CONTRASTIVE ANALYSIS OF TWO CONCEPTIONS OF INFORMATION LITERACY BETWEEN ENGLISH AND MARKETING

(An analysis on the Report Text with the Title "A comparison of UK Academics' Conceptions of Information Literacy in Two Disciplines: English and Marketing")

Pauzan

English Departement, Semarang State University, Indonesia

Email: pauzanharis@yahoo.com

Abstract

This research deals with finding comparison from conceptions of information literacy in two populations namely academics in English and Marketing disciplines teaching at British universities. In this research, writer conducts it in form of analysis on text "A comparison of UK academics' conceptions of information literacy in two disciplines: English and Marketing". And then writer used descriptive qualitative research and contrastive methodology to find out the valid data. After investigating the data, writer found some findings based on the analysis of conceptions of information literacy in two populations regarding academics between English and Marketing disciplines teaching at British universities. It presents firstly, the four qualitatively different conceptions of information literacy held by the English academics, and then the six conceptions held by the Marketing academics. Key differences between the conceptions held in the two disciplines are discussed. According it can be taken conclusion that study of the differences between the conceptions held by the two disciplinary groups can illuminate and guide information literacy initiatives.

Keywords: *Constrastive analysis, information literacy, conception of English and Marketing*

INTRODUCTION

Actually, definition of literacy is limited to ability for reading and writing, but after long time, the definition of this literacy is expended namely it is not limited to the ability to read and write ,but also the ability in using language, numbers, images and other means to understand and use the dominant symbol systems of a culture. It is commensurate with the following definitions:

Literacy is traditionally understood as the ability to read and write.The term's meaning has been expanded to include the ability to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture

(Basbol, 2015).

Whereas literacy in correlation with information, then it forms a phrase viz information literacy. Accordingly information literacy is the ability to know or recognize quantity of information need, and then evaluate, use, communicate it in an ethical manner. It is equal to some definitions of information literacy as follows:

Information literacy is the ability to recognize the extent and nature of an information need, then to locate, evaluate, and effectively use the needed information (Plattsburg,1997).

Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner (Clip,2013).

Information literacy, a conception and a certain factor own relationship among them. In this case, Webber, Boon and Johnston, (2005) states that the relationship between the four conceptions of information literacy, in terms of variation in these three key factors, thus forms the "outcome space", the "complex of categories of description comprising distinct groupings of aspects of the phenomenon and the relationships between them".

They add that there are six conceptions of information literacy, and it has the key factors in variation. The outcome space for the Marketing academics, illustrating the variations and the relationship between the conceptions.

Thus, in this research, writer would like to analyze and compare two conceptions of information literacy between English and Marketing for the report text with the title "A comparison of UK Academics' Conceptions of Information Literacy in Two Disciplines: English and Marketing" (Webber, Boon and Johnston,2005).

PROBLEM FORMULATION

This analysis focuses on the text of conceptions of information literacy at UK academics for two populations regarding in English and Marketing disciplines teaching at British universities. And writer formulates the problem in the form of questions in this research as follows:

1. What are conceptions of information literacy regarding English?
2. What are conceptions of information literacy in correlation with marketing academics?
3. What are differences and similarities of conceptions and the Key factors in variation of conceptions between English and Marketing?

OBJECTIVE OF RESEARCH

The objective of this research is to analyze and compare two conceptions of information literacy between English and Marketing for the report text with the title "A comparison of UK Academics' Conceptions of Information Literacy in Two Disciplines: English and Marketing".

RESEARCH METHODOLOGY

What is the research methodology?

According to Rajasekar (2006), research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research. The research methodology as the study of methods by which knowledge is gained. So, He states further that the research methods are the various procedures, schemes and algorithms used in research. All the methods used by a researcher during a research study are termed as research methods. They are essentially planned, scientific and value-neutral. They include theoretical procedures, experimental studies, numerical schemes, statistical approaches, etc. Research methods help us collect samples, data and find a solution to a problem.Particularly, scientific research methods call for explanations based on collected facts, measurements and observations and not on reasoning alone. They accept only those explanations which can beverified by experiments.

