

SCIENTIFIC CONCEPTION OF LANGUAGE AND EDUCATION

Paper Anthology

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Paper Anthology**

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FOREWORD

First of all, thanks to Allah SWT because of the help of Allah, the author finished writing the book entitled "SCIENTIFIC CONCEPTION OF LANGUAGE AND EDUCATION". It is as the paper anthology concerning issues of Scientific Conception of Language and Education


The book that contains ten papers were written by author namely 1. A TEXT ANALYSIS OF DISCOURSE SEMANTICS OF SOCIAL CONTEXT OR LEXICOGRAMMAR (An analysis on Text in Context of Meaning Beyond the Clause, 2. CONTRASTIVE ANALYSIS BETWEEN ENGLISH AND INDONESIAN PREFIXES AND SUFFIXES (A Narrative Text Analysis of Legends in Perspective of Morphology), 3. REVIEW ON TEN DISSERTATIONS WITH RESPECT TO TEACHING AND LEARNING ENGLISH IN A COMPARATIVE PERSPECTIVE, 4. COMPARISON AMONG THREE ARTICLES OF INSTRUCTIONAL PEDAGOGIES (A critical Review on Three Journal Articles Reporting Research about



Contemporary Teaching Methods and Current Pedagogical Issues), 5. CRITICAL REVIEW ON A PAPER WITH TITLE “THE URGE FOR CURRICULUM REPOSITIONING”, 6. ENGLISH SUBJECT FOR ADULT LEARNER FOR NATIVE (A Recognition of Concept about EFL to Adult Learners at Language Courses either in Teaching or Learning), 7. THEORY IN SECOND LANGUAGE ACQUISITION (A Recognition of Concept to Krashen’s Theory of Second Language Acquisition for Five Main Hypothesis), 8. CRITICAL REVIEW ON A ARTICLE WITH TITLE “THE IMPACT OF STUDENT TEACHING ON DISCIPLINE REFERRALS IN AN URBAN TEXAS SCHOOL DISTRICT”, 9. 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”), 10.

THE ROLES OF COMPUTERS IN LITERACY EDUCATION. The author combines the ten papers, then he names the paper anthology. It is published in the form of a book (book 1). The book that contains several papers are the results of research and studies of the author. His papers are then published in writing through this book to be used by





those who need them with the principle that if all forms of thought or ideas are written in written language, the effect will be very positive to be used by many people.

Hopefully this book can enrich our scientific treasures. The author realizes that there are still many shortcomings of this book. For this reason, in the name of the author of this book, expect suggestions and criticisms from readers for future improvement.

Mataram, 25th March 2020.

Author





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PAPER 1

A TEXT ANALYSIS OF DISCOURSE SEMANTICS OF SOCIAL CONTEXT OR LEXICOGRAMMAR

(An analysis on Text in Context of Meaning Beyond the Clause)

CHAPTER I INTRODUCTION

1.1. Background of Analysis

Text analysis can be approached from various disciplinary perspectives. In context of this analysis, the writer approaches the analysis of written text by asking why the text is written to the attention of literacy researchers, why do they need to be analyzed, and how texts and theoretical research to in form their analysis and empirical in literacy. Written text becomes the attention of literacy researchers because of the ability to read and understand them is the definition for literacy. But the text written is far from monolithic. There are number of genres of written texts,



distinguished by the purpose or function and form (e.g. informative, narrative, persuasive, poetry etc). And in the genre, texts vary both in form and content. The main purpose of the written text analysis is to describe the form and content. It is important to do it because well-established empirical findings indicate that the form and content have an impact on how readers read, understand, remember, and learn from written text.

Analysis does not escape from discourse, because discourse is a certain type of communicative or social activities performed by either an individual or social groups (social context). Whereas, discourse analysis is a general term for a number of approaches to analyze written, vocal, or sign language use or any significant semiotic event (Wikipedia 2008).

Discourse also does not escape from Semantic, because semantics is the study of the meaning of linguistic expressions which denotes a part of the discourse itself (Thomason 2012). Meanwhile, relation between the analysis and the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause concerns



about (a) interpreting social discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants.

Based on the description above background, writer is interested in doing the analysis in the text with the title " A DECADE OF INJUSTICE-TIME TO FIND MUNIR'S REAL KILLERS ". A TEXT ANALYSIS OF DISCOURSE SEMANTICS OF SOCIAL CONTEXT OR LEXICOGRAMMAR (An analysis on Text in Context of Meaning Beyond the Clause).

1.2. Focus of Analysis

This analysis focuses on discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause: A text analysis about A decade of Injustice for Munir's Real Killers.

1.3. Problem Formulation of Analysis

How is the text about A decade of Injustice for Munir's Real Killers in relation to the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause for the cases (a) interpreting social



discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants?.

14. Objective of Analysis

From the above formulation of the problem, then the objective of this analysis is: To analyze the text about A decade of Injustice for Munir's Real Killers in relation to the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause for the cases (a) interpreting social discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants.



2.1. Review of Literature

2.1.1. Semantic Discourse Analysis: Social Context, Lexicogrammar

A. Discourse Analysis

Discourse analysis is concerned with meaning in use, in other words by the meaning which is produced by speakers/writers and understood by listeners/readers in everyday life. And then, discourse and semantics can be defined as follows:

B. Discourse

Discourse can be defined in two ways:
(1) A functional approach to discourse claims that language has multiple functions. The task of discourse analysis using this approach is to analyse the functions of language, the way that language is used (*meaning as use*), what we do with language when we use it. In other words discourse analysis views discourse as a social



phenomenon rather than a purely linguistic one, and (2) A structural definition of discourse defines it as a unit of language above the level of the sentence. This approach looks for constituents which have particular relationships with each other and that can occur in a restricted number of arrangements. The problem with this approach is that the units in which people speak do not look like sentences and are often not grammatically correct.

In other words, discourse is, a certain type of communicative or social activities performed by either an individual or social groups (Yang and Sun 2010)

C. Semantics

Whereas, Semantics on the other hand is concerned with the conventional meaning of words and sentences. The word *mean* is used in English to convey intention (*I didn't mean to hurt you*), to indicate a sign (*those black clouds mean rain*) and to the sense of words and sentences (“dog” means “cane”). Semantics is



concerned with the last of these three and lexical semantics is concerned with the meaning of words. However word and sentence meaning is not the only kind of meaning with which we are concerned in this module

D. Social Context

In SFL, social context is modeled through register and genre theory where a natural relation is posited between the organization of language and the organization of social context, built up around the notion of kinds of meaning, and interpersonal meaning is related to the enactment of social relations (social reality), or tenor; ideational meaning is related to the construction of institutional activity ('naturalized reality'), or field; and textual meaning is related to information flow across media (semiotic reality), or mode (Martin 2002).

E. Lexicogrammar

According to **Christopher Gledhill** (2011).The term **lexicogrammar** refers to two distinct but related notions: (1) the typical lexical



and grammatical environment of a sign as it is habitually used in naturally occurring texts or 'discourse', and (2) the core stratum of 'wording' in Michael Halliday's model of language, which serves to mediate between the lower stratum of 'sounding' (graphology/phonology) and higher 'meaning' (semantics/discourse). As this notion was first developed in the framework of Systemic Functional Linguistics (SFL) (Halliday 1961, Fries *et al.* 2002, Halliday & Matthiessen 2004), it is important to set out here some of the core features of the SFL approach.

"Just as lexis and grammar are considered to form a single stratum, Halliday considers that the **lexicogrammar** is not a separate system or 'module' apart from semantics, but is rather an underlying component of the meaning-making system of a language. The stratum of semantics is thus not thought of as an abstract or logical structure, but rather as the medium through which humans use language to interact in their social and cultural context. A



consequence of this is that the language, and in particular the lexicogrammar, is structured by the expressive and communicative functions it has evolved to convey."

2.1.2. Meaning Beyond the Clause

According to Halliday and Hasan (in Martin 2002) the inventory of cohesive resources was organized as:

- reference
- ellipsis
- substitution
- conjunction
- lexical cohesion

Reference refers to resources for identifying a participant or circumstantial element whose identity is recoverable. In English the relevant resources include demonstratives, the definite article, pronouns, comparatives, and the phoric adverbs *here*, *there*, *now*, and *then*. *Ellipsis* refers to resources for omitting a clause, or some part of a clause or group, in contexts where it



can be assumed. In English conversation, rejoinders are often made dependent through omissions of this kind: 'Did they win?' 'Yes, they did.' Some languages, including English, have in addition a set of place holders which can be used to signal the omission-e.g., *so* and *not* for clauses, *do* for verbal groups and *one* for nominal groups. This resource of place holders is referred to as substitution. *Ellipsis* and *substitution* are sometimes treated as a single resource. From the perspective of English, *ellipsis* is substitution by zero; more generally, looking across languages, it might be better to think of substitution as *ellipsis* (signaled) by something. Reference, *ellipsis*, and substitution involve small closed classes of items or gaps, and have together



2.1.3. What Will Be Analyzed?

A. Interpretating Social Discourse

According to Martin and Rose (2003:1), interpreting social discourse means treating discourse as more than a sequence of clause and focus on meaning beyond the clause, on resources that lead us from One clause to another as a text Unfolds. Interpreting social discourse also means that treating discourse as more than an incidental manifestation of social activity and for interpreting social discourse, is with texts insocial contexts. Social discourse rarely consists of just single clauses, rather social contexts develop as sequences of meanings comparing texts.

B. Appraisal : Negotiating Attitude

‘Appraisal is concerned with **evaluation**: the **kinds of attitudes** that are negotiated in a text, the **strength** of the feelings involved and the **ways** in which



values are sourced and readers aligned'
(Martin & Rose in Priyanto 2012).

Appraisal deals with three aspects:

1. Kinds of attitudes
2. Strength of attitudes
3. Sources of attitudes: who makes the evaluation and how the readers are aligned.

Kinds of attitudes: Basically, there are three main types of attitudes: expressing emotion, judging character, and valuing the worth of thing (Martin & Rose 2003). The resources to realize these aspects respectively are affect, judgment, and appreciation. People can choose to evaluate either affect, or judgment, or appreciation at one speech event; but at the same time, they will always also choose how to amplify their attitudes, and the source of their attitudes. Strength of attitudes: how the attitudes are amplified. Sources of attitudes: who makes the evaluation and how the readers are aligned (Priyanto 2012).



C. Ideation : Representing Experience

Representing experience is a exploration how our texts represent people's experience-in common sense what they are 'about'. The texts represent the same field of social activity that are from various perspectives, for example as personal or institutional, or from one's own perspective or from others' perspectives (Martin and Rose 2003:66).

D. Conjunction : Connecting Evens

Conjunction looks at inter-connections' between' processes: adding, Comparing, sequencing, or explaining them. These are logical meanings that link figures in sequence.

The meaning of conjunction is realized through wordings that include conjunctions, but also other kinds of wordings. Another common class of items that realizes links between figures will be referred to here as 'continuatives', words like even, still, yet, also; we will look at how these are distinct after we have discussed



conjunction in general from the point of view of its meanings in discourse.

Conjunctions serve as logical connections between figures, adding them together, comparing them, sequencing them in time, or explaining their causes, purposes or conditions. These are all types of logical relations between figures. While ideation represents experience as figures and taxonomies of people, things, processes and qualities, conjunction (Martin and Rose 2003:110)

E. Identification : Tracking Participants

Identification is concerned with tracking participants : with introducing, people and thing into a discourse and keeping track of them once there. These are textual resource, concerned with how discourse makes, sense to the reader by keeping tract of identities.

In order to make sense of discourse, onething we need is to be able to keep track of who or what is being talked about at any point.



When we first start talking about somebody or something, we may name them, but then we often just identify them as *she*, *he* or *it*. By this means our listener/reader can keep track of exactly which person or thing we are talking about, i.e. which participant in the discourse. There are many other ways of introducing participants into a discourse, and keeping track of them as we go, that we will explore (Martin and Rose 2003:145)



CHAPTER III DISCUSSION

In analyzing the text that has a title “A decade of Injustice-Time to Find Munir’s Real Killers”, writer will analyze it in relation to the concept of discourse semantics of social context or Lexicogrammar in correlation with Meaning Beyond the Clause for the cases (a) interpreting social discourse, (b) appraisal: negotiating attitude, (c) ideation: representing experience, (d) conjunction: connecting events, and (e) identification: tracking participants. What exactly are discussed for each of cases.

3.1. Interpreting Social Discourse

One of matters that is important to convey in this case namely, *a framework for discussion*. A framework for discussion is the model of language in social context that has been developed within the broad field of systemic functional linguistics (SFL) and have been actively concerned for several generations with the semantics of discourse.

Related with the SFL, there is one of perspectives that will be introduced viz three levels of language: as grammar, as discourse, and as social context (known as the strata of language).



Writer would like to show a text in correlation with grammar, discourse and social context as follows:
Look at this text below:

A DECADE OF INJUSTICE-TIME TO FIND MUNIR'S REAL KILLERS

Today marks exactly 10 years since Indonesia lost one of its most courageous and compassionate voices — Munir Said Thalib.

On Sept. 7, 2004, Munir, as he was affectionately known, was slipped arsenic while in transit in Singapore during a trip to Amsterdam, and didn't make it through the flight alive. A decade later, we're still no closer to finding the masterminds behind his murder.

One of Indonesia's most prominent human rights campaigners, Munir took up the cause of dozens of activists who were subjected to enforced disappearance. He co-founded two prominent human rights organizations, helped to uncover evidence of military responsibility for human rights violations in Aceh, Papua and Timor Leste (formerly East Timor), and made recommendations to the government on bringing high-ranking officials to justice. In September 1999, he was



appointed to the Commission of Inquiry into Human Rights Violations (KPP-HAM) in East Timor.

I was personally lucky enough to work closely with Munir before his tragic death. I first met him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation. I, along with other student activists, met him frequently at his office in 1998, when we organized many protests against Soeharto's government.

Later, in 2004, he asked me to join his organization, the Commission for Missing Persons and Victims of Violence (Kontras), where I worked for more than eight years before moving to Amnesty International. I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.

Many of us still live by one of his most famous sayings: "What we must fear most is fear itself, because fear affects our judgment."

Although three people have been convicted of Munir's murder, there are credible allegations that those responsible for his death at the highest levels have not



been brought to justice. The three convicted were all employees of Garuda Indonesia, the state airline that Munir used on the day of his murder, but it is highly unlikely that they acted alone.

Former National Intelligence Agency (BIN) official Muchdi Purwopranjono faced trial in 2008, but was acquitted and many activists claim the process was flawed. Further, the findings of a 2005 independent fact-finding team into the killing, which was established by the authorities, was disregarded by the government and has never been published.

*Munir's case cannot be seen in isolation, but is indicative of the wider culture of impunity surrounding attacks and harassment of human rights defenders in the country. In Indonesian there's even the word, *dimunirkan* (munirization), which applies when someone has been killed in mysterious circumstances.*

Although the worst violence of the Soeharto era has subsided, many activists in Indonesia still live with daily threats, and it is all too rare that those responsible for the past killings of human rights defenders have been brought to justice.



While outgoing President Susilo Bambang Yudhoyono showed little political will to bring Munir's real killers to justice, president-elect Joko "Jokowi" Widodo has made lofty promises to make human rights a priority once he takes office in October.

Unfortunately, Jokowi got off to an inauspicious start when he appointed Abdullah Mahmud Hendropriyono, a former BIN head, to his transition team. Hendropriyono was the head of BIN at the time of Munir's murder and many human rights groups believe was involved in Munir's assassination — though Hendropriyono has always denied the allegations. Outrage from Munir's widow at the appointment forced Jokowi's camp to reaffirm their commitment to resolving Munir's case.

When Jokowi takes office, he has a golden opportunity to send a clear message that impunity for the killing of human rights defenders will no longer be tolerated. A first step should be to release the 2005 fact-finding report into Munir's killing to establish the truth. Secondly, he should ensure a new, independent police investigation into the case, so that everyone responsible



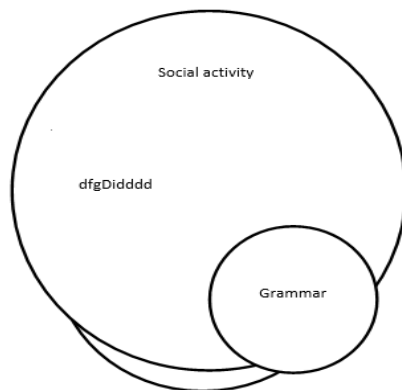
— regardless of their official position — are held to account.

Munir was a unique voice and Indonesia owes him a debt of gratitude for all he has done for human rights in our country.

On the 10th anniversary of his death, the least we can do is ensure that his murder is not forgotten and that the real killers are brought to justice.

(<http://www.thejakartapost.com/news/2014/09/07/a-decade-injustice-time-find-munir-s-real-killers.html>, retrieved on 1st December 2014)

From the text above, there are points of view on discourse namely from social activity and grammar. In other words, the points of view on discourse for the text owns three elements that consists of grammar, discourse and social activity (see the diagram below).



3.2. Appraisal: Negotiating Attitude

A. Negotiating Attitude

As we know that appraisal is concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned. APPRAISAL is a system of interpersonal meanings. We use the resources of APPRAISAL for negotiating our social relationships, by telling our readers how we feel about things and people.

Hidayat' story in this case, he outlines attitude to Munir's work, his character (people), and the emotions of those involved (feelings):

He begins with the value of Munir's work:

a **human rights lawyer** with the Indonesian Legal Aid Foundation.

He then turns to character:

a **very courageous and persistent** human rights defender

an **inspiring** guru

a **unique** voice



He describes emotional response to their relationship, and his own and his feelings on their separation:

Personally lucky enough

Thus these evaluations in the context of Hidayat' story can be divided into three basic kinds according to what s being appraised viz the valua of thing, and people's character.

B. Kinds of Attitude

Concerning this case, there are two kinds of attitude we have identified: affect (people's feeliigs), judgement (people' character).

Expressing our feelings (affect)

In this case, to express feelings in discourse based on Hidayat's story, it can be seen from good feeling only (positive affect). In his exemplum, Hidayat describes his emotion.

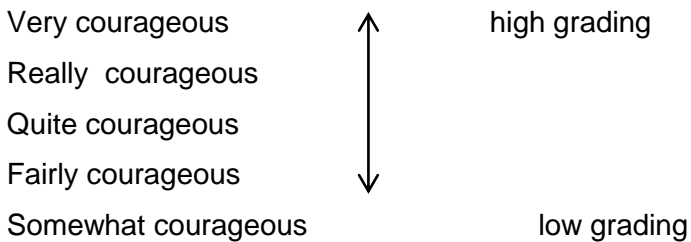
I was **personally lucky enough** to work closely with Munir before his tragic death ***judgements of people's character***



Based on Hidayat's story, Judgements of people's character can be seen just from positive aspect:
very courageous, persistent, inspiring and unique

C. Amplifying Attitudes

One of feature of attitude is owning gradation. It means that in placing courage on a scale and ranks it highly in relation to other, for example, Hidayat describes Munir as *very courageous*.



Some choices turn the volume up (e.g. very) and others tone it down (e.g. somewhat). In English we seem to have more resources for turning the volume up than down. In this section we will look at two kinds of resources for amplification. The first is for 'turning the volume up or down'. These include words that intensify meanings, such as *very/really*, and



vocabulary items that include degrees of intensity, such as *happy/delighted/ecstatic*. We refer to this kind of amplifying as **force**. The second kind involves ‘sharpening’ or ‘softening’ categories of people and things, using words such as *about/exactly* or *real/sort of/kind of*. We refer to this kind of amplifying as focus.

3.3. Ideation: Representing Experience

A. Representing Experience

Representing experience is an exploration of how our texts represent people’s experience—in common sense what they are ‘about’. The texts represent the same field of social activity that are from various perspectives, for example as personal or institutional, or from one’s own perspective or from others’ perspectives.

B. Sequences of Meaning

It is an exploration for the sequences of ideational meanings within each phrase.

The sequences of meanings consist of some parts as follows:



Sequence of phase

In this sequence of phases, there are matters that are important to pay attention in the text namely 'Getting sympathy'. It has correlation with sequence within phase and others.

Hidayat's story :

'Getting sympathy'

I first met him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation.

Sequence within phase

At the Incident of Hidayat's story . It begins with, the 'Getting sympathy' can be divided into two parts: 'meeting' the young man, and then a 'description' of his qualities.

'meeting'

I first met him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation.

'description'



I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.

Sequence of activity and description

Throughout this sequence of events, Hidayat/ he describes that there are various of kinds of activities (In bold).

I first **met** him

He **asked** me

I **worked**

We **organized**

Thus, there are three names of elements of meaning in this case: participant, processes, and qualities.

See elements of meaning below:

1. Who the sequences is about : It is **participant** such as Hidayat, Munir.
2. What they are doing in each step: It is **process** such as met, asked, worked,and



3. What they are like: It is **quality** such as a very courageous and persistent human rights defender, inspiring , unique.

C. Doing: Focusing Activities

Figure of 'doing' represent material actions: what people do, or what happens.

The recount unfolds as a sequence of activities, most of which are kinds of doing, but the sequence also includes a figure of saying.

See examples:

Some of sentences in correlation with a sequence of activities that are taken from the text (Hidayat's story) and which include **kinds of doing** and **saying** as follows:

Sentences that include **kinds of doing**:

1. I first **met** him in 1996 when he was a human rights lawyer with the Indonesian Legal Aid Foundation.
2. I **worked** for more than eight years before moving to Amnesty International.



3. He **asked** me to join his organization, the Commission for Missing Persons and Victims of Violence (Kontras).
4. One of Indonesia's most prominent human rights campaigners, Munir **took up** the cause of dozens of activists who were subjected to enforced disappearance.
5. While outgoing President Susilo Bambang Yudhoyono **showed** little political will to bring Munir's real killers to justice, president-elect Joko "Jokowi" Widodo **has made** lofty promises to make human rights a priority once he takes office in October.

The sentence that include **kinds of saying** such as ,many of us still live by one of his most famous **sayings**: "What we must fear most is fear itself, because fear affects our judgment."

The first **doing figure** here is an example of 'happened'. And it can involve **one** or **two participants**:

I worked

We organized



I first met him

He asked me

Whereas in the context of **figure of saying** can expand the event sequence of a story, as dialogue, as reflections to events. All these are used by Hidayat to develop his story:

Many of us still live by one of his most famous sayings: “What we must fear most is fear itself, because fear affects our judgment.”

D. Being: Focusing on Entities

Figure of ‘being’ are used most commonly to ascribe qualities to people and things, to classify them as one thing or another, to name their parts, or to identify them. In this case, based on the text (Hidayat’s story) can be conveyed two matters viz quality and part.

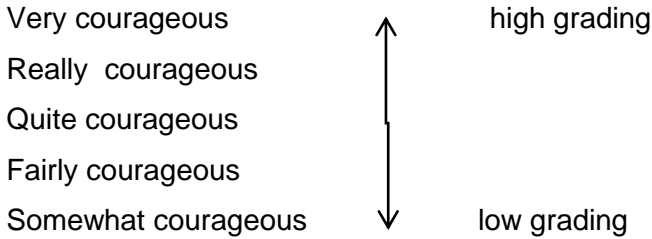
Qualities

Being figures can be used to describe a quality of a person or thing, such as *courageous*:

(he was) very courageous

That quality such as this can be intensified:





A person or thing can be described with various kinds of qualities, as is Munir. How they are described a matter of perspective. From the perspective of ‘courage’, He is described as courageous, from the perspective of ‘persistence’ he was persistent, and from the perspective of ‘inspiration’ he was inspiring.

Parts

Part is a way of description to what people own, in other words, a way of describing things and people is their parts. These may involve process of ‘having’. But based on the text (Hidayat’s story), it correlates with possession only such as *his organization, its most courageous and compassionate voices, his most famous saying, and his death.*



E. Classifying And Describing Within Elements

Qualities and classes

Within elements, qualities and classes can be applied to people and things as follows. For example, Hidayat describes Munir as:

a very courageous and persistent human rights defender

Here the phrase '*human rights defender*' classifies Munir, *very courageous and persistent* further describes him, and in his twenties specifies how young he was. These classes and qualities could each have been phrased as separate figures:

He was **a human rights defender** class 'what kind'

He was **very courageous and persistent** quality 'what like'

Parts

The possessive reference is one way of expressing a part-whole relation, for example the parts of a goanna (*his organization, its most courageous and compassionate voices, his most famous saying, and his death*).



