



Module of Research Proposal Writing

**Writing a Critical
Research Proposal
for *Skripsi***

**Compiled by
Adaninggar Septi Subekti, M.Sc.**

THE SECOND SEMESTER OF 2019/2020 ACADEMIC YEAR

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
UNIVERSITAS KRISTEN DUTA WACANA (UKDW)
2020**



Module of Research Proposal Writing

Writing a Critical Research Proposal for *Skripsi*

Compiled by

Adaninggar Septi Subekti, M.Sc.

This module is intended for students of Research Proposal Writing at the English Language Education Department in the second semester of 2019/2020 academic year

Universitas Kristen Duta Wacana (UKDW)

Lembar Pengesahan

Modul Ajar Mata Kuliah *Research Proposal Writing*

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- a. Nama Modul Ajar : *Module of Research Proposal Writing: Writing a Critical Research Proposal for Skripsi*
- b. Jumlah Penyusun : 1 (satu) orang
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- d. Tahun Ajaran : Semester Genap 2019/2020
- e. Biaya Penyusunan Modul : Rp. 200.000
- f. Sumber Biaya : Program Studi Pendidikan Bahasa Inggris
- g. Waktu/Durasi Penyusunan : 3 Januari 2020-28 Januari 2020

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Yogyakarta, 29 Januari 2020

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KATA PENGANTAR

Module of Research Proposal Writing: Writing a Critical Research Proposal for Skripsi ini disusun di awal semester genap tahun ajaran 2019/2020 sebagai salah satu sumber belajar mahasiswa di kelas *Research Proposal Writing*.

Dalam mata kuliah ini, mahasiswa akan menulis proposal penelitian yang akan digunakan untuk mata kuliah *Research Report Writing and Seminar in ELT* dan *Skripsi*. Secara khusus, mata kuliah ini memfasilitasi mahasiswa untuk memilih topik penelitian, merumuskan pertanyaan penelitian, mengidentifikasi metode yang sesuai, serta menyusun proposal penelitian, yang terdiri dari pengantar, tinjauan literatur, dan metode penelitian. Kesemuanya harus disusun secara akademik sesuai dengan pertanyaan penelitian yang sudah dibuat.

Modul ini diawali dengan sistematika proposal penelitian sebagai acuan utama mahasiswa. Sistematika berisi deskripsi dan apa yang diharapkan harus ada dari masing-masing bagian proposal. Selanjutnya, mengingat dalam mata kuliah ini mahasiswa untuk pertama kalinya akan menulis proposal penelitian, modul ini juga dilengkapi dengan beberapa contoh proposal penelitian yang ditulis oleh mahasiswa angkatan sebelumnya. Pemberian contoh-contoh ini diharapkan dapat memberikan mahasiswa inspirasi bagaimana mereka dapat menyusun proposal penelitian. Kelengkapan kelas utama seperti silabus dan rubrik penilaian juga disertakan dalam modul ini.

Yogyakarta, 29 Januari 2020

Penyusun,

Adaninggar Septi Subekti, M.Sc.

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SKRIPSI PROPOSAL SYSTEMATICS

SKRIPSI PROPOSAL SYSTEMATICS

[Skripsi Proposal Title]

CHAPTER I INTRODUCTION

There are four subheadings in the chapter and the author briefly introduces the subheadings in the chapter at the beginning of the chapter. The typical length of this chapter is 1,000 words to 1,500 words.

1. Research background

The author should start from the importance of the selected topic. He/she, then, should provide the rationales of conducting the study in the selected topic. He/she should also briefly explain why he/she chooses certain research context (for example: universities, high school, private courses, or others, in big cities, in rural area, or others) and the participants. He/she should briefly explain why he/she intends to conduct the study using the selected methods (for example: qualitative, quantitative, mixed methods).

In general, the author should provide rationales for: topic, research context, participants, and methods. The rationales should be built not based on assumption but based on the necessity to fill the gap in literature (authors should compare what are already in the literature (for example: previous studies) and what are not yet in the literature).

2. Research questions

The author should introduce the research questions using an introductory sentence.

The research questions are the most important thing in research. They determine the methods of data collection the author needs to conduct. In general, research questions should be specific, about one issue only, researchable within the timeframe, and without assumption.

3. Research objectives

The author should introduce the research objectives using an introductory sentence in relation with the research questions presented previously.

Research objectives are essentially the affirmative forms of research questions. In other words, research objectives are the positive/affirmative sentence forms of the research questions.

4. Research benefits

The author should state the benefits of the research for several parties (for examples, but not limited to teachers, students, researchers, related institution, and others).

The rationales presented previously in *Research background* can be restated in this part where appropriate, for example, benefits for researchers can be related to the author's rationales on the selected methods.

CHAPTER II

LITERATURE REVIEW

Depending on the nature of the selected research topic, *Literature review* can contain various subheadings related to the selected research topic and research questions. Using fairly flexible naming of subheadings, the author can discuss previous relevant studies, various findings in the studies, and studies in various research contexts.

As a rule of the thumb, *Literature review* should contain only theories, findings, debates, and statements related to the research questions. What is likely discussed in *Results and Discussions* should appear in *Literature review*. If the author uses certain existing questionnaires, for example, he/she should discuss studies using the same questionnaire in *Literature review*. In a similar vein, if he/she intends to investigate factors of motivation, he/she should review literature on that area.

The author should aim to use some analytical expressions in reviewing the literature. This can be achieved by, for examples, comparing several studies and clustering several studies based on certain criteria. For instance, instead of writing “this study found this... that study found that...” the author can write “there are several studies conducted in the Indonesian context..,” “studies using this questionnaire produced relatively the same result...” “Subekti’s (2018) study is one of few studies conducted using qualitative methods,” and many other possibilities.

The author should really avoid writing aimlessly about the selected topic in very broad sense without paying attention to his/her research questions because the research questions are the foci of the research. Mentioning any sources which deviate from these foci should really be avoided.

The typical length of this chapter is 1,500 words to 2,000 words.

CHAPTER III

METHODS

There are six subheadings in the chapter and the author briefly introduces the subheadings in the chapter at the beginning of the chapter. The typical length of this chapter is 1,000 words to 1,500 words.

1. Research design

The author should state the methods used in his/her research. These can be qualitative, quantitative, or mixed method. Classroom Action Research and Research and Development normally have various methods within them and in this case, the author should explain each method used in the research.

The author should provide justification of why he/she intends to use certain methods in relation with existing literature.

The author should compare the methods he/she intends to use, and the methods used in previous studies. Questions like “Is the method popular in the field?”, “Is it not popular but worthwhile doing?”, “What is the merit of choosing the method in relation with the existing literature?” should be addressed.

The author should state the research paradigm (for examples: positivism, interpretivism, pragmatism) used in the research in relation with the research methods.

2. Research participants

The author should clearly state who his/her participants are, where they from (high schools, universities, or others), and why he/she chooses those participants.

For example, if the author chooses ten ninth graders as his/her participants, he/she should also explain about their age, their level of English, the typical English classroom activities they have, and others depending on the nature of the research.

The details of the participants should be clear, but their confidentiality should be maintained. For example, the author should somehow conceal some *identifying information* about them. The exact name of institution used as the research setting should not be revealed.

3. Research instruments

The author should clearly state the instruments used in his/her research. For example, if he/she intends to conduct a quantitative study, he/she should explain the details of the questionnaire to be used, the contents of the questionnaire, and how the participants should fill the questionnaire. If he/she intends to conduct a qualitative study using interview and observation, he/she should provide details of his/her observation checklist, interview checklist, and how the checklist will be used in the field.

4. Data collection and data analysis

This part is highly technical. The author should provide details of when and how he/she will collect the data as well as how these data will be analysed in relation with research questions. The author should make sure the explanation is clear, to the point, and easy to understand.

The details include but not limited to: whether he/she will collect the data by her/himself or will ask several other people for help, what he/she does after he/she collects specific data, and how the data will be analysed in relation to the research questions.

Ideally, the author should provide details from the beginning of data collection process to finding the results of the research questions.

5. Ethical considerations

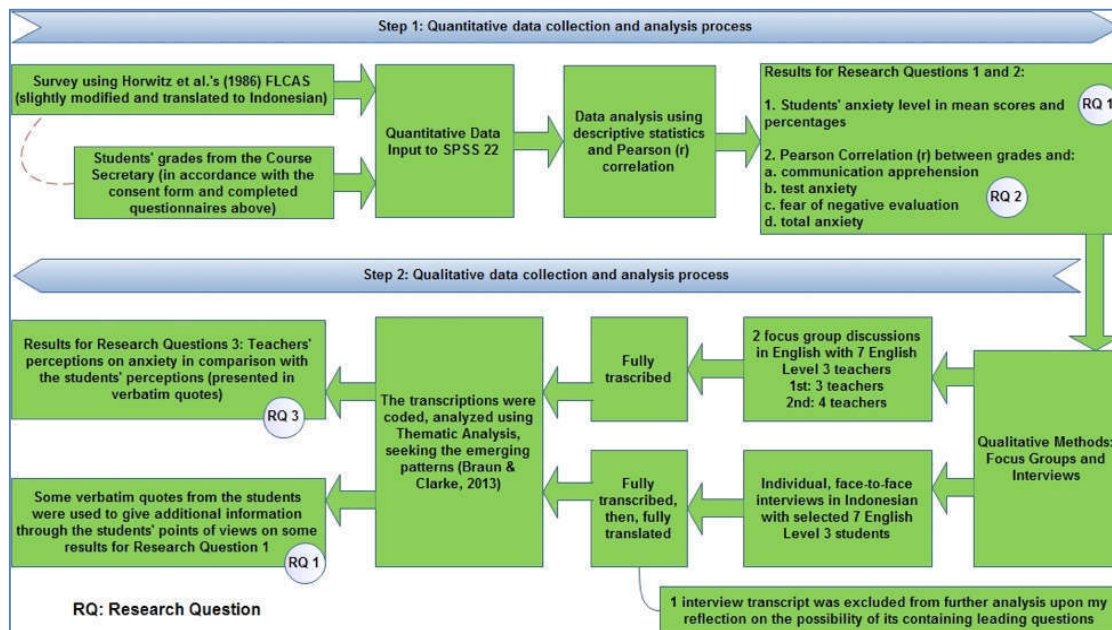
The author should state that the whole research process has applied ethical principles/considerations for research. These are beneficence, non-maleficence, autonomy, and justice. For example, the author states that in order to collect data, he/she has obtained gatekeeper's consent and distributed consent form to the participants or their guardians and that the participants do not spend too much time to participate in the study.

6. Sequence of data collection and analysis

The author should provide the detailed sequence of data collection and analysis in the form of flowchart. The flowchart, for example, should include the first step of being granted permission to conduct the study up to the last step in order to find the answers of the research questions.

He/she should introduce the flowchart at the beginning (one sentence is sufficient).

This is an example of a flowchart.



REFERENCES

References should be arranged using American Psychological Association (APA) reference style and be arranged using a citation manager (for example: *Mendeley*).

Any sources appearing in in-text citations should appear in references and vice versa, any sources appearing in references should have appeared in in-text citations.

If the author uses any in-text citations that do not appear in references, the credibility of these in-text citations and whether or not the author reads from the original sources could be questioned.

The use of indirect sources should be minimized until zero (0). The author can use indirect sources if and only if he/she cannot find the original sources after very optimal efforts of finding.

The suggested minimum number of references is thirty (30).

Suggested references are from journal articles, books, book sections, and government regulations. Sources from websites or sources which contain incomplete important details such as author's name, name of the publication and year of publication should, where possible, be avoided.

[EXAMPLES OF REFERENCES]

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APPENDICES

Appendix 1.

Appendix 2.

Appendix 3....

What can be included in this section depends on the nature of the study. The documents that can be included in this section include, but not limited to consent forms, questionnaires, interview checklist, observation checklist, samples of interview transcripts, and samples of coded transcripts.

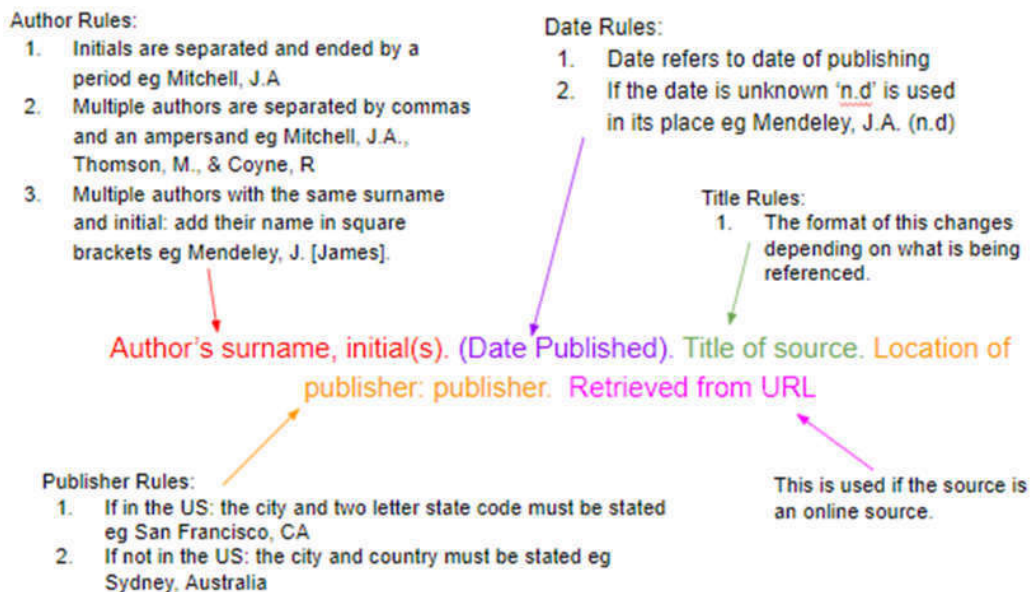
The arrangement of the document in this section should be made in such a way that the presentation is tidy and easy to read. For examples, the author should write “Appendix 1. Interview consent form” above the consent form and write “Appendix 2. Questionnaire” above the questionnaire. Attaching various documents *without any label* in this section is *strongly undesirable*.

