Native and Non-native Speeches in the 4ᵗʰ ELTIC Conference: Genre Analysis

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Abstract: This study aims to investigate the production of speeches by native and non-native Keynote Speakers in the 4ᵗʰ ELTIC Conference. The speeches spoken by native and non-native speakers are investigated from a genre analysis. Particularly, it is from rhetoric and linguistics perspective. The writer uses descriptive qualitative research. It is stated that speeches spoken by native and non-native have different rhetoric and linguistics styles when they were delivering their speeches in the conference. The native speaker delivering the speech is fully expressive and used linguistics styles based on the context. While the non-native delivers the speech formally and refers to references that was used. It meant that a native speaker uses rhetoric and linguistics styles naturally, while non-native speaker in delivering the speeches is still interfered by the first language styles.

Key words: analysis, ELTIC conference, genre, linguistics, native and non-native key-note speaker, speeches, rhetoric

Abstrak: Studi ini bertujuan untuk mengkaji ucapan-ucapan yang digunakan oleh pembicara utama asing dan pembicara utama domestik pada seminar nasional ELTIC yang ke 4 di Universitas Muhammadiyah Purworejo.ucapan –ucapan yang yang digunakan oleh pembicara utama asing dan pembicara utama domestik dikaji dengan mengunggakan teori analisa genre. Teori tersebut khususnya mengkaji dari rhetorika dan unsur kebahasaanya. Penulis menggunakan kualitatif deskriptif dalam mengkaji ucapan yang diproduksi oleh penutur asing dan penutur domestik. Dalam penelitian ini ndinyatakan bahwa ucapan yang diproduksi oleh penutur asing dan ucapan yang diproduksi

oleh penutur lokal memiliki gaya rhetorika dan kebahasaan yang berbeda ketika mereka menyampaikan penuturan dalam seminar. Penutur asing menyampaikan penuturan penuh dengan expresi dan menggunakan unsur kebahasaan sesuai dengan konteksnya. Sedangkan penutur lokal lebih cenderung untuk menyampaikan penuturanya secara formal dan mengacu pada referensi yang mereka gunakan. Hal ini menunjukan bahwa penutur asing menggunakan rhetorika dan unsur kebahasaan secara alami, sedangkan penutur lokal menyampaiakan penuturanya dalam seminar dipengaruhi oleh rhetorika dan gaya bahasa pertama.

Kata kunci: *analisis, seminar ELTIC, genre, linguistics, pembicara utama asing, pembicara utama domestik, ucapan-ucapan, retorika*

INTRODUCTION

Speech is one of interested linguistics phenomenon to be investigated. Speech is possible to be investigated from different angles of linguistics philosophy, for example; speech function analysis, discourse analysis, systemic functional linguistics analysis, etc. In this study the researcher would like to investigate the speeches from rhetorical genre and linguistics analysis. Swales (1997) identified the term genre simplify distinctive of any types of discourse both spoken and written with or without literary aspirations. Further, Swales classified genre into four sides, first is genre folklore studies, second is genre in literary studies, third is genre in linguistics, and fourth is genre in rhetoric.

This study focuses on genre in linguistics and genre in rhetoric. Particularly, it is about rhetoric and linguistics speeches developed by native- and non-native keynote speakers in the 4thELTIC conference. Chandler (1997) described that the term "genre" is specifically, he argued genre is from the French and it is originally from Latin. It was "kind" or "class". According to Candler, Daniel, the word "genre" mostly used in rhetoric, literary theory, media theory, and linguistics. Based on these descriptions, this study focuses on genre particularly is about genre of rhetoric and linguistics. Furthermore, Swales (1990) as cited in Toledo (2005) argued that a genre comprises a class of communicative events, members of which share some set of communicative purposes. Also, Swales (1990) as cited in Davit (2009) stated

that genre is about rhetoric and linguistics to explain the communicative purposes trough text analysis. Furthermore, Miller (1984) as cited in Davit (2009) identified that whole of genre is to share social action. Refers to these ideas, it is described that genre is covered the rhetoric and linguistics which used in the society, where the people in the society achieved all the communicative purposes. Finally Miller (1984) as cited in Davit (2009) argued that philosophically, rhetorically, and linguistically, utterances are the unit of communication purposes.

