it for the purpose of pedagogy and interpreting skill practices. We suppose the exploitation of learning environment to that extent is made possible by learning purposes a university sets. The more varied learning objectives are, the more diversified the utilizations of learning environment are.

Another CALL material found was websites. This finding is also intriguing as there were only three out of ten universities we investigated exploited this kind of materials. Its utilization in the participating universities was aimed at developing language skills. However, one out of three institutions capitalized on this CALL materials to obtain not only students' language skill development but also other various purposes such as pedagogy and exam. We perceive that this type of CALL materials is deemed quite difficult to maintain as it requires appropriate tools

as well as stable internet connection. As such, it is not surprising to find that the exploitation of websites is limited to universities which commit to support their language institutions to create graduates who are able to perform well using the target language both spoken and written as language learning outcome.

Related to perceived sufficiency on the availability of CALL materials, it was found out that almost all of the universities involved in this investigation regarded the available CALL materials were sufficient. The table shows that regardless what CALL materials were available and how diverse their availability was the perception was mutually shared among the eight universities. We consider this perceived sufficiency comes from the belief that the availability of CALL materials in each universities are adequate to assist them achieving the objectives of their language learning program.

Surprisingly, the other two universities which shared mutual perception that CALL materials they had were not sufficient, also possessed different materials in term both quantity and variety. The first university exploited software, learning environment as well as websites, yet the other only applied software to assist achieving learning objectives. However, when we look at the purpose of their language laboratories both universities did not share the same learning objectives. The one exploiting various CALL materials and yet believing they were not sufficient, aimed at a variety of purposes such as language skill development, pedagogy and interpreting skill practices. Meanwhile, the other aimed at developing pedagogy knowledge and skills of its students. In this case, we conclude that the perceived insufficiency derives not from the lack of CALL materials in both number and type but from the belief that the available CALL materials are inadequate in assisting them achieving the purposes of their language laboratories.

Therefore, by comparing the purposes of each universities and their CALL material availability it is safe to assume that both perceptions do not root from the availability of CALL materials. Rather, they come from the belief whether or not the available

CALL materials sufficient to help the universities reach their language learning objectives.

CONCLUSIONS

This study investigated the use of CALL materials in language laboratories of ten universities in Bandung. The results showed that all of the universities used MP3 player for listening, but only half of them used learning environment. The universities who used learning environment were those who had skills as their learning outcome. Regardless of the different CALL materials used, most of the participating universities claimed that the available CALL materials in their language laboratories were sufficient to achieve the learning outcomes, be it TOEFL/TOEIC scores or students' language skill development. However, there were two participants who claimed that their materials were not sufficient. The perceived insufficiency of the materials were interpreted to be the lack of CALL materials for their learning outcome(s). The results of this study give information to the stakeholders in universities regarding the procurement of adequate and appropriate CALL materials in accordance to the learning outcome. The ideal proportion of the CALL materials and learning outcomes will make the existence of CALL materials useful and the learning outcomes are achieved. This findings, however, need further investigation because the lecturers and students as the real language laboratory users were not involved. For further study, the perception of the lecturers and students regarding the sufficiency of CALL materials in their language laboratories need to be investigated, as well as whether the learning outcomes are achieved.

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