APA CITATION GUIDE

APA Format Citation Guide

This is a complete guide to APA (American Psychological Association) in-text and reference list citations. This easy-to-use, comprehensive guide makes citing any source easy. Check out our other citation guides on [MLA 8](#) and [Harvard](#) referencing.

Core Components of an APA Reference:



1. APA Referencing Basics: Reference List

A reference list is a complete list of references used in a piece of writing including the author name, date of publication, title and more. An APA reference list must:

- Be on a new page at the end of the document
- Be centred
- Be alphabetically by name of first author (or title if the author isn't known, in this case a, an and the should be ignored)
 - If there are multiple works by the same author these are ordered by date, if the works are in the same year they are ordered alphabetically by the title and are allocated a letter (a,b,c etc) after the date
- Contain full references for all in-text references used

2. APA Referencing Basics: In-Text Citation

In-text references must be included following the use of a quote or paraphrase taken from another piece of work.

In-text citations are citations within the main body of the text and refer to a direct quote or paraphrase. They correspond to a reference in the main reference list. These citations include the surname of the author and date of publication only. Using an example author James Mitchell, this takes the form:

Mitchell (2017) states... Or ...(Mitchell, 2017).

The structure of this changes depending on whether a direct quote or parenthetical used:

- Direct Quote: The citation must follow the quote directly and contain a page number after the date, for example (Mitchell, 2017, p.104). This rule holds for all of the variations listed.
- Parenthetical: The page number is not needed.

Two Authors:

The surname of both authors is stated with either 'and' or an ampersand between. For example:

Mitchell and Smith (2017) state... Or ...(Mitchell & Smith, 2017).

Three, Four or Five Authors:

For the first cite, all names should be listed:

Mitchell, Smith, and Thomson (2017) state... Or ...(Mitchell, Smith, & Thomson, 2017).

Further cites can be shorted to the first author's name followed by et al:

Mitchell et al (2017) state... Or ...(Mitchell et al, 2017).

Six or More Authors:

Only the first author's surname should be stated followed by et al, see the above example.

No Authors:

If the author is unknown, the first few words of the reference should be used. This is usually the title of the source.

If this is the title of a book, periodical, brochure or report, it should be italicised. For example:

(A guide to citation, 2017).

If this is the title of an article, chapter or web page, it should be in quotation marks. For example:

("APA Citation", 2017).

Citing Authors With Multiple Works From One Year:

Works should be cited with a, b, c etc following the date. These letters are assigned within the reference list, which is sorted alphabetically by the surname of the first author. For example:

(Mitchell, 2017a) Or (Mitchell, 2017b).

Citing Multiple Works in One Parentheses:

If these works are by the same author, the surname is stated once followed by the dates in order chronologically. For instance:

Mitchell (2007, 2013, 2017) Or (Mitchell, 2007, 2013, 2017)

If these works are by multiple authors then the references are ordered alphabetically by the first author separated by a semicolon as follows:

(Mitchell & Smith 2017; Thomson, Coyne, & Davis, 2015).

Citing a Group or Organisation:

For the first cite, the full name of the group must be used. Subsequently this can be shortened. For example:

First cite: (International Citation Association, 2015)

Further Cites: (Citation Association, 2015)

Citing a Secondary Source:

In this situation the original author and date should be stated first followed by 'as cited in' followed by the author and date of the secondary source. For example:

Lorde (1980) as cited in Mitchell (2017) Or (Lorde, 1980, as cited in Mitchell, 2017)

3. How to Cite Different Source Types

- In-text citation doesn't vary depending on source type, unless the author is unknown.
- Reference list citations are highly variable depending on the source.

How to Cite a Book (Title, not chapter) in APA Format

Book referencing is the most basic style; it matches the template above, minus the URL section. So the basic format of a book reference is as follows:

Title Rules:

1. It is italicised
2. The first letter of the first word, the first letter of the first word after a ':' or '-' and the first letter of proper nouns are capitalised

(ed.)=edition
This is not included
for 1st edition books

Author surname, Initial(s). (Year). *Title* (ed.). Publisher location: Publisher

Book referencing examples:

Mitchell, J.A., Thomson, M., & Coyne, R.P. (2017). *A guide to citation*. London, England: My Publisher

Jones, A.F & Wang, L. (2011). *Spectacular creatures: The Amazon rainforest* (2nd ed.). San Jose, Costa Rica: My Publisher

How to Cite an Edited Book in APA Format

This reference format is very similar to the book format apart from one extra inclusion: (Ed(s)). The basic format is as follows:

Author surname, initial(s). (Ed(s)). (Year). *Title* (ed.). Place: Publisher

Eds marks the people listed as editors. Ed is for lone editors, Eds is for multiple

Edited book example:

Williams, S.T. (Ed.). (2015). *Referencing: A guide to citation rules* (3rd ed.). New York, NY: My Publisher

How to Cite a Chapter in an Edited Book in APA Format

Edited books are collations of chapters written by different authors. To reference a single chapter, a different format is needed. The basic structure is as follows:

Chapter title isn't italicised but follows the same capitalisation rules as the title

The initials of the editor come before the surname

Last name of the chapter author, initial(s). (Year). Chapter title. In editor initial(s), surname (Ed.). Title (ed., pp.chapter page range). Location: Publisher

Edited book chapter example:

In the following example, B.N. Troy is the author of the chapter and S.T. Williams is the editor.

Troy, B.N. (2015). APA citation rules. In S.T, Williams (Ed.). *A guide to citation rules* (2nded., pp. 50-95). New York, NY: Publishers.

How to Cite an E-Book in APA Format

An E-Book reference is the same as a book reference expect the publisher is swapped for a URL. The basic structure is as follows:

Author surname, initial(s) (Ed(s).*). (Year). Title (ed.*). Retrieved from URL

*optional.

E-Book example:

Mitchell, J.A., Thomson, M., & Coyne, R.P. (2017). *A guide to citation*. Retrieved from <https://www.mendeley.com/reference-management/reference-manager>

How to Cite an E-Book Chapter in APA Format

This follows the same structure as an edited book chapter reference except the publisher is exchanged for a URL. The structure is as follows:

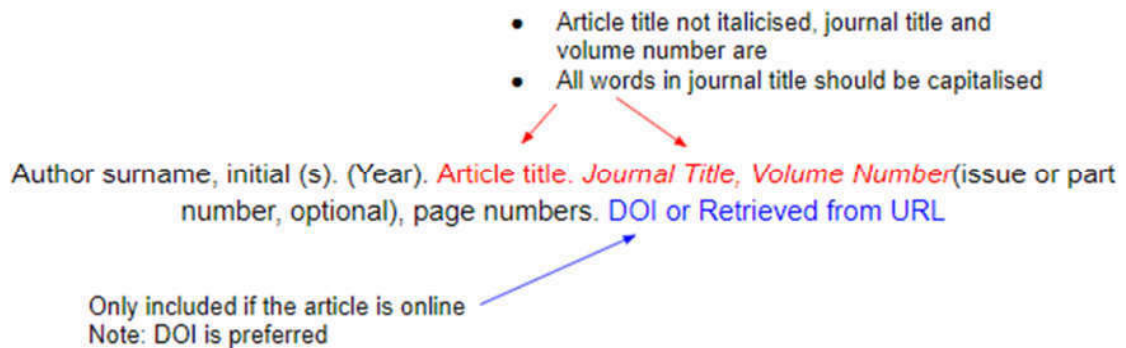
Last name of the chapter author, initial(s). (Year). Chapter title. In editor initial(s), surname (Ed.). Title (ed., pp.chapter page range). Retrieved from URL

E-Book chapter example:

Troy, B.N. (2015). APA citation rules. In S.T, Williams (Ed.). *A guide to citation rules* (2nded., pp. 50-95). Retrieved from <https://www.mendeley.com/reference-management/reference-manager>

How to Cite a Journal Article in Print or Online in APA Format

Articles differ from book citations in that the publisher and publisher location are not included. For journal articles, these are replaced with the journal title, volume number, issue number and page number. The basic structure is:



Journal Article Examples:

Mitchell, J.A. (2017). Citation: Why is it so important. *Mendeley Journal*, 67(2), 81-95

Mitchell, J.A. (2017). Citation: Why is it so important. *Mendeley Journal*, 67(2), 81-95. Retrieved from <https://www.mendeley.com/reference-management/reference-manager>

How to Cite a Newspaper Articles in Print or Online in APA Format

The basic structure is as follows:

Author surname, initial(s). (Year, Month Day). Title. *Title of Newspaper*, column/section, p. or pp. Retrieved from URL*

**Only include if the article is online.

Note: the date includes the year, month and date.

Newspaper Articles Example:

Mitchell, J.A. (2017). Changes to citation formats shake the research world. *The Mendeley Telegraph*, Research News, pp.9. Retrieved from <https://www.mendeley.com/reference-management/reference-manager>

How to Cite Magazine Articles in Print or Online in APA Format

The basic structure is as follows:

Author surname, initial(s). (Year, month day). Title. *Title of the Magazine*, pp.

Magazine Article Example:

Mitchell, J.A. (2017). How citation changed the research world. *The Mendeley*, pp. 26-28

How to Cite Non-Print Material in APA Format

How to Cite an Image in APA Format

The basic format to cite an image is:

Author surname, initial(s). (Publication date). *Title of image* [media type]. Retrieved from URL

Media type could be photograph, painting, infographic etc.

Image Example:

Millais, J.E. (1851-1852). *Ophelia* [painting]. Retrieved from www.tate.org.uk/art/artworks/millais-ophelia-n01506

How to Cite a Film in APA Format

The basic format of a film citation is:

Producer surname, initial (Producer), & Director surname, initial (Director). (Year of Release). *Title of film* [Motion Picture]. Country of Origin: Studio.

Film Example:

Hitchcock, A. (Producer), & Hitchcock, A. (1954) *Rear window*. United States of America: Paramount Pictures.

How to Cite a TV Programme in APA Format

The basic format is as follows:

Writer surname, initial(s) (Writer), & Director surname, initial(s) (Director). (Year of Release). Episode title [Television series episode]. In Executive producer surname, initial(s) (Executive Producer), *TV series name*. City, State of original channel: Network, Studio or Distributor

TV Programme Example:

Catlin, M., and Walley-Beckett, Moire (Writers), & Johnson, R (Director). (2010). Fly [Television series episode]. In Schnauz, T. (Executive Producer). *Breaking bad*. Culver City, CA: Sony Pictures Television

How to Cite a Song in APA Format

The basic format to cite a song in APA format is as follows:

If the writer has a name in the form of forename and surname, do the usual surname then initials. If the writer uses a stage name then state the full name in order.

The full artist's name should be stated in order, not just surname and initials.

Writer surname, initial(s). (Year of copyright). Song Title [Recorded by artist name]. On Album title [medium of recording]. Location of label: label. (Date of recording)

Medium of recording could be CD, MP3, visual album etc.

Song Example:

Beyonce, Diplo, MNEK, Koenig, E., Haynie, E., Tillman, J., and Rhoden, S.M. (2016) Hold up [Recorded by Beyonce]. On *Lemonade* [visual album]. New York, NY: Parkwood Records (August 16)

How to Cite a Website in APA Format

When citing a website, the basic structure is as follows:

Author surname, initial(s). (Year, month day). *Title*. Retrieved from URL

Website example:

Mitchell, J.A. (2017, May 21). *How and when to reference*. Retrieved from <https://www.howandwhentoreference.com>.

To learn more about citing a web page and entire websites in APA, MLA or Harvard check out [How to Cite a Website post](#).

For a summary of all the references for each source type along with examples take a look at our [Ultimate Citation Cheat Sheet](#). It also contains examples for [MLA 8](#) and [Harvard](#) formats.

**EXAMPLES OF STUDENTS' RESEARCH
PROPOSAL**

PROPOSAL SAMPLE 1

The Use of Realia for Young Learners in an English Private Course

CHAPTER I

INTRODUCTION

This chapter contains research background, research questions, research objectives, and research benefits.

1. Research background

The activities and exercises of the language classroom for young learners are not limited to the textbooks only (Bably & Nusrat, 2017). Young learners are more excited and lively learners in nature when they are doing the given activity (Siswanto, 2017). Activities for young learners are making project, telling a story, presenting and so on. In this case, young learners tend to need more fun activities to build up their enthusiasm in the learning process (Siswanto, 2017). Doing some activities in classrooms can be supported by media because it is a tool to deliver information in the classroom to students. Aini (2013) stated that all teaching materials can be used for teaching-learning activities and support learners in reaching objectives. In other words, how the teachers can manage the learning process to achieve the goal is using teaching media to simplify the lesson for students. Indeed, many media are used to teach the language. One of them is realia.

According to Richards and Schmidt (1985) in Bably & Nusrat (2017), realia in language teaching can be defined as “actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching (p.1).” In other words, realia is the teaching aids which are supporting learning and teaching process in the classroom such as, pictures, toys, flashcards, timetable, and many more. In teaching speaking skill, realia is useful because students can see and touch the materials directly since they do not need to imagine it (Bala, 2015). So, it will help them to express their thoughts.

There are many studies about realia in the English language learning (e.g: Aini, 2013; Argawati, 2009; Bably & Nusrat, 2017; Bala, 2015; Irawan, 2018; Rokhmawati, 2011). They found out that students can be more creative and engaged by using realia. Argawati (2009), for example, found that using realia makes learning experience more memorable for elementary students in Indonesia. Because most young children are visual learners, realia which is visual objects (Richards & Schmidt, 1985 in Bably & Nusrat, 2017) can be a good teaching media. Thus, conducting research on using realia for young learners is important.