LITERATURE REVIEW

A.   Genre Analysis

Why is genre necessary to be investigated in language learning? Candlin (1993 cited in Vijay K.1997) mentioned that genre analysis is the field of applied discourse study. It meant that genre is a language approach to analyze the languages in a certain context of situation and also context of culture. Different genre has different context of situation and context of culture. Related to the philosophy of genre, every genre has different rhetoric and also different linguistic features. That is the urgent of understanding the genre in the process of learning, teaching and using a language in real society. Furthermore, Vijay K. (1997) identified clearly that genre analysis is a study by looking at the situated linguistic behavior in institutionalized academic or professional setting both in the rhetoric and linguistic context. Miller (1984) cited Swales (1990), Vijay K. (1997) and Tainen (2012) said that genre is the analysis of classification of rhetorical action. Further, Swales (1990) as cited in Tainen (2012) mentioned that genre analysis has five criteria, they are (1) genre is a class of communicative events, (2) genre has to share communicative purposive, (3) genre instances in their prototype, (4) genre establishes constraints on allowable contribution in terms of content, positioning, and form, and (5) discourse community's nomenclature for genres is an important source of insight.

First in communicative event, the use of a language is not only talking about the language itself but also about the participants, discourse, historical of environment production and reception of discourse. Second in communicative purposes, there is a share set of communication. Third, in properties and features, every genre should be represented. Fourth, there

should be a rationale behind the genre. It meant that a genre has the rationale which is reflective in the content, positioning, and form of constrains and stylistics choices. The fifth is about the discourse community, which happened in the communicative events that produces rhetorical action.

Vijay (2000 as cited in Tiainen2012) identified that there are four main goals of genre theory. The four main goals of genre are (1) to represent and account for chaotic realities of the worlds, (2) to understand and account of the private intention of the author, to recognize the communicative purposes in society, (3) to understand how the language is used and shaped by people in the socio-critical environment, and (4) to offer the effective solution of pedagogical and other problems in applied linguistics. Talking about genre particularly in education is very necessary. Genre is used not only in relation with education, but also, in everyday genres, such as personal conversation, making gossip, privacy speeches, and another individual genre. Gee (2005 as cited in Kress, 2009; and in Collin, 2012) argued that genre is not only analyzing formal genre, but also informal genre for example, in everyday conversation, and traditional genre made by people in any level of societies.

Halliday (1978 as cited in Devit, 2004; and in Collin (2012) described that genre is about the language used analysis in a social context. Further, Halliday also stated that there are three dimensions of language according to the systemic language function (SFL), they are tenor, field, and mood. Tenor is about the role of social actors; field is about what is happening and the purpose. Then, mode is about how to help predict register, which is the configuration of semantic resources that a member of culture is associated with a situation type. Furthermore, Fairclough (2003 as cited in Collin, 2012) argued that genre is as a social action. Fairclough (2003, as cited in Collin, 2012) also argued clearly that rhetorical genre approach of analysis has three sides of genre analysis namely (1) the way of acting, (2) the way of representing, and (3) the way of being.

Genre in education is very necessary to investigate and to discuss. Hanafi, Shamsudin, & Signh (2012) strongly argued that genre is a reflective analysis. It is a reflection of how a language is being used by language users. According to them, genre in academic use is necessary to understand to produce a scientific discourse in both spoken and written discourse. Swales (1990, as cited in Nagao, 2019) seriously identified that genre is categorized as communication events that hold some communicative purpose. It meant that genre is used as a communicative tool in the social context of discourse

community to understand the generic structure and lexicogrammar for achieving communications goals. Fahruddin & Hassan (2015, as cited in Nagao, 2019) clearly discussed that genre in linguistics is different from genre in rhetoric. It is necessary to identify the differences and characteristics of genre in linguistic and genre in rhetoric.

This article aims to differentiate and investigate the two differences of each. The philosophy that underlined the discussion of speeches spoken by native-and non-native keynote speakers in the ELTIC conference is about genre in linguistics. The concept of genre is not only related to the rhetoric speech, but it is also related to the systemic linguistic. Halliday (1978, as cited in Swales, 1997) identified three variables of linguistic features, they are (1) field, (2) tenor, and (3) mode. First, field indicates the type of activity in which the discourse operates its content, ideas, and institutional focus. Further, tenor is about the status and the relationship of the participants in the text, while mode is about the channel of communication. Martin (1985, as cited in Swales, 1997) described that genre includes a range of literary forms and others, for examples; poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, news broadcast and so on.