3.4. Conjunction: connecting evens

A. The logic of discourse and Four Kinds of Logic

Conjunction look at inter-connections between processes: adding, comparing, sequence, or explaining them. These are logical meanings that link figures in sequences. So, we can say that there are four general kinds of logical relations that conjunctions realize in english course namely (a) **addition**, it means ‘ adding together’, for example ‘*and*’, (b) **comparision**, it means ‘comparing’, for example ‘*like*’, (c) **time**, it means ‘sequencing in time’ for example ‘*then, finally*’, and (d) **concequence**, it means ‘explaining causes’ for example ‘*all because*’.

Based on the conception above, so general kinds of logical relations that conjunctions realize in the text (Hidayat’s story) as follows.

1. Conjunction ‘ addition’ (adding together) such as *and, further, not only....but also, and secondly*
We can see it in the sentences ‘
 - Today marks exactly 10 years since Indonesia lost one of its most courageous **and** compassionate voices — Munir Said Thalib’.



- **Further**, the findings of a 2005 independent fact-finding team into the killing, which was established by the authorities, was disregarded by the government and has never been published.
 - I remember Munir as **not only** a very courageous and persistent human rights defender, **but also** as an inspiring guru who trained many excellent rights activists in the country.
 - **Secondly**, he should ensure a new, independent police investigation into the case, so that everyone responsible — regardless of their official position — are held to account.
2. Conjunction ‘comparison’ (comparing) such as *but*(comparison for the contrast).

See the sentence.

- Munir’s case cannot be seen in isolation, **but** is indicative of the wider culture of impunity surrounding attacks and harassment of human rights defenders in the country.



3. Conjunction ‘Time’ (sequencing in time) such as *while, when, as, since, and before*.

See the sentences below.

- **While** outgoing President Susilo Bambang Yudhoyono showed little political will to bring Munir’s real killers to justice, president-elect Joko “Jokowi” Widodo has made lofty promises to make human rights a priority once he takes office in October.
- I first met him in 1996 **when** he was a human rights lawyer with the Indonesian Legal Aid Foundation.
- On Sept. 7, 2004, Munir, **as** he was affectionately known
- Today marks exactly 10 years **since** Indonesia lost one of its most courageous and compassionate voices — Munir Said Thalib.
- I worked for more than eight years **before** moving to Amnesty International.

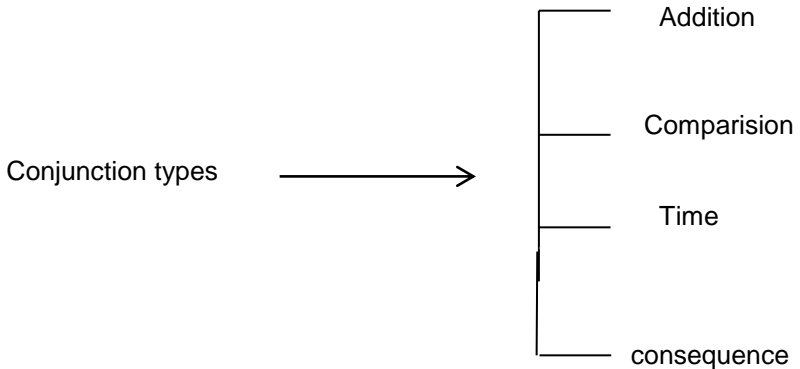


4. Conjunction ‘consequence’ (explaining cause) such as *because*.

Look at the sentence.

- Many of us still live by one of his most famous sayings: “What we must fear most is fear itself, **because** fear affects our judgment.”

So, it can be shown in the figure ‘conjunction types’ for four element that include four general kinds of logical relations that conjunctions realize in the text (Hidayat’s story) as follows:



B. Connecting Arguments

Based on the text (Hidayat's story), it can be pertained about connecting argument in the context of ordering argument. In this case, internal time is a small set of resources for telling readers that a new stage is beginning (*firstly, secondly*). As such they can be used in similar ways to internal addition. See stage of argument as follows:

Argument 1

A first step should be to release the 2005 fact-finding report into Munir's killing to establish the truth.

Argument 2

Secondly, he should ensure a new, independent police investigation into the case.

C. Continuatives

The kind of logical relation expressed by this continuative is addition (*too, also, as well*), comparison (*so (did he); only, just; even*) and time (*already; finally, at last; still; again*). But for the text (Hidayat's story) can be seen from the continuative of time nemely *still* as the following sentences.



- Many of us **still** live by one of his most famous sayings: “What we must fear most is fear itself, because fear affects our judgment.”
- Although the worst violence of the Soeharto era has subsided, many activists in Indonesia **still** live with daily threats, and it is all too rare that those responsible for the past killings of human rights defenders have been brought to justice.

D. Countering Our Expectations

The most common realization of counter expectation is *but*. Here are two examples:

Concessive:

Munir’s case cannot be seen in isolation, **but** is indicative of the wider culture of impunity surrounding attacks and harassment of human rights defenders in the country.

Concessive:

The three convicted were all employees of Garuda Indonesia, the state airline that Munir used on the day of his murder, **but** it is highly unlikely that they acted alone.



If paying attention closely for the these examples, *but* realizes concessive causes. However *but* can also contrast, which can be confusing. If testing whether the relation is concession by trying to substitute *but* with conjunctions that we realize consequential meaning(*although*):

Although the worst violence of the Soeharto era has subsided,
many activists in Indonesia still live with daily threats, and it is all too rare that those responsible for the past killings of human rights defenders have been brought to justice.

3.5. *Identification: Tracking Participants*

A. Keeping Track

Pay attention for this sentence:

He asked **me** to join **his organization, the Commission for Missing Persons and Victims of Violence (Kontras).**

Of the sentence above, there are three participants namely He, me, the Commission for Missing Persons and Victims of Violence (Kontras). **He** here is Munir whereas **me** is a writer (Hidayat).



What's being talked about: his organisation, because it is indefinitely. Hidayat introduce organisation that is named the Commission for Missing Persons and Victims of Violence (Kontras) where Munir works. In this case can be seen at the sentence as follows:

His organisation that is named the Commission for Missing Persons and Victims of Violence (Kontras).

The other participant that refer to with 'the' which seems to assume we already know what he's talking about. So this assumption is certainly justified:

The Commission for Missing Persons and Victims of Violence (Kontras)

The other example is about somebody, we may name them, but then we identify them.

Look at this sentence:

I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.



Or it can be seen in the shorter sentence:

Munir as not only a **very courageous and persistent human rights defender**, but also as an **inspiring guru**

A very courageous and persistent human rights defender and an inspiring guru

In the sentence above, there are three participants viz I, **Munir, a very courageous and persistent human rights defender**, and **an inspiring guru**. What's being talked about: a very courageous and persistent human rights defender, and an inspiring guru, because it is indefinitely. Hidayat introduces a very courageous and persistent human rights defender, and an inspiring guru that is named Munir. Munir is intruducted as a very courageous and persistent human rights defender, and an inspiring guru. It means that we know who's being referred to. Of cause, a very courageous and persistent human rights defender, and an inspiring guru refer to Munir. In this case can be seen at the sentence as follows:



Munir as not only a **very courageous and persistent human rights defender**, but also as an **inspiring guru**

B. Who's Who: Identifying People

Let's see the sentence below:

I remember Munir as not only a very courageous and persistent human rights defender, but also as an inspiring guru who trained many excellent rights activists in the country.

As we look at that the basic strategy in this case is to use 'a' and 'an' to introduce *a very courageous and persistent human rights defender*, and *an inspiring guru*. The words 'a' and 'an' tell that this someone whose identity we cannot assume. When we cannot assume an identity is 'indefinite', so a participant with 'a' and 'an' known as definite.



CHAPTER IV CONCLUSION

Based on the content of the text that has a title " A DECADE OF INJUSTICE-TIME TO FIND MUNIR'S REAL KILLERS ", it pertains matters in relation to the concept of discourse semantics of social context or Lexicogrammar in the context of Meaning Beyond the Clause for the cases (a) interpreting social discourse, it discusses about a framework for discussion where this is as the model of language in social context that has been developed within the broad field of systemic functional linguistics (SFL) that denotes one of perspectives that will be introduced viz three levels of language: as grammar, as discourse, and as social context. (b) appraisal: negotiating attitude, it is about Negotiating attitude, Kinds of Attitude, Amplifying attitudes, (c) ideation: representing experience, it pertains about Representing Experience, Sequences of Meaning, Doing: Focusing Activities, Being: Focusing on Entities, Classifying and Describing within Elements (d) conjunction: connecting events, it extends about The logic of discourse and Four Kinds of Logic, Connecting Arguments, Continuatives, Countering Our Expectations, and (e) identification: tracking participants, it is about Keeping Track, and Who's Who: Identifying People.



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CONTRASTIVE ANALYSIS BETWEEN ENGLISH AND INDONESIAN PREFIXES AND SUFFIXES

(A Narrative Text Analysis of Legends in Perspective of Morphology)

Abstract

This research deals with finding the similarities and differences, and describing the types of the English and Indonesian prefixes and suffixes for the narrative text of Legends.

In this research, the 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 the type of English and Indonesian prefixes and suffixes. There are four types of English prefix namely quantified, locative, temporal, and negation prefixes. In the narrative texts, the writer found four words viz in negation prefixes. English suffixes own four types namely nominal, verbal, adjectival, and adverbial suffixes. There was not word categorized as nominal and verbal suffixes, there



were two words indicated as adjectival suffixes, and four as adverbial suffixes. Vice versa, Indonesian prefixes possess five prefixes namely forming verb, adjective, noun, numeral and interrogative. forming verb is fifteen five words, forming adjectival is one word, forming noun is three words, forming interrogative is one words and there is not word of forming numeral. There are five types of Indonesian suffixes namely forming, verb, adjective, noun, numeral, and interrogative. From the five prefixes, writer only found two words namely in forming noun. Writer found differences and similarities from both of them; In English suffixes possess adverbial suffixes but there are not in Indonesian suffixes. However in Indonesian suffixes possess types of suffixes namely forming numeral and interrogative, and in English suffixes do not possess these types. The same types of English and Indonesian suffixes are; both of them possess suffixes namely forming noun, verb and adjective.

Keywords: Contrastive Analysis, English and Indonesian Prefixes and Suffixes.



1. Introduction

Language is the way of human communication, either spoken or written, comprising the use of words. Word is a single distinct meaningful element of speech or writing to compose a sentence. Word denotes an essential part of linguistic knowledge and make up a component of grammars, and the word in the context of Morphology, so morphology here denotes part of linguistics that has correlation with the study of words, internal structure and partially meanings. And in morphology there are smallest units which fulfill grammatical functions, it is equal to what Wiśniewski (2007) states that morphology can be defined that it is the part of linguistics that deals with the study of words, their internal structure and partially their meanings. It is also interested in how the users of a given language understand complex words and invent new lexical items. Morphemes in morphology are the smallest units that carry meaning or fulfill some grammatical function, words have internal structure that is rule-governed. In this case, branch of linguistic can be known about parts of a word. A word can comprise one morpheme, two morphemes, three morphemes and more than three morphemes.



So morpheme is the smallest bit of language that has its own meaning, either a word or a part of a word. And a word can be produced from root, morpheme, and can be added by affix.

In this case, affix here is grouped as bound morpheme because it cannot stand independently and should be attached to the root. It is also same as prefix and suffix, because they are the types of affix. According to Sosy (2012) Prefix is a group of letters that come at the beginning of a word. Whereas Suffix is a group of letters that come at the end of a word.

The affix follows other morphemes. For example, un- (unknown, unlike), pre- (premature, preoccupy), and bi- (beweekly, bigamous) are prefixes. Those occur before other morphemes. Morphemes which occur only as suffixes, for examples, –ing (working, watching)), -er (buyer, seller), and –ly (likely, smoothly). Those denote examples of prefixes and suffixes.

Morphemes in Indonesian version, for example in Indonesian language, affix is studied also in the structure of word but Indonesian people call affix “imbuhan”, prefix is called “awalan”, whereas suffix



is called “akhiran”. Some examples of Indonesian prefixes and suffixes such as me- (*melihat, melaknat*), ber- (*berniat, bersedekah*), ke- (*kepala, kekasih*). Those are the example of Indonesian prefixes. Then, the examples of the suffixes are –an (*kucuran, jumlahan*), - iah (*amaliah, naluriah*), -if (*komulatif, asumtif*).

Plag (2002) states that the prefixes can be classified semantically into the following groups. Those are: (a) quantified prefixes, (b) locative prefixes, (c) temporal prefixes and (d) negation prefixes. He states further that suffix is divided into several types, they are: (a) nominal suffixes, (b) verbal suffixes, (c) adjectival suffixes and (d) adverbial suffixes.

Kridalaksana (2007) define prefixes are affix that added in front of the root word. The kinds of prefixes are: (a) forming verb, (b) forming adjective, (c) forming noun, (d) forming numeral and (e) forming interrogative, whereas Suffixes are affix that added in the end of the root word. The kinds of Suffixes are: (a) forming verb, (b) forming adjective, (c) forming noun, (d) forming numeral and (e) forming interrogative.



If talking about contrastive analysis, so it will show the different matters between Indonesian and English affix and this contrastive analysis can give concept comprehensively about affix by exploring research through ***the narrative text***, one of examples is research concerning affix and suffix in ***Legend***.

Based on the definition above, writer can conclude that between English and Indonesian affixes, prefixes, and suffixes are nearly same. Other similarities between them, it can change the meaning of words, word classes and function of word root and the meaning can be differed from the word root. However, both of them also possess differences from each other. It may happen in the using of prefix and suffix in a word, the meaning and the function of word after adding prefix and suffix.

Thus, in this research, the writer would like to analyze and to compare types, similarities and differences, between English and Indonesian prefixes and suffixes for the narrative text of Legends by the titles: (1) the title of English Narrative Text: **The Legend of Rawa Pening** (Gifari 2014), (2) the title of Indonesian Narrative Text: **LEGENDA MALIN KUNDANG** (Vieya



2013), so this paper is entitled
“**CONTRASTIVE ANALYSIS BETWEEN ENGLISH
AND INDONESIAN PREFIXES AND SUFFIXES (A
Narrative Text Analysis of Legends in perspective of
Morphology).**”

2.1. *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 be verified by experiments.

2.2. 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 prefixes and suffixes for a word. The 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 collected the data in this research by looking at English and Indonesian Legends. Writer read them, and tried to separate the narrative texts from the other texts. *The second step :* Writer separated the narrative texts from other texts in the legends. Therefore, writer looked for the words that added by prefix or suffix from the narrative texts. Furthermore, the words were classified based on the kinds of English and Indonesian prefix and suffix. *The third step :* Writer made conclusion from the result of the classifying words, writer found the similarities and differences between English and Indonesian prefix and



suffix in words.

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), (Ellis in Alsaif 2011).

2.3. 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 minutes (*notulen*), agenda, etc (Arikunto, in Hasan 2013)



Writer here used the documentation to collect the data. The data was got from English and Indonesian legends and writer got texts in these legends for narrative texts. In this case, English narrative texts which the writer analyzed were one text and Indonesian narrative texts which writer analyzed was one too.

2.4. *Technique of Analysis Data*

In analyzing data, writer committed eight steps. It is equal to what was conveyed by Creswel (in Botha 2006). He stated that the analysis process involved the following eight steps:

- getting sense of the whole by reading through all the transcripts of interviews carefully
- selecting one interview and perusing it again, asking what it is about, keeping its underlying meaning (thoughts were written in margin)
- 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



- 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
- changing the topics into descriptive categories. Reducing the categories by clustering together similar topics
- deciding on the final abbreviations for each category and placing these codes in alphabetical order
- assembling the related data material of each category in one place; and
- 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 Legends. (1) English Legends that own title is '**The legend of Rawa Pening**', (2) Indonesian Legend entitled '**LEGENDA MALIN KUNDANG**'. Writer selected both of them, because the content of both have many example of narrative texts.



2. Categorizing

In categorizing Legends, the writer separated the narrative texts with other text types contained in the English and Indonesian Legends. Afterwards, from the narrative texts, the writer separated the words that was added by prefix and suffix with other words. Then, words were classified, based on the kinds of English and Indonesian prefix and suffix and listing the data. Last, the writer made effort to find out the similarities and the differences among them and got conclusion.

3. Results and Discussion

In the results and discussion, the writer would like to analyze the data through categorized the data into their types of English and Indonesian prefix and suffix. Afterwards writer analyzes the differences and similarities of English and Indonesian prefix and suffix.



3.1. Analysis of the English Prefix and Suffix

Here writer analyzes the words in the narrative text of Legends and presents the analysis in the form of table. The analysis based on the types of English prefix and suffix.

3.1.1 Prefix

The first analysis is the English prefixes and their types. There are four types of prefixes; quantified prefix, locative prefix, temporal prefix and negation prefix. The writer shows the data of prefixes as the table below.

Table 3.1 Types of English Prefix

Numb	Types of Prefix	Total in Number
1	Quantified Prefix	0
2	Locative Prefix	0
3	Temporal Prefix	0
4	Negation Prefix	1

From all of the English data of prefixes, the writer did not find the words that categorizing in the quantified, locative, and temporal prefixes in the narrative text. The prefix data that was found in narrative text (The Legend of Rawa Pening) was



only categorizing as negation prefix as the table below.

Table 3.2 Words of Prefix inText

Title of Text	English Prefixes
The Legend of Rawa Pening	Nobody

From the narrative text (The Legend of Rawa Pening), the writer found one word as negation prefix for English Prefixes namely in the word 'Nobody' where the word 'Nobody' was in the first paragraph with sentence as in the table below. The writer shows the information of negation prefix in detail:

Table 3.3 Negation Prefix in The Legend of Rawa Pening

Type of prefixes	Word	Paragraph	Sentence
Negation Prefixes	Nobody	1 st	<i>Nobody</i> wanted to help the little boy

3.1.2. Suffixes

The second analysis is the type of English suffixes. There are four types of suffixes; nominal suffix, verbal suffix, adjectival suffix and adverbial suffix. Writer shows the suffixes data in the table form.



Table 3.4. Types of English Suffix

Number	Types of Suffix	Total in Number
1.	Nominal Suffix	0
2.	Verbal Suffix	0
3.	Adjectival Suffix	2
4.	Adverbial Suffix	4

Of all the English data of suffixes, the writer did not find the words that categorizing in the nominal and verbal suffixes in the narrative text. The infixes data that were found in narrative text (The Legend of Rawa Pening) were only categorizing as adjectival suffix and adverbial suffix. Adjectival suffix was two namely *ing-* (Pounding), *ed-*, (Dumbfounded). Where as adverbial suffix was four viz *ly* - (Finally, Suddenly, Mockingly, Easily) as the two tables below.

Table 3.5. Words of Ajective Suffix inText

Title of Text	English Prefixes
The Legend of Rawa Pening	Pounding, dumbfounded



Table 3.6. Words of Adverbial Suffix inText

Title of Text	English Prefixes
The Legend of Rawa Pening	Finally, Suddenly, Mockingly, Easily

The table below is the detailed information of adjectival suffix and adverbial suffix in the narrative text:

1) Adjectival Suffixes

The writer found some words that was classified as adjectival suffixes amount of two words and showed in the table below.

Table 3.7. Adjectival Suffixes in Sentence

Title of text	Word	Paragraph	Sentence
The Legend of Rawa Pening	Pounding	2 nd	This old woman gave him a “lesung”,a big wooden mortal for <i>pounding</i> rice
	Dumbfounded	3 rd	Everybody was <i>dumbfounded</i>



2) Adverbial Suffixes

There were four words that were found by the writer as the adverbial suffixes as the table below.

Table 3.8. Adverbial Suffixes in Sentence

Title of text	Word	Paragraph	Sentence
The Legend of RawaPening	Finally	2 nd	<i>Finally</i> , a generous woman helped him
	Suddenly	4 th	<i>Suddenly</i> , from the hole left by stick, water spouted out
	Mockingly	3 rd	The crowd laughed <i>mockingly</i>
	Easily	3 rd	He could do it very <i>easily</i>



3.2. Analysis of Indonesian Prefix and Suffix

The analysis below based on the kinds of Indonesian prefix and suffix. The writer shows the analyzing data in the table form.

3.2.1. Prefix

The first, the writer analyzed the types of Indonesian prefixes. Indonesian prefixes had some types; forming verb, forming adjective, forming noun, forming numeral, and forming interrogative. Many words of added prefixes were found in the narrative as the table below.

Table 3.9. Types of Indonesian Prefix

No	Types of Prefix	Total in Number
1	Forming Verb	15
2	Forming Adjective	1
3	Forming Noun	3
4	Forming Numeral	0
5	Forming Interrogative	1



From all of the English data of prefixes, the writer did not find the words that categorizing for type of prefix in forming numeral. The prefixes data that were found in narrative text (Legenda Malin Kundang)) were only categorizing as types of prefix in forming verb, adjective, interrogative and noun as the table below.

a) Forming Verb

Table 3.10. Words of Forming Verb Prefixes in Texts

Title of Text	Indonesian Prefixes
LEGENDA MALIN KUNDANG	Tersandung, beranjak, merasa, berpikir, berhasil, berlinang, beruntung, bersembunyi berjalan, menikah, bersyukur Melihat, berdiri, bergemuruh, berbentuk

From the narrative text (Legenda Malin Kundang), the writer found fifteen words as type of prefix in forming verb namely in the word ‘Tersandung, beranjak, merasa, berpikir, berhasil, berlinang, beruntung, berjalan, menikah, bersyukur, melihat, berdiri, bergemuruh, berbentuk, bersembunyi’ where each of these words was in the paragraph with sentences as in the table below. The writer shows the information of negation prefix in detail:



Table 3.11. Forming Verb Prefixes in Sentence

Title of text	Word	Paragraph	Sentence
LEGENDA MALIN KUNDANG	Tersandung	2 nd	la <i>tersandung</i> batu dan lengan kanannya luka terkena batu
	Beranjak	3 rd	
	Merasa	3 rd	Setelah <i>beranjak</i> dewasa, Malin Kundang merasa kasihan dengan ibunya yang banting tulang mencari nafkah untuk membesarkan dirinya.
	Berpikir	3 rd	Maling Kundang <i>merasa</i> kasihan dengan ibunya yang banting tulang mencari nafkah untuk membesarkan dirinya
	Berhasil	4 th	
	Berlinang	4 th	la <i>berpikir</i> untuk mencari nafkah di negeri seberang
	Beruntung	5 th	



	Bersembunyi	5 th	Jika engkau sudah <i>Berhasil</i> dan menjadi orang yang berkecukupan, jangan kau lupa dengan ibumu dan kampung halamannu ini, nak Ujar Ibu Malin Kundang sambil <i>berlinang</i> air mata.
	Berjalan	6 th	
	Menikah	6 th	
	Bersyukur	6 th	
	Melihat	6 th	Malin Kundang sangat <i>beruntung</i> dirinya tidak dibunuh oleh para bajak laut
	Berdiri	7 th	Malin segera bersembunyi di sebuah ruang kecil yang tertutup oleh kayu.
	Bergemuruh	9 th	Malin Kundang <i>berjalan</i> menuju ke desa yang terdekat dari pantai



	Berbentuk	9th	<p>Malin Kundang yang telah menjadi kaya raya dan telah menikah sampai juga kepada ibu Malin Kundang</p> <p>Ibu Malin Kundang merasa bersyukur dan sangat gembira anaknya telah berhasil.</p> <p>Ibu Malin Kundang yang setiap hari menunggu anaknya, melihat kapal yang sangat indah itu, masuk ke pelabuhan</p> <p>Ia yakin kalau yang sedang berdiri itu adalah anaknya Malin Kundang beserta istrinya.</p> <p>Tidak berapa lama kemudian angin bergemuruh kencang dan badai dahsyat datang</p>
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			<p>menghancurkan kapal Malin Kundang</p> <p>Setelah itu tubuh Malin Kundang perlahan menjadi kaku dan lama - kelamaan akhirnya berbentuk menjadi sebuah batu karang</p>
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b) Forming Adjective

Table 3.12. Words of Forming Adjective Prefixe intext

Title of Text	Indonesian Prefixes
LEGENDA MALIN KUNDANG	Perlahan

From the narrative text (Legenda Malin Kundang), the writer found one word as type of prefix in forming adjective namely in the word 'Perlahan' where this word was in the ninth paragraph with sentence as in the table below



Table 3.1.3. Forming Verb Prefixes in Sentence

Title of text	Word	Paragraph	Sentence
The Legend of Rawa Pening	Perlahan	9 th	From the narrative text (Legenda Malin Kundang), the writer found one word as type of prefix in forming adjective namely in the word 'Perlahan' where this word was in the ninth paragraph with sentence as in the table below

c) Forming Noun

Table 3.14. Words of Forming Noun Prefixes in Texts

Title of Text	Indonesian Prefixes
LEGENDA MALIN KUNDANG	Pedagang, sebagian, pengemis

From the narrative text (Legenda Malin Kundang), the writer found three words as type of prefix in forming nouns namely in the words 'Pedagang, sebagian, pengemis ' where each of these words was in the paragraph with sentences as in the table below. The writer shows type of prefix in forming nouns in detail:



Table 3.15. Forming Noun Prefixes in Sentence

Title of text	Word	Paragraph	Sentence
<p>The Legend of Rawa Pening</p>	Pedagang	5 th	Semua barang dagangan para <i>pedagang</i> yang berada di kapal dirampas oleh bajak laut
	Sebagian	5 th	Bahkan <i>sebagian</i> besar awak kapal dan orang yang berada di kapal tersebut
	Pengemis	9 th	<p>dibunuh oleh para bajak laut</p> <p>lahanya seorang <i>pengemis</i> yang pura-pura mengaku sebagai ibuku agar mendapatkan hartaku", sahut Malin kepada istrinya</p>



d) Forming Introgative

Table 3.16. Words of Forming Introgative Prefix in Texts

Title of Text	Indonesian Prefix
LEGENDA MALIN KUNDANG	Mengapa

From the narrative text (Legenda Malin Kundang), the writer found one word as type of prefix in forming interrogative namely in the word '*Mengapa*' where this word was in the eighth paragraph with sentence as in the table below.