The existence of English private courses can be attributed to the characteristics of mainstream education or formal education (Alotaibi, 2014). Formal education is a structured and organized education model and administered by norms, laws, and subjects which strict to the curriculum, methodology, content, and objectives (Shala, 2016) Unfortunately, sometimes the high demand of education cannot be matched with students' need. English private course is a type of non-formal education which is more flexible to the needs and interests of the students (Shala, 2016). For example, some studies (e.g: Alotaibi, 2014; Kozar, 2013) found that students interest to join courses outside the school is high in Saudi Arabia and Russia. However, despite the potential of private course in English education, in Indonesia, the research which has focused on an English private course is rarely investigated. Therefore, this research is going to investigate how young learners and teachers use and to dig out how

teachers' and students' perception toward the using of realia in an English private course in the Indonesian context.

Thus, this research will investigate more a private course in Indonesian context and the use of realia for young learners in an English private course is researched because young learners' characteristic shows that they are lively learners who need interaction with real objects to engage their attention in learning English (Bably & Nusrat, 2017).

2. Research questions

This research has two main concerns which are related to the use of realia in English private course in the Indonesian context. Thus, this research addresses the following questions to be elaborated.

- a. To what extent do young learners and the teachers use realia in English private course?
- b. What are teachers' and learners' view on the use of realia on English Learners' learning?

3. Research objectives

There are two objectives of this research. First is to investigate how teachers and young learners use realia in English private course in the Indonesian context. Second is to explore the viewpoints of teachers and learners on using realia in learning English.

4. Research benefits

By conducting this research, hopefully, it can be beneficial for learners, teachers, and other researchers. Firstly, by knowing the viewpoint of learners on using realia can be beneficial for teachers to know what their students' needs very well and what to improve in their teaching. Further, by knowing the viewpoint of teachers on using realia can be beneficial for both teachers and students. For students, they can optimize their learning process using realia. Then, for teachers, they can improve the use of realia, get more information on using realia and know their colleague's viewpoint on using realia. Lastly, for other researchers, the same research can be conducted with different participants, like adult learners, to find out the perspective from adult learners of using realia. Additionally, this research can be a reference to research similar topic in different levels of learners, context, research method and setting of learning.hn

CHAPTER II LITERATURE REVIEW

This section will discuss some concepts of this research. They are a) Realia in English Language Learning; b) Teaching Young Learners; c) English Private Course in Indonesia.

1. Realia in English Language Learning

Realia has been explored by Richards and Schmidt (1985) and Berwald (1987) initially for teaching a foreign language. According to Richard and Schmidt (1985), realia is actual objects and items that are brought to the classroom as teaching aids. In contrast, Berwald (1987) defined that realia, in general, are real objects, such as telephone books, menus, tickets, radio and television broadcasts. However, Berwald (1987) noted in his research that specifically realia can be defined as a set of teaching aids to facilitate learner in experiencing the target culture. Berwald (1987) also added that realia is huge but it can be specified as teaching aids based on its function. Some recent works also agree with the definitions above. Aini (2013) for example, defined realia are unmodified things used for teaching-learning process.

Argawati (2009) also defined that realia are real objects which are used to improve students' understanding of words in real-life situations.

The use of realia is getting more popular these days. More and more studies were investigating the use of realia (e.g: Argawati, 2009; Rokhmawati, 2011; Aini, 2013; Bala, 2015; Bably & Nusrat, 2017; Irawan, 2018). They examined the use of realia for teaching English which has positive effects to stimulate the learners in different purposes. In the earliest research in Indonesia, Argawati (2009) researched the use of realia to enrich vocabulary of young learners because realia provides them the memorable learning experience. Moreover, Rokhmawati (2011) used realia in her research to improve students' speaking ability by using real material and asked students to mention the name of the object. In recent research from Irawan (2018) stated that teaching vocabulary is effective using realia as real object media to junior high school students.

In conclusion, the use of realia has an important role for teaching English in building students' achievement in language learning (Argawati, 2009; Rokhmawati, 2011; Aini, 2013; Bala, 2015; Bably & Nusrat, 2017; Irawan, 2018).

2. Teaching Young Learners

There are some views of young learners' characteristic. Copland, Garton and Burns (2014) defined young learners are difficult to be motivated. Further, they stated that teaching to young learners is identified as a challenge especially involving students into the learning. In comparison, Bably and Nusrat (2017) identified that young children are at the perfect age to learn a language and they are visual learners. This statement is supported by some researchers (e.g: Cameron, 2001; Harmer, 2003; Scott & Ytreberg, 1990). They are in agreement that the natures of young learners are learning from physical activities, conceiving what they hear, see, touch and interact with, and actively constructing meaning from their experience (Cameron, 2001; Harmer, 2003; Scott & Ytreberg, 1990). According to the explanations above, it can be concluded that young learners are in their perfect age to learn English as they like physical activities, experiencing something, and also making interaction with people and thing.

Knowing the nature of young learners is necessary for teachers before getting the students to the lesson, because it will influence how the teachers will prepare everything, such as teaching style, methods, learning materials, and the way of getting along with them (Juhana, 2014). According to Harmer (2003), language teachers should stimulate students to the language and give them opportunity to practice it in the classroom. Therefore, various activities are needed to be used as language practice for students. For example, teachers give fun activity which builds the interaction between learners and the learning materials is one of the ways to approach them to the lesson (Cameron, 2001). Children need learning material to get them to do physical movement, interaction with people and things, and also experience fun learning, teaching language and learning materials are used ideally in the same time and it is an important aspect that teachers should concern with (Cameron, 2001; Juhana, 2014).

Teachers can use realia as one of suitable learning materials to teach language in the classroom (Aini, 2013; Bably & Nusrat, 2017; Juhana, 2014). Juhana (2014) for example, suggested that teachers can use media or realia to deliver the materials to build up students' understanding. Further, he stated that young learners have to repeat language item several times to get them familiar. So, repeating the activities or doing different activities with the same set of words or language topic will be fine.

Young learners from age seven to eleven can be categorized as formal operational in Piaget's theory about cognitive development (Mcleod, 2018). At this stage, children begin to

conceptualize things and learn best from concrete things around them. Therefore, teaching young learners using realia is a good choice as young learners are having great curiosity to explore new things. Further Slattery and Willis (2001) stated that young learners are easy to get bored and they have a short attention time. Thus, teachers should focus on using concrete items while teaching language and also, since the concentration and attention of young learners are short, creating interesting and various activities is a must.

3. English private course in Indonesia

In Indonesian context, English subject for elementary is not written in the 2013 Curriculum. As it was stated by Kementerian Pendidikan dan Kebudayaan (2013), English subject is not a compulsory lesson anymore. Additionally, Republic of Indonesia (*Permendikbud RI*) number 81A year 2013 about the application of curriculum 2013 also stated that elementary schools can add English as their additional subject based on the need and situation (Kementerian Pendidikan dan Kebudayaan, 2013). In fact, in some schools, they do not provide an English subject, so for development of English proficiency of students, English private course is taking place. Despite the popularity of private courses, the role of private course in Indonesia is still rare. In Herdiyanti (2017) research through interviews, the participants reported English course helps them develop their English outside their school and supports them to increase their English language proficiency.

CHAPTER III

METHODS

1. Research Design

This research is planned to use a qualitative research method to gather data from the participants. In general, the qualitative method aims to gain deeper data from the participants' perspective toward certain phenomena (Creswell, 2007; Ospina, 2004; Strauss & Corbin, 1998). Additionally, Strauss' and Corbin's (1998) stated that “qualitative methods can be used to obtain the intricate details about phenomena like feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional methods” (p.11). In other words, the qualitative method is used to understand the phenomena of human feelings, emotions, and cognitive process deeply. In this case, this research plans to use qualitative to gain deeper perspectives about the use of realia for young learners in an English private course. In fact, by using the qualitative method, the teachers' and students' voices on the use of realia can be described deeply.

As qualitative method is used in this research, interpretivism paradigm is applied. It is applied to gain in-depth perspectives of the reality from the viewpoint of participants and also find a deeper understanding of the phenomena of the human and social sciences (Creswell, 2007). Further, it is applied to find the uniqueness of context instead of trying to generalize the understanding of the whole participants (Creswell, 2007). Therefore, the findings of this research are not meant to generalize the participants' viewpoint. But, this research will show in-depth perception about the use of realia for young learners in an English private course.

Many previous studies on realia have been conducted using various kinds of methods. Many studies use qualitative method (Argawati, 2009; Bala, 2015; Irawan, 2018; Rokhmawati, 2011) they were conducting CAR method and experimental research. Whereas, Bably and Nusrat (2017) used a quantitative method by distributing questionnaires. In comparison to my research, I am going to use a qualitative method in which semi-structured interview is used to gather the data. Since my focus is to find out teachers' and students' perception toward the

use of realia, therefore, I do not use either experimental design or CAR because they only focus on a certain group.

2. Research participants

This research is about the use of realia for young learners in a private English course. So, four teachers and six students are selected. The selection of the participants is based on several reasons. The first criterion is teaching experience. Teachers with 10 years of teaching experiences are chosen as participants because their experience will enrich and deep description or data of the use of realia for young learners. The second criterion is students' age. Student participants aged 7 to 11 are chosen because, in this stage of age, they like to conceptualize things and learn best from concrete things around them (McLeod, 2018).

Because the purposes of this research are to find out the participants' viewpoint of using realia for young learners and explore how realia is used in the classroom, therefore interview is chosen as the main method. I am planning to interview four teachers and six students using semi-structured interviews, to understand the participants' answer thoroughly and investigate the use of realia deeply (Harrell & Bradley, 2009).

3. Research instruments

To collect the data, I use qualitative method (Creswell, 2007). ~~Surely~~, deeper data will be collected by using interview checklist as the main data collection plus observation as the secondary data (Creswell, 2007). The interview questions are related to the research questions about teachers and students' viewpoint of using realia and how they use realia in the classroom, and criterion of the observation checklist is about how realia is used in the classroom. Further, as suggested by Braun and Clarke (2006), thematic analysis is used to analyze the data. They stated that a theme represents meaning within the data set and it captures important points about the data in relation to the research questions.

The complete detail can be seen in the appendix.

4. Data collection and data analysis

After obtaining permission to conduct the research setting, Individual semi-structured interviews in Indonesian language is going to be conducted with four teachers and six students. In conducting the interviews, I am trying to answer the two research questions; (1) to what extent do young learners and the teachers use realia in English private course and (2) what are teachers' and learners' view on the use of realia on English Learners' learning. Thereafter conducting interviews, the data is translated into English for further analysis. After translating, the data is coded. Then, thematic analysis is used to analyze the interviews data by reading and analyzing the code. Afterward, observation is also conducted to gain deeper understanding to answer RQ1. The observation might be conducted in the same week with interview schedule. After that, the observation data will be coded. Further, the coding will be themed along with the themes of interview data. The data collection is illustrated in figure 1.

5. Ethical considerations

In conducting interviews and doing an observation, distributing informed consent form should consider some ethical considerations, such as confidentiality and anonymity. As this research is planned to be conducted in an English private course, an informed consent form will be distributed to the manager of the course to grant permission to conduct the research (Cohen, Manion, & Morrison, 2007). Once the management grants permission, this research can be initiated. After getting access and acceptance, the teacher participants will be given informed consent form to ask their willingness to participate (Cohen et al., 2007). As the principle of informed consent is self-determination and freedom, the teacher participants will be given

some time to read and sign (Cohen et al., 2007). Moreover, For the participated students, informed consent form is distributed to their parents as they are under the age of sixteen (Pillay, 2016). Therefore, their participation requires parents' permission which requires parents' permission.

Second ethical consideration is anonymity. Throughout this paper, pseudonyms are used to keep the participants' confidentiality (Israel & Hay, 2006). The name of the institution where the research is going to be conducted and the participants' name are not going to be disclosed (Cohen et al., 2007). The anonymity is done to protect the participants' identity throughout this research (Cohen et al., 2007).

6. Sequences of data collection and analysis

The detailed sequences of the data collection and analysis can be seen in the following illustration:

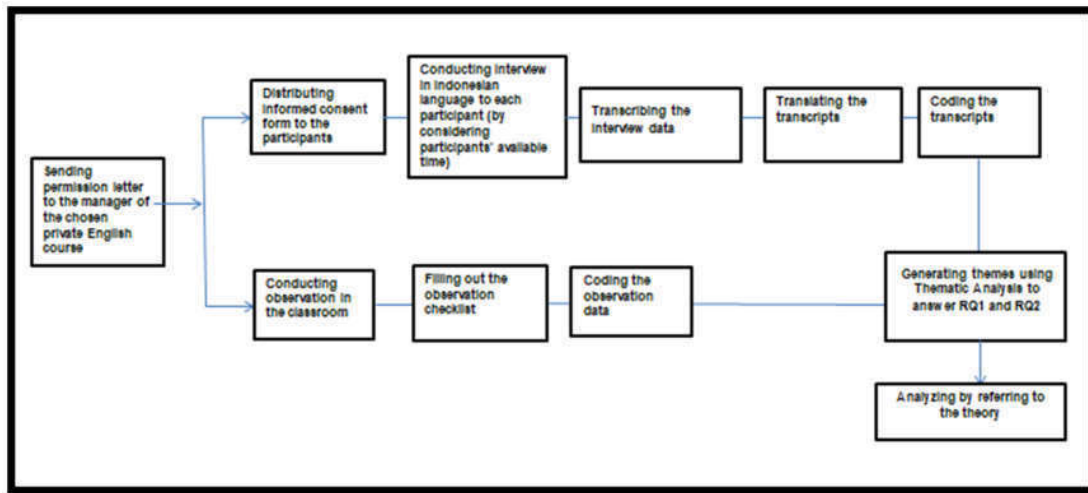


Figure 1.

