

**THE USE OF ONLINE CHATS MESSAGING TO FACILITATE ENGLISH
LANGUAGE LEARNING IN VOCATIONAL HIGH SCHOOL**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment of
the Requirements to Obtain the *Sarjana Pendidikan***

Degree in English Language Education



Conveyed by:

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ISLAMIC UNIVERSITY OF INDONESIA**

(07th July 2021)

APPROVAL SHEET

**THE USE OF ONLINE CHATS MESSAGING TO FACILITATE ENGLISH
LANGUAGE LEARNING IN VOCATIONAL HIGH SCHOOL**

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Defended before the Board of Examiners on 07th of July 2021 and Declared

Acceptable

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Yogyakarta, 07th of July 2021

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this best practice, which I have written, does not contain the work or parts of the work of other people, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 07 Juli 2021



Fira Firdayanti

17322029

MOTTO

If you don't go after what you want, you'll never have it. And if you don't ask, the answer is always no. Also if you don't step forward, you're always in the same place." - Nora Roberts

DEDICATION

Thanks to Allah SWT, I dedicated this thesis to my beloved parents, H. Hasmuni and Hj. Ucu. Hopefully, this result of my hard work can make a sweet happy smile radiate from your face. I always pray in every prostration to be happy with my love for you, and I will always be eternal for you, Mom and Dad.

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin. All good praises belong to Allah SWT the Most Gracious and the Most Merciful for the health and wellness to finish this thesis as a partial fulfillment to obtain the degree Sarjana Pendidikan in English Language Education Department. The accomplishment of this thesis could not be separated from the support of many circles.

On this occasion, the researcher would like to give the deepest gratitude for the contributions, guidance, suggestions, advice, and support from many circles who have been involved. My sincere gratitude goes to my thesis supervisors and also my DPA, Ms. Intan Pradita S.S., M.Hum. Who have patiently guided, supported, and given so many precious suggestions and corrections so that this thesis can be more worthwhile, who has drawn a big picture of what objective I actually want to accomplish through this thesis and Mr. Willy Prasetya, S.Pd., MA. as my mentor since I started my academic journey and helped me a lot to find my passion in this English department, also all of the lecturers and staff of English Language Education Department who helped me a lot during the entire semester

Special thanks to my dearest parents (Bapak H.Hasmuni S.H and Mamah H.j Ucu), and my beloved sister (Fina Apriani S.E., Feni Prihatini S.M., Fadilatu Musyarofah S.M and Pipit Nur Fitriyanti), who always cheer me up, may Allah always give them health and always take care of them, so Ratu Khanza, Ratu Cipta,

Kanaya and Kian santang as my beloved little brother and sister, also my inspiration in writing this thesis, and helped me a lot in obtaining the thesis. Also, thanks to all my friends AINU Fitriyani, Sabiha Harun, Rasinih, Fadila Eka, Ajeng Ayu for the supports and help in working on this paper. Last but not least, the researcher realizes that this thesis is still far from perfect.

Therefore, suggestions and recommendations are required for further improvements. Finally, the researcher expects this thesis can be beneficial for the readers.

Yogyakarta, 07 Juli 2021

A handwritten signature in black ink, appearing to read 'Fv Frd.' with a stylized flourish above the 'v'.

Fira Firdayanti

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**THE USE OF ONLINE CHATS MESSAGING TO FACILITATE ENGLISH
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ABSTRACT

This paper describes the implementation of online chat rooms at vocational high school students in Yogyakarta. For this context, WhatsApp group chat was used because this platform was easy to use among the students. WhatsApp group chat was used to share the learning media, to communicate with the students, and also to submit the student's assignments. This paper pointed out that there were three categories of chat that were used for communicating with the students. These categories were free topic chat for ice-breaking, practice chat for materials distribution, and evaluation chat for language assessment and task submission. By using WhatsApp group chat, the students tended to be more active because they felt more confident. Their participation was also higher than when they learned using video conferencing platforms.