Table 3.17. Forming Introgative Prefixes in Sentence

Title of text	Word	Paragraph	Sentence
LEGENDA MALIN KUNDANG	Mengapa	8 th	<i>Mengapa</i> kau pergi begitu lama tanpa mengirimkan kabar?" katanya sambil memeluk Malin Kundang



3.2.2 Suffix

The second, the writer analyzed the types of Indonesian suffixes. From all of the types of Indonesian suffixes (forming verb, forming adjective, forming noun, forming numeral, and forming interrogative), the writer did not find the suffixes that were categorized as forming verb, forming adjective, forming numeral, and forming interrogative in the Indonesian narrative texts. Then, the writer only shows the data that categorized as suffixes forming noun amount of two, as the table below.

Table. 3.18. Types of Indonesian Suffix

No	Types of Suffix	Total in Number
1	Forming Verb	0
2	Forming Adjective	0
3	Forming Noun	2
4	Forming Numeral	0
5	Forming Interrogative	0



These suffixes data that were found in five narrative texts were only categorizing as suffixes forming noun, namely in the words 'Lautan and Pelukan' these words were in the table below.

Table 3.19. Indonesian Suffixes in Texts

Title of Text	Indonesian Prefix
LEGENDA MALIN KUNDANG	Lautan, pelukan

From the narrative text (Legenda Malin Kundang), the writer found two words as type of suffixes in forming nouns namely in the words 'Luatan and Pelukan' where each of these words was in the paragraph with sentences as in the table below. Writer shows type of suffixes in forming nouns in detail:

Table 3.20. Indonesian Suffixes in Text

Title of text	Word	Paragraph	Sentence
LEGENDA MALIN KUNDANG	Lautan	1 st	Karena kondisi keuangan keluarga memprihatinkan, sang ayah memutuskan untuk mencari nafkah di negeri seberang



	Pelukan	8 th	dengan mengarungi <i>lautan</i> yang luas. Malin Kundang segera melepaskan <i>pelukan</i> ibunya dan mendorongnya hingga terjatuh.
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3.3. Analysis of the Differences and Similarities Kinds between English and Indonesian Prefixes and Suffixes

From the analyses data above, the writer can recognize the differences and similarities kinds of English and Indonesian prefixes and suffixes.

3.3.1. Differences

1. In English prefixes, there are not types of prefixes such as forming verb, adjective, noun, and interrogative. Whereas, in Indonesian prefixes, there are not types of prefixes that possess the meaning such as locative, temporal, and negation prefixes.



2. In English suffixes, there are not types that forming numeral and interrogative. Whereas in Indonesian suffixes, there are not adverbial suffixes.

3.3.2. Similarities

1. Both of them have a same type of prefixes that possess quantity. In English is termed by quantified prefixes. In Indonesian is termed by is termed by prefix forming numeral
2. Between English and Indonesian have three same types of suffixes. In English, the types usually are termed by nominal suffixes, verbal suffixes, adjectival suffixes. Whereas in Indonesian, the types usually are termed by forming noun, forming verb, forming adjective.



4. Conclusion

Seen from the aspect of English prefixes, the English prefixes that are found in the narrative text of the Legends are negation prefixes, and the suffixes are adjective suffixes and adverbial suffixes. Whereas, Indonesian prefixes that are found in the narrative text of the Legends are prefix of forming verb, adjective noun, interrogative and the suffixes are forming noun. English suffixes are mostly found in the narrative text of the Legends are adverbial suffixes, and the Indonesian prefixes are in forming verbs.

Differences of English and Indonesia prefixes are in their types. In English prefixes possess types; locative, temporal, and negation. The types of Indonesian prefixes are; such as forming verb, adjective, noun, and interrogative.

Their types are different in the meaning when it is added in a word. In English suffixes own adverbial suffixes, but in Indonesian suffixes do not. However in Indonesian suffixes possess types suffixes namely forming numeral and interrogative, but in English suffixes do not have these types. Similarities between English and Indonesian prefixes and suffixes viz both



of their prefixes own the same type of prefix which shows a quantity. Then, the same types of English and Indonesian suffixes are; both of them possess suffixes namely forming noun, verb and adjective.



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PAPER 3

REVIEW ON TEN DISSERTATIONS WITH RESPECT TO TEACHING AND LEARNING ENGLISH IN A COMPARATIVE PERSPECTIVE

A. INTRODUCTION

In this review, reviewer would like to do a review on the ten dissertations. These dissertations are about teaching and learning English in a comparative perspective. There are ten dissertations that will be reviewed namely the articles are entitles (1) “Teaching and Learning English in Kindergartens in Kaohsiung”, (Chuang 2001), (2) “ Improving Teaching and Learning for English Language Learners”, (Kandel 2009), (3) “Teaching and Learning English Speaking with a Synchronous Audio-Graphic Conferencing Tool: The Case of Englishtown’s Online Conversation Class”, (Candidate Number: 920927 2011). (4) “A Descriptive Case Study of Teaching and Learning in Innovative Middle School Program”, (Armfield 2007), (5) Ideologies of English Teaching and Learning in Taiwan”,



(Chang 2004), (6) “Beliefs about Language Learning and Teaching Approaches Pre-service EFL Teachers in Thailand”, (Vibulphol 2004), (7) “Coming to Know: a Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar”, (Shosh 2002). (8) “A Needs-Based Approach to Teaching and Learning of English for Engineering Purposes”(Sasidharan 2012), and (9) “Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District”,(Bharathi 2012), and (10) “A Study of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School”,(Ju 2010).

Of the ten dissertations, reviewer will do a review to positive and negative aspects, and conduct the review to each of the ten dissertations comparatively to know similarities and differences from the contents of each of the ten dissertations. And in conducting this review, reviewer uses paper organization as follows:



B. SUMMARY OF DISSERTATIONS

Dissertation 1.

- a. **Title:** Teaching and Learning English in Kindergartens in Kaohsiung
- b. **Writer / Researcher:** Mei-Ling Chuang
- c. **Year:** 2001
- d. **Research question(s):**
 1. How is the situation in Kaohsiung kindergartens at the moment?
 2. How are the English classes in Kaohsiung kindergartens?
 3. What are the opinions of kindergarten directors, kindergarten teachers and English teachers regarding an optimal kindergarten English course?
 4. If kindergarten children are too young to do the review at home by themselves, do the parents help them at home to make English learning more effective?
 5. English classes are expensive. Parents pay extra for an English course in kindergarten. It is hard for poor people to afford the costs. Public kindergartens are cheap, but they do not offer



English classes. In view of equality for English learning opportunities between children from rich and poor families, should public kindergartens also offer English classes?

6. What can the government do to improve kindergarten English classes?

e. Method and procedure:

In this study, some instruments utilized: classroom observation and three different kinds of questionnaires, one questionnaire for kindergarten directors, another for both kindergarten and Chinese English teachers, and one for foreign English teachers. there are 67 public kindergartens and 99 registered private kindergartens in the year 2000. Before distributing the questionnaires, all registered private kindergartens in Kaohsiung were contacted to ask whether they provide English classes. The questionnaires were distributed and collected during August and October of 2000. They were distributed to all registered private kindergartens in Kaohsiung. Some questionnaires were posted with self-addressed return envelopes,



while some were distributed and collected by hand.


After the questionnaires were completed and collected, they were examined. Those which were not filled in properly had to be removed. Eventually, 75 questionnaires from kindergarten directors, 117 questionnaires from Chinese English teachers, 22 questionnaires from foreign English teachers and 699 questionnaires from kindergarten teachers were deemed valid and able to be analyzed. The following section will examine the data of the questionnaires, beginning with the basic information of the subjects, then analyzing their opinions to see whether it is appropriate for kindergarten children to learn English. Next, through the questionnaires, we will explore the conditions of kindergarten English classes in Kaohsiung like class period, class size, language used in English classes, and teaching materials.

f. Result / finding

Some matters that will be conveyed concerning with the result/finding as follows:

1. The textbooks of language institutes are usually designed so that students learn every English letter with vocabulary and a rhyme. The English





teachers taught the rhyme with activities and the children loved the rhyme and activities. During classroom observation, Researcher found that most children could remember the rhyme and the activity very well. When they said the rhyme, they always said it with loud and joyful voices, utilizing the activities.

2. Researcher found the English teaching materials of different language institutes are generally adequate. The teaching materials also include interesting tapes, so that the children can listen at home to review what they have learned in class. The language institutes work to continually improve their teaching materials. From that, researcher think the quality of English teaching materials poses no problem for kindergarten English classes. The most important problem for kindergarten English classes is the quality of English teachers.
3. The teaching materials were sufficient. Moreover, the language institute's training of English teachers was very helpful for their English teachers. The last and most important



factor is the qualification of English teachers. How English teachers make the classroom atmosphere joyful and how they teach is more crucial than teaching materials. Many kindergarten English teachers are part time English teachers. They have to make or buy teaching aids by themselves. They also require preparation time. If they are interested in the job and want to spend time preparing and improving their teaching, children can benefit from that.

4. Whether the English teachers are Chinese or foreign is not crucial. The most important points are their qualifications in language competence, teaching technique and personality. If a native speaker of English does not know how to teach English to children, children cannot learn effectively. If a Chinese English teacher teaches well, is competent in English, and uses only English in class, children can also learn well. If children listen to their tape recorders at home, they will develop good listening comprehension and pronunciation.



g. Conclusion:

It is appropriate for kindergartens to offer English classes. Kindergarten English classes have many problems. Besides the problems, it is also unfair for the children who are from poor families. However, there are also disadvantages to this division of students. Some children have learned English in kindergartens, in nurseries or in cram schools, but there are also children who have never learned English before they go to elementary school. They do not learn English because the kindergartens or nurseries, which they attended do not offer English classes, and their parents do not have the money to send them to English cram schools. These children will have to attend the lowest level of English classes in elementary schools and they may feel uncomfortable because their classmates attend the higher level of English classes. They are in the lowest level of English classes not because they are unintelligent, but because their parents cannot afford to have them learn English before they go to elementary school. The children in higher level English classes



are from families who have parents that can afford the expensive tuition. It may cause psychological damage to children from poor families. It will also be a serious flaw in Taiwan's education system.

Dissertation 2.

- a. Title:** Improving Teaching and Learning for English Language Learners
- b. Writer / researcher:** Brooke Elizabeth Kandel
- c. Year:** 2009
- d. Method and procedure:**

The mixed methods studies used student self-report data from the Reading Strategies Questionnaire (RSQ) as well as observational and survey data from a professional development program. Means and standard deviations were reported from the RSQ. Data from the observations of the professional development program were coded to determine the topics that were addressed in the program.

- e. Result / Finding**

Findings from Study I, a research synthesis, highlighted the importance of vocabulary





in English reading comprehension for ELLs.

Results from Study II, which investigated cognitive reading strategy use by Hispanic middle school students, indicated that Hispanic middle school students perceived using both successful and less successful cognitive reading strategies. The extent of use of these strategies, however, indicated that middle school Hispanic students do not use cognitive reading strategies on a consistent basis when reading in English. Significant differences in perceptions of two cognitive reading strategies were found as a function of ELL status, and Hispanic middle school students demonstrated significant differences on eight reading strategies as a function of self-reported reading grade

Study III found that the professional development program that was the focus of the study lacked elements of what is known about quality teacher professional development, such as acknowledging teachers' unique students and classroom contexts and providing long-term support to teachers. Furthermore, the professional program assumed a generic approach to instruction. That is,



the program promoted a one size fits all model of instruction in which the assumption is that there is no need to differentiate instruction for ELLs or other culturally diverse students.

In summary, results from the RSQ indicate that Hispanic ELLs, in general, do not consistently adopt a strategic approach to reading in English. Additionally, while professional development is one avenue to improve the instruction that Hispanic ELLs receive, results from the observations indicate that teachers receive professional development of limited quality and that little of the professional development is connected to instruction for ELLs. Findings from this series of studies can be utilized to inform reading instruction for ELLs and to enhance professional development opportunities for teachers of ELLs.

f. Conclusion:

The three research studies that comprise this dissertation address two critical areas for middle school ELLs: reading and mathematics. Study I (Chapter II) and Study II (Chapter III) addressed reading instruction for ELLs by a)



systematically examining the extant research related to English reading comprehension with middle school ELLs and b) investigating the cognitive reading strategies that Hispanic middle school students perceive using when reading in English. Study III (Chapter IV) addressed another important issue for second language students, that is, classroom practices and professional development focused on mathematics for teachers of ELLs. In the present chapter, in other words, the results of the studies and connect the findings across the three studies while also situating the findings within the current context in which ELLs are educated.

Dissertation 3.

- a. **Title:** Teaching and Learning English Speaking with a Synchronous Audio- Graphic Conferencing Tool: The Case of Englishtown's Online Conversation Class
- b. **Writer/researcher:** Candidate Number: 920927
- c. **Year:** 2011



d. Method and procedure:

This case study has adopted a qualitative approach. Data collection and analysis were carried out in an iterative manner, following an inductive logic. 19 participants were interviewed, among which 16 were students, 2 were teachers and 1 the administrator of Englishtown. In addition, four 45-minutes observations of the online teaching and learning were conducted along with the interviews.

e. Result / Finding:

A wide range of issues have been revealed from the data, which fall under four categories: technically, the network infrastructure is still sapping the efficacy of this technology. The recurrent connection problems have been a primary obstacle to learners' participation. In terms of modes of communication, although the perceived differences between online and face-to-face communication have affected the way participants communicate, they are not seen to affect their language learning. The teaching and learning aspect is a foci of this study. A wide array of issues has been identified,



covering teaching methods, learning design, learner factors and teacher factors. On the affective side, issues related to motivation and anxiety have been disclosed.

Drawing from these findings, recommendations have been proposed at three levels: at the individual level, attention needs to be given to address learner characteristics and to fulfill their expectations; At the methodological level, importance has to be attached to the formation of the group, teacher feedback, use of tool and activity design; At the socio-institutional level, emphasis needs to be placed on improving teachers' social presence in and outside the class. Meanwhile, the need for technical support and additional functionalities should also be properly addressed.

f. Conclusion

Synchronous audio-graphic conferencing (SAC), with its connectivity, simultaneity and affordance of multimodality, prove to be an effective medium for online learning and teaching. Connected with the exploratory study, it has served as a starting point for further investigation of language



teaching and learning with synchronous audio-graphic conferencing technologies. Due to the time and resource constraints, the research findings have been based on small purposive samples. Further research includes conducting a comprehensive survey on randomized samples of Englishtown users so as to achieve quantitative generalizability of the emergent issues on the entire population.

The significance of this study has been manifested in many ways. First, the findings have contributed to the research corpus of the use of synchronous audio-graphic conferencing in language education in terms of broadening the research context as well as research variables. Second, for the beneficiary of this study – Englishtown – the findings have pinpointed important considerations in the design and implementation of SAC technology in online language training. Third, with regard to research methodology replicability, this study has testified the feasibility of the embedded case study design and pointed to the viability of incorporating a “critical case” into a holistic case for corroboration and specificity.



Dissertation 4.

- a. Title:** A Descriptive Case Study of Teaching and Learning in Innovative Middle School Program
- b. Writer/researcher:** Shadow W. J. Armfield
- c. Year:** 2007
- d. Research question:**

There are three primary questions that will be used as guidelines in order to answer the main research question, they are:

- 1) How are teaching and learning experiences planned, implemented, and assessed?
- 2) How is the TILE environment affecting levels of thinking? (Relevant to Bloom's Taxonomy)
- 3) How is technology used in the teaching and learning process?

- e. Method and procedure:**

In December of 2005 the prospectus for this research was passed by the dissertation committee. The researcher immediately submitted documents to the Northern Arizona University Institutional Review Board (IRB). By January 10, 2006 the IRB had approved the research and the documents that would be used in it. In January 10, 2006, parental



informed consent documents were mailed to the homes of the students with self addressed, stamped, envelopes. On January 11, 2006 the researcher visited the two history classes and received consent from teachers, the student teacher, and assent from 56 of the 57 students.

The population of the study was 57 seventh grade students from the team, two teachers and one student teacher. The teachers are both Caucasian males and the student teacher a Caucasian female. The students are both male and female, of African American, Native American, Hispanic, and Caucasian descent, and have multiple levels of academic ability.

The two teachers on the seventh grade team offered their classrooms as the sample. Furthermore, all members of the team were observed in the classroom, only ten of the students, the two teachers, and the student teacher were asked for interviews.

The data was collected through participant observations, focused interviews, the Class Activities Questionnaire , and documentation. The data that resulted from the methods was both qualitative and



quantitative requiring analysis that was both qualitative and quantitative.

f. Result/finding

The first question that was examined was how are teaching and learning experiences planned, implemented and assessed? To allow the reader to assess this question, data was given first describing who was involved in the planning of learning objectives, teaching and learning methods, and assessments. This was followed with an exploration of how learning is assessed in the program. Finally, data was displayed that demonstrated the roles that teachers and students play in the TILE program.

The next question for which data was reported was how was the TILE environment affecting levels of thinking? Readers were given data that described the assignments that students were expected to complete as well as information relating what they must do to be successful on the assignments. Further information for this question was derived by examining the roles of teachers and students and the questions asked in classroom



discussions. Lastly, through the lens of Bloom's taxonomy, statistics of student and teacher views of the levels of thinking in assignments and discussions in the TILE program was presented.

The final question investigated to develop a description of teaching and learning in the TILE program was how was technology used in the teaching and learning processes? The reader was first given an overview of the technologies available for teaching and learning activities. Next, teacher use of technology was relayed. And the last topic to be dealt with was the use of technology by students.

g. Conclusion

This study has made an effort to fully describe teaching and learning in an environment controlled by multiple stakeholders of diverse philosophical backgrounds. In the course of doing this detailed data were examined and presented. The findings shed light on control in the classroom by pinpointing how teaching and learning experiences were planned, implemented, and assessed. The findings demonstrated levels of learning in the program by



unpacking the types of assignments required and the interactions between students and teachers during classroom conversations. Finally, the use of technology was examined through its availability and student and teacher use. The researcher took the role of stakeholder to draw possible conclusions about the data. In this section the researcher shared one or more conclusions that could be made, along with the data, sources, and methodologies supporting them. These findings were also connected with the four core components of the program to determine possible conclusions about the roles played by each. Recommendations for the program are then given based on these possible evaluations. Finally, the limitations and possible avenues for future research based on the findings were given. , although unique to the TILE program, may be used by others to better understand their own teaching and learning environments.



Dissertation 5.

- a. Title:** Ideologies of English Teaching and Learning in Taiwan
- b. Writer / researcher:** Jackie Chang
- c. Year:** 2004
- d. Research question:**

There are some main research questions as follows:

- 1) What are the underlying ideologies of English teaching and learning in Taiwan?
- 2) Why are English teaching and learning regarded as essential elements of social change in Taiwan?
- 3) What are the implications of English teaching and learning in Taiwan in the 21st century?

- e. Method and procedure:**

This study examines ideologies of English teaching and learning in Taiwan.

Both quantitative and qualitative methods are used. Triangulation, a research strategy, is used to provide multiple sources and convincing evidence in the collection and analysis of data. The data consist of promotional texts emanating from language schools, such as school fliers, websites, English teaching job



ads, television commercials and television English teaching programs. There are four main sources of media discourses: Taiwanese government publications, English newspapers, English teaching and learning related websites, and Taiwanese government websites. Additional media discourse have been used as evidence to testify to issues raised in this study. As far as the analysis of features is concerned, a quantitative method is used to identify the occurrence and distribution of lexical collocations and semantic and semiotic components of ideological concepts of ELT in these texts. For the second examination of the data, a qualitative method, Critical Discourse Analysis (CDA) is used to analyze how the functions of these linguistic and semiotic features convey the ideologies.

f. Result / finding:

In the context of ideologies of ELT and SLA in Taiwan. researcher has investigated these ideologies from different perspectives such as political, social, educational, economics, English teaching and learning in Taiwan reflect a native-



speaker-model ideology. A native-speaker-model means that native and non-native English speaking teachers have an equal opportunity to become good English teachers, only if they are teaching separately in different teaching contexts, that is, either in English language schools or in buxiban. the success of English language schools has served as a model for Taiwanese public schools, because the English language schools use CLT and/or an English-only immersion teaching method. English-only immersion teaching is probably the most popular teaching method for children. Regarding the ideological concept of American-English-as-standard-English, the study has pointed out that American English, especially an American accent, is preferred and is taught, and is always presented as proper and correct in Taiwan, because of the close historical and political USA and Taiwan relationship. The study also shows that even when Taiwanese English learners begin at an early age, the reality is that perfect mastery of English is rarely attained.



g. Conclusion:

In general it may be concluded that The EFL profession in Taiwan, by and large, limits its concerns to learner variables, the latest teaching methods, materials, and techniques, but ideological assumptions of ELT and SLA are rarely discussed. Entrenched in the field are ideological beliefs such as English – as – the – global - language, the ideal – English - teacher, the ideal - English- teaching - methodology, American – English – as – standard - English, and the – younger – the -better. These ideologies constitute the context in which English language policies are formed and in which English is taught and learned. They impose constraints on individual choices which can best be understood by investigating the political, social, economic, and cultural factors.



Dissertation 6.

a. Title: Beliefs about Language Learning and Teaching Approaches Pre-service EFL Teachers in Thailand

b. Writer/researcher: Jutarat Vibulphol

c. Year: 2004

d. Research question(s):

Three main research questions were used as the framework of the collection and analysis of the data in the present study.

