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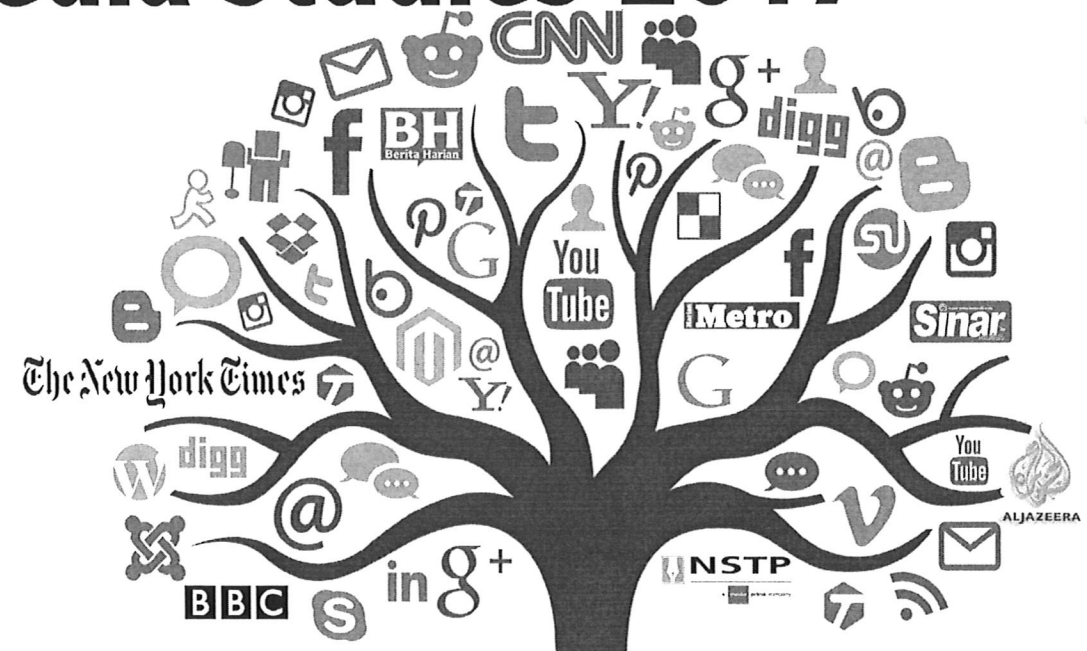

School of Multimedia Technology & Communication (SMMTC)

2nd - 4th May 2017

GROWING WITH MEDIA

Organiser:

Persatuan Teknologi Media
MEDIA TECHNOLOGY ASSOCIATION
Universiti Utara Malaysia

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Proceedings

INTERNATIONAL CONFERENCE ON MEDIA STUDIES 2017

(ICMS'17)

2nd – 4th May 2017

Universiti Utara Malaysia, Sintok, Malaysia

Editors

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Media Technology Program
Department of Multimedia Technology
School of Multimedia Technology and Communication
UUM College of Arts and Sciences
Universiti Utara Malaysia
Sintok - 2017

ISBN 978-967-0910-34-5

Cetakan Pertama, 2017

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Hakcipta terpelihara. Sebarang bahagian dalam buku ini tidak boleh diterbitkan semula, disimpan dalam apa cara yang boleh digunakan semula, ataupun dipindahkan dalam sebarang bentuk atau dengan sebarang cara, baik dengan cara elektronik, mekanik, penggambaran semula, perakaman dan sebagainya tanpa mendapat izin daripada Pusat Pengajian Teknologi Multimedia dan Komunikasi, Universiti Utara Malaysia.

Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

International Conference on Media Studies (2017 : Sintok, Kedah)
PROCEEDINGS International Conference on Media Studies 2017 : School of Multimedia Technology & Communication (SMMTC) : GROWING WITH MEDIA, 2nd – 4th May 2017 / Organiser : Persatuan Teknologi Media Universiti Utara Malaysia.
ISBN 978-967-0910-34-5
1. Communication --Congresses. 2. Mass media--Congresses. I. Persatuan Teknologi Media. Universiti Utara Malaysia. II. Title.
302.23

PREFACE

Growing with media

Assamualaikum dan Selamat Datang

First of all, we would like to welcome everyone to the International Conference on Media Studies 2017. This years ICMS 2017 will be addressed comprehensively from the media to social perspectives, aiming at presenting, discussing and disseminating current developments, new approaches, new tools and practical solutions for the media landscape. The conference is targeted to an academic audience (lecturers, researchers and students) and practitioners (media buyer, press and media managers from diverse media organizations).

To introduce the emerging developments of media. Growing with media is essential for every individual. Issues will be presented and discussed in this 360 degrees of media growth.

1. To introduce the importance of media in 360 degrees;
2. To deliberate on the challenges or difficulties associated with the media;
3. To discuss success factors of media;
4. To discuss the future trends of media in 360 degrees;
5. To introduce the state-of-the-art practices in media;

ICMS 2017 seeks high-quality contributions on media academics and practitioners, including theoretical foundations, innovative practices, case studies, experiences, among others.

We would like to extend our gratitude for the overwhelming response from UUM and Universitas Sebelasmaret (UNS), Neville Wadia Institute Of Management Studies And Research, Bansomdejchaopraya Rajabhat University, Hatyai University and Suryadatta Group of Institutes.

Thank you and look forward to seeing you again in Sintok !