REFERENCES

[References are purposely omitted.]

PROPOSAL SAMPLE 2

Teachers' and Students' Beliefs on the Use of Jigsaw Learning Strategy for Cooperative Learning in English Language Teaching

CHAPTER I INTRODUCTION

There are four subheadings that will be discussed in this chapter such as research background, research questions, research objectives, and research benefits. Therefore, this chapter will introduce readers the big concepts of the present study.

1. Research Background

Teaching English as a second language is challenging for some teachers. Every teacher has their own beliefs on what strategy that they use in order to help their students in learning English (Biesta, Priestley, & Robinson, 2015). Jigsaw learning strategy, specifically, is one of the learning strategies that is used to build a cooperative learning in order to learn English as a foreign language. According to Johnson and Holubec (1993) in Mengduo and Xiaoling (2010), there are five principles for jigsaw strategy such as: positive interdependence, face-to-face promote interaction, individual and group accountability, interpersonal skills, and group processing. In other words, the use of jigsaw learning strategy is requiring students to be involved with each other that also indicate students' collaboration in the classroom. Mengduo and Xiaoling (2010) stated that the use of jigsaw learning help students to develop their teamwork skill which can be one of strategies to build a cooperative learning in the classroom activity. In this era, building a cooperative learning in the classroom is very important especially in English language teaching (Altun, 2015).

In this 21st century era, cooperative learning is one of the components in it as "collaborative" (Altun, 2015). Students nowadays are likely being unhappy to have a group work (Felder & Brent, 2001). However, in order to prepare them to face 21st century era, they have to be ready with cooperative learning which include putting them in a group work. Therefore, in this learning strategy student are experiencing a cooperative learning that required students to communicate in a group work (Altun, 2015). Especially in learning English, students might have different interest as they have different background knowledge and capability of certain subject (Heddy, Sinatra, Seli, Taasoobshirazi, & Mukhopadhyay, 2016). Thus, by having a group work activity in jigsaw learning students can share and collaborate with another students that has different interest. This phenomenon also gives impact on the teacher's beliefs toward the use of jigsaw learning strategy in English language teaching. By knowing student's interest, teachers might have its own views on how they will handle the students. Borg and Al-Busaidi, (2011) stated that teachers' views also give impact on the way they apply a certain strategy in teaching.

Study about teachers' beliefs is not totally new. A study about teachers' beliefs has been conducted by Phipps and Borg (2009) in Turkey. They found out that teachers' beliefs have to be included to see whether the classroom build good atmosphere in engaging student's performance or not. A study about jigsaw learning strategy for cooperative learning also has been conducted

by Mengduo and Xiaoling (2010) in China context. They found out that the use of jigsaw learning has been increasing students' participation in the classroom. Therefore, these two issues about teachers' beliefs and jigsaw learning strategy, showed positives impact toward students' performance. In the other words, both studies about teachers' beliefs and jigsaw learning strategy showed that these issues are important. Thus, conducting study about teachers' beliefs on the use of jigsaw learning strategy for cooperative learning is important.

Furthermore, this research will be conducted in an English education department major in Indonesia context. However, there are also some research about this study in other countries. According to Dansereau (2014), cooperative learning has been explored primarily combined with a certain learning strategy. Research about the use of jigsaw learning for cooperative learning in China context by Mengduo and Xiaoling (2010), the use of jigsaw learning has shown a positive impact towards students' performance. Teachers have to see this phenomenon as concern in order to engage classroom atmosphere by considering jigsaw learning strategy to be implemented in the classroom. Thus, this research will explore more about teachers' beliefs on the use of jigsaw learning strategy for cooperative learning. How does teacher in the university have been applied jigsaw learning strategy in the classroom? Therefore, this study will also look forward on how teachers' and students' views on the use of jigsaw learning strategy for cooperative learning.

2. Research Questions

Considering the rationale of the research stated above, the following research questions were addressed in the present study:

1. To what extent do university teachers use jigsaw learning strategy in the classroom?
2. To what extent is students' participation in jigsaw learning activity in the classroom?
3. What are teachers' and students' views on the use of jigsaw learning strategy for cooperative learning?

3. Research Objectives

The objective of this study is to investigate or explore teachers' and students' beliefs on the use of jigsaw learning strategy for cooperative learning in English language teaching. By constructing this study, the study intends to investigate:

1. To what extent university teachers use jigsaw learning strategy in the classroom.
2. To what extent students' participation in jigsaw learning activity.
3. To investigate teachers' and students' views on the use of jigsaw learning strategy for cooperative learning in English language teaching.

4. Research Benefits

By conducting this study, hopefully, it can be beneficial for learners, teachers, and other researchers.

- a. Teachers

On the certain strategy, specifically jigsaw, the teachers can identify whether the strategy that they have applied in the learning activity is effective or not and what things need to improve to make the instruction more effective.

b. Students

By knowing the detail of a learning strategy that the teachers have applied in the classroom, students can understand and explore which strategy more effective or more comfortable for them in order to improve their performance.

c. Readers/Other Researchers

As study about teachers' and students' beliefs on the use of jigsaw learning in Indonesia is not as many as it has been conducted in other countries, it might be beneficial for other researchers to use this study as the references for similar study in the field.

CHATER II

LITERATURE REVIEW

This section will discuss two concepts of the study such as 1.) The development of learning strategies and jigsaw learning as cooperative learning; 2.) Teachers' and students' beliefs on the use jigsaw learning strategy.

1. The development of learning strategies and jigsaw learning as cooperative learning

Researchers generally have explained many kinds of learning strategies. Oxford (1990) differentiates learning strategies in ten complex contexts such as in classrooms, at home, at the gym, at the library, online, on the bus, and sometimes in the synagogue, temple, mosque, or church. More specific in teaching language instruction, Chamot and Kupper (1989) in the early study stated that learning strategies are the techniques that students use to comprehend, store, and remember new information and skills. For example, in order to understand a reading text in English, students might be thinking, "How can I understand this? Do I get the point?". To identify areas of difficulty, students might take notes some of difficult words and find the meaning letter. By doing this, teachers might observe that the students have used its learning strategy.

Actually, the early studies by some experts might give an explanation of learning strategy in teaching language instruction. Kirby (1988) defined learning strategy as the technique of selecting, combining, and redesigning cognitive routines in the classroom. Another definition of learning strategy by Mayer (1988), learning strategy is some behaviors of the learner that are intended. Last but not least Rigney (1978) defined learning strategy as general operations or procedures that are implemented in the classroom. Three definition of learning strategies from the early studies, in the other words, can be concluded that learning strategy is actually the ways or techniques that were implemented in the learning activity to influence how the learner processes information. The purpose of learning strategy itself is to aid knowledge and performance for a particular purpose for effectiveness (Tharayil et al., 2018).

For the past few decades, some studies also have investigated the learning strategies into more specific purposes in order to face 21st century era. Willing (1994) in Wong and Nunan (2011) identified four major styles such as communicative, analytical, authority-oriented, and concrete. Communicative is how learners use learning strategy as a tool to be interactive and social active in learning process. Analytical is how learners being independent to solve problems in the learning activity. Authority-oriented is learners who needs teacher as the figure of authority in the learning process. Lastly, concrete is how learners are interested in information that has immediate value. Therefore, based on the result of Wong and Nunan (2011), communicative is the most needed strategies in this 21st century era of education. In order to build a communicative learning activity, collaborative learning is one of learning strategies that can be used and it is actually part of 21st century era skills. By doing a collaborative learning activity, the students were able to contribute their ideas towards learning activity, thus the students act independently as collaborative team learning (Kessler & Bikowski, 2010).

Furthermore, related to cooperative learning for teaching instruction, Zhang et al. (2015) found that building a cooperative learning has significantly shown a better performance than all other methods applied before. In ~~the~~ other words, building a cooperative has shown a positive impact in students' performance. In a same perspective with the first statement, another study by Foldnes (2016), stated that cooperative works effectively when students work together as a group so that they can reach their learning goals through discussion in the group work. Foldnes (2016) further explains that in order to build cooperative learning effectively, it is great idea when the students are asked to work in group. Both authors shown same perspective of cooperative learning as a positive point to be implemented in the teaching instruction. Based on the finding of the studies, those having a high effective impact towards students' performance.

Jigsaw learning is one of learning strategies that can improve a cooperative learning in teaching instruction. Mengduo and Xiaoling (2010) stated that jigsaw learning strategy is a cooperative learning technique that has been studied in various ways by a number of researchers and teachers in classes of different levels and subjects. In other words, jigsaw learning strategy has been used in various levels and subjects since the past view decades. Doymus's (2008) study in Turkey, involving a total of 36 undergraduates' participants from two different classes enrolled in the general chemistry course for the 2005-2006 academic years at Ataturk University Turkey, found that the achievement of the jigsaw group is higher than the non-jigsaw group. Therefore, it indicated that the use of jigsaw learning strategy in the classroom has shown an improvement on students' achievement and performance.

The early studies of jigsaw learning strategies by Holliday (2000) in secondary social study classroom has shown important result that is, jigsaw learning can succeed in academic context by high achieving student's scores. The study was involving 100 ninth grade in United States. The method that the author used was qualitative by conducting interviews. Some of interviewees were chosen based on the surveys result, yet the author did not mention the amount of the participants who were interviewed. However, the amount of the participants of the study might strengthen the result that by applying jigsaw learning strategy in the classroom can increase student's scores. In same perspective, study by Seetharaman and Musier-Forsyth (2003), found that by applying jigsaw learning strategy in the classroom increase the quality of the discussion of the students. By mastering every topic, each student take responsibility to master the topic

before they share the ideas. In other words, applying jigsaw learning strategy in academic context significantly gives positive impact towards students' performance and score.

The recent studies of jigsaw learning strategy have shown similar result that is positive effect of applying jigsaw learning strategy in the classroom (e.g....). Sulisworo, Ishafit, and Firdausy (2016) in a same perspective, found that by applying jigsaw learning strategy students are trained to learn from other sources which are their partner in jigsaw group. In the other words, by applying jigsaw learning strategy students can get information from other sources where they usually get from. In line with the first statement, Azmin (2015) conducted a study of jigsaw learning strategy where every student have to master subtopics that are given randomly called "expert group", after that they have to teach the subtopics they have learn to other students with different subtopics. The result of the study significantly showed that students' scores were improving.

2. Teachers' and students' beliefs on the use jigsaw learning strategy

The early study of Pajares (1992) stated that teachers' beliefs hold influence their perceptions and judgments that affect their behavior in the classroom. It means that the beliefs of every teacher were influenced the way they teach and the way they act in the classroom. Another early study of teachers beliefs by Kern (1995) stated that teachers beliefs will give effect on some factors in teaching instruction such as personality, motivation, learning style, and learning aptitude. From both definitions, it is clear that teachers' beliefs play an important role in the teaching instruction. What become the beliefs will affect the process of the learning activity in the classroom. In related study of students' beliefs, Nolen and Haladyna (1990) stated that students' beliefs may influence their performance and the goals towards the course they have taken. It also seemed likely that students' beliefs influence their perceptions of their teachers' performance and goals. In the other words, what the teachers' beliefs will affect students' beliefs, and students' beliefs will affect teachers' beliefs, therefore, teachers' and students' beliefs will definitely affect the instruction in the classroom activity. In summary, teachers' and students' beliefs clearly play an important role in the instruction.

Over the last few decades, the study of teachers' and students' beliefs develops significantly that it still becomes important factors in the instruction. Lui and Bonner (2016) explained teachers' beliefs into two points. The first is teachers with constructivist beliefs, it means the teacher will maintain the students based on their ability and background knowledge, with a focus on how the students are developing ideas. The second is teachers with traditional beliefs, conceptually aligned with traditional practices, generally, treats the students by feeding knowledge as much as the students can get the information. Students' beliefs, furthermore, Tang and Tian (2015) has reported that students' beliefs could play the most important role that can affect them in decision making throughout the learning process. In summary, by two reported recent studies, it is shown that teachers' and students' beliefs still play a vital role in the learning activity.

Furthermore, teachers' and students' beliefs on the use of jigsaw learning strategy has been explored by Simsek and Baydar (2019) done at the beginning of the year. The authors found that beliefs of jigsaw learning strategy build an opinion that "jigsaw learning strategy contains more constructed peer tutoring and reading practices for meaning" (p. 410). In other words, by

applying jigsaw learning strategy the students will practice reading individually before sharing with their group members. This activity might build a good peer tutoring and reading practices as the statement. Simsek and Baydar (2019) also found that teachers and students have same opinion with the statement that jigsaw learning strategy showed a significant improvement both performance and score of the students. In conclusion, it is showed clearly that teachers and students are agree that the use of jigsaw learning strategy give positive impact in the instruction.

CHAPTER III

METHOD

In this chapter, there are six subheadings that will be discussed such as research design, research participants, research instruments, data collection and data analysis, ethical consideration, and sequences of data collection and data analysis.

1. Research Design

This study is planned to conduct qualitative research method to gather the data from the participants. In most cases, the use of qualitative method is to gain a deeper information from the participant on a particular phenomenon (Creswell, Hanson, Clark Plano, & Morales, 2007). In a same perspective, Hammarberg, Kirkman, and de Lacey (2016) stated that, qualitative methods mainly use to investigate opinion, perspective, beliefs, and participants background on experiences something. On the other words, qualitative method is used to gain personal opinion, standpoint, views, and measuring data in depth. In this case, the use of qualitative method plans to gain teachers' and students' beliefs on the use jigsaw learning strategy for cooperative learning.