1. What beliefs about language learning do Thai pre-service EFL teachers report having before and after practice teaching?
2. Are there any significant differences between their reported beliefs before and after practice teaching?
3. Are there any relationships between reported beliefs about language learning and teaching approaches?

e. Method and procedure:

This study were to investigate beliefs about language learning during practice teaching of pre-service EFL teachers in Thailand and the relationship between beliefs about language learning



and teaching approaches. Due to the complex and unobservable characteristics of beliefs about language learning, the present study was designed to use both quantitative and qualitative research methods to elicit data for the analysis. Each method has differing advantages and disadvantages. A quantitative research method can obtain broad, generalizable findings while a qualitative research method can yield in-depth, detailed information. Therefore, using a combination of both methods allows for triangulation of the data to achieve accurate and reliable findings. Three major complementary sources of data were used in the present study. Two distributions of a survey called the Beliefs About Language Learning Inventory (BALLI) provided quantitative data. Observations and interviews were used to elicit the qualitative data. The present study was divided into two phases: a survey phase and a qualitative study phase. The survey phase was aimed to obtain generalizable conclusions about beliefs about language learning of pre-service EFL teachers in Thailand using the findings from the two survey



distributions. The qualitative study phase was to investigate in- dept information about beliefs and teaching approaches of four Thai pre- service EFL teachers by taking into account the findings from all three data sources—surveys, observations, and interviews.

f. Result / finding:

The Thai pre-service EFL teachers' reported beliefs about language learning shared the same tendency in most BALLI items

1. Reported Beliefs about Foreign Language Aptitude
2. Reported Beliefs about the Difficulty of English Learning
3. Reported Beliefs about the Nature of Language Learning
4. Reported Beliefs about Learning and Communication Strategies
5. Reported Beliefs about Motivations and Expectations

The reported beliefs about language learning of the pre-service EFL teachers in Thailand were mostly consistent in the surveys before and after their



practice teaching. Only three beliefs showed significant changes in the survey after the practice teaching at the 0.05 level. These beliefs are beliefs about the pre-service teachers' own possession of foreign language aptitude, beliefs about the importance of correct pronunciation, and beliefs about the value of English in higher education programs. More people reported believing that they themselves had foreign language aptitude whereas fewer people believed that correctness was very important in speaking and that English was required in higher education programs.

There are relationships between three reported beliefs about language learning and their teaching approaches in regard to focusing on form and meaning. The beliefs that appeared to influence the extent to which the pre-service teachers focused on form or meaning are self efficacy or beliefs about one's own English ability, beliefs about the importance of grammar, and beliefs about the difficulty of English skills. The other beliefs did not appear to affect the pre-service teachers' teaching approaches.



g. Conclusion:

The results from the survey phase and the qualitative study phase reveal important findings as follows:

1. Pre-service EFL Teachers in Thailand Possessed Similar Beliefs to Those of EFL Learners
2. Beliefs about Language Learning Were Influenced by Learning Experience as Learners
3. Beliefs Relating to the Use of English Were Influenced by Practice Teaching Experience
4. Beliefs about the Difficulty of English Skills and Self-efficacy Influenced the Use of English outside the Classroom
5. Instructional Practices Were Influenced by Beliefs about Language Learning
6. Beliefs May Not Show Their Effects When Conflicting with Others



Dissertation 7.

- a. **Title:** Coming to Know: a Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar
- b. **Writer/researcher:** Joseph M. Shosh
- c. **Year:** 2002
- d. **Research question:** How to teach the English language arts?
- e. **Method and procedure:**

In this study presented an action research method in the qualitative tradition.

Action research, with its focus upon a partnership between researcher and participants (students) and the effecting of change within the classroom, is philosophically in alignment with a transactional seminar in which all come to know what it means to be a teacher of the English language arts. While researcher kept a reflective journal as part of his field log similar to the one that researcher asked students to maintain, it was inherent within the qualitative paradigm from which researcher was operating to maintain a more complete log as an ongoing record of this research



project. Analysis of data was an ongoing and recursive part of the data collection process. Along the way, a variety of field log data, including his participant observation logs, participant journal entries, and interview transcripts were coded for further analysis. In ascertaining and presenting his findings, Researcher have attempted to establish and maintain a sense of trustworthiness with his participants. To do so, researcher invited participants to be partners rather than subjects in the ongoing data collection process. In obtaining their consent to participate in this study, researcher promised to assure their anonymity and explained the right to withdraw from the study at any time.

Dissertation 8.

- a. Title:** A Needs-Based Approach to Teaching and Learning of English for Engineering Purposes
- b. Writer/researcher:** Priya Sasidharan
- c. Year:** 2012
- d. Research question (s):**
 - 1. Which aspects of the present English language course (goals, content, materials used,



technology involved etc.) in engineering colleges of Orissa need to be modified to meet the engineering students' communicative needs to apply it in real life situations?

2. What are the academic needs and professional needs of the engineering students in the language learning context?
3. Does the English language syllabus in the engineering colleges meet students' academic needs and professional needs]?

e. Method and procedure:

The study involved 770 students and 63 teachers of 20 engineering colleges located in different regions of the state. The tools used for data collection comprised of questionnaire survey among students and teachers. After validating the validity and reliability of the research instruments, the questionnaire survey was conducted among students of 2nd, 4th and 6th semester Bachelor of Technology (B.Tech) students and the teachers' survey was conducted at a workshop conducted by the Biju Patnaik University of Technology (BPUT),



the only technological university in the state which has around 100 engineering and management colleges affiliated to it. The survey was also conducted among students of other government run autonomous colleges and also at National Institute of Technology, Rourkela, and an institute of national importance. The survey was conducted during the academic year 2008-2009. The data collected from the questionnaires were analysed both quantitatively and qualitatively.

f. Result / finding:

The findings were the following:

1. The goals and objectives of the present syllabus are only being partially fulfilled.
2. There is deficient acquisition of English language skills among students for proper application in the workplace context and also in real- life situations, and hence necessary measures need to be taken.
3. Teachers are not getting adequate training in the latest language teaching methods so that effective classroom teaching becomes a norm



rather than an exception.

Aspects of the present English language course (goals, content, materials used, technology involved etc.) in engineering colleges of Indian state of Orissa need to be modified to meet the engineering students communicative needs to apply it in real life situations:

- Interactive sessions for developing communication skills
- Exposure to job related skills
- Practice in grammar and basic LSRW skills
- Usage of relevant software for developing language skills
- Internet integrated language activities

The academic needs and professional needs of the engineering students at different engineering colleges in the Indian state of Orissa:

- Teaching methodologies (individual attention, challenges of mixed ability classes)
- Teaching resources (identifying learning styles, using relevant software etc)
- Professional development programs to train



engineering students (training in latest visual aids, designing activities for the language labs, integrating technology etc.

The English language syllabus in the engineering colleges meet students' academic and professional needs:

The collated data thus identifies the academic and professional needs that are not being met in the language learning context as

- Provision for latest ICT integrated learning resources
- Training in interview skills
- Exposure in job related skills
- Practice in developing soft skills
- Practice in group discussions etc
- Technical English skills especially writing skills using latest technology

g. Conclusion:

The findings of the study indicate that engineering students need not only linguistic competence in English, but also certain life skills and technical skills related to language learning that need to be



included into the syllabus to handle real-life situations on completion of their engineering course. This study thus probed the fulfillment of ELT related goals with reference to the context of engineering studies in Orissa. The existing syllabus of Communicative English course fulfils the goals and objectives only partially and the following needs are to be addressed immediately to improve the quality of ELT in the engineering programs.

Dissertation 9.

- a. Title:** Identification of Problems in Teaching-Learning English in Commerce Colleges of the Kachchh District
- b. Writer/researcher:** V. V. Bharathi
- c. Year:** 2015
- d. Research question(s):**
 1. Why do many students fail to communicate in English, inspite of studying English for ten years at school and college level?
 2. Is it the result of over populated classes which delimit the interaction between the teacher and



the student?

3. Why do many collegians lag in communication skills?
4. Are there any similar problems faced by all the English teachers?
5. Which kind of problems are prevailing in the present scenario in Indian class rooms where English is taught to undergraduate students?
6. Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

e. Method and procedure:

As the researcher planned a descriptive study, keeping in mind the objectives of the study, the researcher had selected the research tools for the study. The selected tools and corresponding objective details are given below in tabular form. All the English lecturers and all the First Year B.Com. students of all the Commerce Colleges affiliated to the K.S.K.V. Kachchh University constituted the population for the present study. the researcher took 406 students as the sample of the study. The



sample constituted 24.69% of the students. The entire research work was conducted in several phases as per the advanced strategic planning of the schedule of data collection from several colleges located in the district of Kachchh. The investigator took the prior permission from the Institutional Heads to collect data from the teachers and the students. The data collection was in the form of responses given by respondents, collected through questionnaires, opinionnaires and structured interviews. The quantitative analysis like the frequency and percentage analysis were calculated wherever necessary. The time period for this data collection fell in the months of March to August 2008.

f. Result / finding: _

English Language Teaching at any level has always been interesting and challenging for the English teachers. This study projected the scenario of teaching and learning of English in Commerce colleges affiliated to the K.S.K.V. Kachchh University, Bhuj. The researcher, while taking interviews of the respondents' noticed that girl students' communicative abilities of spoken English were



comparatively better than that of the boys. It was noticed that boys feel embarrassed to speak in the presence of their teacher and the other classmates. This finding confirmed the impact of personal and psychological factors on learners' language abilities. All the teachers opined that 'lack of exposure' of their students to English language was a major constraint of their students' English language learning. They reported that this lack of exposure hampers their language learning abilities. Some of the teachers reported that many of their students were exposed to English language only in their class rooms. This 'lack of exposure' problem of the students needs special attention of the teachers who can motivate the learners to develop an attitude to learn a language.

g. Conclusion:

Based on the discussion held in the previous section, the following conclusions are drawn.

The study revealed the following conclusions with reference to the teaching methods, syllabus and reference materials, and examination, evaluation patterns, the Students learning problems identified



by the teachers, the students learning problems identified by students

Dissertation 10.

- a. **Title:** A Study of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School
- b. **Writer/researcher:** Yao Ju
- c. **Year:** 2010
- d. **Research question(s):**
 1. Which grammar teaching approaches have been suggested in the Chinese curriculum and syllabus?
 2. How are grammar and grammar exercises represented in the textbooks?
 3. What is the role of grammar teaching in English language teaching classroom in junior secondary school?
 4. What purposes do the teachers and students have for teaching and learning grammar?
 5. What method of teaching grammar should be recommended in junior secondary schools?



6. How do teachers currently practice grammar teaching in the classroom?
7. How can students learn English grammar more effectively and comprehensively?

e. Method and procedure:

The methodology described in this case is interview. There are three types of interviews: Fully structured interview, semi-structured interview and unstructured interview, in which semi-structure was adopted for the present study. In addition, during the interviews, questions must be worded carefully to ensure that participants fully understand the questions asked. We must also possibly omit irrelevant questions or, if needed, include additional relevant ones to extract more information. this method of utilizing interview has both its advantages and disadvantages. The interview is a flexible and adaptable way of gathering information. It can be adjusted to fit the interviewee's actual situation according to how he or she understands the questions, or whether the interviewee demonstrates interests in some issues. If the interviewee is



interested in a particular topic, the interviewer can then ask more in-depth questions and observe the interviewee's response to those issues. Interview provide one with rich material that cannot usually be obtained in questionnaires, such as verbal explanations, emotional expressions and nuances such as word stress. On the other hand, most problematic aspect of interview is that it can be time-consuming. In addition to making arrangements to visit interviewees, the researcher also has to wait for permission and confirm acceptances of interviews.

f. Result / finding:

The Communicative Language Teaching method is the most important teaching method suggested in Curriculum (2001). An analysis of the results revealed that although an inductive teaching and learning approach is mainly suggested in both Curriculum (2001) and Syllabus (2000), there was no textbook that only used the inductive approach, and students who received a combination of both learning methods were found to have higher scores and better grammatical understanding. Therefore,



both deductive and inductive teachings have their positive aspects in teaching and learning progress. His investigation of grammar teaching in textbooks shows that in China, the two most commonly used textbooks in Shanghai and JiangSu province are Oxford English and Fun with English respectively. Both these textbooks contain grammar rules and grammar exercises; however they differ in terms of their teaching approaches. Although these two textbooks analyzed were both based on Curriculum (2001), Fun with English was mainly traditional; it primarily used the deductive approach in both grammar teaching and grammar exercises. The book starts with explanations and learning rules associated with the grammar topics. On the other hand, the use of different teaching approaches is dependent on the attitude towards grammar teaching in schools, and whether there is a smooth, coherent teaching progression of grammar knowledge taught from primary schools to junior schools further to senior high schools. In order to evaluate the effectiveness of a textbook used in teaching English, it is not important to measure how advanced the teaching



method is in the book. Rather, it is more important to determine that the teaching resources are suitable depending on the school's situation, such as how much time is allocated to grammar teaching, the teachers' skills, the students' current competency in the English language, etc. there are two main aspects which affect the use of inductive or deductive teaching approach to teach grammar. One is that the teaching approaches used in the textbook directly affect the teaching and learning approach.

g. Conclusion:

The method of teaching chosen by the teacher naturally influenced the method chosen by students to study. The student will likely use the same learning method as the teacher, and this in turn affects the improvement of different abilities with the English language: for instance, inductive approaches improve students' listening, speaking and reading abilities, and deductive approaches improve students' their writing abilities and competency in understanding grammatical rules. Therefore, in order to cultivate an all- round proficiency in the English language, it is important



to expose students to both learning methods. This knowledge can also be useful for schools; schools can tailor the teaching methods used in classrooms depending on the students' language abilities. Therefore, overall, although curriculum, syllabus and textbooks are important, the schools and teachers have the strongest impact on teaching and the pupils' learning. In addition, using an inductive approach when teaching new grammar topics, but a deductive approach for analyzing grammar rules in the exercises teaching step is a recommendable grammar teaching style.

C. REVIEW ON DISSERTATIONS

In this review, reviewer uses Nurkamto' concept in conducting review on dissertations. Nurkamto (2014a) states that there are some aspects which are reviewed on dissertation, those aspects as follows:

1. Title of research
2. Background of problem
3. Formulation of review
4. Literature Review
5. Methodology
6. Result and discussion



Title of Research

Title of research is the essential quality of any research title. Thus the title should be brief, clear, general, interesting, complete, obvious, accurate, descriptive and comprehensive. It is commensurate with statements of Either Harald (2009) or DAAD (2009). According to Harald (2009) “(Working) Title of your planned dissertation or research report. words in the title should be chosen with great care, and their association with one another must be carefully considered. While the title should be brief, it should be accurate, descriptive and comprehensive, clearly indicating the subject of the investigation”.

Whereas DAAD (2009) states that it should be followed by the title of your planned dissertation (or research project). Keep in mind that at this stage, the title can only be a working title. Nevertheless, all words in the title should be chosen with great care, and their association with one another must be carefully considered. While the title should be brief, it should be accurate, descriptive and comprehensive, clearly indicating your research area. Note that you will only be ready to devise a title once you are clear about the focus of your research.



Furthermore, Dirdjosisworo (1985) states that title for a research must be brief, complete and obvious. Then it can draw attention of someone to read. Title must become the global description about direction, intent, purpose and scope of research. But title must be consistent in the brief, evident and descriptive framework.

According to reviewer, the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are good, because they have shown the features of good titles, accordingly it is easy to understand but on the contrary to dissertations 2, 3 and 7. The titles of them are not so good, because they do not show characteristics of good titles.

In this case, if it is seen from the research titles of the ten dissertations, so reviewer can give views to them comparatively.

The titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are briefer, clearer, more general, more interesting, more complete, more obvious, more accurate, more descriptive, and more comprehensive than that of dissertations 2, 3 and 7. Thus the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 have been able to show characteristics for kind of research and reflect on the research content overall. In other words, the research titles of dissertations 1, 4, 5, 6, 8, 9 and



10 are better than that of dissertations 2, 3 and 7.

So reviewer concludes that the research titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are better than that of dissertations 2, 3 and 7, because the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are briefer, clearer, more general, more interesting, more complete, more obvious, more accurate, more descriptive, and more comprehensive, so they more show characteristics for kind of research and reflect on the research content overall .

Background of Problem

In the background of the problem, need to be explained about the importance of titles under study. In connection with this, the researchers need to present the relevant references based on preliminary studies to reinforce the reasons for selecting the title (Drafting Team: Academic Guidelines of Master Program and Doctoral Study of Islam, postgraduate of UIN Syarif Hidayatullah 2011)

Problem backgrounds written by researchers for dissertations 2, 3, 4, 5, 6, 8 and 9 present the relevant references to support rationales for choosing titles. And they also present matters revolving around things which are



able to support the titles.

According to the reviewer, researchers have been good enough to explain those mentioned things in the background of problem to strengthen the titles they discuss, but on the contrary, dissertations 1, 7 and 10 do not present the relevant references and matters which are able to support the titles.

Furthermore, background of problem is systematic information and interesting problem to research with aiming to explain rationales why the problems in the study want to study and what approaches are used to solve the problem either in theoretical or practical manners, it is equal to Suyitno's opinion. Suyitno (2012a) states that background of problem is composed of systematic information regarding the phenomena and problematic issues that are interesting to study. The background problem is intended to explain the reasons why the problems in the study want to study, the importance of the problem and the approach used to solve the problem both from the theoretical and the practical.

If seen from the Background of problem for the dissertations 1, 7 and 10, reviewer does not find reasons why the problems in the study want to study and what approaches are used to solve the problems. But in the



dissertations 2, 3, 4, 5, 6, 8 and 9 for reviewer, the Backgrounds of problem are clear, because researchers present reasons why the problems in the study want to study and what approaches are used to solve the problems. And what they present in the Background of problem are theoretically supported by experts' opinions, it is in accordance with Suyitno's opinion. Suyitno (2012b) states about how to make the background of the problem with the following steps: Firstly in the early part of the background is a general description of the problem to be in the lift. With the inverted pyramid models create a general overview of issues ranging from the global to the converging focus on the core issues, the object and scope to be studied. Secondly at the center of facts expression , phenomena, data and expert opinion regarding the importance of the problem and its negative effects if it is not soon to be overcome with the support also of theory and previous research. Finally the final section filled with alternative solutions that can be offered (theoretical and practical) and finally comes the title. Accordingly it may be concluded that dissertations 2, 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 7 and 10.




Formulation of Problem

In this section, reviewer reviews ten dissertations in correlation with (1) existence of problem formulations, (2) relevance between problem formulations and discussion, and (3) relevance between problem formulations and titles.

In the context of three items namely existence of problem formulations, relevance between problem formulations and discussion, and relevance between problem formulations and titles, dissertations 4, 6, 8, and 10 can be explained that in correlation with existence of problem formulations, dissertation 4, 6, 8 and 10 show formulations of problem explicitly, beside that in relevance between problem formulations and discussion, their problem formulations have been answered all in chapter of discussion, and in correlation between problem formulations and titles, they include relevant matters. But vice-versa the other dissertations, it can be explained as follows:

1. Existence of problem formulations, some dissertations do not show formulations of problem explicitly viz dissertations 2 and 3.
2. Relevance between problem formulations and discussion, dissertations 5 and 9 in this case:



- 
- a. Problem formulations for dissertation 5 as follows:
- 1) What are the underlying ideologies of English teaching and learning in Taiwan?
 - 2) Why are English teaching and learning regarded as essential elements of social change in Taiwan?
 - 3) What are the implications of English teaching and learning in Taiwan in the 21st century?

Of the three formulations of problem above, there is one formulation of problem that is not answered in chapter of discussion namely point 3), (what are the implications of English teaching and learning in Taiwan in the 21st century?)

- b. Dissertation 9 owns problem formulations as follows:
- 1) Why do many students fail to communicate in English, inspite of studying English for ten years at school and college level?
 - 2) Is it the result of over populated classes which delimit the interaction between the teacher and the student?



- 3) Why do many collegians lag in communication skills?
- 4) Are there any similar problems faced by all the English teachers?
- 5) Which kind of problems are prevailing in the present scenario in Indian class rooms where English is taught to undergraduate students?
- 6) Why do the majority of commerce students from Kachchh fail to perform well in a competitive test especially when their skills are tested in English?

All the formulations of problem above are not distinctly answered in chapter of discussion.

3. Relevance between problem formulations and titles, dissertations 1 and 7 in this case:
 - a. Dissertation 1

Between problem formulation and title shows less relevant, because if looking at the title, its stress is about teaching and learning, but from all problem formulations for dissertation 1 are out of teaching and learning case.



b. Dissertation 7

Dissertation 7 just has one problem formulations (How to teach the English language arts?). If looking at between title and problem formulation, according to reviewer it is less relevant. Because the title of dissertation 7 is about “Coming to Know: Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar” , its stress is concerning Transactional Approach to Teaching and Learning in an English Language Arts Methods Seminar whereas the problem formulation just has question how to teach the English language arts that its stress is English language arts in teaching. Accordingly it is important for extensive problem formulation about Transactional Approach to Teaching and Learning.

So in formulating the problems, researcher is important to pay attention about existence, relevancy, clarity of problem formulations, because formulation of the problem is one stage among a number of stages of the research that has a very important position in research activities. Without



the formulation of the problem, a research activity would be futile and would not produce results even nothing (Arul 2009). Further Konderson states however the problem formulation consists of just one sentence and should make it clear to everyone what research problem, you aim to address and to whom and where it is relevant. In other words, the problem formulation is the heart (or core) of your thesis to which you should always return if you lose track during your further research and writing process. The problem formulation is based on the rationale you reached through your explorative search and may be the first thing you write related to thesis/dissertation. The aim of a problem formulation is also to set a framework for your research and a good problem formulation is essential for completing a good study. In other words in the context of three items namely (1) existence of problem formulations, (2) relevance between problem formulations and discussion, and (3) relevance between problem formulations and titles, dissertations 4, 6, 8 and 10 are better than dissertations 1, 2, 3, 5,7 and 9.



Literature Review

Nurkamto (2014b) states that in conducting review/critical review on dissertation in correlation with literature review, there are some questions that are important to convey.

1. Is the literature review relevant to the research problem?
2. Is the discussion deep and systematic?
3. Are references used quite sophisticated?

Based on the questions, reviewer reviews ten dissertations. Accordingly it may be extended that dissertations 3, 4, 5, 6, 8 and 9 are good and evident enough. Because firstly what researchers set forth at the chapters of literature review correlate to the research problems and they are enough to support the research problems. Secondly, their discussions of literature reviews are deep and systematic, so they are interesting. Finally, each of dissertations 3, 4, 5, 6, 8 and 9 with references that are up-to-date publishings so they are regarded as references that are used are sophisticated.

But on the contrary to dissertations 1, 2, 7, and 10. Firstly, It cannot be known about relevance between literature review and research problem because in those dissertations are not written chapters of literature reviews



explicitely, so they are ambiguous. Secondly they do not use the rule in writing dissertation normally, accordingly their discussions are not so deep and systematic. Their references are not so current, because references that are used under the year 2000 in great quantities enough.

Reviewer concludes that dissertations 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 2, 7, and 10 in correlation with discussion, references, and relevance between literature review and research problem.

Methodology

A good method of research is if it can give the distinct information about place, time of research, source of data, technique of in taking data, technique in analyzing data (Nurkamto 2014c). A good method of research is important, because it produces results that are examinable by peers, methodologies that can be replicated, and knowledge that can be applied to real-world situations. Researchers work as a team to enhance our knowledge of how to best address the world's problems. (Unite for sight 2009) In the context of this matter, it concludes that researchers for the ten dissertations have set forth some components of a good method of research. Furthermore, if it is looked at the



relevance between research method and research problem in the ten dissertations are good and evident enough. Because what are conveyed by researchers at the chapter of results and discussion correlate to the research problems and what become the research problems are explicitly extended at the chapter of the results and discussions in detail. Only from the aspect of research design, there are differences among the ten dissertations namely in dissertations 3,4, 5, 6, 8 and 9 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. While the research design of dissertations 1, 2, 7, and 10 are not so obvious. So, according to reviewer, dissertations 3, 4, 5, 6, 8 and 9 are better than the dissertations 1, 2, 7, and 10 because the research designs of the dissertations 1, 2, 7, and 10 are not so obvious.



Result and discussion

There are some matters and review that reviewer would like to convey in these results.