The Editors,

Azahar Kasim
Sabrina Mohd Rashid
Norsiah Abdul Hamid

TABLE OF CONTENTS

PREFACE

Batik Motifs as Media in Building Peace 1 - 6
Bani Sudardi
Universitas Sebelas Maret

Daya Linuwih, Political Actor Candidate of The Solo Pilkada 7 - 13
Betty Gama
Bani Sudardi
Wakid Abdullah
Mahendra Wijaya
Universitas Sebelas Maret

The Problems of Malay's Batik as a Cultural Media to Sound Islam 14 - 20
Supana
Bani Sudardi
Universitas Sebelas Maret

Ruwatan As As Media in Guarding Cultural Identity 21 - 27
Sutarjo
Bani Sudardi
Universitas Sebelas Maret

Reinforcing the Students" Patriotism Character Value Using Pancasila and Civic Education Learning with Folklore Media 28 - 34
Suyahman
Muhammad Furqan Hidatullah
Mulyoto
Asrowi
Universitas Sebelas Maret

New Creation Bedhaya as the Expression of Modern Art Creativity 35 - 41
Sawitri
Bani Sudardi
Wakit Abdullah
I Nyoman Chaye
Universitas Sebelas Maret

Top-down or Bottom-up? Which Approaches are Favored by the Malaysian Media and Environmental Non-Governmental Organizations (ENGOs) in Environmental Communication? 42 - 48
Mohamad Saifudin Mohamad Saleh
Rani Ann Balaraman
Sharifah Nadiah Syed Mukhiar
Universiti Sains Malaysia

The Implication of Communicative Performance Principle in Developing Teaching Materials Based on Character to Increase Civic Responsibility 49 - 55
Anita Trisiana
Sutoyo
Universitas Slamet Riyadi

The Role of Poetry as Media in Teaching and Learning Writing 56 - 60
Dr. Ch. Evy Tri Widyahening
Universitas Slamet Riyadi

The Implementation of Experience Based English Learning Model as a Media to Improve Students Reading Comprehension Through Vocabulary Enrichment at Senior High School 61 - 66
Sulastri
Sri Anitah W
Soetarno Joyoatmojo
Dewi Rochsantiningsih
Universitas Sebelas Maret

Media Highlights on Terrorism Issues : A Study on Terrorism Issues in Malaysia and Indonesia from the Perspective of the Wall Street Journal 67 - 73
Fauziah Hassan
Sofia Hayati Yusoff (Ph.D)
Siti Zobidah Omar (Ph.D)
Universiti Sains Islam Malaysia

The Learning Media Using Comics Based on the Folklore to Introduce the Javanese Culture to the Students of Bahasa Indonesia for Non-Native speakers 74-79
Dr. Nugraheni Eko Wardani
Universitas Sebelas Maret

Religious Tour to Mount Kawi as a Cultural Commodity 80 - 84
Dwi Sulistyorini
Bani Sudardi
Warto Mahendra Wijaya
Universitas Sebelas Maret

Perception of Student Faculty of Social Sciences and Political Science on Tagline "Leading in Learning Base on Local Wisdom " 85 - 89
Farida Nurfalah
Mukarto Siswoyo
Heryani Agustina
Swadaya Gunung Jati University

Digital Books Design of Sangiran Sites as Learning Media of Prehistoric Relics for Vocational Students of Computer Engineering 90 - 96
Fauzi Rachman
Sunardi
Muhammad Ahyar
Gunarhadi
Universitas Sebelas Maret

The Relevance of Pictures as Media in Thematic Learning Book with Pluralism Values in Indonesia 97 - 102
Suwardi
Muhammad Ahyar
Asrowi
Universitas Sebelas Maret

Increasing Understanding of Politeness Level in Javanese Language with Socio Drama Media 103 - 108
Nanik Herawati
Universitas Sebelas Maret

Using Local Culture Documentary Movie of Social Science to Improve Students" Critical Thinking Ability of Seventh Graders in State Junior High School in Madiun 109 - 115
Sudarmiani
Sri Jutmini
Baedhowi
Gunarhadi
Universitas Sebelas Maret

Form and Function of Pendhapa (Traditional Javanese Hall) as Social Communication Media 116 - 124
Tri Prasetyo Utomo
Bani Sudardi
Nanang Rizali Sardjono
Wakit Abdullah
Universitas Sebelas Maret

Asynchronously Engaged : Consuming Religious Messages through Text Messaging in Contemporary Indonesia 125 - 131
Moch Fakhruroji
UIN Sunan Gunung Djati Bandung

Establishing a Polite Communicative Competence 132 - 135
Tri Widiatmi
St. Y. Slamet
Sahid Teguh Widodo

Kundharu Saddhono
Universitas Sebelas Maret

Javanese as Foreign Language : The Use of Local Culture-Based Learning Media Through Scientific-Thematic Approach 136 - 140
Kundharu Saddhono
Universitas Sebelas Maret

"University Press" as a Media Publishing Innovation for Publishing Higher Education Intellectual Asset in Indonesia 141 - 145
Budhi Setiawan
Kundharu Saddhono
Universitas Sebelas Maret

Indoglish Phenomenon in Facebook Social Media : Sociolinguistics Study on the use of Students" Language in Indonesia 146 - 150
Ani Rakhmawati
Djoko Sulaksono
Kundharu Saddhono
Universitas Sebelas Maret

The Strategic Management and the Adjustment of ASEAN Radio Broadcasting Organizations 151 - 157
Korawan Kritworakarn
Chiang Mai University

Teachers" Beliefs and Practices in Deploying Instructional Media to Activate Students" Background Knowledge in Reading Activity 158 - 162
(A Case Study of Indonesian EFL Teachers)
Lanjar Utami
Joko Nurkamto
Nunuk Suryani
Gunarhadi
Universitas Sebelas Maret

The Integration of Cultural Load in Teaching Reading for EFL"S Students 163 - 168
Ayu Istiana Sari
Prof. Dr. Nunuk Suryani
Dra. Dewi Rochsantiningsih
Dr.Suharno
Universitas Sebelas Maret