Keywords: Chat room-based class, Online Teaching, Chat in Language Learning

CHAPTER I

BACKGROUND

During the pandemic, the role of teachers in online learning has become more crucial. Gardner and Wilson (2009) have suggested that teachers should play a central role in motivating students. Thus, instead of putting the burden of learning on students, teachers need to provide learning facilitation especially in the form of good explanations. Huang (2018) has pointed out that teachers have three roles in online learning, namely cognitive role, managerial role, and affective role. Cognitively, teachers should provide support for student learning in the form of explanation on materials. The managerial role is related to the way teachers regulate students' learning through class rules, procedures, assignment deadlines and reward-punishment system. As for the affective role, teachers are responsible for maintaining good social relationships with students. For pre-service teachers, understanding these roles is helpful to equip them with knowledge of how to deal with their students during the teaching and learning process. To this extent, these roles are also necessary for online or blended learning.

During the pandemic, most teachers and pre-service teachers in Indonesia tend to maximize the use of online chat for their teaching practices. WhatsApp group chat has been the most popular option because it made both teachers and students spend less money for the quota. However, during my teaching practicum, due to the lack of knowledge and preparation of online learning, I found three important issues in the

teaching and learning process. First, in terms of classroom communication, the cooperating teacher tended to only give assignments via WhatsApp group chat with minimum explanation. For that reason, the managerial role of teacher was not fulfilled because there were no specific rules and procedures for the class. Second, there was a lack of interaction between the cooperating teacher and the students in the chat room during task assignment. Thus, the relationship between the cooperating teacher and the students was only related to lessons, and therefore there was a lack of affective bonding between them. In this case, the affective role was not fulfilled. The third one was that the learning support was not fully provided in the WhatsApp group chat. The chat room was full of worksheets without sufficient explanations, and therefore the cognitive role did not work well. This indicated a practical gap that the use of chat rooms was not yet effective and optimum to support online learning, especially for Vocational High School students. Thus, to fill this gap, I implemented chats in language learning as the medium of interaction in my chat room-based class. My goal was to make the students feel comfortable in communicating and attentive in online learning. Since I understood that my students tended to be passive in learning, I did not make long materials. Shortly written materials were easier for them to understand, and thus they could learn better.

CHAPTER II

CONSTRUCT

Current studies have conceptualized that chats are divided into some categories. Based on its function, Gonzalez (2003) has proposed three functions of chat in language learning. Whereas, based on its classification, there are five types of language learning.

2.1 The Functions of Online Chat

Gonzalez (2003) emphasized that there are 3 functions of online chat in the classroom. Those are:

1. Synchronous-Chat: Synchronous communication in learning English online is a very important part of improving student communication. Therefore, teachers must be technologically literate so that they can keep students motivated in learning synchronously using creative methods.

2. Chat in Teacher Development:

2.1. **Planning for events:** Meet with associates from around the world to discuss and write lesson plans to prepare an agenda. The goal is that teachers are not short on time and can participate in activities well and can design cooperation.

2.2. **Sharing work done:** For sharing work, you can use synchronous online using chat media.

- 2.3. Practicing e-moderation with students: Online moderating is not the same as face-to-face instruction, and the only way to improve is to practice. Tutoring a single student in chat differs significantly from working with groups of students or entire classes.
- 2.4. Exploring web tools: Technology with new tools, making web tool exploration a never-ending activity for online instructors. These tools can appear complicated and beyond our comprehension at times.
- 2.5. Participating in online conferences as audience and as participants: Provide the opportunity to deliver presentations and discuss with the audience so that the results are more relevant

2.2 The Classification of Chat in Language Learning

Gonzalez (2003) emphasized the classification of language learning chats into five categories. Each category was displayed in the table below:

Table.1

Educational Chat Classification Gonzalez (2003)

