

Appendix 1. Project Template (A4 paper, Times New Roman, Font size:11

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

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Topic Sentence:

I. Journal Description

1. Student Differences in Achieving English Learning Effective

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. This study aimed to describe 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

2. Tertiary Level Exchange Students' Perspectives on Self-Efficacy: Toward EFL Writing

This study aims to describe the students' self study was implemented by distributing closed result of writing task. The subjects of this study were three students from Thailand. The students' responses in questionnaire were 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 and support conclusion. In a nutshell, the subject of this study have moderated of writing self efficacy. Each student showed diverse selection in writing stage. The first student had moderate self-efficacy, but he relatively could cope with the writing problems. In the second student, the writing self-efficacy was the highest one, and it was proven from her better writing result. For the last student, similar to the writing quality, he considered himself weak in this skill.

II. Method

1. Student Differences in Achieving English Learning Effective

Data collection is done by the method of spreading the questionnaire, recording, and observation. Questionnaires are distributed to the research subject for knowing the student

response about the English learning experience for two semesters including the difficulties experienced in the learning process. In addition, researchers also collected data through recording at the end of the semester where students were asked to describe his idol in the form of video recording for approximately 7 minutes. The results of the recording are then observed in particular on aspects of student attitude and language presentation. The observations take place during a one-semester learning activity to observe students who are classified as active, inactive, and passive.

a. Tertiary Level Exchange Students' Perspectives on Self-Efficacy: Toward EFL Writing

A descriptive research methodology was implemented in this study. The instruments used were closed ended questionnaire and interview. The questionnaire were adapted from "Writing Skills Questionnaire. From thirty questions, 26 were considered suitable for the instruments. All the questions were in the form of "can" indicating the capability they have in the process of writing.

III. Significance

Tertiary Level Exchange Students' Perspectives on Self-Efficacy: Toward EFL Writing a more useful journal is the second journal because, explaining in detail about the weakness of students in English, explaining the four aspects in English ranging from speaking, writing, listening and reading, and after reading we so understand what are the weaknesses of students and teachers who teach English, but the first journal focuses on writing only.

Concluding sentence:

Explains how the English language among students because of the global demands that they need English to cover these 4 aspects and for students who exchange students to understand foreign languages among them.

1. Student Differences in Achieving English Learning Effective

Its discuss about 4 important aspects in English: Listening, Speaking, Reading, Writing

2. Tertiary Level Exchange Students' Perspectives on Self-Efficacy: Toward EFL Writing

Its only discuss or focus on Writing skills only for Student Exchange and socialization with around

Full Paragraph

1. Point by Point Method

Mastering the International language is something that needs to be developed at this time. With the establishment of Indonesia as a member of the AEC (ASEAN Economic Community), it is fitting for the nation's generation to advance in terms of science and technology supported by the mastery of the language of instruction is good and right. English is an important international language that can connect people with the world in various aspects including the educational aspect and learning in another country gives challenging atmosphere for someone who scholarship to be a foreign exchange student. Communication can be realized if one mastered four language skills: listening, speaking, reading, and writing. This applies also to the learning process of English called listening and reading as receptive

skill while reading and speaking as productive skill. Often people call that just by mastering speaking, that person can be said to be proficient in language. It is not entirely true. Writing language is also important to master. For example, when we open the Internet and want to respond to email, of course it requires careful reading ability along with the ability to write with the correct language structure so as to give appropriate answers. In addition there are three elements of language that play an important role in supporting the four skills, namely pronunciation (pronunciation), vocabulary (vocabulary), and grammar (language structure). To achieve optimal English language skills, professional language instructors are required to produce qualified learners. The problem of learning English is not only found in the elementary, middle, and upper level of education, but will continue until the college level. This applies also to students who are not from English department. To fulfill the obligations as a student at a university, they are required to take English courses and even have to pass the TOEFL test with a high enough value. For students who don't have a strong language knowledge background gained from elementary to high school will feel overwhelmed by this. So, as the English learners who do not deepen their knowledge in the field (ESP learners) have the potential to produce various responses in the learning process. Some of the factors that become the reason why they choose Speaking are as follows: lack of vocabulary in English, difficult to memorize, difficult pronunciation because it is very different from the Indonesian language, the fear of making mistakes, the fear of being laughed at by friends, and the lack of knowledge of Grammar. The second position lies in Listening skills. Upon hearing the English video or tone, the students felt unable to keep up with the normal speed of the native English speakers' voice. Then the lack of vocabulary mastery and understanding of English accents makes them not understand the content spoken of in the conversation even though the speed has been adjusted to the Indonesian language or the speaker is not native. Writing is the most complex activity to master. For ESP learners in this context. However, few students make writing skills difficult to learn. This is because in the process of learning, they approach the writing process where there are several steps that must be passed before they publish their English writing. The least difficulty in learning English lies in Reading. Most students think that reading skills are the easiest thing to do. Factors used as the basis for answers by students are due to their interest in reading activities. So even though the language of instruction given is English they still enjoy the activity.

2. Block Method

1. In the context of mastering some students. For the others, it is something frustrating to conduct. It depends on the teaching and learning situation and motivation around the individual who learns the new language. Learning English skills due to some factors, namely limited exposure and language materials, low confidence in using English for daily conversation, and the teacher with low qualification. Similarly, Degree students judge themselves as unsuccessful English language learners. From those two studies, it indicates that the implementation of English class needs attention and improvement in various aspects.

To relate the issue on efficacy on writing skill, it seems that there is limited reference information. Thus, taking into consideration the significance of the students' self in producing better composition result and few references on self-efficacy belief mainly in writing skill, this study would like to highlight the Thai English learners' self-efficacy on their writing competence.

2. In class conditions that have different language competencies, difficulties encountered also various value. In this study, the study subjects showed difficulty learning English in four skills with the most difficult sequences to the most easy as follows Speaking, Listening, Reading, Writing. Factors causing difficulties in learning English is influenced by the level of mastery of the language of each student. In active students tendency to choose writing. However, for passive students tend to choose speaking as a difficult thing to practice. The results of the videotape indicate that active and less active students can perform the final task well in terms of confidence and grammar. But for passive students, the results show that students are less confident and can't describe fluently.