Type of Research

In this type of research matter, writer used descriptive qualitative research where writer used documentation and literary data as a form to describe the conceptions of information literacy regarding English and conceptions of information literacy in correlation with marketing academics. Writer collected the data, analyzed and conclude them without making generalization. Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods

typically reject positivism and adopt a form of interpretive sociology (Parkinson &Drislane, 2011).

In correlation of descriptive qualitative research with descriptive method, this descriptive method is a part of the descriptive qualitative research. So descriptive method is collecting the qualitative data, analyzing it and drawing conclusion. It is equal to Creswell' opinion.

Creswell (1994) excerpts Bodgan and Biklen' opinion that descriptive method is collecting the qualitative data, analyzing it and writing the result.

Based on step is conveyed above, so writer commits steps as follows:
The first step: Writer read the report text that denotes the part of a type of text of the result of a research and then writer collected the data in this research by looking at conceptions of information literacy regarding English and marketing academics. *The second step* : Writer looked for items about conceptions of information literacy regarding English and marketing academics in this text. Furthermore, the items regarding conceptions of information literacy regarding English and marketing academics were classified based on sub-items. *The third step* : Writer made conclusion from the result of the classifying items, writer found comparison for the conceptions of information literacy regarding English and marketing academics. Accordingly it was obvious that in the research writer analyzed the text that denotes the report text.

Beside that, writer also used contrastive methodology to find the valid data. In this case, contrastive analysis which describes the term of contrastive analysis. Contrastive analysis is staged into 4 phases as follows: (1)   description (i.e., a formal description of the two languages is made) (2)   selection (i.e., certain items, which may be entire subsystems, such as the auxiliary system, are selected for comparison) (3) comparison (i.e., the identification of areas of difference and similarity) (4)   prediction (i.e., identifying which areas are likely to cause errors).

Method of Collecting Data

In the method of collecting data, writer collected the

data, such as: documentation, observation, test, interview, and questionnaire. In collecting data, here writer used documentation via reading the material and note taking technique. Documentation method is looking for data which is include notes, transcripts, books, newspapers, magazines, ancient inscription, meeting notulen, agenda,etc (Arikunto, in Hasan 2013).

Writer here used the documentation to collect the data. The data was got from the report text concerning conceptions of information literacy regarding English and marketing academics. And then, this report text was analyzed.

Technique of Analysis Data
In doing technique of analysis Data writer commited steps as follows: a) by reading through all the transcripts, b) making a list of all the topics, arranging these topics into major themes, unique themes and left over topics, c) abbreviating the topics as codes, which must then be written next to the relative segment of the text, checking if new categories or themes emerge, d) assembling the related data material of each category in one place; and e) recording the existing data if necessary and conducting a preliminary analysis.

It is commensurate with Creswel (in Botha 2006) that said that the analysis process involved the following eight steps:

1. getting sense of the whole by reading through all the transcripts of interviews carefully
2. selecting one interview and perusing it again, asking what it is about, keeping its underlying meaning (thoughts were written in margin)
3. making a list of all the topics from all the interviews, clustering together similar topics. Arranging these topics into major themes, unique themes and left over topics
4. abbreviating the topics as codes, which must then be written next to the relative segment of the text. Checking if

new categories or themes emerge

5. changing the topics into descripttive categories. Reducing the categories by clustering together similar topics
6. deciding on the final abbreviations for each category and placing these codes in alphabetical order
7. assembling the related data material of each category in one place; and
8. recording the existing data if necessary and conducting a preliminary analysis.

The writer needed some procedure that should be done to analyze the data. These steps were selecting and categorizing.

1. Selecting

Writer selected the text of UK Academics' Conceptions of Information Literacy in two disciplines regarding English and Marketing. Because it was a text included in the type of the report text with comparative character.

2. Categorizing

In the categorizing , writer categorized items in this report text . Items were classified. Last, writer made effort to find out the comparisons among them and got conclusion.

RESULTS AND DISCUSSIONS

In the results and discussion, writer would like to analyze the data about conceptions of information literacy regarding English and marketing academics in this text.