Category	Explanation
Free Topic Chat	Teachers interact with students with topics not closely related to the lessons. For example, teachers ask students' condition, make jokes, appreciate students, and use stickers that students are familiar with. This is intended to make students comfortable with the teachers.
Collaborative Task-Oriented	Teachers define the outcome of the

Chat	discussion, but they do not need to control the discussion. There is no moderator, but students are required to complete the tasks together. Students are free to discuss and find answers as long as the goals are achieved.
Academic Seminars-Academic Presentation Chat	In this category, teachers deliver learning materials that have been prepared in advance. Before it is started, teachers announce the topic of the materials. Not only teachers, students can also present their work, and their classmates can ask questions related to their presentation.
Practice Chat	Teachers set the rules and topics for students to practice. Each student will get a turn. The goal is to give students the responsibility of using English in each activity and practicing functions of the language in different situations. For example, all students have their respective roles in conducting interview practice, roleplaying a discussion of a group of tourists, etc.
Evaluation Chat	Teacher's gives tasks or quizzes, and all assignments/questions are answered by each student. Then, teachers correct it with a chat log and check the contribution of each student in each assignment as an evaluation in learning.

2.3 The Benefits of Using Chat in Language Learning

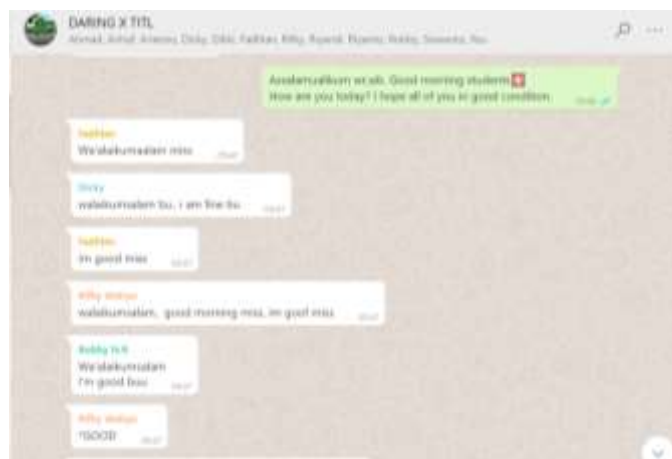
The benefits of using chats in language learning has been proven to be helpful for English teachers. Zayed (2016) found that students are more adaptable to the internet and smartphones, this makes English teachers able to use smartphones and

online media, especially WhatsApp group chat, it is to increase the student motivation so that students adapt more easily through learning English language and WhatsApp group chat was more effective compared to traditional methods. Using the WhatsApp group chat application also does not require a lot of quota, making it easier for students to access it. Through learning with WhatsApp group chat it becomes an efficient tool in carrying out learning for students and makes a good strategy for teachers in providing materials such as PPT files, Microsoft Word files, JPG, Voice Notes, Videos, and sharing other learning resource links. (Wargadinata, Maimunah, Dwi, & Rofiq, 2020)

CHAPTER III

IMPLEMENTATION

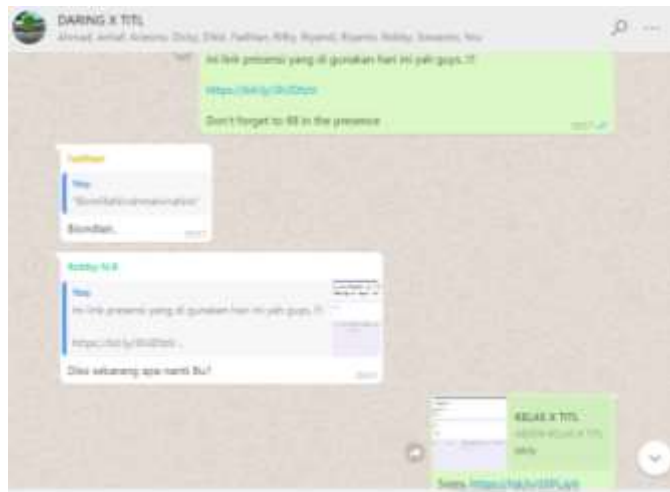
This section describes the learning activities in which chats were implemented for teaching and learning in the study that involves in class X TITL consist of 10 students in Piri vocational school and the data were obtained from WhatsApp group chat for 90 minutes in 4 meetings.



