FINAL EXAMINATION PROJECT

1. Please make **a compare and contrast paragraph** for my two papers in terms of :
* Journal description or quality:

 Pedagogia (<http://ojs.umsida.ac.id/index.php/pedagogia/index>)

 JEES (<http://ojs.umsida.ac.id/index.php/jees/index>)

* Content of article
* Method
* Significance
1. write based on the template (see Appendix 1)

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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Difficulties student in learning English

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**Topic Sentence:** Different between pedagogia and jees

1. **Journal Description**

Difficulties student in learning english toachieve the optimal English skills, other than that mastery of material and practice must be provided with a balanced ability. Probably because of his lack of pronounciation, vocabulary, and grammar.

1. **Content of Article**

In the context of mastering English skill, learning writing is interesting activity for

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.

1. **Method**

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KESULITAN MAHASISWA DALAM MENCAPAI PEMBELAJARAN BAHASA INGGRIS SECARA EFEKTIF: pengetahuan yang sangat berperan penting dan kurang nya belajar secara efektif membuat siswa kesulitan dalam belajar, apalagi belajar bahasa asing, setidak nya harus mampu menguasai 3 aspek yaitu pelafalan, kosa kasa, tata bahasa yang baik. Cara belajarnya dengan metode kulitatif.

Jurnal of English educators society, 1 (2) , October 2016, 83-94 <http://dx.doi.org/10.21070/jees.v1i2.441>

Tertiary Level Exchange Students’ Perspectives on Self-Efficacy: Toward EFL writing: The student shared that he found difficulties in learning English. He felt that his English background knowledge was still limited. He felt that his English background knowledge was still limited. The results of the three students showed similarities and differences. The same thing relates to their language learning experience which was not equite satisfying to equite them mastering the four skills of English including writing. How to learn using quantitative methods.

1. **Significance**

Of the two journals contain several benefits, among them is to teach how to learn effectifly. Designated his laerning method. Lack of vocabulary, grammar, and pronouncation.

Concluding sentence:

Knowladge is very important, we need to read in order to have a lot of knowldge. We need vocabulary to learn english. We need grammar to speak english well. Because the averange person who has difficultynin learning is lacking his vocabulary.

Full Paragraph

1. **Point by Point Method**

In the context of mastering English skill, learning writing is interesting activity for

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. (Noom-Ura, 2013) found that majory of that students get difficulties in

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, Suwanarak (2012) found surprising result that many of master

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.

1. **Block Method**

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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.

**Reference**

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

Megawati, F. (2016). Tertiary Level Exchange Students’ Perspectives on Self-Efficacy: Toward EFL Writing. *JEES (Journal of English Educators Society)*, *1*(2), 83-94.