Javanese Speaking Skills of Private University Students in Central Java 169 - 177
Nurpeni Priyatiningsih
Herman Y. Waluyo
Budhi Setiawan
Sumarlam
Universitas Sebelas Maret

Communication Pattern of Indonesian Journalist with News Source in the Internet Era 178 - 184
Darajat Wibawa
Islamic State University of Sunan Gunung Djati Bandung

Nationalist and Islamic Discursive Contestation of Joko Widodo"s Image in Social Media 185 - 198
Eva Leiliyanti
Diyantari
Irawaty
Universitas Negeri Jakarta

Social Media as Creative Marketing Medium for Indonesian Moslem Fashion Products in Beteng Trade Center Solo 199 - 204
Desy Nurcahyanti
Universitas Sebelas Maret

Health Communication Campaign In Social Media (Analysis of Social Learning Theory on Breast Feeding Campaign by Indonesia Breast Feeding Association (Aimi) in Twitter) Topic Of Interest : New Media 205 - 210
Lisa Adhrianti
Universitas Bengkulu

Online Joking Style : Studies on Whatsapp Group of Academicians 211 - 216
Ira Mirawati
Asep Suryana
Mien Hidayat
Herlina Agustin
Universitas Padjadjaran

The Effectiveness of Flipbook to Improve the Students" Learning Achievement 217 - 221
Hanum Kartikasari
Universitas Sebelas Maret

The Improvement of Fiqih Learning Quality Through Applying the Cooperative Personal Social Learning (COPERSOL) Model with Local Wisdom Value Media in Madrasah Tsanawiyah in Semarang 222 - 227
Ismail
Sri Anitah W
Sunardi
Dewi Rochsantiningsih
Universitas Sebelas Maret

Integration of Character Education in History Learning 228 - 232
Nur Ahyani
Soetarno Joyoatmojo
Muhammad Ahyar
Nunuk Suryani
Universitas Sebelas Maret

The Cross-Cultural Communication Strategy with Pragmatic-Approach to Increase the Communication Skills in Indonesian Language for Foreign Students 233 - 239
Andayani
Universitas Sebelas Maret

Religiopolitical and Sociocultural Factors Shaping Creative Decisions in Religious Television Production : The Case of Malaysian and British Islamic TV Channels 240 - 246
Nur Kareelawati Binti Abd Karim
Ahmad Fadilah Ahmad
Universiti Sains Islam Malaysia

The Independency News Script on Kanal 22 News Program in TVRI Yogyakarta 247 - 253
Astrid Puspita Sari
Sekolah Tinggi Multimedia Yogyakarta

Use of 3D Holographic Pyramid for the Visualization of Sino-Portuguese Architecture 254 – 260
Kosin Kalarat
Walailak University

Using Text From the Book Spine As a Marker For Ar in Library Bookshelf Management System 261 – 266
Salin Boonbrahm
Charlee Kaewrat
Lanjakorn Sewata
Walailak University

The Implementation of Panca Jiwa Values in Improving the Image of University of Darussalam Gontor Indonesia 267 – 272
Abdullah Madjid Alawi
Mohammad Luthfi
University of Darussalam Gonto

The Deconstruction of Classical Batik Motif Symbolism as the Revitalization of Cultural Heritage 273 – 280
Sariyatun
Universitas Sebelas Maret

ASKfm : Motives of self-disclosure to Anonymous Questions 281 – 293
Pheseline Felim
Dindin Dimyati
Mohammad Shihab
Jababeka Education Park, Cikarang Baru

Menyan is Incridible Old Media 294 – 297
Dhanurseto Hadiprashada
Universitas Bengkulu

Creativity Media of Character Education Model in Elementary School Through Prosperous Family Role Play Technique (Bpks) in Social Studies Subject 298 – 303
Rusminingsih
Sunardi
Mulyoto
Dewi Rochsantiningsih
Universitas Sebelas Maret

The Development of Inquiry Learning Model Based on Local Wisdom in Science 304 – 314
Rustinah
Universitas Sebelas Maret

Participatory Learning Model on Adults Literacy Education of Rural Communities 315 - 324
Mintarsih Arbarinia
Sri Jutminib
Soetarno Djoyoatmojoc
Sutarno
Universitas Sebelas Maret

Media on Culture Public Relations Perspective 325 - 331
Dasrun Hidayat
Engkus Kuswarno
Feliza Zubair
Hanny Hafiar
Padjadjaran University

Utaut2 Model: Understanding The Impacts of M-Commerce Among Working Adults in Klang Valley 332 - 343
Eizan Azira Mat Sharif
Siti Zobidah Omar
Mokhtar Muhammad
Universiti Sains Islam Malaysia

Local Content Management in the Film as a Publication Media for Indonesia Tourism 344 - 349
Anisti
Akademi Komunikasi BSI, Jakarta

The Economic Behavior of Batik Small and Middle Level Businessmen to Develop Business with Environmental Insight in Central Java 350 - 355
Dewi Kusuma Wardani
Wahjoedi
Agus Suman
Ery Tri Djatmika
Universitas Sebelas Maret

Women Body Figures in Galih Reza Suseno`s Painting as Reflection the Reality of Divinity 356 - 361
Nanang Yulianto
Narsen Afatara
Bani Sudardi
Warto
Universitas Sebelas Maret

Mediamorfosis and Public Literacy in Era Convergence 362 – 369
Gushevinalti
Universitas Bengkulu

The Development of the COLESTVIA Model as an Effort to Internalize the Character Values in the Social Science Learning 370 – 375
Leo Agung S.
Universitas Sebelas Maret

Effectiveness of Tidal Flood Learning Multimedia to Improve Students" Preparedness in Facing Tidal Flood Disaster 376 – 382
Chatarina Muryani
Setyo Nugroho
Singgih Prihadi
Universitas Sebelas Maret