Based on this description, types of genre stated by Martin (1985) and Swales (1997) state that the genre of a seminar is regarded as a register. Related to the discourse structure, it has a beginning, middle, and end. Rhetorically, genre has four types they are, expressive, persuasive, literary, and referential (Swales, 1997). Here, the aims of speech will be on the speakers, which are expressive in discourse terms. Next, the aim of speech is on the receiver, which in discourse is termed persuasive. Then, the type of genre, which focuses on the linguistics form or code, is termed as literary. Lastly, with the genre aiming to represent the realities of the world, it is termed as referential.

B.   Rhetoric

Linguistics and rhetoric are the main theories concerned with in the investigation of the material for this article. The philosophy of rhetoric, is argued by Hyland (2002) that rhetoric is essentially the role of discourse toward some end; and how language can be used to persuade, convince, or elicit support.

Hyland (2002) also identified that there are two types of rhetoric namely; classical and modern rhetoric analysis. Classical rhetoric is organized into a series of categories which describe the composition and delivery of text into several types such as; invention, arrangement, style, memory, and delivery, which have different strategies that can be used. Then, in modern rhetoric analysis, it tends to focus on the subdivision and particularly the appeal of non-evidential or artificial proof. Next, rhetoric analysis attempts to understand the organization of genres and it interpreted to show features of discourses as representing a persuasive version of the speaker's experiences.

Another scholar, Hatch (1992) identified that there are five basic rhetorical organization, they are: (1) it is talking about what happened (which is named narrative, or temporal organization) (2) it is about the look, sound, smell of something, and named as description, (3) it is talking about the look like, or unlike, and is named comparison or contrast, (4) it is about the expression of something to have, the probability, certainty, and cause of it, and is thereby, named causal and evaluative, and (5) is about the problem solving, for example it is about a possible solution, assessment of solution, the prediction, or the best solution. In analyzing the rhetoric of the text, these types of rhetoric must be analyzed to see form of rhetoric is used by the speaker because each type of rhetoric has different styles.

Hatch (1992), described the characteristics of eight types of rhetorical organization of genre are as the following. First, narrative is a kind of genre that tells about the universal cultures which is in the form of storytelling traditions. Cultures of tradition of mostly all group of societies have it. In analyzing the narrative genre, the first focus is on the orientation. Orientation is talking about the time, and the setting of the story, also, when and where the story happened. Second, the narrative genre usually uses the copula *be*. It is in the form of *there is or there are* sentences. Third, the narrative genre has time orientation, place orientation, and identification of the characters. Fourth, a narrative genre has an *abstract*, which summarizes or depicts the important parts of the story. Fifth, the narrative genre has a goal, which should be written in the narrative genre. Sixth, narrative genre has the problem, which is discussed in the story. Seventh, *the resolution* is about the actions used to achieve a goal. Lastly, the eight character of a narrative genre is *evaluation*. It is about the comments of the readers and why the story is being told. It can be summarized that the rhetorical organization of narrative genre are orientation, using copula be, time orientation, place orientation, abstract, goal, problem, resolution, and evaluation.

In the rhetorical organization there is also description genre. Description genre is a genre which describes how to use something. Description genre is also describing an object, person and phenomena. It uses copula be, relative clauses, prepositional and adverbial phrases. Rhetorical organization is also about procedure genre**.** It is about how to set up or how to operate something. The general characteristic of procedure genre is using temporal order, or purpose clauses. Next, rhetorical organization also talks about argumentation genre. The argumentation genre usually uses a zig zag solution, where the authors are usually using the pattern: pro, con, pro, con, pro; or the pattern: con, pro, con, pro, con. Talking about linguistics features, Halliday (1985), Eggin (1997) and Gerrot (1995), who are cited in Utomo (2010) describe those including communicative purposes, generic structure, and linguistics features. Furthermore, Gerrot (1995) and Eggin (1997) like cited in Utomo (2010) state that linguistics features focused also on tenses and transitivity.

