

Compare and Contrast Paragraph between Megawati (2016a) & Megawati (2016b)

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Analyzing and Comparing between Two Journal Articles

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Article 1: “Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris secara Efektif”

Topic Sentence:

According to Megawati (2016a) that in the context of EFL instruction, it seems that both teachers and learners face many problems during the classroom activities. Various responses can be seen as the result of this situation, particularly at the attitude during the learning process, the result in completing the task, and the contribution in team work.

I. Journal Description

Article 1 focuses on English learning problems reported by the learners as non-English Department students. This study applied qualitative research method and use observation, recording, and questionnaire as the instruments. The data were analyzed through three stages: data reduction, data display, and conclusion drawing/verification. The results of the study show that EFL learners experience a range of English learning problems. It happened due to different proficiency level of the students.

II. Content of Article

Communication can be realized if people mastered four language skills: Listening, Speaking, Reading, and Writing. There are three language elements which are significant due to supporting the skill, they are Pronunciation, Vocabulary, and Grammar. Furthermore, to reach the best English skill, it needs professional teachers or lecturers so that it produces good quality of students. Professional teachers or lecturers should know the English proficiency level of each student. With right preparation, the teachers will understand the students' problems in the process of learning English.

In the process of learning English, students must have some obstacles which cause the progress of learning is not maximal and optimal. It can happen to students who take English or other major. The difficulties which students face in learning English is because they use English in certain condition and to certain people, not in daily conversation in some activities. Therefore, in this article the researcher is interested to explore the obstacles faced by students in four language skills, especially for ESP learners. It is deemed necessary to be done as an information material that later can be used to improve the concept of effective English learning for ESP learners.

III. Method

Based on the aim of this research that is to know the difficulties of students in learning English, this research uses qualitative method that produces some written words or verbal that can be observed. The subject is the second semester students of Primary School Teacher Education Department of Universitas Muhammadiyah Sidoarjo, taking English course, and carried out on May 2016. There are 65 students on this research. First, the collecting data used a method by spreading the questionnaire, recording and observation to the students in order to know the responses of students due to learning English experiences and difficulties. Observation lasted for one semester or six months to observe active and passive students. There are three steps of analyzing data.

1. Data Reduction

Researcher summarizes the process of data retrieval during the learning activities by searching the important points which become the main focus on this research.

2. Data Display

Researcher presents result data of the research that has been summarized by describing in detail and clear, also the things related to students' obstacles in the process of learning English.

3. Conclusion Drawing

At first, researcher presents tentative conclusion. This can be changed when the supporting references is limited to reinforce the result of data collecting. When there are supporting references which is valid and consistent, the researcher can draw the credible conclusion.

IV. Significance

The result of the questionnaire, all of the students have various opinions about the most difficult of English skills. It showed that Speaking is in the highest level. The reason is they have limited vocabulary, are difficult to memorize, misspelled, are afraid for making mistakes, and have limited material of Grammar. The second level is Listening. When listening to video or English recording, the students could not follow the speed of English native speakers. Not only the limited vocabulary, but also the understanding of English accent is low making them did not get the point. The third level is Writing. The students thought that writing skill is easy to learn. They have some process of writing including Outlining, Drafting, Editing, Revising, and Publishing. And the lowest level is Reading. They thought that reading skill is the easiest than other skills. They only need to read the text and answer the questions from reading text. But some students felt difficult to understand the content of the reading text because of limited vocabulary they have. The analysis result showed that active students do the project confidently and smoothly. And the passive students is reverse of the active students.

Concluding sentence:

In this research, subjects showed difficulty of learning English in four skills with the most difficult sequences to the easiest as follows Speaking, Listening, Writing, and Reading. In conclusion, different English proficiency level of each student influences the difficulties of learning English to reach the integrate competences.

Article 2: “Tertiary Level Exchange Students’ Perspectives on Self-Efficacy: Toward EFL Writing”

Topic Sentence:

According to Megawati (2016b) that learning in another country gives challenging atmosphere for someone who gets scholarship to be a foreign exchange student. With changing condition of the new environment, it automatically gives effect to the student’s self-efficacy in academic life. In addition, Self-efficacy is interesting part that can be observed in the exchange students. In the context of mastering English skill, learning writing is interesting activity for some students.

I. Journal Description

Article 2 focuses to describe the students’ self-efficacy on their writing competence. Descriptive study was implemented by distributing closed-ended questionnaires in addition to interview and the results of writing task. The subjects of this study were three students from Thailand. The students’ responses in questionnaire were analyzed through frequency distribution and percentage. For the result of interview, it was transcribed in written form and used coding technique to classify the relevant points. The result of writing task became the supplementary data to confirm the findings and support conclusion. In a nutshell, the subjects of this study have moderate level of writing self-efficacy. Each student showed diverse selection in writing stage.