Picture 1.1 Casual Greeting

During my internship program, my students preferred using a chatting platform for teaching and learning practice. This was because most of them were not from middle class families. Thus, they loved to have online learning in accordance with their current facilities. This also implied their chatting behavior. My students tend to use WhatsApp group chat for casual conversation rather than to make use of it for academic purposes. To fulfill the managerial role, I referred to Gonzalez (2003) educational chat classification by doing free chat to begin the class. This was in order

to make the students more interactive with me as their teacher. By having a comfortable relationship with the students, the online teaching tends to be more attentive and engaging (Huang, 2008). Instead of going directly to academic or practice chat. For instance, when conducting classes through the WhatsApp group chat I prepared and managed the WhatsApp group chat by opening the class with a casual greeting.



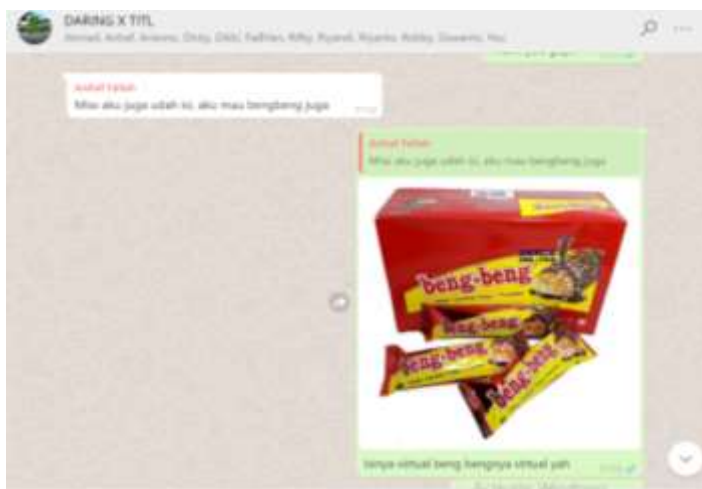
Picture 1.2 Taking Attendance

From the chat, I did free chat as well as e-moderation to my class (Gonzalez, 2003). Prayed to start learning through the WhatsApp group chat and asked the students to fill in the attended list on the google form link. Furthermore I check the attendance list and greet students in the schoology class.



Picture 1.3 Checking the Students' Attendance

In this activity I asked how a student was absent for no reason in class. Then many students answered that the student was working on a follow-up practical exam. After asking about students who were not present in English lessons, then I continued the material via WhatsApp group chat.



Picture1.4 Using Stickers to Connect with the Students for Free Chat

When students fill out the question link, I insert a “beng-beng” sticker for students who have filled out the learning evaluation link. The student response was very positive and friendly to me.



Picture 1.5 Using Pantun to Catch the Students' Attention

At the end of the class I gave a pantun with the aim as a pre-service teacher to have a different identity and make a good impression on the students. Then so that the atmosphere is more friendly and the students remember me better when taught by me.

3.1 Practice Chat to fulfill the Cognitive Role and the Affective Role



Picture 2.1 Delivering Materials to Start the Practice

Delivering Materials to Start the Practice, I asked questions about the previous material to strength then students understanding, because the students I taught are students who have less engagement in learning and I must stimulate the students to answer questions then I refreshed the lesson by asking questions about the previous material that has been taught in this class. In this meeting the material that explains congratulations, before I explain the material, further I explain the purpose of congratulating to students so that the expected results in learning are better than before. In this case I implemented Gonzalez (2003) educational chat classification can implement and assist teachers in preparing chat activities for their students during learning activities.