With regards to transitivity, according to Gerrot (1995) and Eggin (1997) as cited in Utomo (2010) inform that transitivity is about what kind of processes used in the speeches. Halliday (1985, as cited in Utomo, 2010) mentioned that there are six types of process, namely; material process, mental process, behavioral process, verbal process, rational process, and existential process. Gerrot (1995 as cited in Utomo, 2010) modified the process into seven parts, where six of them are similar and is added in the meteorological process. Thus, based on the descriptions of the theories above, the two sides of the analysis of genre can be divided into Systemic linguistic Philosophy and Rhetoric Philosophy to include the following processes (see Figure 1):
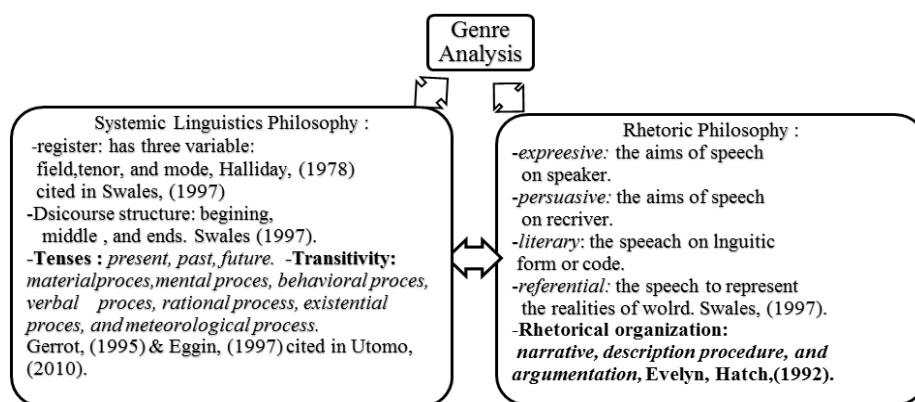
Figure 1:
Systemic Linguistics and Rhetoric Frame Work of Study by Sudar (2020)

METHOD

A.   Type of Research

This is a qualitative descriptive research of language and communication. In accordance to Gall, Borg, & Gall, (1996, as cited in Marshall, 2006), there are three genres of qualitative research: (1) individual lived experience, (2) society and culture, and (3) language and communication for both spoken and written process of the discourse analysis.
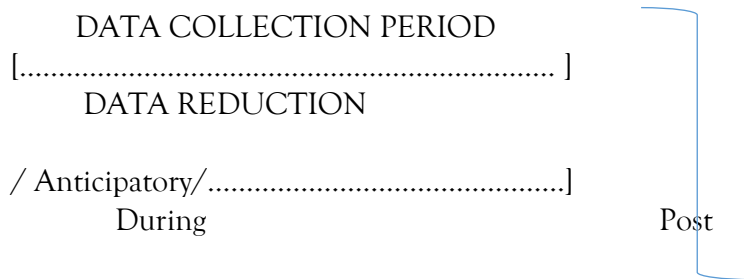
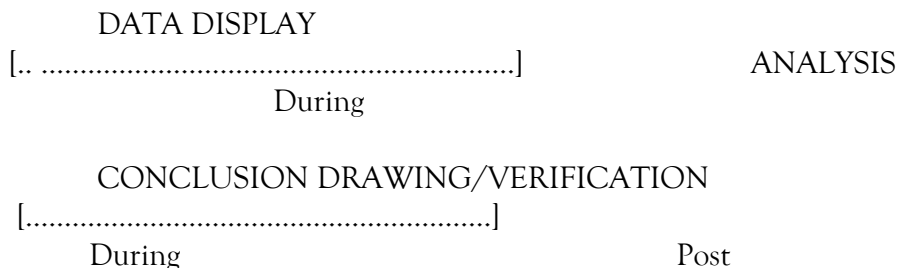### B.   Research Subjects, Data and Source of Data

The main data of this study is the verbal language of speeches spoken by native and non-native keynote speakers of a National English Conference held on 5th October 2019. The speeches are analyzed by using the theories of linguistics and rhetoric analyses theorized by Halliday (1978), which has the three variables of field, tenor, and mode

In the discourse structure, the beginning, middle, and ending of the speech takes into account of Swales (1997) tenses of the present, past, and future. With regards to the transitivity, which analyzes the material mental, behavioral, verbal, rational, existential, and meteorological process, Gerrot (1995) and Eggin's (1997) theory of the rhetoric focuses on the expressive, and persuasive aims of the speech on receiver. Swales (1997) rhetorical organization, which consisted of the narrative's description and argumentation procedure is also used by the researcher.