Result

Nurkamto (2014d) states that in conducting review, it is important to pay attention in result of research: (1) the relevance between research results and the research questions, (2) ability of research results in answers the research question, (3) how research result is served, whether it is deaf, systematic or not and (4) how research result is served, whether or not, it is interesting. Based on Nurkamto's statement, so reviewer extends that firstly, reviewer has a view that what are set forth at each of research results of dissertations 4, 6, 8 and 10 is correlated to each of the research questions of dissertations 4, 6, 8 and 10. So reviewer has opinion that if it is seen from the relevance between research results and the research questions in each of dissertations 4, 6, 8 and 10 can be said that it is coherent. Secondly, seen from what are extended at each of the research results of dissertations 4, 6, 8 and 10, reviewer evaluates that each of researchers set forth them explicitly and in detail to each of the research questions of dissertations 4, 6, 8 and 10. In other words, it



shows that each of researchers have been able to answer the questions of research. Thirdly, after seeing what are conveyed at the results of research, reviewer evaluates that each researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, dissertations 4, 6, 8 and 10 are interesting enough, because the presentation of research results are obvious, coherent and can answer questions of research. But on the contrary to dissertations 1, 2, 3, 5,7 and 9, in result of research namely (1) they are not coherent in relevance between research results and the research questions, (2) ability of research results in answers the research question. Each of researchers have not been good to answer the questions of research. (3) how research result is served, whether it is deep, systematic or not. Each researchers answer and explain research question but it is not so deep, systematic and explicit, based on data that are obtained and (4) how research result is served, whether or not, it is interesting. Dissertations 1, 2, 3, 5, 7 and 9 are not so interesting , because the presentation of research results are not so obvious, coherent and able to answer questions of research.



Reviewer concludes that in relation to result of research namely (1) the relevance between research results and the research questions, (2) ability of research results in answers the research question, (3) how research result is served, whether it is deaf, systematic or not, and (4) how research result is served, whether or not, dissertations 4, 6, 8 and 10 are better than dissertations 1, 2, 3, 5, 7 and 9.

Discussion

In these dissertations, reviewer sees that system of writing among them are different from one another. In dissertations 2, 3, 8, 9 and 10 have chapters of discussion which denote things to support findings with the concepts theoretically, based on some experts's opinions, whereas dissertations 1, 4, 5, 6 and 7 do not have chapters of discussion.

Thus, if it looks at chapters of result and discussion, it may be concluded that dissertations 2, 3, 8, 9 and 10 are better than dissertations 1, 4, 5, 6 and 7, because researchers of dissertations 2, 3, 8, 9 and 10 elaborate upon what becomes their findings, and then they support findings with the concepts theoretically, based on some



experts's opinions. Whereas dissertations 1, 4, 5, 6 and 7 do not indicate like what dissertations 2, 3, 8, 9 and 10 elaborate upon.

Conclusion

Based on what are presented above, so reviewer takes conclusion comparatively in the context of similarities and differences of the three articles as follows:

Firstly, in the aspects of problem formulation and result, dissertations 4, 6, 8 and 10 have similarities but are different from dissertations 1, 2, 3, 5, 7 and 9, thus it can be explained as follows: a) problem formulations of Dissertations 4, 6, 8, and 10 in correlation with existence of problem formulations, they show formulations of problem explicitly, beside that in relevance between problem formulations and discussion, their problem formulations have been answered all in chapter of discussion, and in correlation between problem formulations and titles, they include relevant matters. While dissertations 1, 2, 3, 5, 7 and 9. Existence of problem formulations, dissertations 2 and 3 do not show formulations of problem explicitly. In dissertation 9, formulations of problem are not distinctly answered in chapter of discussion. In



dissertation 1 and 7 between problem formulations and title shows less relevant, b) results of dissertations 4, 6, 8 and 10, firstly, what are set forth at each of research results of dissertations 4, 6, 8 and 10 is correlated to each of the research questions of dissertations 4, 6, 8 and 10. So from the relevance between research results and the research questions in each of dissertations 4, 6, 8 and 10 is coherent. Secondly, what are extended at each of the research results of dissertations 4, 6, 8 and 10, each of researchers set forth them explicitly and in detail to each of the research questions of dissertations 4, 6, 8 and 10. In other words, it shows that each of researchers have been able to answer the questions of research. Thirdly, after seeing what are conveyed at the results of research, reviewer evaluates that each researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, dissertations 4, 6, 8 and 10 are interesting enough, because the presentation of research results are obvious, coherent and can answer questions of research. Whereas dissertations 1, 2, 3, 5,7 and 9, in result of research namely (1) the relevance between research results and the research questions, they are not coherent (2)



ability of research results in answers the research question have not been good to answer, (3) how research result is served, whether it is deep, systematic or not. Each researchers answer and explain research question but it is not so deep, systematic and explicit, based on data that are obtained and (4) how research result is served, whether or not, it is interesting. Dissertations 1, 2, 3, 5,7 and 9 are not so interesting , because their presentation of research results are not so obvious, coherent and able to answer questions of research.

Secondly, from angle of title of research, there are similarities among dissertations 1, 4, 5, 6, 8, 9 and 10 but different from dissertations 2, 3 and 7. The research titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are better than that of dissertations 2, 3 and 7, because the titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are briefer, clearer, more general, more interesting, more complete, more obvious, more accurate, more descriptive, and more comprehensive, so they more show characteristics for kind of research and reflect on the research content overall . In other words, titles of dissertations 1, 4, 5, 6, 8, 9 and 10 are good, because they have shown the features of good titles, accordingly it is easy to understand but on the contrary to



dissertations 2, 3 and 7. The titles of them are not so good, because they do not show characteristics of good titles.

Thirdly, in the aspect of problem background, dissertations 2, 3, 4, 5, 6, 8 and 9 have similarities but are different from dissertations 1, 7 and 10. Problem backgrounds for dissertations 2, 3, 4, 5, 6, 8 and 9 present the relevant references to support rationales for choosing titles. And they also present matters revolving around things which are able to support the titles and have been good enough to explain those mentioned things in problem background to strengthen the titles they discuss, but on the contrary to dissertations 1, 7 and 10. They do not present the relevant references and matters which are able to support the titles. In the dissertations 2, 3, 4, 5, 6, 8 and 9, the backgrounds of problem are clear, because researchers present reasons why the problems in the study want to study and what approaches are used to solve the problems. And what they present in the Background of problem are theoretically supported by experts' opinions. But in dissertations 1, 7 and 10 are not found reasons why the problems in the study want to study and what approaches are used to solve the problems.



Fourthly, from angle of review literature, there are similarities among dissertations 3, 4, 5, 6, 8 and 9 but are different from dissertations 1, 2, 7, and 10. Review literature of dissertations 3, 4, 5, 6, 8 and 9 are good and evident enough. Because firstly what are set forth at the chapters of literature review correlate to the research problems and they are enough to support the research problems. Secondly, their discussions of Literature Reviews are deep and systematic, so they are interesting. Finally, each of dissertations 3, 4, 5, 6, 8 and 9 with references that are up-to-date publishings so they are regarded as references that are used are sophisticated. But on the contrary to dissertations 1, 2, 7, and 10. Firstly, It cannot be known about relevance between literature review and research problem because in those dissertations are not written chapters of literature reviews explicitly, so they are ambiguous. Secondly They do not use the rule in writing dissertation normally, accordingly their discussions are not so deep and systematic. Their references are not so current, because references that are used under the year 2000 in great quantities enough.



Fifthly, in the aspect of methodology, dissertations 3, 4, 5, 6, 8 and 9 have similarities but are different from dissertations 1, 2, 7, and 10. From the aspect of methodology namely research design, in dissertations 3, 4, 5, 6, 8 and 9 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. While the research design of dissertations 1, 2, 7, and 10 are not so obvious.

Sixthly, from angle of discussion, there are similarities among dissertations 2, 3, 8, 9 and 10 but different from dissertations 1, 4, 5, 6 and 7. In dissertations 2, 3, 8, 9 and 10 have chapters of discussion which denotes things to support findings with the concepts theoretically, based on some experts's opinions, whereas dissertations 1, 4, 5, 6 and 7 do not have chapters of discussion.

Thus, based what are conveyed above, it may be comparatively stated that (1) dissertations 4, 6, 8 and 10 are better than dissertations 1, 2, 3, 5, 7 and 9 in the aspects of problem formulation and result, (2) dissertations 1, 4, 5, 6, 8, 9 and 10 are better from dissertations 2, 3 and 7 From angle of



title of research, (3) dissertations 2, 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 7 and 10 in the aspect of problem background, (4) dissertations 3, 4, 5, 6, 8 and 9 are better than dissertations 1, 2, 7, and 10 from angle of review literature, (5) dissertations 3, 4, 5, 6, 7, 8 and 9 are better. than dissertations 1, 2, 7, and 10 in the aspect of methodology, and (6) from angle of discussion, there are similarities among dissertations 2, 3, 8, 9 and 10 are better than dissertations 1, 4, 5, 6 and 7 from angle of discussion.



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PAPER 4

COMPARISON AMONG THREE ARTICLES OF INSTRUCTIONAL PEDAGOGIES

**(A critical Review on Three Journal Articles Reporting Research about
Contemporary Teaching Methods and Current Pedagogical Issues)**

Abstract

This review is aimed at knowing and extending the content of three journal articles reporting research regarding contemporary teaching methods and current pedagogical issues.

A. INTRODUCTION

In this critical review, reviewer would like to do a critical review on the three journal articles reporting research. The articles are about instructional pedagogies in the context of contemporary teaching method and current pedagogical issues. There are three articles that will be reviewed namely the articles are entitles (1) “Supporting the development of students’ academic writing through collaborative process writing”, written by Mutwarasibo, (2) “The impact of student



teaching on discipline referrals in an urban Texas school district”, written by Uriegas, Kupczynski and Mundy, and (3) “Religious private high school students’ perceptions of effective teaching”, written by Dozier, (<https://www.liberty.edu/academics/cte/?PID=24755>).Of the three articles,reviewer will do a critical review to positive and negative aspects, andconduct the critical review to each of the three articles comparativelyto know similarities and differences from the contents of each of the three articles.

B. SUMMARY OF ARTICLES

Article 1.

- a. **Title:** Supporting the development of students’ academic writing through collaborative process writing.
- b. **Writer / Researcher:** Faustin Mutwarasibo
- c. **Name and date of the journal:** Journal of Instructional Pedagogies, 11th May 2013
- d. **Research question:**How is undergraduate university students in Rwanda experience collaborative process writing as an instruction method capable of helping them improve their academic writing abilities in English?.



e. Methods:

Settings, Participants and Ethical Considerations

The research was conducted in one higher learning institution in Rwanda in 2009 and involved 34 second-year undergraduate students and one instructor of a Written English II module. All students were enrolled in the discipline of Modern Languages and their participation was entirely voluntary. Other ethical issues pertaining to participants' anonymity and confidentiality were also observed by using Roman numerals to refer to groups, letters F for females and M for males, followed by numbers.

Design of the Intervention and Implementation Procedures

The academic writing intervention took place in the middle of the Written English II module which is normally offered to second-year undergraduate students in the discipline of Modern Languages. The module comprises 200 hours of student notional learning time. Of the 200 hours, only 10 hours were devoted to the academic writing intervention.

To start writing, the instructor requested the students to propose an argumentative topic to work



on in small groups. Groups of students were introduced to the various stages of writing and were then instructed to produce a 400-word essay. All groups were guided to follow the planning, drafting, reviewing, revising and editing stages of writing. The researcher also attended classroom writing sessions to make sure the academic writing intervention was conducted as designed.

Data Collection and Analysis

Beyond the classroom writing sessions, in-depth, open-ended interviews were conducted in English with individual groups of students and on separate occasions. The interview questions focused on the ideas that students had of academic writing. All interviews were audio-recorded, each lasting 20 minutes on average.

To analyze the data, all audio-recorded interview responses were first transcribed. Next, the data were organized according to the original order of interview questions and across the groups of respondents. Then, the data were read, re-read and closely examined until the main categories and sub-categories were derived. Finally, an inductive



analysis of the data was applied by interpreting the meanings reflected by those categories and sub-categories and by quoting representative interview responses.

f. Findings and discussion

Finding

The analysis of findings focuses on students' understanding of the academic writing activity before the intervention, how they experienced the introduced writing processes and their new perspectives on writing in an academic context after the intervention.

Students' Understanding of the Academic Writing Activity

With a few exceptions, students' views on academic writing generally meant that it is a very challenging activity. Under this category, three sub-categories were found, namely writing as a thought-provoking and organized activity, an iterative activity and a means to position oneself in a discourse community.

Writing as a Thought-provoking and Organized Activity




When the groups of students were asked to explain the ideas they had about academic writing before they started to write, some of them clearly mentioned their worries about the type of information to include, how to obtain and organize it. Other groups of students made it clear that it was actually more difficult for them to organize the information than collecting it. Most students refer to reading, thinking and organization as prerequisites to any writing activity, which are not easily achievable.

Writing as an Iterative Activity

Through students' responses, it was noted that it was not actually their first time to be exposed to the processes of writing. Another student supported this, saying that "writing is really challenging; you need to follow some stages,...you need to take your time and decide what to keep and what to correct" . To some students, the information and knowledge about the writing stages were evident. But the way they used to translate them into practice was yet to be proven.

Writing as the Means to Position Oneself in a Discourse Community





In a number of ways, students' responses showed how writing can be a means to engage with a discourse community for which they are writing. While reflecting on the writing activity especially when carried out in English, another student pointed out that he is mostly wary of language-related mistakes.

Experiences with the Writing Processes

The explanations for students' planning difficulties is that they found it relatively easy for a group to collect ideas or search for information but difficult to agree on the exact path to follow while developing their essay. Some of their views were expressed as: "The most difficult stage was that of organizing ideas. It happened that one of us wished to put a given idea in the introduction whereas another one said 'no, let's place it in the body [of essay]"

Students' responses on the most difficult stages of their writing were quite similar to what they deemed most essential, that is, planning, organization or ordering of written information. Two students justified their standpoint arguing that "we need to make sense of all ideas collected so that we



know what to keep and what to leave. So the most essential stage for me is the selection of key ideas to develop”.

New Perspectives on Academic Writing

Students’ new perspectives on academic writing include what they say they gained from the writing exercise, what they see as persistent problems and what they propose to be done so that they are able to overcome them.

Gains from the Argumentative Writing Exercise

A few respondents were keen to highlight its potential to sharpen their mind as well as its important appeal even beyond the academic context. Their views were articulated as: “I find [argumentative] writing a very good exercise because it enlightens your mind and sparks your reflection”. Another respondent added that “writing is an essential skill in our life because when we leave the university, most of what we will be required to do will be centered on writing”.

Specific Academic Writing Problems and How to overcome them



In general terms, persistent academic writing problems pointed out by students themselves were related to structure and organization (how to divide and order paragraphs), cohesion and coherence, content and focus (developing convincing arguments supported by examples), language interference (thinking in Kinyarwanda and writing in English) and grammatical errors (word choice, word order, use of tenses and spelling). To overcome their academic writing problems, students propose a number of strategies mainly centered on the role of the instructor and, to a less extent, on that of their peers. More specifically, students request more practice in process writing under the guidance of their instructor.

Discussion

To gain knowledge about what students understand by academic writing before embarking on their experiences of the technique itself, the challenges it posed and the new perspectives it could open up to them. According to Starfield (2007) it is crucial for instructors to learn about their students' prior perceptions and assumptions about writing so



that they build upon them in an effort to help them become acquainted with the requirements of disciplinary discourses.

Looking at writing as a thought-provoking and organized activity refers to the cognitivist approach to learning. In this approach, writing is conceived as an activity which requires thinking processes since it involves seeking ideas in long-term memory (Tynjälä et al., 2001).

Translated into practice, the writing processes involve collecting ideas and converting them into sentences which in the end make up a whole text. These processes cannot be completed at once but rather occur in a number of recurring stages of planning and organization, drafting, revising and editing. Thus, writing stimulates thinking and reflection which also support learning (Boscolo & Mason, 2001; Tynjälä, 1998).

Writing moves into various recursive processes and some of them require the intervention of more knowledgeable individuals for the final text to be more meaningful. This intervention of other people in an individual's writing processes confers the social



nature of writing which is linked to the social constructivist and socio-cultural theories of learning. Both theories emphasize the role of learners' social interaction and their participation in the cultural discourse practices (Starfield, 2007; Tynjälä et al., 2001). Students found the planning and organization stages of process writing the most difficult while at the same time the most essential of all. After writing, students also mentioned that they were not sure of how to deal with the issues of content, cohesion and coherence and grammar. According to writing researchers and practitioners, the above findings do not actually depict a hopeless situation since more experienced writers normally spend a substantial amount of their time planning and organizing what they are going to write and what to include. The same researchers and practitioners advise writers to avoid being overly concerned with linguistic accuracy unless it affects the meaning of text (Coffin et al., 2003; Fernsten&Reda, 2011; Ivanič, 2004).

The entire responsibility to solve their academic writing difficulties was on the instructor. That is why the solution to students' academic writing



problems should mainly come from themselves. In this regard, students resolved to dedicate themselves more to collaborative work and to engage more openly in group debates as a means to sharpen their thinking and learning. Tynjälä et al.'s (2001) view that combining writing with other forms of discourse like reading, classroom talks and group discussions is an authentic way to learn because in real life “we do not learn only contents but also modes of action and social and cultural practices”

g. Conclusion

This study has shown that it is possible to improve the way students perceive and do academic writing through collaborative process writing, students have been enabled to spot their academic writing difficulties. Collaborative writing has enabled students to be exposed to and make sense of different views and arguments, which could in the end help shape the individual student's way of thinking and going about academic writing.

From a theoretical perspective, this study has expanded on the existing theories and approaches to



the teaching and learning of academic writing. More concretely, the study has demonstrated what students are likely to gain when they shift from the traditional study skills discourse of writing, which is still dominant in the context of the study, to the academic socialization discourse of writing.

Article 2.

- a. Title:** The impact of student teaching on discipline referrals in an urban Texas school district.
- b. Writer/Researcher:** Brian Uriegas, Lori Kupczynski, and Marie-Anne Mundy
- c. Name and date of the journal:** Journal of Instructional Pedagogies, 12th September 2013.
- d. Research questions:** Is there a relationship between student teaching and the number of discipline referrals written by teachers? , what is a correlation existed between these factors and the number of discipline referrals written by teachers?.
- e. Methodology:**

The data in this study were provided by a rural south central Texas school district. All collected



data were numerical in nature; the methodology of the study was quantitative.

The data on student teaching and discipline referrals were collected through the school district's personnel office at the campus level. The teacher demographic data were collected through the school district's personnel coordinator. The data were then compiled into an SPSS data files.

The district personnel database provided teacher demographic information. The teacher demographic data served as covariates to equate differences between the groups. The discipline data for each teacher were collected by campus. Here, the researchers were the only persons that had access to the identification of the research subjects. SPSS, the Statistical Package for the Social Sciences version 20.0, was the electronic data analysis tool used.

For this study, the researchers used a hierarchical regression to analyze the data. To run the hierarchical regression the researchers input the dependent variable, classroom management as measured by discipline referrals, and then input the block of independent variables.



f. Results:

In this study, 49 middle school teachers were analyzed. The demographic information for this sample is listed. Overall, an average of 5.27 discipline referrals were written; participants with student teaching completed an average of 4.96 referrals and those with no student teaching completed an average of 5.34 referrals.

The results show that Model 1 (demographics) accounted for 8.3% of the variance in the participants' discipline referrals. Entry of the student teaching variable (Model 2) resulted in an R Squared change of .000, thus entry of the certification variable did not increase the explained variance in the participants' discipline referrals.

The analysis of variance (ANOVA) represented by Table 4 (Appendix) shows that entry of the set of demographic variables alone (Model1) yielded an insignificant prediction equation, $F(5, 43) = .78, p = .57$. Addition of the student teaching variable (Model 2) resulted in an overall insignificant equation, $F(6, 42) = .64, p = .70$, this resulted in no significant difference in the number of



discipline referrals that were written.

For this study, 39 high school teachers were also analyzed. Demographic information for this sample is listed. Overall, an average of 4.92 discipline referrals were written; participants with student teaching completed an average of 3.82 referrals and those with no student teaching completed an average of 5.36 referrals.

The results show that Model 1 (demographics) accounted for 7.3% of the variance in the subjects' discipline referrals. Entry of the student teaching variable (Model 2) resulted in an R Squared change of .021, thus entry of the certification variable increased the explained variance in the subjects discipline referrals by 2.1% to a total of 9.4%.

The analysis of variance (ANOVA) represented by Table 8 (Appendix) shows that entry of the set of demographic variables alone (Model1) yielded an insignificant prediction equation, $F(5, 33) = .52, p = .76$. Addition of the certification variable (Model 2) resulted in an overall insignificant equation, $F(6, 32) = .55, p = .77$. This resulted in no



significant difference in the number of discipline referrals that were written between the traditional route ($M=3.82$, $SD=4.90$) and the alternative route ($M=5.36$, $SD=8.42$).

g. Conclusion

Examining the effects of the presence or absence of student teaching on the number of discipline referrals written by secondary teachers in a rural south central Texas school district found that there were no significant differences or effects. The results of this study yielded no proof that the presence or absence of student teaching had a significant effect on classroom management as measured by discipline referrals. The researchers make the conclusion that the fact that there are no significant differences between the presence and absence of student teaching is the result of the effects of all other variables such as age and years of experience. For administrators and human resource personnel, the results of this study suggest that hiring practices should not attempt to avoid teachers with no student teaching experience as there is no



significant difference in the ability to manage a classroom. Additional research should be done to determine effects of student teaching on student achievement and teacher retention.

Article 3.

- a. Title:** Religious private high school students' perceptions of effective teaching.
- b. Writer/researcher:** Cherylann Dozier.
- c. Name and date of the journal:** Journal of Instructional Pedagogies, 9th October 2012.
- d. Research question:** What are the student perceptions of effective teaching at religious private high schools?
- e. Methodology:**

Design

This qualitative study was designed to explore high school students' perceptions of effective teaching. For this study, data were gathered using two methods: questionnaire and focus group interviews. An open-ended questionnaire began with seven demographic questions addressing the students' gender, ethnicity, grade level, grade point



average (GPA), homework amount, and years attending private schools. Using a set of semi structured questions, students in the focus groups discussed their perceptions and experiences, and responded to each others' ideas and views regarding effective teaching.

Selection of Participants

Criterion-based purposeful sampling for selecting schools and students was employed in this research to “discover, understand, and gain insight [from] a sample from which the most can be learned”. The target population was male and female high school students in grades 9 through 12. The accessible population was 100 students from each of the six schools. From these students, 45 were randomly chosen to participate in the focus group interviews: one male and one female from each of the four grades in each of the six schools.

Data Analysis

In this study, using three procedures for analyzing data in qualitative research: “preparing and



organizing the data, reducing the data into themes, then representing the data in figures, tables or a discussion. And then the constant comparative approach was used throughout the analysis meaning that data from the focus groups were reviewed and cross-compared until no further information or conclusions could be drawn.

f. Results and discussion

Results

Student responses specially regarding effective Teaching Techniques identified a wide range of activities and methods, taking into consideration the various learning styles, needs, and skills of the students. They recognized homework as important to their learning but wanted it to be monitored. Also, with notes and lectures was the suggestion to incorporate activities.

Overall finding can be conveyed that answers to the research question can be clearly identified by the greatest number of students who gave responses in each of the effective teaching categories. Students clearly indicated that Teaching Techniques,



Classroom Environment, and Teacher Qualities were elements of effective teaching.

With fewer answers, students acknowledged to a lesser degree the importance to effective teaching of managing the classroom, knowledge of the subject, and other elements.

Discussion

Several salient overall results indicate differences among some students' perceptions of effective teaching.

1. A and B average students have a different relationship with their teachers than do C average students: personal versus detached. Additionally, A and B average students view their teachers as more available and accessible to students than do C average students who view teachers as available after school only.
2. The A and B average students view classroom activities as effective teaching methods for the students' learning and reinforcement. In contrast, the C average



students' responses did not address learning but seemed to indicate the desire to have fun with others in their classes.