II. Content of Article

In article 2, it basically focuses on the Exchange Thai students’ self-efficacy on their writing competence. First, it explains what the exchange students should do to adapt to new environment around them that influences their learning success. Then it predicts that students with high self-efficacy on their learning will achieve their academic success effectively. Moreover, there are some factors that influence the low ability of Thai students in learning English with self-efficacy on writing skill such as limited exposure and language materials, low confidence in using English for daily conversation, the teacher with low qualification, etc. Subsequently, English lecturers pay more attention to Thai students’ needs and develop meaningful writing activity in the class. The content of article 2 tells about Thai English learners’ self-efficacy on their writing competences. And it explains that the researcher is interested exploring their self-efficacy on writing process stage. They are Generating Ideas, Revising the Draft, Feedback, Writing Collaboration, also Awareness and Control of Writing Process. The three Thai students majoring English education at Universitas Muhammadiyah Sidoarjo, join a closed-ended questionnaire and interview. Each question indicates their ability to do certain writing activity.

III. Method

Three foreign exchange students from Thailand majoring in English Education study program at Universitas Muhammadiyah Sidoarjo join a closed-ended questionnaire. They consisted of two males and one female who were about twenty years old. They took Paragraph Writing course in third semester. The data for the research were collected during 2016-2017. There were 30 questions which consist Yes, No, Sometimes options. Option Yes means the students are able to do the certain writing activity. Option No means they are not able to do the given writing activity, and the option Sometimes means they are not totally confident to do certain step in writing. To support the data, their writing also contributed in this article. After collecting the questionnaire answers and the students' writing, the focus to analyze was in terms of five writing elements covering Generating Ideas, Organization, Grammar, Vocabulary, and Mechanics.

IV. Significance

The table and chart show that the students' self-efficacy laid into the moderate level. The highest one is student 2 the female, the second is student 1, and the last is student 3. Student 1 improved his English skill by watching YouTube video or movie with English subtitle. His problems are he could not write without preparation, get his sentence lively, and get rid off mistakes in Grammar, spell correctly, put punctuation correctly. Student 2 improved her English skill by taking English course during the semester holiday for a month in Pare, Kediri. She is the highest one from the others with seven Yes options. She believed that she could write or think her way into actually *changing* her mind, and her capabilities that dealt with finding a main point in a mess of disorganized writing, giving the sentence lively, and she could get rid off the most mistakes in grammar, spelling, punctuation, and so on. Her little problems are in mechanics such as spelling, and grammar such as subject verb agreement and plural form. Student 3 was not confident enough on his writing proficiency in terms of generating ideas, revising, and feedback. He also could not find the problems in his reasoning or logic and straight them out. He could not arrange the word lively and felt that his English background knowledge were limited. Moreover, he could not relate ideas in making effective writing. Another problem is grammar.

Concluding sentence:

Result of the research of Thailand students' self-efficacy in writing class is on moderate levels. They are not maximal in following the writing course and need more efforts to improve their writing skill. This research is expected to find more factors on the exchange students' self-efficacy due to determining the best treatment for better English learning.

1. Point by Point Method

The following is an evaluation and comparison of two journal articles. The articles are “Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris secara Efektif” and “Tertiary Level Exchange Students’ Perspectives on Self-Efficacy: Toward EFL Writing”. Both of the articles were created by Megawati (2016a & 2016b), and present about learning English for EFL learners.

Article 1 focuses on English learning problems reported by the learners as non-English Department students. The English learning problems are influenced by different proficiency level of the students. Those show that article 1 presents general aspects of learning English such as Speaking, Listening, Writing, and Reading. It also uses non-English Department students that is primary school teacher education of Umsida as subjects in the research. Consequently, that needs more energy, time, and right preparation in carrying out the reserch. In contrast to article 2 that focuses to describe the students’ self-efficacy on their writing competence. This article uses three exchange students from Thailand as subjects in the research of writing skill. Those show that article 2 presents in particular aspect of learning English that is Writing skill. Moreover, this article only uses three students making the research saved more time and energy, also it was more effective and not complicated. The content of article 1 is about the problems and obstacles faced by students in various aspects of learning English. The article discusses too many aspects that make the readers pay more attention and are difficult to understand what the main point of the article is. Different from article 2 that only discusses one aspect of learning English that is writing skill. The readers will be able to understand and know what the main point of the article easily. Then the method of the research in article 1 is similar to article 2. Both use questionnaires to observe the difficulties and problems of subjects in learning English. But the article 1 only explains the majority of students’ results and does not explain it in detail because of too many subjects oberved. It also presents the data in essay form that makes the readers should read it slowly and comprehensively. While article 2 explains each student’s result in detail because the subjects are only three students. In addition, article 2 uses tables and chart to explain the data that make the readers easier to draw the conclusion of the research. In clonclusion, article 2 with particular aspect and a few subjects is easier for readers to understand the whole research in it. Whereas article 1 which uses general aspects and large subjects is a little bit difficult for readers to understand the research. But on the other hand, research with large subjects is more accurate and valid than the research with a few subjects.

2. Block Method

The following is an evaluation and comparison of two journal articles. The articles are “Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris secara Efektif” and “Tertiary Level Exchange Students’ Perspectives on Self-Efficacy: Toward EFL Writing”. Both of the articles were created by Megawati (2016a & 2016b), and present about learning English for EFL learners.

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Reference

Megawati, F. (2016). Kesulitan Mahasiswa dalam Mencapai Pembelajaran Bahasa Inggris Secara Efektif. *PEDAGOGIA: Jurnal Pendidikan*, 5 (2), 147-156.

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