C.   Research Procedure and Analysis Technique

In acquiring the data, the researcher conducted a recording of speeches spoken by the native and non-native Key-note speakers. The recording data is then transcribed and analyzed using the theory of data analysis founded by Mile & Huberman. There are three steps to analyze the qualitative data, namely; data reduction, data display, and conclusion drawing and verification. This idea can be designed into the following figure 2:

DATA COLLECTION PERIOD
[..]
DATA REDUCTION

/ Anticipatory/...]
During   Post

DATA DISPLAY

[.. ....]   ANALYSIS

During

CONCLUSION DRAWING/VERIFICATION

[...]

During   Post

Figure 2:
Qualitative Data Analysis. Miles &Huberman (1994, p. 10)

RESULTS AND DISCUSSION

Based on the data analysis, the Native and Non-native speaker speeches investigated from the theories of speech developed by some experts can be laid out like seen in Table 1.

Table 1:
Speech Analysis by Native and Non-Native

Halliday, (1978) cited, Swales, (1997): *Field, Tenor, and Mode of Speech*	Discourse Structure of Speeches, Swales, (1997): Speeches: *Beginning, Middle, and End.*	Gerrot, (1995) & Eggin, (1997) cited in Utomo, (2010): *the tenses of Speeches: present, past, future, and type of process*	Rhetorical theory Swales (1997), and *rhetorical organization,* Evelyn, Hatch, (1992)
Field: Native and non- native speaker were talking about the Education in the in the 4.0 Technology Era. *Tenor:* Native and Non-native are the main speaker in the conference. *Mode:* Native and non-native Speaker	Both native speaker and non-native speaker produced the speeches in the conference by *performing the beginning, middle, and Ends' speech.*	*Native Speaker* preferred to perform his speeches in form of present tense. Native Speaker would like to use material process, mental process, and verbal process. *Non-native Speaker* preferred to use simple present and	*Native-Speaker* preferred to use *persuasive rhetorical genre. Non-native-speaker* was more interested to use *description rhetorical genre*

communicate to the audiences in the conference direct communication.	simple past tense in delivering the speeches. Non-native speaker also preferred to use mental process, relational process, and existential process.

Based on the utterances of spoken discourse from the linguistic side of the field section, the research on linguistic analysis firstly finds that the activity conducted by the native keynote speaker, was an annual conference in English language teaching and learning.

The content of the native speaker was about the existence of Information Technology in English Language Teaching. In the speech, he delivered his ideas about the 4.0 industrial era, which has high and significant influence on teaching and learning English. He said that the 4.0 Industrial era was preceded by 1.0, 2.0, and 3.0 era, which has their own characteristics, and that anything related education can be implemented through technology.

Using tenor, which is about the status and the relationship of the participants in the text, this research finds that as a native keynote speaker, he has full authority to speak freely and frankly about his ideas and knowledge about the influence of IT, in the 4.0 era related to English language teaching and learning. With regards to the relationship between the native-keynote speaker and audiences in the national conference was as a speaker and hearer. The native-keynote speaker was the main speaker, and the audiences, which consisted of lecturers, teachers of English language education, and English language education students are the hearer in the conference. Using Mode as the channel of communication, the research finds that the communication between the native-keynote speaker and the audience were conducted orally, and directly in the room of the conference.

The second linguistic analysis is from the discourse structure, which consisted of a beginning, middle, and end section. Through analyzing the beginning speech of the native keynote speaker, it finds that he said the following: ; //*"Education 4.0 ohhh noooo become education 4.0, ohhhhhh.// Education 4.0 is a direct reflection of Industrial Revolution 4.0." //* with expressive utterances.

Analyzing the middle section of the native key note speaker's speech, he said the following: *//"The Industrial Revolution 4.0 has brought many significant changes in human life. // It has fundamentally changed.//the way people move and has a big influence on many aspects of human life, including in economy, security systems, politics, and education."//* Through the middle part of the discourse it is found that the native keynote speaker still spoke about the IT in the 4.0 Industrial era.

