

The Differences Between PEDAGOGIA and JEES
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Topic Sentence:

There are several differences in the articles written by Megawati (2016a & 2016b) taken from PEDAGOGIA and JEES.

I. Journal Description

1st journal

- Difficulties of learning english if students do not master in four language skills.

2nd journal

- Difficulties of exchange students if learning in another country.

II. Content of Article

1st

- The subjects of this study were students from Universitas Muhammadiyah Sidoarjo, non – English Department students.
- Four skills (speaking, reading, writing, listening)
- The results of the hardest skills first is speaking, then listening, then writing, last is reading.
- Instruments: Questionnaire, recording, observation.

2nd

- The subjects of this study were three students from Thailand.
- Writing skill.
- The results of the Thailand student's self-efficacy in writing class, and they need more guidance regarding the very different education background and learning situation. But the result of each individual are different.
- Instruments : Questionnaire.

III. Method

1st journal is qualitative research

2nd journal is quantitative research

IV. Significance

1st

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 speaking. However, for passive students tend to choose speaking as a difficult thing to practice.

2nd

Factors causing difficulties in learning English by Thailand student's is very different education background and learning situation.

Concluding sentence:

From all the differences between the two journals, it can be concluded that the difficulty of learning English in achieving language competence as a whole is influenced by the level of mastery of each student's language. So, based on the explanation above, which have more trouble?

Full Paragraph

1. Point by Point Method

There are several differences in the articles written by Megawati (2016a & 2016b) taken from PEDAGOGIA and JEES. The differences about the general problems from both of these journals. First, PEDAGOGIA description about although student have been at the college, if do not master in four skills for english it make more difficult. But JEES description about difficulties of exchange students if learning in another country. It seems that need to do big adaptation to connect the background knowledge and self-habit, and it automatically gives effect to the student's self-efficacy in writing skill. The subjects of PEDAGOGIA were students from Universitas Muhammadiyah Sidoarjo, non – English Department students. But the subjects of JEES were three students from Thailand. The type of PEDAGOGIA is qualitative research. By using questionnaire, recording, and observation, the results of the hardest skills first is speaking, then listening, then writing, last is reading. But the type of JEES is quantitative research. By using questionnaire, the result for the Thailand student's self-efficacy in writing class, and they need more guidance regarding the very different education background and learning situation. But the result of each individual are different. 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. Factors causing difficulties in PEDAGOGIA is learning English is influenced by the level of mastery of the language of each student. In active students tendency to choose speaking. However, for passive students tend to choose speaking as a difficult thing to practice. Factors causing difficulties in JEES is learning English by Thailand student's is very different education background and learning situation. From all the differences between the two journals, it can be concluded that the difficulty of learning English in achieving language competence as a whole is influenced by the level of mastery of each student's language. So, based on the explanation above, which have more trouble?

2. Block Method

There are several differences in the articles written by Megawati (2016a & 2016b) taken from PEDAGOGIA and JEES. The differences about the general problems from both of these journal. First, PEDAGOGIA description about although student have been at the college, if do not master in four skills for english it make more difficult. The subjects from Universitas Muhammadiyah Sidoarjo, non – English Department students. The type is qualitative research. By using questionnaire, recording, and observation, the results of the hardest skills first is speaking, then listening, then writing, last is reading.

JEES description about difficulties of exchange students if learning in another country. It seems that need to do big adaptation to connect the background knowledge and self-habit, and it automatically gives effect to the student's self-efficacy in writing skill. The subjects are three students from Thailand. The type of is quantitative research. By using questionnaire, the result for the Thailand student's self-efficacy in writing class, and they need more guidance regarding the very different education background and learning situation. But the result of each individual are different. 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. Factors causing difficulties in PEDAGOGIA is learning English is influenced by the level of mastery of the language of each student. In active students tendency to choose speaking. However, for passive students tend to choose speaking as a difficult thing to practice. Factors causing difficulties in JEES is learning English by Thailand student's is very different education background and learning situation. From all the differences between the two journals, it can be concluded that the difficulty of learning English in achieving language competence as a whole is influenced by the level of mastery of each student's language. So, based on the explanation above, which have more trouble?

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.