Realistic Visualization of Virtual Building Using Ar Technology on Smartphone 383 - 388
Poonpong Boonbrahm
Charlee Kaewrat
Walailak University

Security and Safety Awareness among Journalist in Nigeria 389 - 394
Jamila Mohammed Dahiru
Ahmadu Bello University

Anti-American Movements in Indonesia as Presented in Indonesian Online Media News : Violence against American Cultural Symbols in Response to the "War on Terror" 395 - 401
Muhammad Taufiq Al Makmun
Ardianna Nuraeni
Justine Niken Afdha
Universitas Sebelas Maret

Development of Teaching Multimedia about Graphic design Realistic on Wireless Network via Mobile Web-Based Instruction (MWBI) by Flipped Classroom 402 - 405
Denchai Panketa
Kiatikhorn Sobhanabhorn
Warut Ploysuayngam
Dussadee Terdbaramee
Bansomdejchopraya Rajabhat University

The Spiritual Communication (Phenomenological Study about the Urantia Community in Indonesia) 406 - 412
Betty Tresnawaty
Islamic State University of Sunan Gunung Djati

Sufism Intrapersonal Communication System for Counteracting the Islamic Radicalism in Indonesia 413 - 418
Elmansyah
Institut Agama Islam Negeri Pontianak

The Improvement of Intrapersonal Communication Through Religious Tourism 419 - 425
Umi Khumairoh
Sari Narulita
Firdaus Wajdi
Universitas Jakarta

Social Media Encourage Problem-based Learning (PBL) : To Design Data Communication Network System in Intelligent Home 426 - 432
Dussadee Terdbaramee
Bansomdejchopraya Rajabhat University

Law of Defamation in Indonesia in Perspective of Participatory Democracy 433 - 440
Finsensius Yuli Purnama
Widya Mandala Catholic University of Surabaya

Media-Need Assessment for Students with Learning Disability 441 - 446
(A Case Study on Scaffolding Students with Dysgraphia in Inclusive Schools)
Gunarhadi
Sunardi
Mahardika
Hanafi Yasin
Universitas Sebelas Maret
Universiti Kebangsaan Malaysia

The Role of 3D Page Flip Media in the Development of Religious Tourism among Young Generation in Indonesia (A Case Study of Betawi Muslim Community) 447 - 449
Firdaus Wajdi
Sari Narulita
Rihlah Nur Aulia
Universitas Negeri Jakarta

Religious Tourism Development Through Media Communication and Information in Jakarta 450 - 454
Sari Narulita
Firdaus Wajdi
Embang Syasyadin
Universitas Negeri Jakarta

Reviewing the History of the Islamic Mataram Kingdom using Media Script Ketoprak 455 - 459
Bagus Wahyu Setyawan
Kundharu Saddhono
Ani Rakhmawati
Dwi Anggrahini
Universitas Sebelas Maret

Aruh, Gupuh, Rengkuh, Lungguh and Suguh as a Communication Medium in Building Silaturohmi in Java 460 - 466
Sunarmi
Pande Mande Sukerta
Titis Srimuda Pitana
Universitas Sebelas Maret

Cultural Commodification as the Occupancy Attraction at Sunan Hotel Solo 467 - 473
Dicky Sumarsono
Worto
Bani Sudardi
Universitas Sebelas Maret

Analysis on the Translation of Advertisement : A Case Study on the Translation of Oreo Wonderfilled Advertisement (English and Indonesian Versions) 474 - 482
Nur Saptaningsih
Fenty Kusumastuti
Universitas Sebelas Maret

Brand Identity of " Mie Setan" as Noodle's Restaurant in Indonesia (Semiotic Studies of the Symbols which Representing Brand of "Mie Seta" in Instagram) 483 - 487
Ade Kusuma
Universitas Pembangunan Nasional Veteran Jawa Timur

Implicature and Pragmatic Power of Directive Speech Act in Tembang Sinom 488 - 496
Dr. Edy Tri Sulistyo
Universitas Sebelas Maret

" The Rapid Growth of Media and Mass Media Literacy in Indonesia " 497- 502
Agus Setiaman
Duddy Zein
Universitas Padjadjaran

Media Literacy Lack of the Member *Majelis Taklim Nurul Hikmah*, Tanjung Karang Village, Cigalotang, TasikMalaya, West Java. 503 - 506
Santa Lorita Simamora
University Broadcasting Studies Program Of AKOM BSI Jakarta

Branding Strategy Bengkulu Besurek Batik Through Batik National Carnival 507 - 518
Yuliati
Yudisiani
Wahyu Widiatuti
Universitas Bengkulu

The Development of Inquiry-Based Digital Book to Improve the Students" Critical Thinking Ability about Historical Values in Indonesia 519 - 528
Nunuk Suryani
Djono
Saiful Bahri
Universitas Sebelas Maret

Existence of Journalists „Broker" Press Conference Between Needs and Demands (Case Study Commodification Pressworker in Jakarta-Indonesia) 529 - 535
Metha Madonna
Windhiadi Yoga Sembada
Universitas Bhayangkara Jakarta Raya

Implementation of Educational Programs in Health Care for Adolescent Health 536 - 544
Elvi Juliansyah
Health School of Kapuas Raya

Full Day Learning Model School in Madrasah Aliyah Negeri Surakarta I 545 - 553
Yusuf
Asrowi Sri Jutmini
Soetarno Joyoatmojo
Universitas Sebelas Maret

The Study of Design Elements on Children"s Picture Books as the Media of Communication to Character Building for Early Childhood Education 554 - 560
Lalita Gilang
Riama Maslan Sihombing
Nedina Sari
Institute of Technology Bandung