3. Religious private high school students are savvy regarding learning activities and methods and recognize that effective teachers incorporate these tools into lessons to help all students learn.
4. Religious private high school students have definite opinions as to which activities and methods they do and do not like.
5. The religious private high school students emphasized the importance of the student-teacher relationship, indicating it was the basis for effective teaching.
6. Students' responses demonstrated the importance of integrating the Bible, Christianity, and Biblical principles into the student-teacher relationship, teaching techniques (activities/methods), and the school environment.



g. Conclusion

Effective teaching research has impacted the education community both in teacher preparation programs and principal licensure programs. On the basis of this research, characteristics of effective teaching have been established and implemented. While educators acknowledge the significance of effective teaching as it impacts students, few have students' feedback on effective teaching.

Historically, college students have been given a voice in defining effective teaching, but not high school students. College professors have improved their classroom instruction as a result.

C. CRITICAL REVIEW

Some matters that will be reviewed as follows:

Title of research

Title of research paper/article is the essential quality of any research title. Thus the title should be brief, clear, general, interesting, complete and obvious It is commensurate with statements of Bruckner and Yashroy. According to Bruckner (2013) "the title must present a



clear idea of what the reader can expect from the article”. While Yashroy (2013) states that the title of a Research Paper / title be more general and interesting.

Furthermore, Dirdjosisworo (1985) states that title for a research must be brief, complete and obvious. Then it can draw attention of someone to read. Title must become the global description about direction, intent, purpose and scope of research. But title must be consistent in the brief, evident and descriptive framework.

In this case, if it is seen from the research titles of the three articles, so reviewer can give views to them comparatively.

The research titles of the article 1 and the article 3 are better than the article 2, because the titles of article 1 and the article 3 are briefer, clearer, more general, more interesting, more complete and more obvious, so both more show characteristics for kind of research and reflect on the research content overall than that of the article 2.



Abstract

Abstract of the article 1 and the article 3 are coherent, brief, and has elements namely the purpose, methods, results and conclusions, and also contain information that are included in the articles. While abstract of the article 2 contains no information that are not included in the paper and is coherent and brief enough, but it just possesses components that comprises the purpose, methods. So according to reviewer, the article 1 and the article 3 are better than the article 2, because both the article 1 and the article 3 are better, because they more indicate the good abstracts. A good abstract is if it is coherent, brief, able to stand by itself a unit of information, and has elements namely the background, purpose, focus, methods, results and conclusions, and also contains no information not included in the paper. It is in accordance with what The University of Adelaide (2014) extends that a good abstract: (1) uses one well-developed paragraph that is coherent and concise, and is able to stand alone as a unit of information, (2) covers all the essential academic elements of the full-length paper, namely the background, purpose, focus, methods, results and conclusions, (3) contains no information not included



in the paper.

Introduction

The introduction is the first paragraph of a written research paper/article and in introduction, normally there are two elements namely the general introduction to the topic will be discussed and thesis statement. It is the same as Cambridge Ringe and Latin School (2014) that an introduction is the first paragraph of a written research paper/article, or the first thing you say in an oral presentation, or the first thing people see, hear, or experience about your project.

It has two parts:

1. A general introduction to the topic you will be discussing
2. Your Thesis Statement.

If seen from introduction, the article 2 and the article 3 are better than the article 1, because they show their components that consist of a general introduction to the topic which will be discussed and thesis statement. Whereas the article 1 indicates its component namely a general introduction to the topic which will be discussed, but its thesis statement is not



explicitly written by researcher. Consequently, it is ambiguous, whether or not, it has thesis statement. The thesis statement is a part in the introduction which is essential. Because a thesis statement usually appears near the end of the introductory paragraph of a paper, and it offers a concise summary of the main point or claim of the essay, research paper, etc. A thesis statement is usually one sentence that appears at the end of the first paragraph, though it may occur as more than one(Jonathan Culler and Kevin Lamb 2003).

Theoretical Review

The article 1 is entitled, “ Supporting the development of students’ academic writing through collaborative process writing”, written by Mutwarasibo. In writing literature review, researcher writes matters to support his research namely concerning context and motivation, role of writing in the academy, and positioning students in academic writing discourses. In reviewer’s opinion, the three matters are general by nature and unadequate, thus it is important to write specially theories about development of students’ academic writing and



collaborative process writing in order to be more fervent in supporting his research. The article 2 is entitled, “The impact of student teaching on discipline referrals in an urban Texas school district”, written by Uriegas, Kupczynski and Mundy. In their literature reviews, researchers write to support his research only in the regard with becoming a teacher, classroom management, and pre-service field based experience. If it is seen from the title of the article, exactly, the theories about the impact of student teaching is fundamental and more important to write in the literature review, than the three mentioned things. The article 3 is entitled “Religious private high school students’ perceptions of effective teaching”, written by Dozier. In his literature review is written about important of effective teaching and studies of effective teaching. Reviewer thinks that it is representative to support his research. Furthermore, if it is seen from aspect of the relevance between theoretical review and research problem (Nurkamto 2014a). According to reviewer, the relevance between theoretical review and research problem from the three articles, researcher has opinion that the article 3 more correlates to the research problem than the article 1 and the article



2. So ,seen from aspect of the literature review, according to reviewer, article 3 is better than the article 1 and the article 2.

Methodology

A good method of research is if it can give the distinct information about place, time of research, source of data, technique of in taking data, technique in analyzing data (Nurkamto 2014b). A good method of research is important, because it produces results that are examinable by peers, methodologies that can be replicated, and knowledge that can be applied to real-world situations. Researchers work as a team to enhance our knowledge of how to best address the world's problems. (Unite for sight 2009) In the context of this matter, it concludes that researchers for the three articles have set forth some components of a good method of research. Furthermore, if it is looked at the relevance between research method and research problem in the three article are good and evident enough. Because what are conveyed by researchers at the part of results and discussion correlate to the research problems and what become the research problems are explicitly extended at



the part of the results and discussions in detail. Only from the aspect of research design, there are differences among the three articles namely in the article 1 and article 3 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. While the research design of the article 2 is not so obvious. So, according to reviewer, the article 1 and article 3 are better than the article 2, because the research design of the article 2 is not so obvious.

Results and discussions

- **Results**

There are some matters and critical review that reviewer would like to convey in these results.

Nurkamto (2014c) states that It is important to pay attention in result of research: (1) the relevance between research results and the research questions, (2) ability of research results in answers the research question, (3) how research result is served, whether it



is deep, systematic or not and (4) how research result is served, whether or not, it is interesting. Based on Nurkamto's statement, so reviewer extends that firstly, reviewer has a view that what are set forth at each of research results of the three articles, it is correlated to each of the research questions of the three articles. So reviewer has opinion that if it is seen from the relevance between research results and the research questions in each of the three articles, can be said that it is coherent. Secondly, seen from what are extended at each of the research results of the three articles, reviewer evaluates that each of researchers set forth them explicitly and in detail to each of the research questions of the three articles. In other words, it shows that each of researchers have been able to answer the questions of research. Thirdly, after seeing what are conveyed at the results of research, reviewer evaluates that each researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, the three articles are interesting enough, because the presentation of research results are obvious, coherent and can



answer questions of research.

- **Discussions**

In these articles, reviewer sees that system of writing among them are different from one another. In the article 1 has an element or a part of discussion which denotes a things to support findings with the concepts theoretically, based on some experts's opinions, whereas the article 2 and the article 3 do not have an element of discussion.

Thus, if it looks at the elements of result and discussion, the article 1 specially is better than the article 2 and the article 3, because researcher of the article 1 elaborates upon what becomes his findings, and then he supports findings with the concepts theoretically, based on some experts's opinions. Whereas the article 2 and the article 3 do not indicate like what the article 1 elaborates upon.



Conclusion

A. Comparison in the context of similarities and differences of the three articles

1. In the aspects of research title, abstract and methodology , the article 1 and the article 3 have similarities but are different from the article 2, thus it can be explained as follows:

- The titles of the article 1 and the article 3 are briefer, clearer, more general, more interesting, more complete and more obvious, so both titles of the article 1 and the article 3 more show characteristics for kind of research and reflect on the research content overall than that of the article 2.
- Abstract of the article 1 and the article 3 are coherent, brief, and has elements namely the purpose, methods, results and conclusions, and also contain information that are included in the articles. While abstract of the article 2 contains no information that are not included in the paper and is coherent and brief enough, but it just possesses components that



comprises the purpose, methods. In other words, the article 1 and the article 3 more indicate the good abstracts than the article 2.

- In the article 1 and article 3 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. Whereas the research design of the article 2 is not so obvious.

2. From angles of introduction, there are similarity between the article 2 and the article 3 but different from the article 1, pay attention the following explanation:

The article 2 and the article 3 show their components that consist of a general introduction to the topic will be discussed and thesis statement. Whereas the article 1



indicates its component namely a general introduction to the topic which will be discussing, but its thesis statement is not explicitly written by researcher.

3. From the angle of the literature review, the article 3 is different from the article 1 and the article 2:

The relevance between theoretical review and research problem from the three articles, researcher has opinion that the article 3 more correlates to the research problem than the article 1 and the article 2.

4. In the aspects of result and discussion, the article 1 is different from the article 2 and the article 3, the explanation as follows:

The article 1 elaborates upon what becomes his findings, and then he supports findings with the concepts theoretically, based on some experts's opinions. But the article 2 and the article 3 do not indicate like what the article 1 elaborates upon.

Thus, based what are conveyed above, it may be comparatively stated as follows: (1) the article 1 and the article 3 are better than the article 2, from aspects of research title, abstract and methodology, (2) the article 2



and the article 3 are better than the article 1 from angles of introduction, (3) from the angle of the literature review, the article 3 is better than the article 1 and the article 2, and (4) from the aspects of result and discussion, the article 1 is better than the article 2 and the article 3.



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PAPER 5

REVIEW ON A PAPER WITH TITLE “THE URGE FOR CURRICULUM REPOSITIONING”.

A. INTRODUCTION

In this review, reviewer would like to do review on a paper with title “The Urge for Curriculum Repositioning,” by Mursid Saleh. Of the that article, reviewer will do review to positive and negative aspects from the contents of the article. And in conducting this review, reviewer uses paper organization as follows:

A. INTRODUCTION

B. SUMMARY OF PAPER

C. REVIEW ON PAPER

B. SUMMARY OF PAPER Introduction

Teachers’ complaints concerning the great quantity of school curriculum materials to be covered within a limited period of time. The great quantity of subjects, each covering a huge variety of topics to be learned. Let alone



the long list of books thrust to the school principals' desk by publishers of all qualities, has altogether contributed to the accumulation of stress and depression on the part of students, teachers and many parents. The situation is worsened, ironically, the fact that instead of ending up in the production of good and competent citizens, school education has been blamed for having provided the society with poor quality 'workers'. What has gone wrong with our education?, this paper tries to address the question from the perspective of teacher as a curriculum worker.

What is curriculum and why is it important?

Curriculum is something which tells someone what to do, how to do, and what to achieve by doing it. The course of action needs not always be stated, but realized. It is this curriculum which will guide the person in achieving goal.

Redefining curriculum function

For a teacher to be an effective worker, the function of the curriculum, in relation to him, should be redefined. Curriculum should not be the master, but, rather, the servant to the teacher. But now? Even the watch, which was formerly invented to help men tell the time, has



eventually dictated them in terms of what to do and when.

A cry for teacher empowerment

The teachers cry for justice. They blame their governments for

- Directing education their own way
- Providing schools with poor and irrelevant facilities
- Underbudgeting education
- Underpaying teachers
- Ignoring actual human needs
- Neglecting the majority's right for education

Now the trend is that teachers be empowered. Teachers should be considered as agents of change. The methapore that compares schooling to an industrial line in which teachers are no more than the factory workers, is now rejected.

Curriculum as text

Curriculum as text implies that it is an expressed intention of the government for doing education. It contains statements of goals, formulation of specific objective, and prescriptions of the methods of achieving the goals, which include the kinds of activities to do, and all the means and material needed. At the national level it is called the national



curriculum; at the school level, it is called the school curriculum, and at the teacher's level, it is called a syllabus, which in turns must be broken down into lesson plans.

Making a user-friendly curriculum

The only way to make the two meet is by putting them in their right positions: the curriculum as a user-friendly instrument, and the teacher as a professional worker. The curriculum should be user-friendly in order for the teacher not to feel unduely burdened by the unrealistically huge-sometimes irrelevant-curricular tasks. The teacher should be professional, so not only that he should have high ability for doing his job, but he should also be committed to the tasks assigned to him or that he has himself chosen.

The implication of curriculum repositioning

The shift of power from the curriculum as representation of the government's intention to the teacher as representation of students' needs and wish should be followed up by the need for teacher-developed curricula. As its consequence, a team of curriculum construction is necessary, in which teachers should be involved as the main developers.



Once the curriculum has been established the teacher should take the lead in its implementation. Here is the function of a teacher as a curriculum leader. Of course, teacher cannot work alone. He should collaborate with other teachers, researchers, students, or even parents.

Conclusion

In modern education curriculum is indispensable. Without curriculum education will be undirected with the worst consequence of not achieving the goal. In most countries curriculum is set up at the national level. Although the government has all good reasons for making its needs and intentions those of the whole country, situations talk differently. A problem arises of whose needs and intentions is education to serve. A once-for-all separation between the government's and the people's interests will bring the country to no solution. As win-win solution can be reached by empowering teachers as curriculum developers on the one hand and still maintaining the national interests as the ultimate goal to achieve on the other.



C. REVIEW ON PAPER

The title of paper must be appropriate for the content, informative and clear, but should be brief, interesting and should reflect the content of paper. It is commensurate with JSAP and Kurhekar's statements. JSAP (2013a) states that the title should be brief, but must be appropriate for the content, informative and clear. If the work is of interest in a limited area of research, indicate it in the title. Many people will read the title, but papers with poor or improper titles may never be actually read by the intended audience. Furthermore, Kurhekar (2013) states that the title should be interesting, no doubt, but has to also reflect the exact contents in the paper. In this case, if it is from the title of this paper, reviewer has opinion that this title is appropriate for the content, and it is informative, clear, brief, interesting and reflect on the content of paper. overall.

The introduction of this paper has shown its components that consist of two parts namely (1) a general introduction to the topic which will be discussed, and (2) thesis statement. It is in accordance with what Cambridge Ringe and Latin School (2014) states that an introduction is the first paragraph of a written research paper/article, or the



first thing you say in an oral presentation, or the first thing people see, hear, or experience about your project. It has two parts: a) a general introduction to the topic you will be discussing, b) thesis statement. Thus, reviewer has a view that the introduction of this paper is good because, the element 1 of the introduction in this paper has indicated to what is discussed, and its element 2 of introduction is obvious for a concise summary of the main point or claim of paper. Thesis statement that denotes this element 2 is commensurate with opinions of Culler and Lamb (2003), "A thesis statement usually appears near the end of the introductory paragraph of a paper, and it offers a concise summary of the main point or claim of the/ paper/essay".

This paper is entitled, "The Urge for Curriculum Repositioning,". In this paper, writer writes concepts to support this title in the regard with matters 1) definition and rationale of curriculum, 2) redefining curriculum function, 3) a cry for teacher empowerment, 4) curriculum as text, 5) making a user-friendly curriculum, and 6) the implication of curriculum repositioning. And the six concepts are theoretically supported, thus those are relevant to the title, also among the six concepts correlate one another and convince readers.



In the paper, concerning complete references as it enables to position our work in the context of current. Ensure that the references given are sufficient as well as current. In the context of the reference, in reviewer's opinion, the references of this paper are less current, because, the references that are mainly used under the year 2000. It should be current, because the references section lists prior works referred to in the other sections. It is vitally important from an ethical viewpoint, to fully acknowledge all previously published works that are relevant. Whenever you use previous knowledge, you must acknowledge the source. Readers benefit from complete references as it enables them to position your work in the context of the current. Ensure that the references given are sufficient as well as current, and accessible by the readers (JSAP, 2013b).



Conclusion

The title of the paper is appropriate for the content, and it is informative, clear, brief, interesting and reflect on the content of paper overall. The introduction of this paper has shown its components that consist of two parts namely (1) a general introduction to the topic which will be discussed, and (2) thesis statement. The element 1 of the introduction in this paper has indicated to what is discussed, and its element 2 of introduction is obvious for a concise summary of the main point or claim of paper. In this paper, there are concepts to support this title concerning matters 1) definition and rationale of curriculum, 2) redefining curriculum function, 3) a cry for teacher empowerment, 4) curriculum as text, 5) making a user-friendly curriculum, and 6) the implication of curriculum repositioning. These six concepts are theoretically supported, thus these correlate with the title, also among the six concepts relate one another and convince readers. Only these paper are less current, because, the references that are mainly used under the year 2000.



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ENGLISH SUBJECT FOR ADULT LEARNER FOR NATIVE

(A Recognition of Concept about EFL to Adult Learners at Language Courses either in Teaching or Learning)

Introduction

EFL to adult learners at language courses either in teaching or learning is a part of discussion about English subject for adult learner for native. In this case, correlation between teacher and student (an adult learner) in process of teaching and learning while he/she is pursuing an undergraduate or graduate degree, there are some concept that are important to note by teachers, in order that obtaining successful in the language courses either in teaching or learning in the context of EFL to adult learners.

This In this paper, writer would like to recognize the concept about EFL to adult learners at language courses either in teaching or learning. There are some main matters that are conveyed here, viz 1) what adult learners are, 2) four basic communication skills, and 3) tips for teaching EFL




to adults. And then from each of the three matters, what concepts that will be extended. Let's pay attention the following main matters below.

1. The Definition of an Adult Learner

There are some definitions of an adult learner as follows:

1. According to Knowles (1984:9), an adult learner as someone over the age of twenty-five, but does not differentiate between varying generations.
2. An adult learner/non-traditional student is someone who is pursuing an undergraduate or graduate degree, but who does not meet the definition of a "traditional" college student. (UNIVERSITY COLLEGE Illinois State University 2015).
3. An adult learner as anyone over 18 years of age (Johnstone and Rivera 1965).
4. Adult learners are a very diverse group (typically ages 25 and older) with a wide range of abilities, educational and cultural backgrounds, responsibilities and job experiences (Southern Regional Education Board 2005).






From some definitions above, writer takes a conclusion that an adult learner is someone who has the age between 19 to 25 and older where he/she is pursuing an undergraduate or graduate degree with a wide range of abilities, educational and cultural backgrounds, responsibilities and job experiences.

Adult learners denotes students or people who have accumulated life experiences, logistical considerations, insufficient confidence, and learn best in a democratic, participatory and collaborative environment. They are mature people, ageing concerns, individual differences, practical and problem-solvers, sometimes tired when they attend classes, and they are intrinsically motivated, goal oriented/relevancy oriented, and autonomous and self-directed. Thus it describes that generally adult learners have characteristics. In order to be clear what characteristics adult learners have, writer presents in detail about some characteristics which makes up common to adult learners as follows:



- **Adults have accumulated life experiences.** Adults come to courses with experiences and knowledge in diverse areas. They favour practical learning activities which enable them to draw on their prior skills and knowledge. Adults are realistic and have insights about what is likely to work and what is not. They are readily able to relate new facts to past experiences and enjoy having their talents and knowledge explored in a teaching situation
- **Adults are intrinsically motivated.** Learners increase their effort when motivated by a need, an interest, or a desire to learn. They are also motivated by the relevance of the material to be addressed and learn better when material is related to their own needs and interests. For learners to be fully engaged in learning their attention must be fully focused on the material presented
- **Individual differences.** People learn at various rates and in different ways according to their intellectual ability, educational level, personality and cognitive learning styles. Teaching





strategies must anticipate and accommodate differing comprehension rates of learners

- **Adults learn best in a democratic, participatory and collaborative environment.** Adults need to be actively involved in determining how and what they will learn, and they need active, not passive, learning experiences
- **Adult students are mature people** and prefer to be treated as such. Being 'lectured at' causes resentment and frustration
- **Adults are goal oriented/relevancy oriented.** Adults need to know why they are learning something. Adults have needs which are concrete and immediate. They can be impatient with long discussions on theory and like to see theory applied to practical problems. They are task or problem-centred rather than subject-centred. Adults are interested in theory when it is linked to practical application
- **Adults are autonomous and self-directed.**



They are self-reliant learners and prefer to work at their own pace. Individuals learn best when they are ready to learn and when they have identified their own learning needs. Where a student is directed by someone else to attend a course, e.g., by an employer, then that individual may not be ready to learn or may not see the value in participating on that course. This can lead to a mismatch of goals between all parties, student, employer and trainer.

- **Adults are practical and problem-solvers.** Adults are more impatient in the pursuit of learning objectives. They are less tolerant of work that does not have immediate and direct application to their objectives. Problem based learning exercises are welcomed as they build on prior experience and provide opportunity for practical application of materials/theories covered



- **Adults are sometimes tired when they attend classes.** Many students are juggling classes with work, family, etc. They, therefore, appreciate varied teaching methods that add interest and a sense of liveliness to the class

- **Adults may have logistical considerations,** including:
 1. family/caring responsibilities
 2. careers, social commitments
 3. lack of time
 4. lack of money
 5. lack of child care
 6. scheduling problems
 7. transportation problems

- **Adults may have insufficient confidence.** Students come to class with varying levels of confidence. Some may have had poor prior experiences of education leading to feelings of inadequacy and fear of study and failure



- **Ageing concerns.** Adults frequently worry about being the oldest person in a class and fret about the impact this may have on their ability to participate with younger students. Creating an environment where all participants feel they have a valuable contribution can work to allay such concerns (UCD Adult Education Center 2011).

2. Four Basic Communication Skills

There are four basic communication skills that comprises elements of reading, writing, speaking, and listening where (1) reading is the receptive skill in the written mode, (2) writing is the productive skill in the written mode, (3) speaking is the productive skill in the oral mode, and (4) listening comprehension is the receptive skill in the oral mode. It is commensurate with some experts' and institutions' opinion.

According to Sejnost (2010) Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance



knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly (SIL Internasional1999b).

Teaching reading in EFL is a bit different than the way native speakers are taught to read. While vocabulary is an important part of reading, teaching the reading skills of surveying, skimming, scanning, inference, predicting and guessing are just as important.

Research tends to indicate that a student's reading comprehension can be improved by focusing on teaching students skills in the following are as:

Vocabulary

Many languages do not have the word building concepts that English does. In teaching vocabulary, the idea of "root" words and prefixes and suffixes helps



students build a larger vocabulary quickly. Affixes (prefixes and suffixes) help us create a variety of words from one base word. Many EFL students won't recognize that contain is the root word of container and containment or that desire is the root word of undesirable and desirability. When teaching new vocabulary, it is important to point out these connections and we can quickly help students expand their vocabulary with the base words they already know. Teaching affixes is only one of several strategies for teaching vocabulary. See the links below for more.

Surveying, Scanning, Skimming

In an academic setting, we rarely read an entire text word for word. More typical is that we look at the contents of a book, the chapters, headings, subheadings, sidebars, pictures, illustrations, words in italics and bold type and dive in to find the information we need. These are the concepts of surveying, scanning and skimming, moving from the big ideas of a text down to the specific details. These are skills that EFL students don't usually have and must be taught. The linked readings below will give you more specifics



on these skills.

Guessing and Predicting from Context

Students also need to be taught to guess the meanings of words based on the context of the reading and to draw from the reading an ability to predict what might happen in the next paragraph. Links below will lead to more information on these skills (TEFL Boot Camp 2006).

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way (SIL International 1998a).

Now days has gone high-tech and people need to communicate via a number of media, Written Communication is most common form of communication being used in business, the ability to communicate effectively via written correspondence is a must.



In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary & grammar used, writing style, precision and clarity of the language used (Notesdesk 2009).

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional laerning. Two-way means the relationship of the communication between the teacher and students at school. The two-way communication can lengthen the dialogue limitlessly. They can talk freely and express themselves as well as they can (Sukmawati 2015a). Communication is the sharing or conveying information, ideas and/or feelings by using gestures, words or other symbols. Reading and listening are receptive forms of communication. Speaking and



writing are expressive forms of communication. Language development and past experiences are factors that play a major role in the communication process (Azeema 2015).