1. Conceptions of information literacy regarding English

There are four qualitatively different conceptions of information literacy are identified through the analysis process:

- Accessing and retrieving textual information
- Using IT to access and retrieve information
- Possessing basic research skills and knowing how and when to use them
- Becoming confident, autonomous learners and critical thinkers

The key factors in variation of conception, in focal awareness for the interviewees, are:

1. The particular context within which information literacy is perceived.
2. The time period in which information literacy is perceived to be needed, useful or otherwise significant.
3. The particular media with which information literacy is associated.

Table 1 shows the relationship between the four conceptions of information literacy, in terms of variation in these three key factors. Table 1 thus forms the "outcome space", the "complex of categories of description comprising distinct groupings of aspects of the phenomenon and the relationships between them" which is key part of the results of a phenomenographic enquiry.

Information literacy	Contextual focus	Temporal focus	Media focus
Accessing and retrieving information	Particular need (e.g. student essay or academic writing an article)	Immediate need	Traditional (primarily print)
Using IT to access and retrieve information	Particular research need	Immediate need	Non-traditional (primarily electronic: online materials, multimedia, televisio

			n etc.)
Possessing basic skills and knowing how and when to use them	University and/or "real world" context	Students: Through course of study and/or careers Staff: career skills for teaching and research	Traditional, with limited non-traditional (often confined to "library skills")
Becoming confident and autonomous learners and critical thinkers	Wider information society context	Needed through life	Traditional and non-traditional

Table 1: English academics' conceptions of information literacy: Outcome Space

From all the data in the table 1, writer sees that in the English academics' conceptions of information literacy, there is relationship between the component of conceptions of information literacy and the key factors in variation of conception. They are as follows: 1) the component of conceptions of information literacy consists of accessing and retrieving information, using IT to access and retrieve information, possessing basic skills and knowing how, and becoming confident and autonomous learners and critical thinkers, 2) the key factors in variation of conception comprises contextual focus, temporal focus, and media focus. Consequence of relationship of the two components between the conceptions of information literacy and the key factors form outcome space.

If English conceptions' information literacy are broken down in relation to a) accessing and retrieving information (i.e., particular research need (e.g. student essay or academic writing an article), temporal focus has outcome viz immediate need, and media focus owns outcome namely traditional (primarily print)), b) using IT to access and retrieve information (i.e., contextual focus owns outcome: Particular research need, temporal focus has outcome: Immediate need, and media focus owns

outcome: Non-traditional (primarily electronic: online materials, multimedia, television etc.)), c) possessing basic skills and knowing how and when to use them (i.e., contextual focus owns outcome namely University and/or "real world" context, temporal focus has outcome viz Students: through course of study and/or careers, and media focus owns outcome namely traditional, with limited non-traditional (often confined to "library skills")), and d) becoming confident and autonomous learners and critical thinkers (i.e., contextual focus owns outcome: Wider information society context, temporal focus has outcome: Needed through life, and media focus owns outcome: Traditional and non-traditional).

2. Conceptions of information literacy in correlation with marketing academics

There are six conceptions of information literacy are identified:
1. Accessing information quickly and easily to be aware of what's going on;
2. Using IT to work with information;
3. Possessing a set of information skills and applying them to the task in hand;
4. Using information literacy to solve real-world problems;
5. Becoming a critical thinker;
6. Becoming a confident, independent practitioner.

The key factors in variation are:

1. The locus for development or activity, and;

2. The form of engagement with information.

Table 2 shows the outcome space for the Marketing academics, illustrating the variations and the relationship between the conceptions.

Information literacy	**Locus for development or activity**	**Form of engagement**
Accessing information quickly and easily	Outside world	Information sources

Using IT to work with information	Specific context in which person/task is situated	Tools applied to the information
Possessing a set of information skills and applying them to	Specific context in which person/task is situated	Skills applied to the information
Usinginformation literacy to solve real-world problems	Specific context in which person/task is situated + Outside world	Meaning explored within/from the information
Becoming a critical thinker	Internal being or development	Meaning explored within/from the information
Becoming a confident, independent practitioner	Internal being or development + Outside world	Meaning explored within/from the information + Skills applied to the information

Table 2: Marketing academics' conceptions of information literacy: Outcome Space

Based on all the data in the table 2, it can be seen that there is relationship between the component of conceptions of information literacy and the key factors in variation of conception in the context of Marketing academics' conceptions of information literacy. They are as follows: 1) the component of conceptions of information literacy

consists of accessing information quickly and easily, using IT to work with information, possessing a set of information skills and applying them to the task in hand, becoming a critical thinker, and becoming a confident, independent practitioner, 2) the key factors in variation of conception comprises Locus for development or activity and Form of engagement with information.. Consequence of relationship of the two components between the conceptions of information literacy and the key factors form outcome space.