Many previous studies on teachers belief², students beliefs, and jigsaw learning strategy used either qualitative methods or mixed methods (e.g.: O'Leary, Barber, & Keane, 2018; Purnama, Syahputra, & Surya, 2018; Subekti, 2019). Those studies were using interviews as the method and also combining with some different supplementary methods. For example, Purnama et al. (2018) were combining interview and educational intervention. Thus, they did an intervention method in some classes that applied jigsaw learning and not applied jigsaw learning. Further they found that classes that applied jigsaw learning strategy showed a higher students' score rather than classes that were not applied jigsaw learning strategy in the classroom. Next, Subekti (2019) were using secondary data analysis to gather the data of the participants and analyzed it by doing thematic analysis. With this in mind, qualitative methods become one of popular method in the field of teachers' and students' beliefs. This present study, with the same perspective will also use qualitative method of conducting observations and interviews. However, unlike some of previous studies, this research will use two methods which are observation and interview. The observation and interview section will involve some students and two teachers that would be explained further in the participants section.

Furthermore, as this study plans to use qualitative methods, it shows that that the researcher has interpretivist paradigm. Interpretivist paradigm usually use to seek understanding of particular

context (Thanh & Thanh, 2015). Interpretivist paradigm is applied to seek on a focused topic about personal feelings or a phenomenon. Specifically, by conducting qualitative methods, the researcher follows interpretive paradigm to construct and interpret participants' knowledge and experiences to understand the whole concepts of the particular case (Tang & Tian, 2015). Therefore, the purpose of the study is not to generalize participants' views, but to understand perspective of individuals by conducting in-depth interview. Another additional method that is planned to use in this study is observation, it will be used in order to get six students based on research purposes criteria. The purpose of doing observation is to decide the "active" and "passive" participants for conducting the interview (Jorgensen, 2015). Furthermore, the result of the interviews will be analyzed by coding the transcript of the interviews record. After done transcript all the interviews record, the next steps will be generating themes to answer the research questions and doing thematic analysis. Javadi and Zarea (2016) stated that the result of the thematic analysis should be sets meaningfully related of the study. Therefore, by doing thematic analysis, this study hopefully gives a meaningful result.

2. Research participants

To conduct the qualitative, it is planned that this research will use observations and interviews. The target participants are six students based on the observation result. Those students are chosen based on considerations such as two students who were participated very active in the jigsaw learning activity, two students who are participated not actively in the jigsaw learning activity, and two students who are in the middle between active and passive. Next, the other target participants are two university teachers who have been implementing jigsaw learning strategy for more than two semesters in frequently. Technically speaking, by applying the jigsaw learning strategy in more than two semesters the participants might give strong response to interview questions' so that it is worth doing. There are actually more than two teachers who has applied jigsaw learning in Duta Wacana Christian University, however, the involvement of the participants might strengthen the result of the research. The chosen participants of interviews, hopefully will be able to understand the case and potentiality of having comprehensive view of the phenomenon (Sargeant, 2012).

3. Research instruments

Furthermore, the instruments of the study are observation checklist and human instrument. The use of observation checklist is to get the six students of target participants. By having an observation checklist, it will help the researcher to choose the participants refer to the purpose of the study RQ1: to what extent do university teachers use jigsaw learning strategy in the classroom, RQ2: to what extent is students' participation in jigsaw learning activity in the classroom, RQ3: what are teachers' and students' views on the use of jigsaw learning strategy for cooperative learning. Wang et al. (2015) stated that observation checklist can be used to measure the participants in some points such as gender, age, and the action during the observation time. Next is human interview, Rahman (2015) mentioned two types of interview methods such as direct interview and non-direct interview. The direct interview could also be defined as human interview. Further this study will use human interview as it mentioned in the paragraph above.

Castillo-Montoya (2016) defines human interview as a real face-to-face conversation between the interviewer and interviewee. Therefore, this study will also conduct a real face-to-face conversation interview to gather the data.

4. Data collection and data analysis

There are two target participants in this study includes two teachers and six students. To interview the teachers, the author firstly has to get the permission from the head of the department where the research is going to be conducted. After the author get the permission from the head of the department, teachers will be given an interview consent form whether she or he willing to be the participants in this study or not. After two teachers informed the consents form and willing to be the participants in this study, the author will arrange the schedule to do the interview. Next for the students, the data collection and data analysis will be collected firstly by doing an observation in two classes. The purpose of doing observation is to get the six students as the interviewee. The criteria of the participants showed in the appendix of observation checklist. After done with the observation, the author will find the six students with some criteria related with the study purposes. The next step is all of the target students will be given interview consent form the same as consent form for the teachers. Thus, the author will arrange the schedule for the interview with the six students.

Furthermore, after all interview consent forms are distributed, the interview in Indonesian university is going to be conducted with two teachers and six students of English Language Education Department. By conducting the interviews, the author trying to answer three research questions; (1) to what extent do university teachers use jigsaw learning strategy in the classroom, (2) to what extent is students' participation in jigsaw learning activity in the classroom, and (3) what are teachers' and students' views on the use of jigsaw learning strategy for cooperative learning. The result of all the interviews record will be translated into English for further analysis. Next, the translation will be coded. After coding, the data will be analyzed by doing thematic analysis. Thematic analysis is used to analyze the result of the interview. Braun and Clarke (2006) stated that, a theme represents important points from the data in relation to answer the research questions.

5. Ethical consideration

The access for research is planned to be granted by the head of the study program of English Language Education Department of university chosen. Both the methods which are observations and interviews that are planned will only be conducted with the agreement from the head of the study program of the university. In line with Meisel's and Kuczewski's (2009) idea, consent form is an important thing as a foundation of conducting research study especially when it is involving participants. As such, the study will not be continued if the participants have not agreed yet to participate in the study. Some principals of ethical consideration in the research study have mentioned by Stutchbury's and Fox's (2009) study such as keep promises, minimize harm, tell the truth, and do most positive good. Additionally, everything about the study should be clear and solid in the consent form so that the participants can decide whether they want to participate

or not. Participants' identity will not be shown in the study present in order to maintain the ethical consideration of minimizing harm and tell the truth (Stutchbury & Fox, 2009).

6. Sequences of data collection and analysis

The detailed sequence of data collection and analysis could be seen in the following figure.

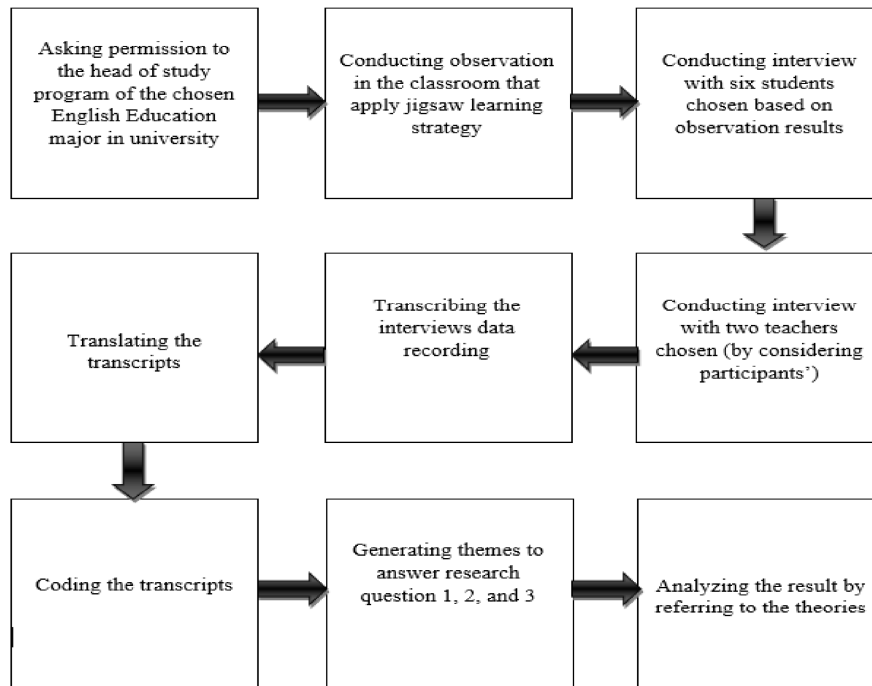


Figure 1. Detailed sequence of data collection and analysis

REFERENCES

[References are purposely omitted]

PROPOSAL SAMPLE 3

FOREIGN LANGUAGE READING ANXIETY AND L2 ACHIEVEMENT: A STUDY OF INDONESIAN EAP LEARNERS

INTRODUCTION

This chapter consists of four parts. Those are research background, research questions, research objectives, and research benefits.

1. Research Background

English is known as a global language because it is used to communicate for academic purposes, for business purposes, and other purposes (Rohmah, 2005). This statement is also re-emphasized by Horwitz (2001) who says that this fact can be as a motivator for students. Ali, Kazemian, and Mahar (2015) mention foreign language is important to help students in practicing a linguistic form. However, in the process of learning, students assume learning a foreign language is as pressure and it contributes to their foreign language anxiety (Horwitz, 2001). Zhou (2017) stated that there is a differentiation between Foreign Language Anxiety (FLA) and Foreign Language Reading Anxiety (FLRA). FLA has defined as a negative emotional aspect that students show toward second language acquisition. It is supported by Horwitz, Horwitz, and Cope (1986), they say that nervousness, subjective feelings, and apprehension toward foreign language defined as FLA. Horwitz et al. (1986) say that when students feel anxious in the learning process, these students show the behavior of anxiety, nervous, sweating, palpitation, and worry. When they experience anxiety during the course, they also exhibit some misbehavior in the classroom such as off-task, avoiding class, and delaying some Homeworks (Horwitz et al., 1986). Al-Shboul, Ahmad, Nordin, and Rahman (2013) mention some other studies focused on investigating the two English skills such as speaking and listening skill in FLA. It is because FLA is most related to oral language performance (Salehi & Marefat, 2014).

In contrast, FLRA is associated with a specific language target skill such as cognitive skill, and meta-cognitive skill (Hermida, 2009). Students need to have a specific language target skill when they are reading a passage to avoid their reading anxiety (Kaya, 2015). It is because reading is important activities in which students have to enjoy and engage in learning language target (Fairbairn, 2001). Moreover, Kaya (2015) also stated that reading is also important for an individual student because they have to foster many kinds of reading comprehension.

The role of reading comprehension is very important for ESP for Theology Students because after they are graduated from their college, they will be a priest (McGee, 2011). McGee (2011) states that as a priest should have a good intellectual formation as foundation. Intellectual formation has missionary purpose in understanding mysteries of faith especially in preaching (McGee, 2011). McGee (2011) commented that intellectual formation is important to note because it is challenging for the seminaries when they face in the process of intellectual formation. This case also occur at Theology students' case. There are some Theology students may have a problem with intellectual formation in absorbing some materials of preaching

through reading more. They may experience reading anxiety in reading class while they are in college.

Saito, Garza, and Horwitz (1999) stated that students will experience their reading anxiety while they are reading some passages in the learning target language. This statement also supports by Hermida (2009) who says one of the factors that students' experience in reading anxiety is lack of cognitive skill knowledge. The students have not learned background knowledge of cognitive skill such as the ability to synthesize, analyze, predict, and solve a problem in reading class. Kaya (2015) also stated that these factors will bring negative impact on students' reading comprehension when they have not learned the background knowledge of cognitive skill yet. Two negative impacts can influence students' reading comprehension. Those are they will not able to become successful readers in the reading class and they also will not able to achieve the level of comprehension to pass some reading tests in their department (Kaya, 2015).

Recently, several studies have been done by other researchers about FLRA. Early studies in this field have focused on two aspects of language skills in which it will affect their anxiety in reading. Kaya (2015) purposed that those two aspects are cognitive skill and meta-cognitive skill that can contribute to students' reading anxiety in general (Horwitz, 2001; Saito et al., 1999) and several EFL context (Al-Shboul et al., 2013 in Jordania; Stawiarska, 2013 in Krakow; Zhou, 2017 in China). Additionally, several studies have investigated about FLRA in Indonesian EFL context especially in junior high school, senior high school and college context (e.g. Aisyah, 2017; Lien, 2012; Muhlis, 2017; Sari, 2018). Those studies have discussed the level of students' anxiety and factors that influence students' anxiety.

Even though a few studies have investigated FLRA but this study will provide some discussion about FLRA that has not to be known before. This study has some merits in investigating FLRA. Firstly, according to Aisyah and Muhlis' (2017) FLRA studies have investigated in Junior High school and Senior High School. However, this study will investigate FLRA in University students instead of Junior High School and Senior High School. So, this study will focus on the participants in university students. Secondly, in Sari's (2012) and Lien's (2012) studies, even though they have investigated FLRA in university students, but it is for general English class. In contrast, this study investigated Theology students in ESP class instead of a general English class. Thirdly, in a few studies in the EFL context and Indonesia context did not discuss the relationship between students' reading anxiety and their performance. This study will discuss the relationship between Theology students' anxiety in ESP in class and their performance. Reading is very important for theology students because they have to read more to gain their knowledge in preparing themselves to become a priest. This study is designed to explore foreign language reading anxiety in ESP for Theology students' case.

To gather data from participants, this study uses mixed method which is different from a few studies that have investigated. It is because in a few studies, the researchers only use either qualitative or quantitative method. However, in this study, the researcher uses a quantitative method to gather data from participants because this study uses correlation to find the relationship between ESP for Theology students' reading anxiety and their achievement. Moreover, the researcher also uses qualitative method to gather the detail data about the students'

experience in reading anxiety. So, the researcher can get more data by doing qualitative and quantitative methods.