Fake News : Is It the Fault of Social Media? 561 - 567
Fitri Murfianti
Indonesia Institute of Art Surakarta

Textual Analysis of Official Teaser, Original Soundtrack Video and Behind The Scene"s Film Warkop DKI Reborn : Jangkrik Boss Part 1, as the Highest Grossing Indonesian Film of All Time 568 - 573
Ade Kusuma
Herlina Suksmawati
Universitas Pembangunan Nasional Veteran Jawa Timur

Instagram Optimization to Promote the Ciletuh Geopark in Sukabumi, West Java Province to the World 574 - 578
Nindi Aristi
Uud Wahyudin
Universitas Padjadjaran

Communicating Public Policy on Transportation to the Community (A Study in West Bandung, Indonesia) 579 - 585
Awing Asmawi
Machroni Kusuma
Dede Mariana
Rully Khairul Anwar
Universitas Padjadjaran

West Java Government"s Socialization of ASEAN Economic Community 586 - 592
Evi Novianti
Rully Khairul Anwar
Universitas Padjadjaran

Role Media in Creating Shared Value Between Nestle Indonesia and Customers 593 - 598
Arfika Pertiwi Putri
Universitas Diponegoro

Indirect Criticism in the Ethnic Madurese Community : Its Various Semantic Formulas, Lingual Markers, and Contexts of Use 599-607
Dwi Purnajanto
Edy Jauhari
SebelasMaret University

Is Social Inclusion Matter? A Look at Young People Preparedness to Lessen Digital Inequality 608 - 613
Nindi Aristi
Universitas Padjadjaran

Empowerment Waroeng Pasinaon as a Means of Developing Reading Habits in the District of Ungaran 614 - 618
Putut Suharso
Bani Sudardi
Sahid Teguh Widodo
Sri Kusuma Habsari
Universitas Sebelas Maret

Twitter in 2016 US Presidential Election : Why do you Tweet, Trump? 619 - 622
Karunia Purna Kusciati
Universitas Sebelas Maret

The Perception of Local People on Forest Conversion in "Geger Bintang Matahari" in Mount Putri, West Java Indonesia 623 - 628
Meria Octavianti
Herlina Agutin
Slamet Mulyana
Universitas Padjadjaran

Parenting System for Children Left Behind on Migrant Worker Families : Study at West Java Province 629 - 634
Slamet Mulyana
Kismiyat Karinah
Universitas Padjadjaran

The Role of Social Media in Promoting Local Tourism Destination 635 - 641
Johanis Adityawan
Triyas Agus Yulianto
Universitas Diponegoro

Transparency of Delivery Aspiration Services of the Regional Representatives Council to the Community (A Case Study in West Java, Indonesia) 642 - 647
Ineu Purwadewi Sundari
Cucu Sugyati
Dede Mariana
Diah Fatma Sjoraida
Universitas Padjadjaran

The Urgency of Implementers of the Public Health Policy of Maternal and Child in West Java 648 - 653
Cucu Sugyati
Ineu Purwadewi Sundari
Diah Fatma Sjoraida
Rully Khairul Anwar
Universitas Padjadjaran

The Role of the Government in Developing Digital Media Industry of the Community (A Study in Cimahi, West Java, Indonesia) 652 - 659
Machroni Kusuma Awing Asmawi
Dede Mariana
Diah Fatma Sjoraida
Universitas Padjadjaran

Analysis of the Impact of Social Media Communications as a Strategic Tool in Customer Engagement in India 660 - 665
Dr. Anandrao B. Dadas
Savitribai Phule Pune University

Spoken Language for Students From Deparment of Recorded Media 666 - 672
Donie Fadjar Kurniawan
Indonesia Institute of The Arts at Surakarta

Burial Service Quality Analysis in the Cemetery of Keputih Surabaya 673 - 677
Ertien Rining Nawangsari
UPN Veteran Jawa Timur

The Influence of Media Towards Local Cultural Identity 678 - 684
(Research Study : The Lack of Palembang Malay Cultural Identity in Facing of Media Development Technology)
Reza Aprianti
Mifta Farid
State Islamic University Raden Fatah Palembang

The Use of Social Media in Local Culture Preservation 685 - 690
Santi Susanti
Iwan Koswara
Universitas Padjadjaran

Folk Art as a Means of National Identity Support 691 - 695
Mukhlas Alkafa
Andrik Poerwasitoa
Inyoman Murtanab
Wakit Abdullaha
Universitas Sebelas Maret

Reproductive Health Communication for Children 796 - 700
Yanti Setianti
Putri Limilia
Universitas Padjadjaran

"Growing With Media" Media an Interface Between Common Man and the Government 701 - 706
Dr. Sangeeta Birjepatil
Savitribai Phule Pune University

Meaning of Politics and Political Parties for Kyai and Boarding School Students Based on NU (Nahdlatul Ulama) in West Java, Indonesia 707 - 712
Duddy Zein
Agus Setiaman
Universitas Padjadjaran

Language as a Symbol of Ethnic Identity Bugis di Desa Punggur Kecil 713 - 717
Evi Hafizah
Fitri Kusumayanti
Universitas Bengkulu

Social Media Consumption and Adolescents" Role Model 718 - 723
Putri Limilia
Dr. Yanti Setianti
Dadang Sugiana
Universitas Padjadjaran

Hatespeech in Arabic Language 724 - 729
Muhammad Yunus Anis
Universitas Sebelas Maret

Facebook Usage Towards Reading Interest at News Portal merdeka.com (A Study in North Cikarang) 730 - 749
Juvenia
Dindin Dimyati
President University