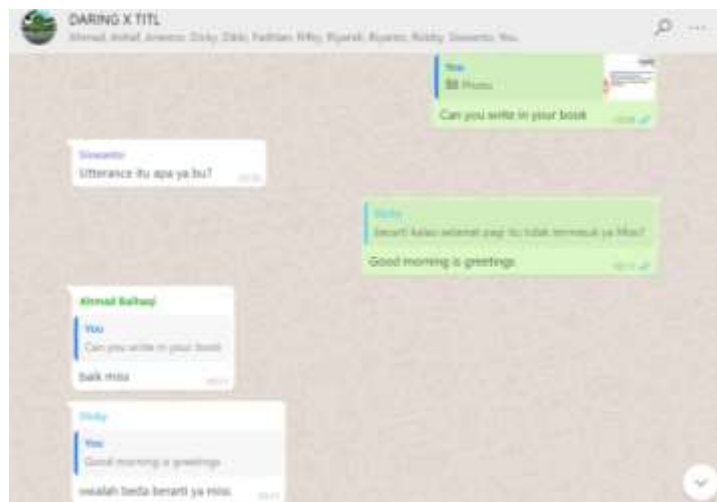
Picture 2.2 Setting the Focus of the Practice

In this activity I started the activity by providing material about congratulations through a class WhatsApp group chat, I consulted the material that I created with the supervisor at the school, and then I explained the material with a mix of objective languages because the students I taught were students who had low motivation in learning. Suggested by Gonzalez (2003)



Picture 2.3 Presenting the Formula for Practice

In this activity there was a student who asked me about the difference between “in, on, to and for” then I gave a formula answer according to the context of the question. After that I also reminded students to take notes on important things related to the material.



Picture 2.4 Reminding the Students to Take Notes

Chat becomes synchronous communication that is incorporated into online activities and planned for learning activities properly according to student needs. Furthermore, students are expected to observe the material presented by the teacher and students can ask questions if the material is not understood and I can explain it again and for the last, hereafter I instruct students to record the material that has been explained.



Picture 2.5 Using Voice Note to Give Examples

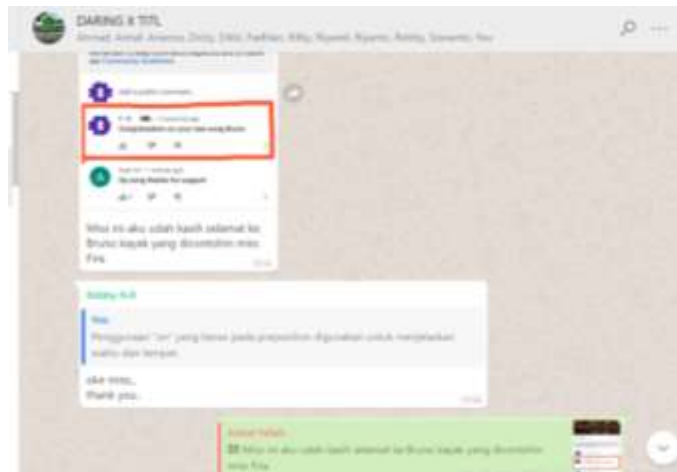
In this activity the teacher gives an example of how to read a conversation from the material that has been conveyed, then I make sure all students understand the content of the conversation.

3.2 Evaluation Chat to fulfill Cognitive and Affective Role



Picture 3.1 Asking the Students to Give Examples

In this case, it is included in the evaluation chat because students gave examples and discuss with the pre service teacher. Then pre service teacher gives appreciation to students with the sentence "cool". Therefore a pre service teacher must develop affective to students.



Picture 3.2 A Student Giving an Example

In this example I found this as a cognitive and affective rule because in this chat, I lead a discussion with the students. They were engaging because I kept replying to their messages. I also allowed my students to reply to each other.