Additionally, there are some merits of mixed methods research that proposed by some researchers. Doyle, Brady, and Byrne (2009) stated that three benefits proposed for undertaking a mixed-method research study: triangulation, completeness, and to answer different research questions. Doyle et al. (2009) explain that triangulation is one of the benefits of mixed methods which help in increasing for greater validity in the findings and results, and informing the collection of some data sources by seeking evidence between quantitative and qualitative data. Doyle et al. (2009) also explain that another benefit of mixed methods research study is completeness. Completeness uses to combine two research designs to provide a more complete, concrete, and comprehensive picture of the phenomenon. Likewise, McKim (2015) stated that a study utilized mixed methods to obtain more comprehensive data, broader understandings of the overall research problem than studies do not utilize both quantitative and qualitative methods. Doyle et al. (2009) explain further that mixed methods research helps to answer the research questions that cannot be answered from either quantitative or qualitative data. Similarly with Wium and Louw (2018) stated that mixed methods research helps to provide the opportunity to seek and find the answer of the complex research questions and to explore the corroboration from both quantitative and qualitative methods. Hence, this study uses mixed methods to gain more comprehensive and concrete data and uses mixed-method to seek the answer to the complex research questions quantitative and qualitative methods. Moreover, this study uses mixed methods to provide more corroboration data from both quantitative and qualitative methods to avoid personal biases of the researcher in a study.

2. Research Questions

Based on the rationale of the research stated above, this study seeks to answer the following research questions:

- a. To what extent do ESP for Theology students experience any reading anxiety?
- b. What is the relationship between ESP for Theology students' reading anxiety and their achievement in reading class?
- c. What factors do ESP for Theology students believe contribute to their anxiety in reading?
- d. What factors do ESP for Theology students believe may help to reduce their anxiety in reading?

3. Research Objective

This study examines ESP for Theology students' anxiety in reading class. This study intends to:

- a. Find the extent of students' reading anxiety
- b. Find the relationship between students' reading anxiety and their achievement in reading class.
- c. Describe factors that ESP for theology students believe contributes to their reading anxiety.
- d. Describe ESP for Theology students' beliefs of factors that help reduce their reading anxiety.

4. Research benefits

There are three benefits of doing this study:

- a. This study helps teachers to know why students get reading anxiety in reading class. This study also helps teachers to know and apply some strategies to reduce students' reading anxiety.
- b. This study helps students to find solutions about their anxiety in reading.
- c. Some researchers have been researching a study about FLRA by using qualitative or quantitative method, in this study the researcher uses mixed method to compare and relate the result of each data.

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the literature based on those four research questions that are stated above. Three sections will discuss in the literature review. The first section is Foreign Language Reading Anxiety. It discusses an overview of previous work of Foreign Language Anxiety and Foreign Language Reading Anxiety that is related to the literature and studies done by other researchers. The second section is the cause of Foreign Language Reading Anxiety. Three things can be caused anxiety by an unfamiliar script and writing system, unfamiliar culture, and post-reading task. The last section is strategies that can reduce students' reading anxiety. Three strategies can help to reduce students' reading anxiety such as cognitive psychology, socio/affective strategy, and question-answer relationship strategy.

1. Foreign Language Reading Anxiety

Anxiety has attracted the most interest in the education learning context for learners because it is one of the important majors that learners need to overcome when they learn Foreign Language. Therefore, a few decades until recently studies on FLA have been more popular, most of the studies focus more on speaking skill on FLA. Elaldi (2016) stated FLA is the main factor that can hamper students' performance and achievement in learning the target language. However, Horwitz et al., (1986) proposed that in the process of learning, learners have difficulty not only in speaking skill but also understanding a message from others when they have a conversation with other foreign language learners. In other words, learners also have difficulty in listening and comprehending a message from an interlocutor. Zhou (2017) stated that some researchers argue that the level of general FLA will increase when the course of level increases.

In learning Foreign Language, learners have to master four skills such as speaking, reading, writing, and listening skill (Widhayanti, 2018). Speaking is one of an important part of skill among other skills (Widhayanti, 2018). Some learners experience anxiety in speaking (Horwitz, 2001). However, other learners also experience anxiety that is related to reading skill. In FLA,

teachers can notice easily to the students who feel anxious in speaking by trying to communicate with them in the learning target language (Horwitz et al. 1986). In contrast, FLRA is anxiety that learners' experience in the reading process and it is associated with specific language target reading skill (Zhao, Guo, & Dynia, 2013). Cetinkaya (2011) supported that in the learning process, it is not noticed by teachers easily when they read something. The teachers do not notice to the students who feel anxious about reading easily.

Furthermore, this study has found some early studies have investigated FLRA on students' experience any reading anxiety and the relationship between foreign language reading anxiety and L2 achievement in the reading class (E.g: Anggraini, 2016; Cetinkaya, 2011; Tien, 2017; Tsai & Li, 2012). Tsai & Li (2012) conducted a study about test anxiety and foreign language reading anxiety in a reading proficiency test in Taiwan. This study used quantitative and qualitative methods. It was found that there are two kinds of anxiety that the participants experience such as test and foreign language reading anxiety. In a test, the result shows that there is a different level between two types of readers. In FLRA, the result shows that there is a significant difference between the two types of readers. Some readers have higher anxiety reading and some of them have lower anxiety reading. It is based on the result of the test and FLRA. So, more high students feel anxious, they will get a lower score of the test.

In comparison, Tien (2017) conducted a study about the relationship between Taiwanese students' reading anxiety and their English reading achievement. This study uses quantitative to gather data. The result shows that there are three different kinds of readers such as less-proficient readers, average readers, and high proficient readers. It found that most students have a low level of FLRA and some of them have an intermediate and higher reading level. Students who have intermediate and higher reading level, they have a good achievement in reading class. However, students who have low reading level, their anxiety can contribute to their achievement. Anggraini (2016) also conducted a study that is related to Indonesian learners' experience in reading anxiety and achievement in the reading class. This study used two ready-made questionnaires (FLCAS and FLRAS questionnaires) and TOEFL reading section test. In those two questionnaires, the result shows that the students are in the medium level of foreign language reading anxiety. This study used a correlational study to find the relationship between students' reading anxiety and their achievement. It showed that there was no correlation between the students' FLRA and their achievement as shown in Pearson correlation 0.046. Talking about students' achievement, there was a significant correlation between students' FLRA level and their achievement as also shown in Pearson correlation 0.196. It means that the result showed students' FLRA level and students' reading achievement are statistically correlated.

Cetinkaya (2011) further conducted a study about FLRA for Turkey case. This study used a qualitative method through an in-depth semi-structured interview to get a deeper explanation of the phenomenon from the participants' point of view. The interview results showed students experience difficulty in the reading process. They have difficulty in comprehending every idea before moving to the next part. Moreover, it also found that students have a lack of vocabulary knowledge which disrupts their reading comprehension.

2. The causes of FLRA

There are some arguments about the causes of FLRA that believe contributing students' reading anxiety according to some studies. Sparks, Patton, and Luebbers (2018) stated there are three causes that students believe contributed to their reading anxiety. Firstly, reading anxiety can be caused by unfamiliar scripts and writing system, in which students will experience some difficulties to decode the scripts and try to familiarize with the new writing styles system such as English language, Korean Language, Japanese, and so forth (Sparks et al. 2018). So, this will make them feel more anxious while reading. Saito et al. (1999) also proposed that unfamiliar script will make the students feel immediately anxious because they are not familiar enough with many kinds of a script that they are going to read and use. Secondly, reading anxiety can be caused by unfamiliar culture, in which the students will ask to decode some words and make the meaning of the sentences (Al-shboul, M et al. 2013). However, the problem is some students experience a lack of vocabulary knowledge. So, when they attempt to decode some words and make the meaning of the sentences, they will get anxious (Al-shboul, M et al., 2013). Al-shboul et al. (2013) also supported that the readers do not understand of the whole text due to incomplete knowledge because of lack of vocabulary knowledge, unfamiliar topic, lack of cultural knowledge, and so forth (e.g.: in the cultural material). Lastly, the post-reading task is one of the causes of anxiety. Stawiarska (2013) found that advanced learners do not feel anxious when they are reading a foreign language. However, they feel stressed more in making post-reading tasks rather than reading itself. The advanced students' anxiety will arise while they have finished reading and they have to report what they have learned from that reading (Stawiarska, 2013). Stawiarska (2013) further stated that learners also feel more anxious when their teacher asks them to report in an oral form by talking about the text rather than writing about the text. Additionally, Stawiarska (2013) also stated that students who feel anxious in reading need more time to read and process a whole text and to answer questions based on the reading. According to Aisyah (2017) when the students have more time to read, they will engage the reading which reduces their reading anxiety. In contrast, when the students do not have enough time to read, as a result, their reading comprehensions are lower. Thus, to reduce their anxiety, students need a short break to process and comprehend the information in the reading.

3. Strategies that can reduce students' reading anxiety.

Reading as one of four English skills in learning a foreign language is significant as language skills and also language input that students need to develop more (Sadeghi & Izadpanah, 2018). However, some students may feel difficult in comprehending some reading comprehensions that they read productively and effectively (Sadeghi & Izadpanah, 2018). Lien (2012) also supported that when students feel difficulty in understanding and comprehending a message in reading, it will impact on their anxiety in reading. Therefore, there are three main strategies that can help students' anxiety in reading.

The first strategy is cognitive psychology. Marashi and Rahmati (2017) stated that one of the effective ways to reduce students' anxiety is by giving cognitive psychology background knowledge in students' learning. It is because cognitive psychology background helps students to solve some problems when they find some constructing meaning. This strategy helps students to

increase their reading comprehension (Marashi & Rahmati, 2017). Dash (2011) also stated that cognitive psychology does not only help students in obtaining, processing, and storing of information but this strategy helps the students in comprehending the psychological mechanism. Zalta (2015) further stated that psychological mechanism focuses more on several psychotherapy treatments to reduce stress disorder. For instance, my experience as English Language Education (ELED) students at Duta Wacana Christian University who took an intensive reading course in the second semester, I felt stress, demotivated, bored while I was reading some textbook because I had many reading textbook to read. It happened because I did not master the specific reading skills that were taught. At that time, the teacher tried to do two things of psychotherapy treatments. They are progressive muscle relaxation and breathing exercise. It helped me to reduce my anxiety and stress disorder in the learning process.

The second strategy is the socio/affective strategy in reading. Zeynali, Zeynali, Fariborz, and Motlagh (2017) stated that there are three strategies such as cognitive skill, meta-cognitive skill, and socio/affective skill. Some learners use cognitive skill to help them in understanding some text. While the meta-cognitive strategy is used to control cognitive performance by evaluating the learners' needs and implement some strategies based on the learners' needs (Zeynali et al. 2017). Zeynali et al. (2017) purposed that on the other hand, socio/affective strategy emphasizes more in interaction activity with others such as cooperation or working with peers to solve some problems. It is because interaction activity can help to influence students' reading development (Zeynali et al. 2017). Zeynali et al. (2017) also purposed that socio/effective strategy is one of the effective ways to identify students' mood and anxiety level. Vijaya (2012) further purposed that reading using socio/affective strategy can help students to deal with their problem in reading and it helps to organize their attitude, emotions, and value in reading. It is because the socio/affective strategy focuses on how to engage students' motivation in reading by conducting some activities such as using music, laughter, and meditation in the classroom before they read a book.

The last strategy questions answer relationship (QAR) strategy. Sarjan and Mardiana (2017) stated that questions answer relationship is one of the effective ways to help the students to understand and analyze questions. In other words, this strategy guides the students to understand the questions in order to help the students to comprehend in reading itself (Sarjan & Mardiana, 2017). Ulfa (2015) also stated that QAR strategy is one of the good ways to improve students' reading comprehension skill. In reading comprehension skill, students need to understand and comprehend the theoretical knowledge that prefers the topic, main idea, topic sentence, and concluding paragraph. Through QAR strategy, it can help students in sharpening their reading comprehension skill (Ulfa, 2015). Nurhayati, Muslem, and Manan (2019) further stated that QAR strategy does not only improve students reading comprehension skill, but this strategy makes the students more active and interactive in a reading class. So, when the students can be active and interactive in the class, it can help to reduce their anxiety while in the reading class (Nurhayati et al. 2019).

CHAPTER III

RESEARCH METHODS

This chapter discusses the methods of the study. This chapter consists of five parts. Those are research design, research participants, research instruments, ethical consideration, and sequence of the data collection.

1. Research Design

There are many previous studies on FLRA using either quantitative methods or mixed methods. Those studies using quantitative methods normally distribute questionnaire by using a close-ended instrument or open-ended items, for example, FLRAS questionnaires (e.g: Sari, 2018; Tien, 2017; Tsai & Li, 2012; Zhao et al. 2013). Mostly, this study tries to investigate the relationship between students' reading anxiety and students' reading achievement. However, many other previous studies also utilized mixed methods (E.g: Zhao et al. 2013; Zhou, 2017). Some studies use a quantitative method as the primary ones to gather data with the possibility that can be generalized to the larger population (Williams, 2007) while some others studies use qualitative method to obtain deeper information about the phenomenon from students' point of view (Salehi & Golafshani, 2016).

Considering the benefits of both quantitative and qualitative methods and the popular study in the field of reading anxiety, this study uses a mixed method that combines both quantitative method and qualitative method in the term of explanatory sequential research design. This study focuses on using explanatory sequential research design to gather quantitative and qualitative data sequentially (McKim, 2017; Salehi & Golafshani, 2016). According to Bowen, Rose, and Pilkington (2017), explanatory sequential research design consists of two distinct phases: collect quantitative data and then follow up with qualitative data. The purpose of this approach is to find a result of quantitative data in a general picture of the research problem (Bowen et al. 2017). Then, qualitative data is needed to analyze and explain the general picture of the quantitative results in the sequence that is obtained in the first phase (Bowen et al. 2017). The quantitative will be the primary ones in this study because of some reasons. First, the study of FLRA in the Indonesian context is generally still very rare. As rare other studies investigate the relationship between FLRA and L2 achievement in the Indonesian context. For this reason, this study uses FLRAS questionnaire survey which is developed by Zhao (2009). It is considered appropriate to see the relationship between two variables.