Dialogic Appreciative Organization Development : Bakhtinian Metalinguistics as the Generative Capital 750 - 762
Che Mahzan Ahmad
International Islamic University of Malaysia

NBTC and Mass Media Self-control 763 - 766
Nichapa Kaewpradub
Bansomdejchaopraya Rajabhat University

Digital Media to Enhance Museum Visit : Experience in Digitizing the Royal Museum of Kedah 767 - 773
Aeni Zuhana Saidin
Nassiriah Shaari
Universiti Utara Malaysia

A Study of the Needs and Problems of English Usage for the Hotel Front Office Staff in Bangkok 774 - 779
Kamonwan Charunsri
Bansomdejchaopraya Rajabhat University

Gender Differences in Language Use : A Comparative Study of Linguistic Features Used in American and Thai Movies 780 - 786
Buabucha Phoophet
Suchada Rattanawanitpun
Burapha University

The Satisfaction of Teaching the Structures of Verb Tenses with a Teaching Toolkit 787 - 793
Chalermsup Karanjakwut
Bansomdejchaopraya Rajabhat University

The Delineation of Thai Performing Arts Works in ASEAN Class by Dr.Sathaporn Sonthong 794 - 800
Dr. Pattama Wattanapanich
Bansomdejchaopraya Rajabhat University

Exploring the Undergraduate Students" Reading Strategies Across Texts 801 - 806
Miss Sirikanjana Baikham
Bansomdejchaopraya Rajabhat University

The Competency of Information, Communication and Technology in E- Plan Counseling 807 - 812
Cut Alma Nuraflah
University of Dharmawangsa

The Elaboration Likelihood Model (ELM) (A Critique on Theory Towards Consumer"s Product Choice) 813 - 819
Syazwani Mahsal khan
Norsiah Abdul Hamid
Sabrina Mohd Rashid
Universiti Utara Malaysia

Research on the Development of Critical Thinking Skill of the Third Year Pre-Service Teacher Taught by Yonisomaanasiakan Approad, English Programme Faculty of Education 820 - 825
Saifon Songsiengchai
Bansondejachaoprag Rajabhat University

News As Entertainment : A Dangerous Interdependence Between Media and Terrorisme 826 - 836
Hizral Tazzif Bin Hisham
Universiti Sains Islam Malaysia

Buku Digital Interaktif Kanak-kanak di Malaysia : Platform untuk Penerbit Mengupayakan Pembangunan Kandungan Kreatif Negara 837 - 854
Rosmani Omar
Siti Ezaleila Mustafa
Universiti Malaya

Radio dan Budaya Popular : Partisipasi Penggemar Berat dari Kalangan Pemuda 855 - 860
Juniawati
Acan Mahdi
Institut Agama Islam Negeri Pontianak

Komunikasi Nilai-Nilai Dakwah Pada Anak Usia Dini di Taman Kanak Islam Terpadu (Tkit) Alkarima 861 - 866
Santa Rusmalita
Institut Agama Islam Negeri Pontianak

Penyalahgunaan Inhalan dalam Kalangan Remaja : Peranan Pendidikan dan Penguatkuasaan Undang-Undang 867 - 878
Norazleen Binti Mohamad Noor
Norlizah Binti Che Hassan
Norlela Binti Ahmad
Univeristi Putra Malaysia

Model Komunikasi dalam Naskah Lontara Attorioloang Ri Wajo 879 - 884
Patmawati
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Mohd Haniff Imran Ghazali
Rosna Awang Hashim
Mohd Azizuddin Mohd Sani
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Model Strategi Komunikasi Jenama untuk Mempromosikan Objek Wisata Alam di Pulau Bawean Gresik-Jawa Timur-Indonesia 971 – 977
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Drs. Edy Sudaryanto
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Reconstruct the Torn Down Historical Religious Building using Augmented Reality 978 - 983
Poonpong Boonbrahm
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Exploring The Undergraduate Students' Reading Strategies Across Texts

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ABSTRACT.This study was conducted to examine academic reading strategies employed by university students while reading from multiple sources. Five fourth-year English majors of the Faculty of Education, Bansomdejchaopraya Rajabhat University. They were considered as proficient student based on their grades received from two courses in Teaching English Reading. The study focuses only on reading strategies used by proficient readers. Research instrument consists of: (1) Questionnaires, (2) an articles entitled "Artificial Intelligent" The data used in analysis were divided from (1) responses from the questionnaire, (2) case student think aloud sessions. Their think alound were then transcribed, partitioned into utterances and coded into reading strategies. From the analysis, it was revealed that the participants used single text reading strategies reading together with multiple sources reading strategies.

1 INTRODUCTION

Reading is a complex skill that the readers need to be aware of involving in component to construct the reading materials. Apparently, to apply good strategies when encounter to text is helpful for reading comprehension. Normal reading in higher education is integrated with other study activities such as attending lectures, doing written assignment, and discussing in groups or with teachers. Students usually read many expository texts rather than single text in order to gain information and confirm about a topic (Strømsø & Bråten, 2002). Providing students with multiple perspectives on a particular topic can help them in constructing a richer detail of knowledge and gaining multiple perspectives on a topic rather than being limited to the single view presented in only one text(Stahl, Hynd, Britton & McNish, 1996; Robb,2002; Hagen, Braasch& Bråten, 2014) In recent years, many researchers and educators are turning their interest to study mental activities that readers use in order to construct meaning from multiple texts both in successful and unsuccessful EFL and ESL reading (Alderson, 1991; Block, 1992; Strømsø & Bråten, 2011).These activities are viewed as reading strategies. However, relatively little is known about how college readers' strategies combine information across multiple texts especially in Thai EFL context. Therefore, the purpose of this study is to investigate reading strategies employed by university students' reading strategies from multiple texts.