The speech about IT in the 4.0 era was not only related to education but also related to any level of human needs. This information is found in the ending speech of the native keynote speaker, where he said the following; *//"In this way, hopefully, we can take maximum advantages and opportunities// brought by the Revolution Industry 4.0 era for the future national education."//*

The third linguistic analysis of speech by the native key note speaker is analyzed from tenses used for the present, past, future and transitivity forms of material process, mental process, behavioral process, verbal process, rational process, existential process, and meteorological process. The linguistic analysis about the tenses finds that there are thirty clauses using the present tenses. Further, there are six clauses using the past tense, and there are two clauses of spoken discourse used by the native key note speaker, which uses the future tense in his spoken discourse. It means that the tenses used by the native-key note speaker is various He spoke the utterances based on the context and also the content of the speeches. Concerning the processes used by the native keynote speaker, there four types of process. There were eight material process, and ten mental processes, eighteen verbal processes, also eighteen relational processes. Then, the behavioral process was the last type of process used by a native-keynote speaker

The next analysis of speech of spoken discourse by the native key note speaker is from the rhetorical philosophy and rhetorical organization of genre. The first, from the rhetorical philosophy, the analysis revealed that the spoken discourse used was persuasive rhetorical genre. It meant that the speech aimed to encourage the audiences to understand and to implement the IT in the 4.0 Industrial Era to the English teaching and learning. He said that IT in the 4.0 Industrial Era is significant because it has changed human's life styles, which includes the change of educational system, due to the use of the blended learning system between IT and the conventional system. The native keynote speaker also described the characteristics of IT in the 4.0 era, which has strengths and weaknesses for the English teaching and learning process.

Meanwhile, the speech analysis spoken by the non-native key note speaker in the ELTIC national conference revealed that the filed, or activity conducted by the non-native keynote speaker was also a speech delivered at a national English conference. In his speech, the non-native key note speaker explained that the Industrial Revolution 4.0 era has different characteristics from previous era. Because of this, education should adapt to the recent era. It meant that education, particularly English language education should relate to the technology in 4.0 Industrial Revolution era, at least by using blended learning.

With regards to tenor, the non-native key note speaker and the audiences were found as the main speaker and the hearers. Although speaking second after the native speaker, as a key note speaker in the conference, the non-native speaker has full authority to speak freely and frankly about his ideas and knowledge particularly about the characteristic of Industrial Revolution 4.0 and it's benefits for learning English. He said that 4.0 Industrial Revolution has some characteristics and it has significant effects to teaching and learning English.

Analyzing the mode, which is the channel of communication, the research finds that the communication between non-native keynote speaker and the audience are conducted orally, and directly in the room of the conference.

Analyzing the he second linguistic analysis, which is the discourse structure, the research finds that the beginning speech of the non-native keynote speaker was explaining about the characteristics of the 4.0 Industrial Revolution Era. The beginning speech was as follows//*"In Industrial Revolution, there are some key features that are internet of things, artificial intelligence, new materials, big data, robotics, argument realty, cloud computing, additive manufacturing 3D printing, nanotech and biotech, genetic editing, and E-learning."//* It meant that education, particularly teaching and learning English should be adapted to this era.

This idea was continued throughout the middle of his speech in the conference, where he said the following: //*"English Language Teaching must be fitted to the needs of Industrial Revolution 4.0. // English Language Teaching must be objectives, //it meant that the results is based on the process and the fact. //Objectives of teaching English helps students //to acquire their linguistics competence, communicative competence, HOT critical thinking, analyzing, evaluating, reasoning, and creating to complex problem solving skills, active learning*

skills, collaborative skills, interpersonal skills, intercultural global skills, and digital literacy skills"//.

The stress that students and teachers should adapt to the 4.0 Industrial Revolution Era was further stressed at the end part of the speech, which noted the following; //*"There are eight futures of 21st century teachers be adaptive, focuses on life-long learning skills, be communicative, be visionary, show leadership qualities, be role-models, be collaborative and be risk takers, (Malaysian Ministry of Education).// Based on the statements above,//it can be concluded// that ELT can be enhanced through the presence of Industrial Revolution 4,0 by means of shifting the teaching paradigm from offline to online modes of learning.// //The methodology is digitalized teaching media;// the strategy is Internet –Based Task –Force; and //the assessment is online and auto-scored Examination."//.* Looking at the discourse structure of the speech spoken by the non-native keynote speaker, the research finds that it has good cohesiveness and logical coherence. It meant the discourse structure developed by the non-native keynote speaker was linguistically standardized.