After using the questionnaire results as the basis, this study will use interviews purposes to gather more deep insight to the current phenomenon and to gather valuable information from the view of participants (Salehi & Golafshani, 2016; Aisyah, 2017). Zhao (2009) says that FLRA has negative effects on Foreign Language Performance, it is hoped that through conducting interviews, the researcher can obtain missing information, to gain richer data, and further depth explanation on the "how's" and "why's" of the quantitative analysis result from the respondent (Astalin, 2013) slightly similar to Cetinkaya's study (2011) on investigating Turkish students' reading anxiety through qualitative method. This study investigated 'Turkish students' academic

reading process in English. Hence, after the quantitative data are collected and analyzed, qualitative data collection and analysis follow.

This study furthermore uses pragmatism paradigm. Hanson, Creswell, Clark, and Creswell (2005) stated that pragmatism is the best paradigm for the mixed method because it involves two methods in research. Moreover, the pragmatism paradigm implies the overall approach in research is that of mixing data collection methods and research process within data analysis procedures (Hanson et al. 2005).

2. Research Participant

This study populations consist of Theology students at a university. The target to distribute the questionnaire is 60 Theology major of university students who are taking English as a compulsory course in ESP level at a university in Indonesia. There are 20 questionnaires will distribute to the 20 Theology students in the different three ESP classes. 20 questionnaires will distribute to the 20 Theology students who take Mrs. A's class. According theology students have more experience in reading, based on that reason theology students are chosen rather than other programs. It is because they already take all the reading course from semester 1 to semester 4. In the first semester, they take an active reading course, in the second semester they take an integrated reading course, in the third semester they take Introduction to English for Theology course, and in the fourth semester they take English for Specific Purposes for Theology course.

3. Research Instruments

As slightly explained above, this study uses FLRAS questionnaire survey which is developed by (Saito et al. 1999)consisting of 15 questions. Specific about the questionnaire item, to respond the questionnaire item on FLRA and L2 achievement, the participants are required to answer these following response: 'Strongly Agree' equal to 4, 'Agree' equal to 3, 'Disagree' equal to 2, and 'Strongly Disagree' equal to 1. The option 'neutral' is not provide by me because, to the best my knowledge, the participants will be more likely to choose a 'neutral' option rather than they report their actual opinion. The result of the questionnaire will be recorded and processed using SPSS 21. This study uses descriptive analysis to find the answer of RQ1 about students' level reading anxiety in the form of a mean, maximum and minimum score, and percentage. Moreover, this study also uses correlation analysis to find the answer to RQ2 about the relationship between students' FLRA and their achievement in reading class. Each item in the questionnaire will execute in SPSS 21 to find the answer of RQ1 and RQ2. The ranged of response score 4 to 1 point. The response of "strongly agree" is equated to 4 points, and the response of "strongly disagree" is equated to 1 point. When there are some negative statements, the response items are reversed scored.

Following quantitative data analysis, the interview will be conducted with some selected participants. The interview consists of several guideline questions. The result of the interview then will be transcribed in Indonesia Language and translated into English. Maguire and Delahunt (2017) stated that transcribed and translated the interview result is important to understand the meaning of each interview result rather than the language features. Coding is also used to organize the data systematically and meaningful. Nowell, Norris, White, and Moules

(2017) stated that coding is also important to develop, compare and modify some codes to find specific information in the interview file. Thematic analysis is used to find a specific theme from the fully transcribed, translated and coded interviews. Braun and Clarke (2006) stated that thematic analysis should be considered as a basic method in qualitative method, as it provides core skills in conducting any other form in the qualitative method.

2. Data Collection and Data Analysis

In this study, explanatory sequential research design is used in two phases with the initial quantitative data collection then follows up by qualitative data collection. In the first step of data collection, gatekeepers consent will be given to theology lecturers for asking permissions. Consent form also will be given to theology students for asking a permission to be involved in the study before distributing questionnaire. Israel and Hay (2006) commented that consent form uses to obtain informed consent and recognition from research participants to involve in this study. That is why; researchers need to provide some information about the purposes of study, methods, demands, and risks of suffering (Israel & Hay, 2006). The second steps of data collection, questionnaires are distributed to the participants. The questionnaire is adopted by Saito et al. (1999) theology students are asked to fill out the questionnaire and it should return back with complete answer in the questionnaire. Then, the result of questionnaire will be recorded in SPSS 21. After recording the data in SPSS 21, executing the data in SPSS 21 will be analyzed to answer RQ1 and RQ2.

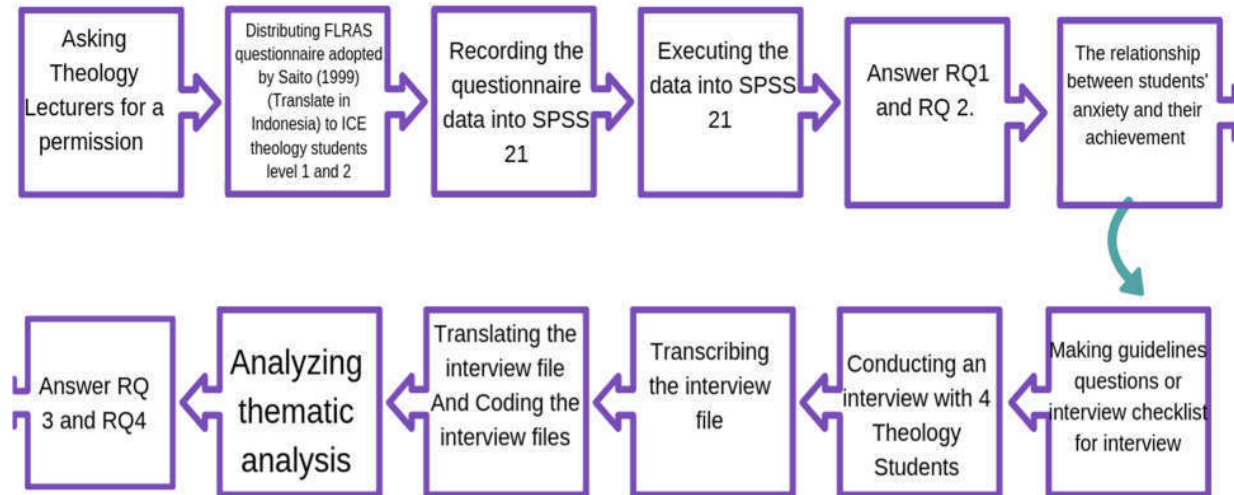
Following the quantitative data collection, another step is conducting qualitative data collection which is interview. Cohen, Manion, and Morrison (2007) stated that interview is a flexible data collection tool to obtain specific research-relevant information from the research participants. There will be 4 to 6 selected theology students will be interviewed in Indonesian language to support the data collected. The result of interview will be transcribed and translated into English language. After transcribing and translating the interview result, coding is also used to identify the similar respond in each participant. The last step in analyzing interview result is thematic analysis that will be analyzed to find a theme and to answer RQ 3 and RQ 4.

3. Ethical consideration

Ethical considerations are important in all type of research in order to protect the dignity of the participant (Akaranga & Makau, 2016). In this study, all participants are given consent form before involving them into this study. In the consent form, the participants have choices whether they want to participate in the study or not; if they want to participate, they can simple put their signature in the consent form, if no, they can just circle the “No” choices. Arifin (2018) stated that the consent form should be given to the participants to inform the participants about the purpose of the study, the procedure, and the benefits before involving them. The students' grade will be given to the researcher after the questionnaire have filled participants' signatures in the completed questionnaire. Some participants who already indicate a willingness to be involved and participated in interviews will be contacted in accordance by the result of quantitative data analysis. During the data analysis process and the interviews, the researcher will know the participants' real name and scores, however, all data reported will be made anonymous (Akaranga & Makau, 2016)

4. A sequence of the data collection

The flow of the data collection



REFERENCES:

[References are purposely omitted]

TEN WAYS TO IMPROVE YOUR ACADEMIC WRITING

10 WAYS TO IMPROVE YOUR ACADEMIC WRITING

Academic writing is an essential skill set that all students must develop. In order to succeed in the competitive world of academia, you must be able to communicate your ideas with grace, clarity and power. These ten tips will help you enhance and polish your academic writing so that you can impress your peers, professors and even publications.

1. **Write to the level of the intended audience.** Academic writing is generally intended for highly educated and well-informed individuals who already know the basics of the topic in question. These readers need no in-depth introduction or explanation of the material. It's generally advisable to concentrate on the main points of the treatise rather than wasting your readers' time rehashing information they already know.
2. **Build on the past.** Academic writing typically requires a great deal of research before the first word is ever written. By compiling and expanding upon on relevant research and published reports on the chosen topic, authors can produce fresh, informative papers that do not simply repeat ideas that have already been examined and published.
3. **Get to the point.** The first paragraph of the paper should quickly outline the main points to be covered in the entire document. This provides a structure for the paper and quickly establishes the primary topic for the reader. Some scholarly works include a brief abstract that serves the same basic purpose and summarizes the entire paper in a few short paragraphs.
4. **Take a stand.** Creating a thesis statement and outlining the supporting evidence for that statement is one of the most effective writing strategies. By presenting the hypothesis along with persuasive arguments for its validity, writers can produce a compelling and persuasive piece of academic writing for publication.
5. **Provide supporting evidence.** At a minimum, an academic paper should include a complete list of sources from which the information used in that paper was obtained. Ideally, academic writing should include complete bibliographic information. This allows

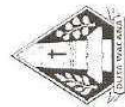
researchers and editors to expeditiously refer to the supporting material that was used by the author and evaluate the paper's conclusions that are based on those resources.

6. **Inform the audience.** Opinion pieces are best suited for editorial works, not academic papers. By supporting the conclusions of the paper with solid evidence, writers can enhance their overall credibility and ensure that their points are considered fairly and fully by their audience.
7. **Avoid literary clichés.** Academic writing is typically designed to inform and educate its readers; flowery language and overuse of metaphors and analogies can prove distracting and may diminish the impact of the points made in the paper. Choose language that is suited to the subject matter and that is clear, concise and to the point.
8. **Show a little style.** Academic papers, like other types of writing, require a specific style and format in order to be readily accepted. Investing in an appropriate style manual and adhering to its recommendations can improve the quality of writing and the likelihood that the end result will be accepted by editors and by the final arbiters, the readers.
9. **Edit, edit, edit.** Especially when it comes to academic writing, the process of editing is essential and ongoing. Editing should encompass content as well as format; condensing and clarifying the material included in the paper will help ensure that it is both concise and persuasive. By polishing the existing wording and eliminating excess verbiage, writers can produce papers that make their points more eloquently.
10. **Proofreading leads to perfect papers.** Before submitting academic writing projects for review, authors should carefully examine their papers for any spelling or grammatical errors to ensure that their papers are as credible and cogent as possible.

<http://www.proofreadingservices.us/academic-writing/>

CLASS DOCUMENTS

**SYLLABUS (*RENCANA PEMBELAJARAN*
SEMESTER - RPS)**



**Program Studi Pendidikan Bahasa Inggris
Fakultas Kependidikan dan Humaniora
Universitas Kristen Duta Wacana**

RENCANA PEMBELAJARAN SEMESTER			
MATA KULIAH	KODE	Rumpun MK	SEMESTER
Research Proposal Writing	RS1023	Metodologi Penelitian ESP (KU 6)	6
OTORISASI	Dosen Pengembang RPS	Tim InQA Prodi	Kaprodi
	 Adam Nggar Septi Subekti, M.Sc.	 Ignatius Tri Endarto, MA.	
CP Luaran PRODI (CPL)			
PG-I-06	Menguasai konsep metodologi penelitian ESP dan penyajian hasilnya.		
KK-E-02	Mampu merancang metode penelitian yang diperlukan dalam rangka pengembangan kualitas pengajaran di kelas, mendasarinya dengan kajian pustaka serta hasil penelitian lain yang relevan, serta menyajikannya secara lisan dan tertulis.		
SK-I-12	Mampu menahan diri dari tindakan korupsi.		
SK-I-17	Mampu bekerja secara konsisten.		
CP-Mata Kuliah (CP-MK)			
CP-MK 1	Mampu menghargai karya tulis orang lain dengan tidak melakukan plagiarisme (SK-I-12)		
CP-MK 2	Mampu memformulasikan <i>research questions</i> dan menentukan metode penelitian yang sesuai untuk rencana riset skripsi (PG-I-06, KK-E-02, SK-I-12, SK-I-17)		
CP-MK 3	Mampu mengidentifikasi alasan/pentingnya (<i>rationales</i>) dilakukannya riset (PG-I-06, KK-E-02, SK-I-12, SK-I-17)		
CP-MK 4	Mampu menulis bagian pendahuluan (<i>introduction</i>) dari rencana riset (PG-I-06, KK-E-02, SK-I-12, SK-I-17)		
CP-MK 5	Mampu menulis bagian <i>literature review</i> dari rencana riset yang berisi review penelitian terdahulu dan relevansinya terhadap riset yang akan dilakukan (PG-I-06, KK-E-02, SK-I-12, SK-I-17)		
CP-MK 6	Mampu menulis bagian <i>methods</i> dari rencana riset yang berisi metode riset yang sesuai dengan <i>research questions</i> , dan tinjauan etika riset (PG-I-06, KK-E-02, SK-I-12, SK-I-17)		
CP-MK 7	Menyebutkan sumber-sumber tulisan dengan format yang konsisten (APA) (PG-I-06, KK-E-02, SK-I-12, SK-I-17)		
CP-MK 8	Mampu menunjukkan usaha optimal dalam proses mencari topik, memformulasikan <i>research questions</i> , mencari referensi, outlining, drafting, dan final writing (SK-I-12, SK-I-17)		
Model Evaluasi			
Turunin check			Introduction section, Final Assessment
Introduction section, Final Assessment			Introduction section, Final Assessment
Literature review section, Final Assessment			Methods section, Final Assessment
Methods section, Final Assessment			All writing assessments
All writing assessments			Consultations