2 THEORETICAL BACKGROUND AND LITERATURE REVIEW OF MULTIPLE TEXTS STRATEGIES

The use of multiple texts facilitates students' learning especially for those who study at the tertiary level. Thus, it needs to focus on the theory explaining how readers generate and connect information through reading multiple sources. Generally, reading strategies may range from simple strategies such as looking up unknown word in a dictionary to more complexes ones such as summarizing, monitoring comprehension, taking note, and relating what is being read to the reader's background knowledge (Casanave, 1988; Affelerbach, 1990; Janzan, 1996; Jimenez, Garcia & Pearson, 1996). Successful readers tend to use a wider variety of strategies than unsuccessful readers, who generally circumscribe themselves to be less effective in the aspect of translation, mental integration, and repetition (Wade, Tratan & Schraw, 1990).For the past 15 years or so, reading researchers in the constructivist traditions have been studying discourse comprehension in the aspect of readers' building of mental representation though their interactions with texts. Constructivism views readers as creating knowledge in a process that composes the operations of selecting, organizing, and connecting from text being read. Those components are also apparent in discourse synthesis, a highly constructive act in which readers become writers (Spivey&King,1989). Apart from that, a document

model such as the information and content about the sources (author, publication or date of creation) is one of the strategies helping the readers link and realize of what information purposed by whom from multiple sources. The mental model, is an integrated representation of the information from sources. At this stage, the reader can form a relevance and insight understanding of topic presented in each text together (Hagen, Braasch & Bråten,2014)

Recently, Afflerbach and Cho (2009) classify three categories of "constructively responsive reading comprehension strategies" when reading of multiple texts as: identifying and learning important information, monitoring, and evaluating. The first category is reading and relating the current text and prior text reading together, prediction, comparing and contrasting the text being read with the content of related text to form coherent cross-textual contents, generating causal inferences by searching information relationship between texts and combine information from previous text content to current text, and other strategies such as elaborating, identifying, organizing, activating knowledge from the previous text content and currently text being read. The second category, monitoring included managing reading behavior for instance, detecting comprehension, changing strategies process or monitoring comprehension to construct meaning from current to other relevant texts, perceiving that multiple text content related to the same topic can show diverse perspective about the topic. Finally, the evaluating category involved in reading behaviors for example, evaluate and interpret text contents, identify the different text pattern (eg.text type, age, author, prose style) and judging usefulness of information based on one text in relation to another by comparing and evaluating source of evidence. Apart from that, reading multiple texts competencies are needed in the role of knowledge society such as synthesizing or integrating across multiple conflicting sources of information and also the role of word-level, strategic, and motivational processes.(Bråten, Ferguson, et al. 2013).

2.1 Think aloud protocol

In order to tap the strategies used in language learning, verbal protocol or think aloud is believed to yield rich data strong foundation of the participants stating their own thought and behavior to direct view of mental activities. This is refers to learner's explanations of what they do. The think aloud is a technique in which the learners verbalize their thoughts as they read and therefore, reveal the strategies they are using to understand the text and also emphasizes on learners to become aware of strategies used. Mostly, the learner are allowed to choose any language they are most comfortable to verbalize, usually in native language in order to get more clearer picture of what they usually do while reading. (Oster,2001;Charters, 2003; Pritchard & O'hara,2006; Lee& Oxford, 2007).

3 RESEARCH METHODOLOGY

The participants of this study are five proficient fourth-year English majors, in the first semester, academic year 2016, Faculty of Education BansomdejChaopraya Rajabhat University, Bangkok. These participants were considered as proficient readers because those get A in two courses in Teaching English Reading.

Research instruments were used in collecting data as:

(a) The three reading sources on Artificial Intelligent were developed from various sources as follows: Humanities and AI will be inseparable, From sciences fiction to reality, the evaluation of artificial intelligence, Google AI robot answers the meaning of life and tell humans how to be good.
(b) Think aloud protocol, before performing an actual study, the participants will be trained how to think aloud. In the actual study, the participants will be asked to read the three reading sources on the same topic. The participants are allowed to verbalize in the first language. The participants are asked to read short paragraphs of three reading sources, one to four sentences at a time. While reading each text section, the participants verbalize their thinking out loud. Tape were recorded transcribed and coded for strategies used by the participants.

(c) Questionnaire provided after the participants finished reading the three sources for triangulating the strategy assessment. The participants rated their strategies used by using a five point scale (always, often, sometimes, seldom and never).

4 RESULTS AND DISCUSSION

Table 1 : The data derived from the think -aloud sessions employed by five participants (all agreed to verbalize in L1) were translated in English and coded for reading strategies as follows:

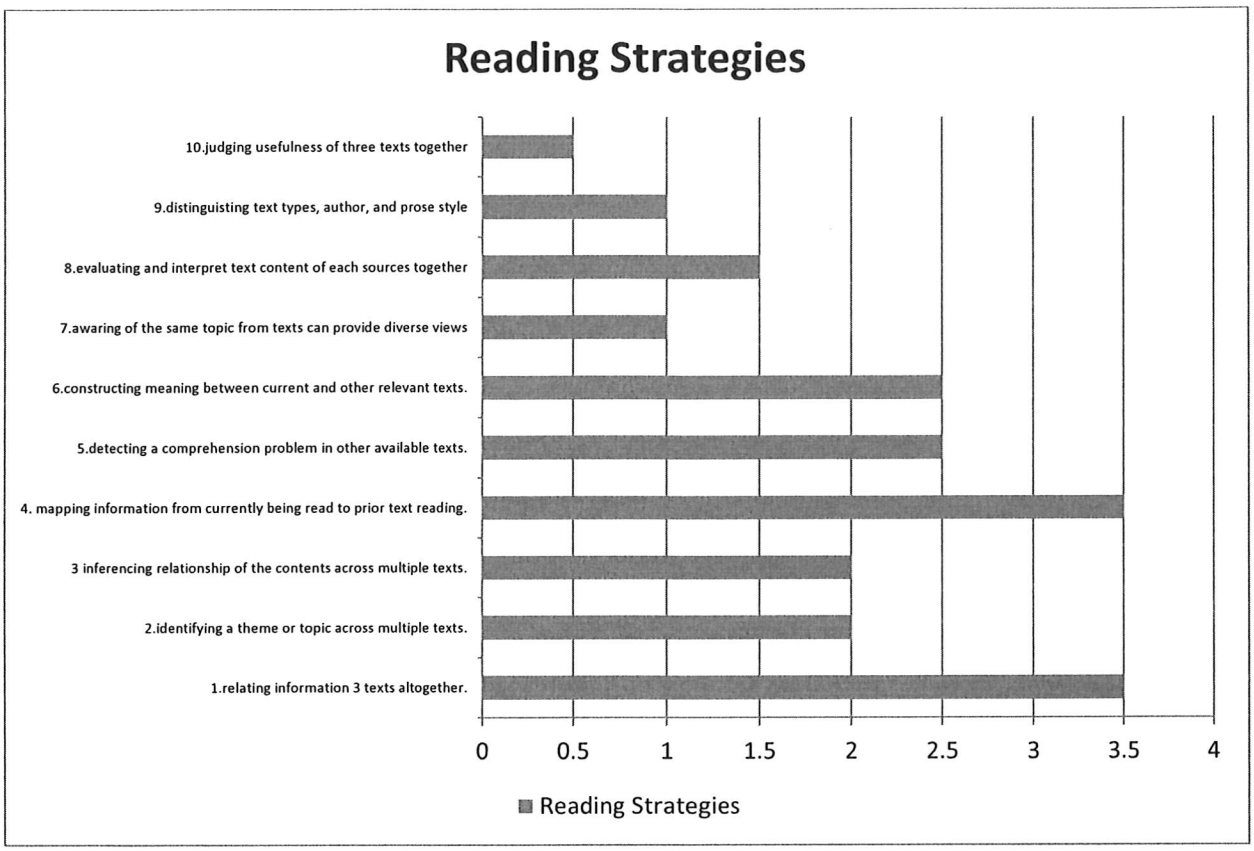
Strategy	Example
a. Focusing on vocabulary means the participants would indicate such and such a word and skip which they do not understand and also compare to the difficulty of vocabulary in previous text.	a) Well, AI what is it ?, I don't know here it is the AI word is also in this second text again (participant no.5)
b. using context means determine the meaning of difficult portions of text by searching for nearby relevant information within a text and skip or re-read the second text	b) Yes, from the beginning, they interview someone about the AI , they got the answer but not all ..not enough , in this third and last paragraph they need more information, they must dig deeply about that, AI is also mentioned to that text (participant no.3)
c. generating background knowledge means the participants refer to their own experiences or information their already know outside the texts to from comprehension to current text reading or all three texts	c) I know him "Alan Turning" used to watch movies mentioned his name, he is a mathematician, this must be about invention AI system, about science, the same area, I just know now from this article he invented AI also. (participant no.4) philosophy questions I am sure AI cannot do it, the vocabularies in this portions quite difficult for me, but I know this word philosophy from another class, the teacher told me about this issue. (participant no.2)
d. synthesizing important points in one text to important point in the other text	d) I know these 3 articles is about AI and human in the future, they can do something for human but not now, I can see from the sequence of event from first to third text, it talk about the background of AI from the ancient time Greek until now and this article about Google (participant no 4). Although AI maybe created for long time ago, it talk about Greek but still it's not success, compare to another text Google try to do it, I can see from this example about AI answer and other texts talk about the same thing, it needs improvement, yes.. from the interviewing.(participant no.3)

Table 2: Presented utterances generated by 5 participants

Participant no	Indicated	Not Indicated	Total
1	23	26	49
2	36	28	64
3	29	30	59
4	35	25	60
5	28	20	48
		Total	**280**

Strategy	Participant #1	Participant #2	Participant #3	Participant #4	Participant #5	Proportion
a. Focusing on vocabulary means the participants would indicate such and such a word and skip which they do not understand and also compare to the difficulty of vocabulary in previous text.	10	15	6	5	10	16.43%
b. using context means determine the meaning of difficult portions of text by searching for nearby relevant information within a text and skip or re- read the second text	8	12	14	16	12	22.14%
c. generating background knowledge means the participants refer to their own experiences or information their already know outside the texts to from comprehension to current text reading or all three texts	2	4	3	4	2	5.36%
d. synthesizing important points in one text to important point in the other text	3	5	6	10	4	10.00%

Indicated strategies means the five participants tried to use strategies to comprehend 3 texts altogether and not indicated means the five participants used single strategies during reading single text such as translating, highlighting, pausing and thinking, Generally, to link information from various sources is quite difficult for the participants. From the think aloud answer, it showed that the participants mostly apply using context strategies when they read all three texts. Then, to comprehend the 3 texts, the participants tried to synthesize information from one text to other texts, focusing on vocabulary and generating background knowledge were used respectively.



From the questionnaire, it illustrates the participants mostly used relating information 3 texts together and mapping information from currently being read to prior text reading, in contrary, judging usefulness of three texts together is the strategy that rarely used by the participants.

In conclusion, the results confirm the impression that, even the proficient students, reading across texts is a difficult skill. The participants appeared to apply reading single text strategies to reading from sources. When performing reading they can link information at a certain level. Therefore, it needs to be added and trained more strategies focusing on reading multiple sources to the proficient and non- proficient students in reading course.

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