Listening comprehension is the receptive skill in the oral mode. When we speak of listening, what we really mean is listening and understanding what we hear. It describes a person's ability to listen and understand what she or he is hearing. It is commensurate with Grellet (2015) says that Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here we will briefly describe some of what is involved in learning to understand what we hear in a second language.

The equal opinion also is stated by Sukmawati (2015b) that Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we



hear. Listening, one of the means of language communication, is used most widely in people's daily lives. In addition, teaching and improving the learners a lot of listening activities is a good way of enlarging their vocabulary. Only through the practice can the learners improve their listening comprehension skill (Grellet 2015).

3. Tips for Teaching EFL to Adults

Some tips for teaching EFL to adults as follows:

1. The cultural background of adult English students can play a huge role in learning
2. Adequate personal connection with each student is important and should be established before teaching any aspect of the language.
3. Every adult learner that walks into the classroom, no matter their educational background, has his own individual knowledge regarding language.
4. Lessons should have attainable and measurable objectives
5. Peer collaboration and team activities can spur language learning



Let's pay attention what the explanations of five tips for teaching EFL to adults are:

- 1. The cultural background of adult English students can play a huge role in learning.** Adult students bring a lifetime worth of beliefs and even learning methods into the classroom which may vary from the culture they are learning in. Sometimes, students may act in ways that are acceptable in the student's country of origin but may conflict with learning behavior in their adopted country. You must be prepared to develop cultural skills and take into account each student's country of origin to effectively teach English and foster an effective and positive classroom environment.
- 2. Adequate personal connection with each student is important and should be established before teaching any aspect of the language.** Your students should want to communicate with you first before you can help them learn how to communicate in English. Learn your students' names and ask them about their families. This will help foster a sense of community in the classroom.



3. **Every adult learner that walks into the classroom, no matter their educational background, has his own individual knowledge regarding language.** The teacher must be able to align the learning process for adult English language learners with daily life strengthens comprehension in English since students can associate their language knowledge and skills with the ability to function in the world. As a teacher, you need to develop lesson plans that will link daily activities that rely on the use of English to be accomplished.

4. **Lessons should have attainable and measurable objectives.** A specific objective will help adult students to understand their goals for learning during the lesson. This will also help you evaluate student performance and gauge if the lesson has sunk in with the students. Objectives also help students know if they have achieved the skills and knowledge needed to become successful. If there are unclear objectives for the students they maybe become frustrated and fall



behind in the lesson.

5. Peer collaboration and team activities can spur language learning. Placing students in cooperative groups will give each student personal attention from their peers, a useful technique specially when providing focused personal attention to each student is difficult. This is also helpful when you need the students to be the focus of activities. Groups can create a community setting and help students learn from each other (TESall 2013).

There are three main cognitive learning styles: visual, auditory, and kinesthetic, and each of them have common characteristics and helpful tips.

Common Characteristics

Visual

- Uses visual objects such as graphs, charts, pictures, and seeing information
- Can read body language well and has a good perception of aesthetics
- Able to memorize and recall various information
- Tends to remember things that are written down



- Learns better in lectures by watching them

Auditory

- Retains information through hearing and speaking
- Often prefers to be told how to do things and then summarizes the main points out loud to help with memorization
- Notices different aspects of speaking
- Often has talents in music and may concentrate better with soft music playing in the background

Kinesthetic

- Likes to use the hands-on approach to learn new material
- Is generally good in math and science
- Would rather demonstrate how to do something rather than verbally explain it
- Usually prefers group work more than others.

Helpful Tips

Visual

- Turn notes into pictures, charts, or maps
- Avoid distractions (windows, doorways, etc.)
- Learn the big picture first and then focus on the details



- Make mind and concept maps instead of outlines
- Color code parts of new concepts in your notes
- Use flash cards when trying to study vocabulary

Auditory

- Record lectures and then listen to them
- Repeat material out loud and in your own words
- Discuss materials in your study groups
- Read textbooks aloud
- Listen to wordless background music while studying

Kinesthetic

- Take study breaks often
- Learn new material while doing something active (e.g., read a textbook while on a treadmill)
- Chew gum while studying
- Work while standing
- Try to take classes with instructors who encourage demonstrations and fieldwork (IUPUI 2015).


There are a number of basic tips of teaching adults successfully. There are five items here that writer can convey based on what writer excerpts namely it is important that 1) EFL Teachers should get to know your students and their needs , 2) teachers should model



tasks before asking your learners to do them, 3) EFL teachers should watch both your teacher talk and your writing. 4) EFL teacher is important to bring authentic materials to the classroom, and 5) EFL teacher is important to balance variety and routine in your activities. Pay attention what explanation of each of them are:

1. EFL teachers should get to know your students and their needs. English language learners' abilities, experiences, and expectations can affect learning. Get to know their backgrounds and goals as well as proficiency levels and skill needs.
2. Teachers should model tasks before asking your learners to do them. Learners need to become familiar with vocabulary, conversational patterns, grammar structures, and even activity formats before producing them. Demonstrate a task before asking learners to respond.
3. EFL teachers should watch both your teacher talk and your writing. Teacher talk refers to the directions, explanations, and general comments and conversations that a teacher may engage





in within the classroom. Keep teacher talk simple and clear; use pictures, gestures, demonstrations, and facial expressions to reinforce messages whenever possible. Use print letters, with space between letters and words, and do not overload the chalkboard with too much or disorganized text. Although it is important for the teacher to understand the structure of the English language, it may not always be appropriate to provide complex explanations of vocabulary and grammar rules, especially to beginning-level learners. In other words, don't feel you have to explain everything at all times. At times it is enough for learners to know the response needed

4. It is important to bring authentic materials to the classroom. Use materials like newspapers, signs, sale flyers, telephone books, and brochures in the classroom. These help learners connect what they are learning to the real world and familiarize them with the formats and information in such publications. However, do prepare learners beforehand (e.g., preteach



vocabulary) and carefully structure lessons (e.g., select relevant, manageable chunks of the authentic material) to make this work.

5. It is important to balance variety and routine in your activities. Patterns and routines provide familiarity and security and support learners as they tackle new items. But English language learners, like all learners, have a variety of preferences for processing and learning information. They also can get bored. Give learners opportunities to experience and demonstrate their mastery of language in different ways. Challenge them with activities that speak to their lives, concerns, and goals as adults (Florez and Miriam Burt 2001).



Conclusion

An adult learner is someone who has the age between 19 to 25 and older where he/she is pursuing an undergraduate or graduate level with abilities, educational and cultural backgrounds, and experiences.

In the context of characteristics, adult learners have characteristics. Some of the characteristics are: (1) they have accumulated life experiences, logistical considerations, insufficient confidence, (2) learn best in a democratic, participatory and collaborative environment, (3) they are mature people, ageing concerns, individual differences, practical and problem-solvers, sometimes tired when they attend classes, they are intrinsically motivated, goal oriented/relevancy oriented, and autonomous and self-directed.

Whereas in correlation between adult learner and teaching/ learning there are four elements that are important to note namely reading, writing, speaking, and listening that constitute four basic communication skills where in teaching and learning, (1) reading is the receptive skill in the written mode, (2) writing is the productive skill in the written mode, (3) speaking is the productive skill in the oral mode, and (4) listening comprehension is the receptive skill in the oral



mode.

In teaching EFL to adults specially, some items that are important to pay attention:

1. The cultural background of adult English students can play a huge role in learning
2. Adequate personal connection with each student is important and should be established before teaching any aspect of the language.
3. Every adult learner that walks into the classroom, no matter their educational background, has his own individual knowledge regarding language.
4. Lessons should have attainable and measurable objectives
5. Peer collaboration and team activities can spur language learning

While in learning EFL to adults especially, there are three main cognitive learning styles namely visual, auditory, and kinesthetic, with common characteristics and helpful tips each .

For the sake of success in teaching, so there are a number of basic tips of teaching adults, 1) EFL teachers should get to know your students and their needs, 2) teachers should model tasks before asking your learners



to do them, 3) EFL teachers should watch both your teacher talk and your writing, 4) EFL teacher is important to bring authentic materials to the classroom, and 5) EFL teacher is important to balance variety and routine in your activities.



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PAPER 7

THEORY IN SECOND LANGUAGE ACQUISITION

(A Recognition of Concept to Krashen's Theory of Second Language Acquisition for Five Main Hypothesis)

1. Introduction

Theory originates from greek, by etymology it means seeing, paying attention of performance. By terminology, theory is a opinion which is conveyed as explanation about a phenomenon. It can be defined also "A theory is a set of interrelated constructs (concept), definition, and propositins that present a systematic view of fhenomena by specifying relation among variables, with the purpose of explanation and predicting of the phenomena (Kerlinger, in Lihin 2012).

Theory is important to recognize, because it is as the framework used to explain observations and make future predictions. In science, theories are often used to offer broad explanations to fit observable facts in the event that the underlying cause has yet to be discovered or defined.(Ask, n.d.)



In correlation between theory and second language acquisition, thus formed a definition of the theory of second language acquisition (SLA). And so what is the theory of second language acquisition itself?. Theories of second-language acquisition are various theories and hypotheses in the field of second-language acquisition about how people learn a second language (Wikipedia 2014)

In this paper, writer would like to recognize the concept of Krashen's theory of second language acquisition and let you know critics to the Krashen's theory of second language acquisition . Furthermore, also writer wants to recognize the five components of SLA theory in the context of Krashen`s theory that constitutes Krashen's theory of second language acquisition for five main hypothesis namely 1) the acquisition learning hypothesis, 2) the natural order hypothesis, 3) the monitor hypothesis, 4) the input hypothesis, and 5) the effective filter hypothesis.



2. Krashen's Theory of Second Language Acquisition: The five main hypothesis (SLA Theory)

2.1. The Acquisition-Learning Hypothesis

2.1.1. What is The Acquisition-Learning Hypothesis?

In order to know what Acquisition-learning hypothesis is, it can be looked at some experts' opinions. Their opinions are conveyed in the different styles of language, but have the same as meaning by terminology.

Acquisition - learning hypothesis contains the two basic theories about how people learn the language. Thus there are two systems of language acquisition namely the acquired system and the learned system. It is equal with Disqus' opinion (2015), he says that this hypothesis actually fuses two fundamental theories of how individuals learn languages. And further he says Krashen has concluded that there are two systems of language acquisition that are independent but related: the acquired



system and the learned system.

- The acquired system relates to the unconscious aspect of language acquisition. When people learn their first language by speaking the language naturally in daily interaction with others who speak their native language, this acquired system is at work. In this system, speakers are less concerned with the structure of their utterances than with the act of communicating meaning. Krashen privileges the acquired system over the learned system.
- The learned system relates to formal instruction where students engage in formal study to acquire knowledge about the target language. For example, studying the rules of syntax is part of the learned system. (Disqus 2015a).

In the different style of language, Telpedia (2013) says that Stephen Krashen's Acquisition-learning hypothesis is



the most important of aspect of his theory of second language acquisition. It states that there are two independent ways in which we develop our linguistic skills: acquisition and learning. According to Krashen acquisition is more important than learning.

Acquisition of language is a subconscious process and the learner is unaware of the process taking place. Once the new knowledge has been acquired, the learner is actually unaware of possessing such knowledge. This is analogous to the way in which children learn their native language.

Learning a language involves formal instruction and is therefore a conscious process. New language forms are represented and possibly contrasted consciously by the learner as "rules" and "grammar". These "rules" - while known by the student - may well have no actual impact on the language produced by the student. A



good example would be the third person "s" - a structure "learnt" in the first few weeks of any English course but frequently not "acquired" until very much later.(teflpedia.2013). In other words Acquisition-learning hypothesis is Krashen's theory that comprise two independent ways in the context of development of linguistic skills namely acquisition and learning

2.1.2. Criticism of the Acquisition-Learning Hypothesis

In responding the Acquisition-Learning Hypothesis, it rises critics , extended that firstly, critique about Krashen`s monitor Model. It is said that that the hypothesized distinction between acquisition and learning as posited by the acquisition-learning hypothesis, or more specially , establishing whether the process implicated in language production resulted from implicit acquisition or explicit learning, is impossible to prove.. As Barry McLaughlin



offers as anecdotal evidence, he feels that the German **Ich habe nicht das Kind gesehen* “I have not seen the children” is incorrect based on intuition but also knows that the utterance is incorrect based on his knowledge of the rules of German grammar.

Furthermore, critics consider the argument that learning cannot become acquisition questionable. Kevin R. Gregg offers anecdotal evidence of his personal experience learning a second language as counterevidence to the clear division between acquisition and learning: He initially consciously learned the conjugations of Japanese verbs through rote memorization, which ultimately led to unconscious acquisition. In his case, learning became acquisition. Both examples of personal experience with a second language illustrate the problem with stringently distinguishing the process of language acquisition from the process of language learning. So, the claim that acquisition is obvious from learning fails



to stand evidence-based criticism.

Even though influential within the field of second language acquisition over the past few decades, the Monitor Model is not without criticism as illustrated by the major critiques of the learning-acquisition hypothesis. .(Johnson 2013a)

2.2. The Natural Order Hypothesis

2.2.1. What is The Natural Order Hypothesis?

In this natural order hypothesis is extended about the matter of grammatical structure. In this case it can be seen in elaboration of definitions of the natural order hypothesis with some examples and the possible implication of this hypothesis in the classroom in correlating with teaching language. Thus it is clear for us about the concept of this natural order hypothesis. Let's see the explanations below what the natural order hypothesis is:

The natural order hypothesis is the idea that children learning their first language



acquire grammatical structures in a pre-determined, 'natural' order, and that some are acquired earlier than others. This idea has been extended to account for second language acquisition in Krashen's theory of language acquisition.

Example:

According to the natural order hypothesis, learners acquire the grammatical morpheme -ing before the morpheme third person -s.

In the classroom, one possible implication of this hypothesis is that teaching language through a traditional structural syllabus may not necessarily help them to acquire the language they need. Attempts to get the learners to produce structures before they are ready to do so may fail. (British Council,BBC 2014).



Where as according to Rico in Hawks (2010) sets forth that the natural order hypothesis states grammatical structures are learned in a predictable order. Further he extends that Krashen also claims that this can only happen if the subject is given input they can comprehend, and if anxiety levels are low. This method applies to both L1 and L2 . In the L1 vowel sounds are recognized in infancy and eventually lead to consonant sounds. Burt & Dulay and Krashen conducted studies to find out if there was a natural order of acquisition for children and adults acquiring a second language. They concluded that most children and adults follow a similar sequence in their acquisition of grammatical morphemes. For example, they discovered that most learners acquire the -ing form (e.g., walking) before the regular past form -ed (e.g., walked). (Rico in Tara N., 2010)



And then Disqus (2015) states this hypothesis argues that there is a natural order to the way second language learners acquire their target language. Research suggests that this natural order seems to transcend age, the learner's native language, the target language, and the conditions under which the second language is being learned. The order that the learners follow has four steps:

1. They produce single words.
2. They string words together based on meaning and not syntax.
3. They begin to identify elements that begin and end sentences
4. .They begin to identify different elements within sentences and can rearrange them to produce questions. (Disqus 2015b).



2.2.2. Criticism of the Natural Order Hypothesis

The Criticism of the Natural Order Hypothesis makes up the second critique of the Monitor Model surrounds the evidence in support of the natural order hypothesis. In correlation with this matter according to Krashen, that children acquiring English as a second language acquire the morphemes of the language in a predictable sequence similar but not identical to the sequence followed by children acquiring English as a first language confirms the validity of the natural order hypothesis. Furthermore, other morpheme investigates on adults acquiring English as a second language show similar results.

Anyway, what Kevin R. Gregg argues that to generalize the results of a study on the acquisition of a limited set of English morphemes to second language acquisition as a whole is fallible. Morpheme studies offer no indication that second language learners similarly acquire other linguistic features



(phonology, syntax, semantics, pragmatics) in any predictable sequence let alone in any sequence at all.

Finally, the natural order hypothesis fails to account for the considerable influence of the first language on the acquisition of a second language; in fact, the results of other studies indicate that second language learners acquire a second language in different orders depending on their native language. Therefore, although posited by the natural order hypothesis, second language learners do not necessarily acquire grammatical structures in a predictable sequence.

Even though the Monitor Model has been influential in the field of second language acquisition, the second hypothesis, the natural order hypothesis, has not been without criticism as evidenced by the critiques offered by other linguists and educators in the field (Johnson, 2013b).



2.3. The Monitor Hypothesis

2.3.1. What is The Monitor Hypothesis?

The core of the monitor hypothesis namely the explanation about the relationship between acquisition and learning, and definition of influence for the latter on the former. As defined by Schütz (2019) that the Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former.

Furthermore The Monitor Hypothesis denotes one of five hypotheses which explains about second language acquisition where it asserts a learners learned system acts as a monitor to what they produce. When learners produce a sound before, they scan it with their mind for errors, and use the learned system to correct the mentioned errors. And then Self-correction occurs when the learner the Monitor is used to correct a sentence after it is produced. It is equal with wikispaces` statement (2012) that the



Monitor Hypothesis is one of five hypotheses developed by Stephen Krashen to explain second language acquisition. It asserts that a learners learned system acts as a monitor to what they are producing. Before learners produce a sound, they scan it with their mind for errors, and use the learned system to correct any errors. Self- correction happens when the learner uses the Monitor to correct a sentence after it is produced. According to the hypothesis, such self-monitoring and self-correction are the only functions of conscious language learning. It is said that the Monitor Hypothesis predicts faster results for adults over children.

As for the aim of The monitor hypothesis seeks to elucidate how the acquired system is affected by the learned system. When second language learners monitor their speech, they are applying their understanding of learned grammar to edit, plan, and initiate their communication. This action can only occur when speakers have



ample time to think about the form and structure of their sentences.

The amount of monitoring occurs on a continuum. Some language learners over-monitor and some use very little of their learned knowledge and are said to under-monitor. Ideally, speakers strike a balance and monitor at a level where they use their knowledge but are not overly inhibited by it. (Disqus 2015c).

2.3.2. Criticism of the Monitor Hypothesis

Actually the main critique of the monitor hypothesis expands on the critique of the acquisition-learning hypothesis. According to this monitor hypothesis, the primary aim of language learning is to function as a Monitor for output produced by acquired system. Anyway, as critics reveal through deeper study of the acquisition-learning difference, to separate language learning clearly and enough from language acquisition is impossible. Consequence of it,



establishing that the function of the learned system is as a Monitor just remains likewise impossible to prove.

In addition the claim of learning-as-Monitor applies just to output after production invites further criticism of the hypothesis; second language learners can and do use the learned system to produce output as well as to facilitate comprehension. Such questions and evidence, so, invalidate the central claim of the monitor hypothesis.

So, in spite of the influence of the Monitor Model in the field of second language acquisition, this monitor hypothesis, has not been without criticism as evidenced by the critiques offered by other linguists and educators in the field.(Johnson 2013c).



2.4. The Input Hypothesis

2.4.1. What is the Input Hypothesis?

This Input Hypothesis is as the center part of all theories of SLA and states that language can be obtained just with understanding contents, namely by accepting “comprehensible input.” As Krashen (in Ning 2009) states that the Input Hypothesis is the central part of the overall theory of SLA. It claims that language can be acquired only by understanding contents, that is, by receiving “comprehensible input.” It is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how SLA takes place. Thus, the Input Hypothesis is only concerned with “acquisition, ” not “learning.” (Krashen, 1988 in Ning, 2009).Furthermore ,Ellis (1994:273) defines Krashen’s Input Hypothesis are as follows:

1. Learners progress by understanding input that contains structures a little bit beyond



- their current level of competence.
2. Comprehensible input is necessary for acquisition to take place.
 3. Input becomes comprehensible as a result of simplification and with the help of contextual and extralinguistic clues.
 4. Speaking is the result of acquisition, not its cause; learner production does not contribute directly to acquisition. (Rod Ellis, 1994: 273).

Where as the purpose for this hypothesis is to seek and then to explain how second languages are acquired. In its most fundamental form, the input hypothesis argues that learners progress along the natural order only when they encounter second language input that is one step beyond where they are in the natural order. Therefore, if a learner is at step one from the above list, they will only proceed along the natural order when they encounter input that is at the second step (Disqus (2015d).



2.4.2. Criticism of the Input Hypothesis

It is similar to the acquisition-learning hypothesis that the first critique of the input hypothesis surrounds the lack of a clear definition of comprehensible input; Krashen never sufficiently explains the values of i or $i+1$. As Gass et al. argue, the vagueness of the term means that $i+1$ could equal “one token, two tokens, 777 tokens”; in other words, sufficient comprehensible input could embody any quantity. More importantly, the input hypothesis focuses solely on comprehensible input as necessary, Even though not sufficient, for second language acquisition to the neglect of any possible importance of output. The output hypothesis as proposed by Merrill Swain seeks to rectify the assumed inadequacies of the input hypothesis by positing that language acquisition and learning may also occur through the production of language. According to Swain who attempts to hypothesize a loop between input and



output, output allows second language learners to identify gaps in their linguistic knowledge and subsequently attend to relevant input. So, without minimizing the importance of input, the output hypothesis complements and addresses the insufficiencies of the input hypothesis by addressing the importance of the production of language for second language acquisition. (Heather Johnson 2013d).

2.5. The Affective Filter Hypothesis

2..5.1 What is The Affective Filter Hypothesis?.

Actually, attitude has influence to success in second language acquisition. A positive attitude towards speakers of the language will lower the filter, while a negative attitude will increase it. A need to function in the language will generally lower the filter, but anxiety and early-forced-production can raise the filter.

Macdonald (2010) states that the final hypothesis of Krashen's basic theory of



language acquisition is the Affective-Filter hypothesis which “states that attitudinal variables relating to success in second language acquisition generally relate directly to language acquisition but not necessarily to language learning”. (Macdonald 2010).

In addition, the affective filter hypothesis has affect to the learners’ absorption of the target language. It constitutes three kinds of affective variables: motivation, self-esteem, and anxiety. This case is relevant to what Yang (2012) conveys that the affective filter hypothesis which states the importance of the right “affect” for acquisition to take place. And the affective filter as an innate processing system which subconsciously impedes the learners’ absorption of the target language. Further stated that a helpful way of conceptualizing that influence is to regard affect as a “filter” through which the input has to pass before it is acquired. Krashen sees the learner’s emotional state or



attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. Based on research in second language acquisition, the affective filter hypothesis has identified three kinds of affective variables: motivation, self-esteem, and anxiety (YANG 2012).

In correlation with the purpose of the Affective Filter Hypothesis. Actually this hypothesis describes external factors that can act as a filter that impedes acquisition. These factors include motivation, self-confidence, and anxiety. For example, if a learner has very low motivation, very low self-confidence, and a high level of anxiety, the affective filter comes into place and inhibits the learner from acquiring the new language. Students who are motivated, confident, and relaxed about learning the target language have much more success acquiring a second language than those who are trying to learn with the affective filter in place. (Disqus 2015e).



2.5.2 Criticism of the Affective Filter Hypothesis

The Affective Filter Hypothesis arouses critic. It is stated that Krashen claims that children lack the affective filter that causes most adult second language learners to never completely master their second language. Such a claim fails to withstand scrutiny because children also experience differences in non-linguistic variables such as motivation, self-confidence, and anxiety that supposedly account for child-adult differences in second language learning. Furthermore, evidence in the form of adult second language learners who acquire a second language to a native-like competence except for a single grammatical feature problematizes the claim that an affective filter prevents comprehensible input from reaching the language acquisition device. In other words, the affective filter hypothesis fails to answer the most



important question about affect alone accounting for individual variation in second language acquisition.

Although the Monitor Model has been influential in the field of second language acquisition, the fifth and final hypothesis, the affective filter hypothesis, has not been without criticism as evidenced by the critiques offered by other linguists and educators in the field. (Johnson 2013e).