The third linguistic analysis of speech by the non-native keynote speaker was analyzed from the tenses: present, past, future and transitivity of material process, mental process, behavioral process, verbal process, rational process, existential process, and meteorological process. The result of the analysis revealed that there were forty nine clauses using the present tenses. Further, there was one clause using the past tense of spoken discourse used by the non-native keynote speaker in his spoken discourse. In other words, he mostly spoke the utterances based on facts reported with the present tense.

The types of processes used by the non- native keynote speaker found was twelve material processes, and nine mental processes. The relational processes were found as the highest number of process, and the last type of process used was the existential process. There are two existential process which are performed by non-native key note speaker, when he was performing his speech in the conference. Referring to the description above, it is clear that relational process is rarely often used by non-native keynote speakers.

The next analysis of speech of spoken discourse by the non-native keynote speaker is from the rhetorical philosophy and rhetorical organization of genre. The rhetorical philosophy analysis revealed that the spoken discourse spoken by non-native keynote speaker was persuasive rhetorical genre. He said that English teachers should adapt to the changing of technology for teaching and learning process.

In the rhetorical organization analysis, the analysis revealed that the spoken discourse developed by non-native keynote speaker was rhetorical description genre. He described the understanding of the English teachers and students about the relationship between the Industrial Revolution 4.0 era and the English Language Teaching and learning. He said that 4.0 Industrial Revolution era is different from previous era, that is why the English teachers should adapt to the changes of technology.

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CONCLUSION

Referring to the data analysis, based on the rhetorical genre, it is found that the native and non-native key note speakers in the conference have used a different genre. The native key-note speaker used persuasive genre, while the non-native key note speaker used description genre. Then, in communicating the ideas, it is found that the native keynote speaker spoke his ideas expressively, meanwhile, the non-native keynote speaker focused on describing the characteristic of Industrial Revolution of 4.0 and its implication to the teaching and learning English.

Referring to the linguistics analysis, the utterances of the native keynote speaker used tenses with more variety, as he used the process of clauses with different styles. It meant that the native keynote speaker preferred to speak his speech based on the context and the contents of the speeches. However, in comparison, the non-native keynote speaker uses more simple tenses. It meant that the non-native keynote speaker preferred to speak the contents of his speech with a simple style, so his speech was easy to understand by the audience. Furthermore, the non-native keynote speaker is found to have used the relational processes, which was reflected in his simple style of speech.

Actually, both native and non-native keynote speaker have similarities in their speeches. Both native and non-native keynote speaker encouraged the audiences to understand well the change of Industrial Revolution 4.0 era to the teaching and learning of English. This is why both emphasized that teachers and learners must adapt themselves with the Industrial Revolution 4.0 era that heavily relies on IT technology.

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APPENDICES:

(1). "Education 4.0 ohhh noooo become education 4.0, ohhhhhh".

"Education 4.0 is a direct reflection of Industrial Revolution 4.0//// and focuses on how information technology and educational practices blend together.// //Education 4.0 more focuses on what is possible with the technology available.////Teachers and students have already adapted in using information technology in the classroom for the last 15-20 years.//// However now we focuses on rethinking the concept how to deliver teaching content in the way that is more effective for 21st century student using the available technology.//// For the 21st century learners, the old lecturing model of the teacher talk and student listening is no longer relevant.// //Engagement with student should be more focused on activities that promote collaboration to encourage critical thinking and student's creativity.// //This is because 21st century students need these higher level thinking skill in their careers.// //Ultimately, by merging approaches and methods with the information technology available,//// teachers will act less as a complete source of knowledge ////and as more as a facilitator in the learning process.//// by understanding this, teachers can develop meaningful

lessons that engage their leaners in activities// //that are more relevant for their needs//.