3.3 REFLECTION

When conducting teaching practicum at vocational high school I had to act as a teacher and friend (affective role), because if only gave a cognitive role, students would found it difficult to do online learning because I understand the characteristic of my students by responding my chat and interacting with me that was more than enough and the cognitive when online learning activities will not go well or they do not respond to the teacher's questions.

Then during online learning I found difficulties when students did not have a quota when studying, therefore I as a pre-service teacher had to help students by way of these students being able to report to school and be able to take follow-up lessons at school. After that, when I explained the material, I had to use two languages (Indonesian and English language) so that it was easier for students to understand English lessons.

CHAPTER IV

CONCLUSION

Based on my experience during my internship program, a pre-service teacher needs to understand the rules made by both parties (the pre-service teacher and the students) based on students' needs when teaching using a chat room. During the teaching and learning process using WhatsApp group chat, according to Gonzalez (2003) theory out of the five types of chats I applied three in learning (free chat, practice chat and evaluation chat). Then in the application of chat, I also adapted Huang (2018) theory which describes that teachers can have cognitive roles, managerial roles, and affective roles. Cognitively, teachers should provide support for student learning in the form of explanation on materials. The managerial role is related to the way teachers regulate students' learning through class rules, procedures, assignment deadlines and reward-punishment system. As for the affective role, teachers are responsible for maintaining good social relationships with students. During the researcher internship program, the students became more interactive and attentive than just uploading assignments in WhatsApp group chat.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Mata pelajaran : Bahasa Inggris	KD : 3.2
Sekolah : SMK PIRI 1 Yogyakarta	Alokasi waktu : 2 pertemuan (6 x 45 menit)
Kelas/semester : X/Ganjil	
<p>A. Tujuan Pembelajaran Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:</p> <ul style="list-style-type: none">• Melafalkan beberapa ekspresi tentang ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya.• Mengidentifikasi beberapa ekspresi tentang ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi dalam di dalam dialog sesuai dengan konteks penggunaannya.• Mengklasifikasikan beberapa ekspresi tentang ucapan selamat atas suatu kebahagiaan dan prestasi, serta menanggapi, sesuai dengan konteks penggunaannya.• Menggunakan struktur teks yang tepat untuk melaksanakan fungsi sosial dari ungkapan ucapan selamat atas suatu kebahagiaan dan prestasi, serta responnya, sesuai dengan konteks penggunaannya.• Menulis ucapan selamat atas suatu kebahagiaan dan prestasi dengan struktur teks dan unsur kebahasaan yang tepat.• Melakukan dialog sederhana yang mengungkapkan ucapan selamat atas suatu kebahagiaan dan prestasi serta responnya dengan struktur teks dan unsur kebahasaan yang tepat ke depan kelas secara berpasangan.	
<p>Kegiatan pembelajaran</p> <p>1. Kegiatan Pendahuluan</p> <p>a) Guru mempersiapkan dan mengelola wa group schoologi sebagai kelas virtual</p>	

- b) Guru Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran melalui WA grup
- c) Guru meminta siswa untuk mengisi daftar kehadiran pada link google form yang diberikan
- d) Guru mengecek daftar kehadiran dan menyapa siswa pada kelas schoologi
- e) Mengaitkan materi pembelajaran yang akan dilakukan dengan pengalaman peserta didik terhadap materi sebelumnya.
- f) Guru memberikan Kuis tentang ucapan selamat melalui Google Form (Warming up)
- g) Guru membahas tentang congratulation menggunakan Whatsapp group
- h) Guru memberikan gambaran tentang manfaat mempelajari congratulations

2. Kegiatan Inti

- a) Peserta didik menyimak penjelasan guru melalui voice note di whatsapp group
- b) Peserta didik mengamati video pendek dan menganalisis penggunaan ucapan selamat di dalamnya secara berkelompok melalui grup WA kelompok kecil.