If English conceptions' information literacy are broken down in relation to: a) accessing information quickly and easily (i.e., locus for development or activity owns outcome namely outside world, form of engagement with information has outcome viz Information sources), b) using IT to work with information (i.e., locus for development or activity owns outcome: Specific context in which person/task is situated, form of engagement with information has outcome: Tools applied to the information), c) possessing a set of information skills and applying them to the task in hand (i.e., locus for development or activity owns outcome: Specific context in which person/task is situated, form of engagement with information has outcome: Skills applied to the information), d) using information literacy to solve real-world problems (i.e., locus for development or activity owns outcome namely Specific context in which person/task is situated + Outside world, form of engagement with information has outcome viz meaning explored within/from the information), e) becoming a critical thinker (i.e., locus for development or activity owns outcome namely Internal being or development, form of engagement with information has outcome viz Meaning explored within/from the information), and f) becoming a confident, independent practitioner (i.e., locus for development or activity owns outcome: Internal being or development + Outside world, form of engagement with information has outcome: Meaning explored within/from the information + Skills applied to the information).

3.Differences and Similarities of Conceptions and the Key Factors in Variation of Conceptions between English and Marketing

Differences

- Information literacy of English has four conceptions (i.e., accessing and retrieving information, using IT to access and retrieve information, possessing basic skills and knowing how and when to use them, and becoming confident and autonomous learners and critical thinkers) and three factors in variation of conception (i.e., contextual focus, temporal focus, and media focus) , whereas information literacy of Marketing has six conceptions (i.e., accessing information quickly and easily, using IT to work with information, possessing a set of information skills and applying them to the task in hand, using information literacy to solve real-world problems, becoming a critical thinker, and becoming a confident, independent practitioner) and two factors of conception variation (i.e., locus for development or activity and form of engagement with information).

- Seen from aspect of conceptions between information literacy of English and Marketing. Information literacy of English in getting information needs by accessing and retrieving information, using IT to access and retrieve information, the stress is possessing basic skills and knowing how and when to use them, and becoming confident and autonomous learners whereas information literacy of marketing by accessing information only, using IT to work with information, the stress is, possessing a set of information skills and applying them to the task in hand, and becoming a confident, independent practitioner.

Similarities

Both of information literacy of English and Marketing own the conncepts for information literacy, the use of IT (Information and Technology), and becaming critical thinkers.

CONCLUSION

Information literacy regarding English have four

conceptions (i.e., accessing and retrieving textual information, using IT to access and retrieve information, possessing basic research skills and knowing how and when to use them, and becoming confident, autonomous learners and critical thinkers). It has the key factors in variation of conception (i.e., the particular context within which information literacy is perceived, the time period in which information literacy is perceived to be needed, useful or otherwise significant, and the particular media with which information literacy is associated). Whereas conceptions of information literacy in correlation with marketing academics have six conceptions (i.e., accessing information quickly and easily, using IT to work with information, possessing a set of information skills and applying them to the task in hand, using information literacy to solve real-world problems, becoming a critical thinker, and becoming a confident, independent practitioner). It owns two factors of conception variation (i.e., locus for development or activity and form of engagement with information).

Differences of conceptions between information literacy of English and Marketing. Information literacy of English in getting information needs by accessing and retrieving information, using IT to access and retrieve information, the stress is possessing basic skills and knowing how and when to use them, and becoming confident and autonomous learners whereas information literacy of marketing by accessing information only, using IT to work with information, the stress is, possessing a set of information skills and applying them to the task in hand, and becoming a confident, independent practitioner.

Similarities of information literacy between English and Marketing own the conceptions for information literacy, the use of IT (Information and Technology), and becaming critical thinkers.

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