3. Conclusion

There are five components of SLA theory in the context of Krashen's theory that constitutes Krashen's theory of second language acquisition for five main hypothesis namely 1) the acquisition learning hypothesis, it contains the two fundamental theories about how people learn the language. In the context of this acquisition learning hypothesis, there are two systems of language acquisition namely the acquired system and the learned system. 2) the natural order hypothesis, in this natural order hypothesis is extended about the matter of



grammatical structure, 3) the monitor hypothesis, The core of the monitor hypothesis namely the explanation about the relationship between acquisition and learning, and definition influence of the latter on the former, 4) the input hypothesis, it is as the center part of all theories of SLA and states that language can be obtained just with understanding contents, namely by accepting “comprehensible input.” and 5) the effective hypothesis, explained that attitude has influence to success in second language acquisition. A positive attitude towards speakers of the language will lower the filter, while a negative attitude will increase it. A need to function in the language will generally lower the filter, but anxiety and early-forced-production can raise the filter.

Furthermore there are some critics that correlate with these hypothesis as follows: 1) the acquisition learning hypothesis gets critic namely “the claim that acquisition is obvious from learning fails to stand evidence-based criticism”. 2) the natural order hypothesis, it fails to account for the considerable influence of the first language on the acquisition of a second language; in fact, the results of other studies indicate that second language learners acquire a second language in different orders



depending on their native language, 3) the monitor hypothesis, the critic of it is the function of the learned system is as a Monitor just remains likewise impossible to prove. In addition, that the claim of learning-as-Monitor applies just to output after production invites further criticism of the hypothesis; second language learners can and do use the learned system to produce output as well as to facilitate comprehension, 4) the critic of the input hypothesis that is the lack of a clear definition of comprehensible input; Krashen never sufficiently explains the values of i or $i+1$. As Gass et al. argue, the vagueness of the term means that $i+1$ could equal “one token, two tokens, 777 tokens”; and 5) the affective filter hypothesis fails to answer the most important question about affect alone accounting for individual variation in second language acquisition.



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CRITICAL REVIEW ON AN ARTICLE WITH TITLE “THE IMPACT OF STUDENT TEACHING ON DISCIPLINE REFERRALS IN AN URBAN TEXAS SCHOOL DISTRICT”

A. INTRODUCTION

In this critical review, reviewer would like to do critical review on a article with title “The impact of student teaching on discipline referrals in an urban Texas school district,” (Urigas; Kupczynski and Mundy 2013). Of the that article, reviewer will do critical review to positive and negative aspects from the contents of the article. And in conducting this review, reviewer uses paper organization as follows:

- A. INTRODUCTION
- B. SUMMARY OF ARTICLE
- C. REVIEW ON ARTICLE



B. SUMMARY OF ARTICLE Article

- a. **Title:** The impact of student teaching on discipline referrals in an urban Texas school district.
- b. **Writer/Researcher:** Brian Uriegas, Lori Kupczynski, and Marie-Anne Mundy
- c. **Name and date of the journal:** Journal of Instructional Pedagogies, 12th September 2013.
- d. **Research questions:** Is there a relationship between student teaching and the number of discipline referrals written by teachers? , what is a correlation existed between these factors and the number of discipline referrals written by teachers?.
- e. **Methodology:**

The data in this study were provided by a rural south central Texas school district. All collected data were numerical in nature; the methodology of the study was quantitative.

The data on student teaching and discipline referrals were collected through the school district's personnel office at the campus level. The teacher demographic data were collected through the school district's personnel



coordinator. The data were then compiled into an SPSS data files.

The district personnel database provided teacher demographic information. The teacher demographic data served as covariates to equate differences between the groups. The discipline data for each teacher were collected by campus. Here, the researchers were the only persons that had access to the identification of the research subjects. SPSS, the Statistical Package for the Social Sciences version 20.0, was the electronic data analysis tool used.

For this study, the researchers used a hierarchical regression to analyze the data. To run the hierarchical regression the researchers input the dependent variable, classroom management as measured by discipline referrals, and then input the block of independent variables.

f. Results:

In this study, 49 middle school teachers were analyzed. The demographic information for this sample is listed. Overall, an average of 5.27



discipline referrals were written; participants with student teaching completed an average of 4.96 referrals and those with no student teaching completed an average of 5.34 referrals.

The results show that Model 1 (demographics) accounted for 8.3% of the variance in the participants' discipline referrals. Entry of the student teaching variable (Model 2) resulted in an R Squared change of .000, thus entry of the certification variable did not increase the explained variance in the participants' discipline referrals.

The analysis of variance (ANOVA) represented by Table 4 (Appendix) shows that entry of the set of demographic variables alone (Model1) yielded an insignificant prediction equation, $F(5, 43) = .78, p = .57$. Addition of the student teaching variable (Model 2) resulted in an overall insignificant equation, $F(6, 42) = .64, p = .70$, this resulted in no significant difference in the number of discipline referrals that were written.



For this study, 39 high school teachers were also analyzed. Demographic information for this sample is listed. Overall, an average of 4.92 discipline referrals were written; participants with student teaching completed an average of 3.82 referrals and those with no student teaching completed an average of 5.36 referrals.

The results show that Model 1 (demographics) accounted for 7.3% of the variance in the subjects' discipline referrals. Entry of the student teaching variable (Model 2) resulted in an R Squared change of .021, thus entry of the certification variable increased the explained variance in the subjects discipline referrals by 2.1% to a total of 9.4%.

The analysis of variance (ANOVA) represented by Table 8 (Appendix) shows that entry of the set of demographic variables alone (Model1) yielded an insignificant prediction equation, $F(5, 33) = .52, p = .76$. Addition of the certification variable (Model 2) resulted in an overall insignificant equation, $F(6, 32) = .55,$



$p=.77$. This resulted in no significant difference in the number of discipline referrals that were written between the traditional route ($M=3.82$, $SD=4.90$) and the alternative route ($M=5.36$, $SD=8.42$).

g. Conclusion

Examining the effects of the presence or absence of student teaching on the number of discipline referrals written by secondary teachers in a rural south central Texas school district found that there were no significant differences or effects. The results of this study yielded no proof that the presence or absence of student teaching had a significant effect on classroom management as measured by discipline referrals. The researchers make the conclusion that the fact that there are no significant differences between the presence and absence of student teaching is the result of the effects of all other variables such as age and years of experience. For administrators and human resource personnel, the results of this study suggest that hiring practices should not attempt



to avoid teachers with no student teaching experience as there is no significant difference in the ability to manage a classroom. Additional research should be done to determine effects of student teaching on student achievement and teacher retention.

C. CRITICAL REVIEW ON ARTICLE

In this review, reviewer uses Nurkamto' concept in conducting critical review Nurkamto (2014a) states that there are some aspects which are reviewed , those aspects as follows:

1. Title of research
2. Literature review
3. Methodology
4. Result and discussion

Title of research

Title of research article/paper is the essential quality of any research title. Thus the title should be brief, clear, general, interesting, complete and obvious It is commensurate with statements of Bruckner and Yashroy. According to Bruckner (2013) "the title must present a clear



idea of what the reader can expect from the article”. While Yashroy (2013) states that the title of a research article be more general and interesting.

Furthermore, Dirdjosisworo (1985) states that title for a research must be brief, complete and obvious. Then it can draw attention of someone to read. Title must become the global description about direction, intent, purpose and scope of research. But title must be consistent in the brief, evident and descriptive framework.

In this case, if it is seen from the research title of the article, so reviewer can give views to it that the research title of the article is not so good, because the title of article is less brief, clear, general, interesting, complete and obvious, so the article may be regarded that it less show characteristics for kind of research and reflect on the research content overall.

Literature review

This article is entitled, “The impact of student teaching on discipline referrals in an urban Texas school district”, written by Uriegas, Kupczynski and Mundy. In their literature review, researchers write concepts to support his research only in the regard with becoming a teacher,



classroom management, and pre-service field based experience. If it is seen from the title of the article, exactly, concepts/ theories about the impact of student teaching is fundamental and more important to write in the literature review, than the three mentioned concepts in order to support aspect of the relevance between literature review and research problem relevance. Furthermore, if it is seen from aspect of the relevance between literature review and research problem, it is less relevant. So according to reviewer that researches should make it relevant because Nurkamto (2014b) states that in conducting critical review is important to note aspect of the relevance between literature review and research problem. Reviewer concludes that the relevance between literature review and research problem of this article less correlates to the research problem.

Methodology

A good method of research is if it can give the distinct information about place, time of research, source of data, technique of in taking data, technique in analyzing data (Nurkamto 2014c). A good method of research is important, because it produces results that are examinable by peers, methodologies that can be replicated, and knowledge that



can be applied to real-world situations. Researchers work as a team to enhance our knowledge of how to best address the world's problems. (Unite for sight 2009). In the context of this matter, reviewer concludes that researchers of the this article has set forth some components of a good method of research. Furthermore, if it is looked at the relevance between research method and research problem in the this article is good and evident enough. Because what are conveyed by researchers at the part of results and discussion correlate to the research problems and what become the research problems are explicitly extended at the part of the result and discussion in detail. Only the research design of the article is not so obvious.

Result and discussion

- **Results**

Nurkamto (2014d) states that in doing critical review, It is important to pay attention in result of research: (1) the relevance between research results and the research questions, (2) ability of research results in answers the research question, (3) how research result is served, whether it is deaf, systematic or not and (4) how research result is served, whether or



not, it is interesting. Based on Nurkamto's statements, so reviewer extends that firstly, reviewer has a view that what are set forth at research results of the this article is correlated to each of the research questions of the article. So reviewer has opinion that if it is seen from the relevance between research results and the research questions of the this article may be said that it is coherent. Secondly, seen from what are extended at the research results of the this article, researchers set forth them explicitly and in detail to the research questions of this article. In other words, it shows that researchers have been able to answer the questions of research. Thirdly, after seeing what are conveyed at the results of research, reviewer evaluates that researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, this article is interesting enough, because the presentation of research results is obvious, coherent and can answer questions of research.



- **Discussion**

Reviewer has opinion that system of writing in this article does not have an section of discussion. Accordingly, this article is regarded that it is not a good article. Researchers should the section of discussion, because according to UEFAP that the discussion section of the report takes a broad view of the research and puts it in a wider context. The discussion section moves from the narrow specific focus of the research to a more general view. It must clearly show how the results found lead to the conclusions being drawn and therefore how these conclusions should be understood. This should include any limitations that might cause problems with any claims being made as well as any possible explanations for these results

Conclusion

Based on what are presented above, so reviewer takes conclusion of this article for aspects as follows:

1) the research title of the article is not so good, because the title of article is less brief, clear, general, interesting, complete and obvious, so it less show characteristics for



kind of research and reflect on the research content overall, 2) aspect between literature review and research problem of this article is less relevant, 3) researchers of the this article has set forth some components of a good method of research, and the relevance between research method and research problem in the this article is good and evident enough. Because what are conveyed by researchers at the part of results and discussion correlate to the research problems and what become the research problems are explicitly extended at the part of the result and discussion in detail. Only the research design of the article is not so obvious, and 4) result and discussion, in results of this article, firstly, what are set forth at research results of the this article is correlated to each of the research questions of the article. So the less brief, clear, general, interesting, complete and obvious, so it less show characteristics for kind of research and reflect on the research content overall, 2) aspect between literature review and research problem of this article is less relevant, 3) researchers of the this article has set forth some components of a good method of research, and the relevance between research method and research problem in the this article is good and evident enough. Because what are conveyed by researchers at the



part of results and discussion correlate to the research problems and what become the research problems are explicitly extended at the part of the result and discussion in detail. Only the research design of the article is not so obvious, and 4) result and discussion, in results of this article, firstly, what are set forth at research results of the this article is correlated to each of the research questions of the article. So the relevance between research results and the research questions of the this article is coherent. Secondly, what are extended at the research results of the this article, researchers set forth them explicitly and in detail to the research questions of this article. In other words, it shows that researchers have been able to answer the questions of research. Thirdly, what are conveyed at the results of research, reviewer evaluates that researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, this article is interesting enough, because the presentation of research results is obvious, coherent and can answer questions of research. Whereas in discussion section of this article for system of writing in this article does not have an section of discussion. Accordingly, this article is regarded that it is not a good article.



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PAPER 9

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”)

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. Accordingly 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*



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 be verified 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 minutes (*notulen*), agenda, etc (Arikunto, in Hasan 2013).

The 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 committed 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:

- getting sense of the whole by reading through all the transcripts of interviews carefully
- selecting one interview and perusing it again, asking what it is about, keeping its underlying meaning (thoughts were written in margin)
- 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

- 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
- changing the topics into descriptive categories. Reducing the categories by clustering together similar topics
- deciding on the final abbreviations for each category and placing these codes in alphabetical order
- assembling the related data material of each category in one place; and
- 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

The 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. Categoring

In the categorizing, the 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 Discussion


In the results and discussion, the 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 research 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, television 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 career Staff: career	Traditional, with limited non-traditional (often confined to “library skills”)



		skills for teaching and research	
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, the 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	Form of
Accessing information	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
Using information literacy to solve real-world problems	Specific context in which person/task is situated	Meaning explored within/from the information
Becoming a critical thinker	Internal being or development	Meaning explored within / from



Becoming confident, independent practitioner	a Internal being or development	Meaning explored
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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 concepts for information literacy, the use of IT (Information and Technology), and becoming 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 becoming critical thinkers.



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PAPER 10

THE ROLES OF COMPUTERS IN LITERACY EDUCATION

INTRODUCTION

In the world of education, it is important and useful of the existence of the computer because the computer has roles of computers in education. Thus educators, learners are essential to own literacy of computer in the context of the education.

The computer is a tool is used for teaching and learning. It is a machine which is able to help in many divergent teaching and learning tasks and also it can be used as research tools. In the computer you have one tool that can do tasks just by changing the software, like changing the attachment on a multitool, so the computer is able to do many divergent thing. In another term, the computer is a machine which processes information according to a set of instructions, a personal computer, also known as a PC or microcomputer to used by a individual.



The term of literacy is defined by experts in the various definitions, but the essence of definition of literacy is a term that talks about ability in a certain matter/field.

Literacy in correlation with computer, known with the term of computer literacy. It denotes the knowledge and ability to use computers. Whereas literacy in relation to education, we recognize with the term of literacy education. It makes up individual's capability that correlates with the educational skills.

In this paper, the writer would like to convey some items that correlates with the roles of computers in literacy education as follows: 1) Computer literacy: Definitions, and computers in literacy education, and 2) roles of computers in teaching and learning.

Computer Literacy: Definition, And Computers In Literacy Education

Definitions of computer literacy

There are some definitions of computer literacy that are extended by experts as follows:

- Computer literacy is the knowledge and ability to use computers and related technology efficiently and



effectively(Akinnbi, 2012)

- According to Forcier (1996) in Netshizwa (2001a), computer literacy is the study of the development and functional use of the computer as well as related societal issues.
- Luehrmann (1982) in Netshizwa (2001b) sated “computer literacy means the ability to do something constructive with the computer, not just possess a general awareness gleaned from what one is told about computers”

Of three of the definitions above, writer concludes that definition of computer literacy is knowledge and capability to use computer as the efficient and effective technology in doing something.

Computers in literacy education

Computer in literacy education has its own roles. It denotes tools in teaching and learning which can be used by teachers and students at schools.

Computers can play a crucial role in the educational discourse of Information Communication Technology (ICT). Terms such as Computer-Based Learning, E- Learning and Computer-Assisted Learning are interchangeably used to



designate the role that computers can play in learning. Computers are powerful tools for teaching and learning that can be used from early childhood to tertiary education and in face- to-face instruction for in a virtual school (Le & Le, 2002a). A traditional use of technology is skills reinforcement; for example, students who need additional practice in reading might work individually on computers equipped with reading- comprehension software. An authentic use of technology is using it as a tool to accomplish a complex task; for example, students who are creating a written report might use the Internet for research, word-processing software to write and format the text, and hypermedia software to add images. There are numerous computer-based tools or items that form a vast instrumental basis for computer in general and literacy education in particular. Thus, instead of embarking on an endless task of discussing tools and software in literacy education, this part of the discussion focuses on the two widely-used computer technologies for literacy development which are commonly available in schools and other educational institutions. They include the use of computers for word processing and for searching on the Internet. (Le & Le, 2002b)



THE ROLES OF COMPUTER IN TEACHING AND LEARNING

According to Robert P. Taylor (2003a), the framework suggested for understanding the application of computing in education depends upon seeing all computer use in such application as in one of three modes. In the first, the computer functions as a tutor. In the second, the computer functions as a tool. In the third, the computer functions as paychecks a tutee or student.

The Computer as Tutor

For some subjects in doing function as a tutor, the computer has to be programmed by "experts" in programming and in that subject. Afterwards he student is tutored by the computer executing the program(s). The computer presents some subject material, the student responds, the computer evaluates the response, and, from the results of the evaluation, determines what to present next. At its best, the computer tutor keeps complete records on each student being tutored; it has at its disposal a wide range of subject detail it can present; and it has an extensive and flexible way to test and then lead the student through the material. In this case, with appropriately



well-designed software, accordingly, the computer tutor is able to easily and swiftly tailor its presentation to accommodate a wide range of student differences. Actually, tutor mode typically needs many hours of expert work to produce one hour of good tutoring, for any or all of several reasons as follows:

1. As intuitive beings, humans are much more flexible than any machine, even a computer.
2. Creating a lesson to be delivered by a human tutor requires less time because it omits much of the detail, relying upon the spontaneous improvisation and performance of the instructor to fill in both strategy and substance at the time of delivery.
3. Computers are still relatively crude devices and the only means we have of programming them are awkward and time-consuming.
4. Human instruction rarely aims to accommodate individual differences because the normal classroom situation prohibits such accommodation; hence lesson preparation and design are simpler and swifter. Because such accommodation is possible with the computer as tutor, the substantive and strategic details needed to individualize the lesson tend to get included,



thus often greatly lengthening lesson design and preparation time (Taylor, 2003b).

The Computer as Tool

In doing function as a tool, the classroom computer need only have some useful capability programmed into it such as super calculation, statistical analysis, or word processing. Students can then use it to help them in a variety of subjects. For example, they might use it as a calculator in math and various science assignments, as a map-making tool in geography, as a facile, tireless performer in music, or as a text editor and copyist in English.

Because of their immediate and practical utility, many such tools have been developed for business, science, industry, government, and other application areas, such as higher education. Their use can pay off handsomely in saving time and preserving intellectual energy by transferring necessary but routine clerical tasks of a tedious, mechanical kind to the computer. For example, the burdensome process of producing hundreds or even thousands of employee paychecks can be largely transferred to the computer through the use of accounting software; the tedious recopying of edited



manuscripts of texts or even music can be relegated to the computer through word or musical notation processing software; the laborious drawing of numerous intermediate frames for animated cartoons can be turned over to the computer through graphics software; or the fitting of a curve to experimental data can be done by the computer through statistical software.

To use the computer as tutor and tool can both improve and enrich classroom learning, and neither requires student or teacher to learn much about computers. By the same measure, however, neither tutor nor tool mode confers upon the user much of the general educational benefit associated with using the computer in the third mode, as tutee (Taylor, 2003c).

The Computer as Tutee

To use the computer as tutee is to tutor the computer; for that, the student or teacher doing the tutoring must learn to program, to talk to the computer in a language it understands. The benefits are several. First, because you can't teach what you don't understand, the human tutor will learn what he or she is trying to teach the computer. Second, by trying to realize broad teaching goals through



software constructed from the narrow capabilities of computer logic, the human tutor of the computer will learn something both about how computers work and how his or her own thinking works. Third, because no expensive predesigned tutor software is necessary, no time is lost searching for such software and no money spent acquiring it.

The computer makes a good "tutee" because of its dumbness, its patience, its rigidity, and its capacity for being initialized and started over from scratch. Students "teach" it how to tutor and how to be a tool. For example, they have taught it to tutor younger students in arithmetic operations, to drill students on French verb endings, to play monopoly, to calculate loan interest, to "speak" another computer language, to draw maps, to generate animated pictures, and to invert melodies.

Learners gain new insights into their own thinking through learning to program, and teachers have their understanding of education enriched and broadened as they see how their students can benefit from treating the computer as a tutee. As a result, extended use of the computer as tutee can shift the focus of education in the classroom from end product to process, from acquiring facts



to manipulating and understanding them (Taylor, 2003d)

It is commensurate with Taylor's opinion (in Yumei, 2012a), the computer is a powerful machine with a number of different uses in education. This diversity is reflected in a popular categorization scheme developed by Robert Taylor. Taylor's "tutor, tool, tutee model" divides the educational applications of computers into three broad categories: computer as a teacher, computer as learner, and computer as assistant.

Computer as a teacher

Actually, the use of the computer in education, dating back to the early 1960s, is as a tool that presents instruction directly to students. Then in this mode, the computer engages in activities traditionally associated with human teachers or tutors. It presents instruction, uses various media (text, graphics, audio, video), provides instructional activities or situations, quizzes or otherwise requires interaction from learners, evaluates learners' responses, provides feedback, and then determines appropriate follow-up activities. As teaching machines, computers can be highly interactive, individualized and infinitely patient. Applications that utilize the computer for teaching are



usually labeled computer-assisted instruction(CAI), or computer - based instruction (CBI), computer - assisted learning(CAL), There are a number of common categories of computer-based instruction: drill, and practice, tutorial, simulation, instruction game, and problem solving. The chief advantage of the computer is its interactivity. Whereas a printed worksheet may leave space for a student's answer or an instructional video may pose a question for the viewer, there is no guarantee that the student will in fact respond. The computer can require a response; it can demand the learner 's active involvement. When use as a teaching machine, the computer can be highly interactive, individualized, engaging, and infinitely patient. Research analyses of studies comparing computer-assisted instruction with traditional methods suggest that it produces slightly superior achievement, often in less time, and may produce improved attitudes toward computers and sometimes toward the subject matter itself. The positives effects are somewhat greater in the lower grades. More recent analyses Kulik in Yumei (2012b) suggest that the results of integrating instructional technology in instruction are mixed, but do indicate that integration of instructional technology during the past decade has been more successful than earlier att



empts. CAI has a long history of use, and it remains a popular option in classroom today, especially at the elementary level. CAI is usually used in a supporting or adjunct role. For example, we often use educational software during the instruction, but educational software are not all, they are only one part of a broader strategy of classroom activities. CAI can help students and free time for the teacher.

Computer as learner

According to Yumai (2012c), when the computer functions as the learner, or in what Taylor called “tutee” mode, the traditional roles of computer and learner are reversed. The computer becomes the learner; the student becomes the teacher. The goal is for the student to “teach” the computer to perform some task or to teach others some content through computer-based materials. To achieve this goal, the student must learn how to perform the task and then must direct the computer to perform the task or present the content to others. This requires logical thinking and problem- solving skills, and as a result, many experts believe that this is one of the most valuable ways to use a computer in education. Activities of this sort may



involve traditional computer languages such as Logo, BASIC, and C; when using a programming language, students must program the computer to perform a task(e.g., sum a set of numbers, draw a geometric figure on the computer 's display screen). Students may also use multimedia/hypermedia authoring tools such as Hyperstudio, eZedia, and Director, or web page authoring tools such as Microsoft FrontPage and Macromedia Dreamweaver in this mode. When using authoring tools, the goal is for the student to create interactive presentations of content (e.g., tutorials, hypermedia programs) that others can use to learn about the content themselves. Thus, in this case, the student teaches others by developing computer-based materials.

Computer as assistant

To function as an assistant, the computer helps the teacher or learner in performing routine work tasks. It can function as a typewriter, a filing system, a financial worksheet, an artist's canvas, a drafting table, and much more. Software programs (commonly called applications) for these uses include word processors, graphics packages, presentation software, databases, spreadsheets, and



telecommunications programs. Frequently, teachers employ computers as labor- saving devices to produce instructional materials(e.g., printed matter, graphics, presentations)and manage their instruction (e.g., to maintain records and calculate student grades). Of course, learners can also employ the computer as an assistant. Students can use the computer to produce the materials (e.g., term papers, presentations) and can use software tools in ways that aids them learn(e.g., for research and calculations) (Yumai,2012d)

Conclusion

In the world of education, computer literacy plays roles in teaching and learning. By owning computer literacy, teacher and learner /students are able to use computers and related technology efficiently and effectively. The computer can be used in education in three modes namely Tutor, Tool, Tutee, and then the three modes for the educational applications of computers are divided into three broad categories: computer as a teacher, computer as learner, and computer as assistant.



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