3. Kegiatan Penutup

- a) Peserta didik: membuat ringkasan tentang congratulation
- b) Guru: memeriksa pekerjaan peserta didik yang sudah selesai/kelompok yang kinerjanya baik dan diberi apresiasi/nilai.

Penilaian pembelajaran

Pengetahuan	Ketrampilan	Silap
	<p>Tes Praktik:</p> <p>Siswa merangkum materi tentang congratulation dan mengirimkannya melalui WA grup atau chat personal</p>	
<p>Mengetahui, 2020</p> <p>Kepala Sekolah</p> <p>Beni Setyo Wibowo, S.Pd NIP.196705141993031014</p>		<p>Yogyakarta, 15 Juli</p> <p>Guru Mata Pelajaran</p> <p>Nirma</p>

The Material



congratulations is an expression that we use to give the congratulations utterance when someone succeeded in doing something



Congratulation Expression	Responses
Congratulation you deserved it, Dik...!!!	Thank you very much. Your support means a lot
That's wonderful Dikki	Ohh, thanks
That was great. You must be very proud of your achievement	Thanks. I'm glad you think so. But I still have to learn a lot
I must congratulate you on your success	Thank you very much for saying to

Rifky: "I heard you win the singing contest last night, Mad that right?"

Ahmad: "You right Ki"

Rifky: "Congratulation, Mad! I proud of you. I hope you will be winner again next time"

Ahmad: "Thanks Ki. You very kind to say to"

Rifky: "You are welcome!!"



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		Kelas : 1 TTL Semester : I / B																	
No	NIS	Nama	L/P											Kel					
1	200021	Achmad Baihaqi	L																
2		Ahnaf Falah Nurudin	L																
3		Arieno Rama Putra Ardani	L																
4		Dicky Prasetyo	L																
5		Dikki Setiawan	L																
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8		Riyandi Iham Purnomo	L																
9		Royanto Putro	L																
10		Robi Nur Rizky	L																
11		Siswanto Rizky Romadhoni	L																
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Dear Fira Firdayanti,

Thank you for your interest in participating in The International Conference of Teacher Training and Education (ICTTE) 2021: Teacher Education and Professional Development in the COVID-19 Turn organized by Teacher and Education Faculty of Universitas Sebelas Maret, Indonesia. We are delighted to inform you that your article entitled **“Teaching and Learning English through Online Chat: Online Teaching Experiences”** is accepted to be presented in the concurrent session of the conference through ZOOM application.

Please submit your full paper by July 10th, 2021 via email at fullpaperictte2021@gmail.com.

Papers presented in the conference will be given options for publication. You can either choose to publish your paper in Scopus-indexed Proceeding (2500 – 3000 words) or in ISBN Proceeding (3000 – 4000 words). The Scopus-indexed proceeding will be charged Rp. 3.500.000, - – 4.000.000, - while the ISBN proceeding will be charged Rp. 250.000, -. The decision to publish with us is **optional**. If you wish to publish your paper with us, please fill the following link <https://forms.gle/ySJkeLCtKKpMhSG7/>.

Please be reminded that you are required to make payment to secure your presentation slot no later than June 15th, 2021. You can make payment through:

1. **UNS Payway (Online Payment)**. Open the link <http://bit.ly/ictte-2021>, sign up/login to book, make a booking and get the VA Number, then make a payment. Open the link <https://payway.uns.ac.id/tutorial/cara-bayar-mandiri/> for payment tutorial.
2. **Electronic Fund Transfer (EFT) or bank wire**. The payment can be made by transfer to the following bank account on behalf of Sri Haryati: **BNI 0846652987**. Please send the payment slip proof at <https://forms.gle/8vwxXnyvuSHu5XhU8/>.
3. **PayPal**. Go to the PayPal link posted in our website, fill the form and submit it. The ICTTE 2021 committee will send you an invoice.

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