//The Industrial Revolution 4.0 has brought many significant changes in human life.// It has fundamentally changed //the way people move and has a big influence on many aspects of human life, including in economy, security systems, politics, and education.// The Industrial Revolution 4.0 has brought positive influences on the effectiveness and efficiency of resources and production cost in many industries.//Yet, it also has an impact on reducing employment, and emergence of a number of new challenges which are not necessarily easier.//In education sector, particularly today's educator is obliged to make self-adaption and certain change to successfully utilize all the potential benefits brought by the Industrial Revolution 4.0 era.//Otherwise, they will be left behind,// and it is not impossible "die".//Among the adaptations and changes,// that teachers must do is shifting the mind about the role of the teachers in their learning process. //They also need to conduct adaptation programs, such as adjusting curriculum content which to prepare students relate to the 21st century abilities,// and also it needs to choose and apply various current learning models which is suitable for millennial students.// //This is included to practice blended learning and to use social media for teaching learning.// In this way, hopefully, we can take maximum advantages and opportunities// brought by the Revolution Industry 4.0 era for the future national education".// *(SPOKEN BY NATIVE KEYNOTE SPEAKER).*

(2).//"In Industrial Revolution, there *are* some key features that *are* internet of things, artificial intelligence, new materials, big data, robotics, argument realty, cloud computing, additive manufacturing 3D printing, nanotech and biotech, genetic editing, and E-learning.//. English Language Teaching (ELT) in Industrial Revolution era *has* cyber activities.// It meant that everything *is* now *digitalized and integrated* in a system,// printed papers *are getting* less and less, //and online business *is* now everywhere. // Consequently, wherever we exists,// there *is* an internet now.// All of us almost *can access* internet now,// so there *is* no reason not to use internet because //it *is* more effective.// In Industrial revolution 4.0 there *are* so many challenges of English teaching profession.//They *are creating* inclusive and collaborative teaching and learning, equipping teachers with competences in IT, using IT – based media of instruction, and using one-line assessment.// How can ELT *be enhanced* in response to Industrial Revolution 4.0?// English Language Teaching *must be fitted* to the needs of Industrial Revolution 4.0.// English Language Teaching *must be* objectives,// it meant that // the results *is based* on the process and

the fact.//Objectives of teaching English helps students to acquire their linguistics competence, communicative competence, HOT critical thinking, analyzing, evaluating, reasoning, and creating to complex problem solving skills, active learning skills, collaborative skills, interpersonal skills, intercultural global skills, and digital literacy skills.// Digital literacy is capabilities// which fit an individual for living, learning and working in a digital society.// ELT also have many methods and strategies to improve the teaching learning to the students.// Teachers in ELT also have to be clear to make assessments,// because assessments are so important for students,// whether they are on learning process good or not.//Learning assessment, assessment suitable for cyber learning atmosphere: open-book and internet access evaluation.//Recently, one-line test using software applications, for example Question Writer.// It helps students to minimize cheating,// helps teacher to correct the answer quickly and of course //it can reduce using of paper,// Teacher also make writing academic paper to their students,// it can enhance student's knowledge and creativity.// Teacher on ELT process is better making presentations.// It helps students to explore their minds and make students be brave to show their opinion in front of their friends.//Digitalized teaching materials, to deal with digital natives,// teachers use digital teaching materials.//In Industrial Revolution 4.0 era there are many sources to access internet in order to enhance instructional purpose.// One of them is social media, social media for instructional purposes.//Its advantages are easy to be used,// it can be accesses anytime and anywhere,//it makes possible for teachers and students to interact with respect to personal and academic encounters.// Moreover, in this era, there are paradigm to learning process,// that are teachers are as facilitators,//students can access to any forms of information, and multiple ways of communication are prioritized.// There are top ten skill of future employees; complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision making skill, service orientation, negotiation, and cognitive flexibility.//There are also eight futures of 21ˢᵗ century teachers; be adaptive, focuses on life-long learning skills, be communicative, be visionary, show leadership qualities, be role-models, be collaborative and be risk takers, (Malaysian Ministry of Education).//Based on the statements above, it can be concluded// that ELT can be enhanced through the presence of Industrial Revolution 4,0 by means of shifting the teaching paradigm from offline to online modes of learning.//The methodology is digitalized teaching media;//the strategy is Internet –Based Task –Force; and //the assessment is online and auto-scored Examination."//. *(SPOKEN BY NON-NATIVE KEYNOTE SPEAKER)*