Capaian Pembelajaran (CP)

Deskripsi Singkat Mata Kuliah	This course aims to facilitate students to select research topic, formulate research questions and identify the suitable methods, and organise research proposal, which consists of introduction, literature review, and methods, in academic manner in accordance with the research questions.
Materi Pembelajaran/ Pokok Bahasan	Mengatur <i>citations</i> dan <i>references</i> dalam naskah akademik Mengidentifikasi topik-topik riset potensial dan menentukan topik Memformulasikan research questions untuk ditindaklanjuti dalam proposal riset Mengidentifikasi alasan/pentingnya (<i>rationalises</i>) melakukan riset yang dipilih berdasarkan pentingnya melakukan riset tersebut dan gap dalam literature Menulis proposal riset secara lengkap meliputi: Introduction, Literature Review, Methods, dan References sesuai kaidah penulisan akademik
Pustaka	Cohen, L., Manion, L., Morrison, K. (2007). <i>Research methods in education</i> (6th ed.). New York: Routledge. Creswell, J. W. (2014). <i>Research design</i> (4th ed.). London: Sage Publications, Ltd. Kothari, C. R. (2014). <i>Research methodology: Methods and techniques</i> . New Delhi: New Age International. Mills, G. E. (2007). <i>Action research: A guide for teacher researcher</i> (3rd ed.). New Jersey: Pearson Education, Inc. Punch, K. F.; Oancea, A. (2014). <i>Introduction to research methods in education</i> (2nd ed.). London: Sage Publications Ltd. Among others
Media Pembelajaran	PowerPoint, Mendeley Citation Manager Microsoft Word
Dosen Pengampu	Adaninggar Septi Subekti, M.Sc. adaninggar@staff.ukdw.ac.id LINE: adaninggar
Mata Kuliah Pra-syarat	Research Methodology in ELT
Komponen Penilaian	Introduction section (progress assessment 1) 15% Literature Review section (progress assessment 2) 18% Methods (progress assessment 3) 17% Complete research proposal (final assessment) 30% Consultations with teacher and advisors 20% TOTAL 100%
Metode Pembelajaran	1. Kuliah/Transfer Knowledge (TKL) 2. Small Group Discussion (SGD) 3. Discovery Learning (DL) 4. Self-Directed Learning (SDL)
Standar Acuan Penilaian	A : 90,0 - 100 A+ : 85,0 - 89,9 B+ : 80,0 - 84,9 B : 75, - 79,9 B- : 70,0 - 74,9 C+ : 65,0 - 69,9 C : 60,0 - 64,9 D : 55, - 59,9 E : < 55
Beberapa informasi penting:	1. Mahasiswa yang terbukti melakukan plagiarisme dalam suatu tugas akan mendapat nilai nol (0) secara langsung pada tugas yang dimaksud. 2. Semua tugas dikumpulkan via e-class (kecuali ada instruksi lain). 3. Meskipun akan ada beberapa pertemuan yang didominasi sesi konsultasi, mahasiswa yang telat menghadiri pertemuan melebihi 15 menit dianggap absen pada pertemuan yang dimaksud namun tetap diperkenankan mengikuti kuliah/melakukan konsultasi sejauh memungkinkan. 4. Jumlah pertemuan tatap muka adalah 15. Jika prosentase kehadiran kurang dari 75% (12 pertemuan), mahasiswa tetap berhak mengikuti <i>final assessment/ mengumpulkan complete research proposal</i> namun kepada ybs hanya diberikan nilai 50% dari nilai yang didapatkan.

Minggu No	Tanggal	Sub-CP-MK	Indikator	Kriteria & Bentuk Penilaian	Bobot Penilaian (%)	Metode Pembelajaran [Estimasi Waktu]	Materi Pembelajaran [Pustaka]				
1	Senin, 10 Februari	(2)	Introduction of syllabus, advisory services, student consultation record form, introduction to Mendeley citation manager, brainstorming possible research topics, introducing rationales of study	(3)	Familiarising with Mendeley, brainstorming possible topics from courses that have been taken, brainstorming possible research questions, thinking about the rationales	(4)	Individual works	(5)	TCL, SGD, DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research
		(1)	Managing sources with Mendeley citation manager, brainstorming more on possible research questions. Proposing two names for an outside-class advisor	(3)	Familiarising with Mendeley, brainstorming possible topics from courses that have been taken, brainstorming possible research questions, thinking about the rationales	(4)	Individual works	(5)	TCL, SGD, DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research
2	Senin, 17 Februari	Formulating research questions and identifying the suitable methods, Rationales of conducting research, some examples of research rationales, practice on formulating research rationales, starting suggested consultations with outside-class advisors	(3)	Formulating research questions, identifying the rationales, identifying the methods, starting writing the introduction section	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	
3	Senin, 24 Februari	Working on introduction section, which include preamble, rationales, and research questions, research objectives, research benefits, consultations	(3)	Working on introduction section, reading relevant literature especially to support the rationales	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	
4	Senin, 2 Maret	Working on introduction section, which include preamble, rationales, and research questions, research objectives, research benefits, consultations	(3)	Working on introduction section, reading relevant literature especially to support the rationales, submitting progress assessment 1	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	
5	Senin, 9 Maret	Working on Literature review section, which includes review of relevant literature, previous empirical studies in relation with the current research, consultations	(3)	Working on Literature review section, reading relevant literature especially to support the rationales	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	
6	Senin, 16 Maret	Working on introduction section, Submission of Introduction section (progress assessment 1)	(3)	Working on Literature review section, reading relevant literature especially to support the rationales, submitting progress assessment 1	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	
7	Senin, 23 Maret	Working on Literature review section, which includes review of relevant literature, previous empirical studies in relation with the current research, consultations	(3)	Working on Literature review section, reading relevant literature on previous empirical studies in relation with the current research	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	
8	Senin, 30 Maret	Working on Literature review section, which includes review of relevant literature, previous empirical studies in relation with the current research, consultations	(3)	Working on Literature review section, reading relevant literature on previous empirical studies in relation with the current research	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	
9	Senin, 6 April	Working on Literature review section, which includes review of relevant literature, previous empirical studies in relation with the current research, consultations	(3)	Working on Literature review section, reading relevant literature on previous empirical studies in relation with the current research	(4)	Individual works	(5)	DL, SDL	(6)	Various books, book chapters, journal articles of selected topic of research	

10	Senin, 13 April	Working on Literature review section, which includes review of relevant literature, previous empirical studies in relation with the current research, Submission of Literature Review Section (progress assessment 2)	Working on Literature review section, reading relevant literature on previous empirical studies in relation with the current research, submitting progress assessment 2	Individual works	Progress assessment 2: 18% (submitted via e-class on the same day BY MIDNIGHT)	DL, SDL	Various books, book chapters, journal articles of selected topic of research	
11	Senin, 20 April	Working on Methods section which includes research design, participants, ethical considerations, consultations	Working on Methods section especially research design, participants, ethical considerations in relation with literature and previous empirical studies	Individual works		DL, SDL	Various books, book chapters, journal articles of selected topic of research	
12	Senin, 27 April	Working on Methods section which includes research design, participants, ethical considerations, consultations,	Working on Methods section especially research design, participants, ethical considerations in relation with literature and previous empirical studies	Individual works		DL, SDL	Various books, book chapters, journal articles of selected topic of research	
13	Senin, 4 Mei	Working on Methods section which includes research design, participants, ethical considerations, consultations, Submission of Method Section (progress assessment 3)	Working on Methods section especially research design, participants, ethical considerations in relation with literature and previous empirical studies, submitting progress assessment 3	Individual works	Progress assessment 3: 17% (submitted via e-class on the same day BY MIDNIGHT)	DL, SDL	Various books, book chapters, journal articles of selected topic of research	
14	Senin, 11 Mei	Finalising the complete research proposal (final assessment), consultations	Finalising the complete research proposal based on feedback on own's independent study	Individual works		DL, SDL	Various books, book chapters, journal articles of selected topic of research	
15	Senin, 18 Mei	Finalising the complete research proposal (final assessment), consultations	Finalising the complete research proposal based on feedback on own's independent study	Individual works		DL, SDL	Various books, book chapters, journal articles of selected topic of research	
16	Senin, 15 Juni	Submitting FINAL ASSESSMENT - Revised Ch. 1-3 (30%) via e-class and the consultation record (20%) to lecturer's office room BY NOON						

GRADING RUBRICS

GRADING RUBRIC FOR RESEARCH PROPOSAL

Student's name: _____

These three aspects will be used to assess all of the assessments

Aspects	5	4	3	2
Knowledge and Understanding of Concepts	Student has shown a good understanding on concepts used in the proposal seen from comprehensive and meaty/solid elaboration	Student has shown an adequate understanding on concepts used in the proposal seen from some extents of elaboration with occasional insubstantial/weak elaboration	Student has shown some degree of understanding on concepts used in the proposal seen from a degree of insubstantiality in elaboration	Student has shown a small degree of understanding on concepts used in the proposal seen from a large amount of insubstantial and somewhat unrelated elaboration
Knowledge and Use of the Literature*	Student has shown strong evidence of reading core and supplementary texts seen from an extensive and perfect use of in-text citations and references	Student has shown enough evidence of reading core and supplementary texts seen from adequate use of in-text citations and references with minor errors	Student has shown some evidence of reading core and supplementary texts seen from a fairly minimum use of in-text citations and references with several errors	Student has shown little evidence of reading core and supplementary texts seen from insufficient use of in-text citations and References with a large number of errors
Constructing Academic Discourse	Student has structured the proposal effectively, adopted an appropriately academic style and tone. This includes perfect spelling and vocabulary, and mostly perfect grammar.	Student has structured the proposal rather effectively, adopted an academic style and tone with occasional inaccuracies. This includes perfect spelling and vocabulary, and adequately accurate grammar.	Student has structured the proposal in a way that slightly deviates from academic style and tone. This includes occasional mistakes in spelling and vocabulary, and fairly inaccurate grammar.	Student has structured the proposal in a way that deviates from academic style and tone. This includes frequent mistakes in spelling and vocabulary, and highly inaccurate grammar.

*) The scores on this aspect can be boosted through the efficient use of Mendeley citation manager and through extensive use of academic sources (journal articles, books, book chapters). Whilst there is no specific requirement on the minimum number of sources students have to use, it is strongly recommended that **students use at least 25 academic sources in total for their research proposal draft.**

GRADING RUBRIC FOR RESEARCH PROPOSAL

These aspects will be used to assess each proposal's sections accordingly**

Aspects/Sections	5	4	3	2
INTRODUCTION section	Explains the scientific background and rationale for the study; has clear and researchable research questions and objectives; benefits of the study are apparent	Explains the scientific background but not the rationale for the study; benefit of the study is quite clear; has clear and researchable research questions and objectives	Either the scientific background or the rationale for the study is missing; benefit of the study is vague; has unclear and somewhat vague research questions and objectives	Rationale is explained without scientific background; benefit of the study is not discussed; objective of the study and research question is missing
LITERATURE REVIEW section	Comprehensive with topics related to theory and related studies that support or oppose research; 100% primary sources; includes experts in the field	Contains 100% primary sources including experts in the field; includes topics related to theory and studies that support the research but no opposing studies	Contains several secondary sources, contains some experts in the field; includes topics related to theory and studies that support the research; no opposing studies	Contains considerable number of secondary sources with few or no experts in the field; includes topics related to theory and studies that support the research; no opposing studies
METHODS section	Based on research questions, study design is appropriate; the participants, setting/location are clearly stated, study design respects research ethics	Based on research questions, study design is appropriate but setting and location is not described, or participants are not clearly specified, study design respects research ethics	Study design is somewhat irrelevant to the research questions, choice of setting, location, and participants are not always consistent with research questions, study design adheres to research ethics to some extent	Inappropriate study design; little description of setting, location, and participants, whether or not design adheres to research ethics is not evident

**)

For each Progress Assessment, these aspects will each weigh **1.5x** the stated points. **The total points = 22.5** (to pass, students need 13.5 points)

For the Final Assessment, these aspects will weigh the same as the stated points. **The total points = 30** (to pass, students need 18 points)

Research Proposal Writing

Participation and Consultation Rubrics*

Name: _____

Number of consultations	Step-by-step progress**	Points of consultations**	Action plans**
The number of consultations is at least the same as the number of class meetings intended for the proposal (minimum 10 consultations). (100 points)	Student shows visible gradual improvements in their proposal through series of regular consultations. (81-100 points)	Student has relevant points of consultation during consultations, which shows he/she has done optimal effort in working on his/her proposal gradually and good mastery of his/her proposal contents. (81-100 points)	Student has very clear action plans after each regular consultation and does the action plans he/she makes after his/her regular consultations. (81-100 points)
The number of consultations is slightly below the number of class meetings intended for the proposal (8, 9 consultations). (80, 90 points)	Student shows some improvements in their proposal through some consultations even though at times the progress made seems to be irregular. (70-80 points)	Student has few relevant points of consultation during consultations, which shows he/she has done little effort in working on his/her proposal gradually and a fair degree of understanding of his/her proposal contents. (70-80 points)	Student has fairly clear action plans after each regular consultations and does some of the action plans he/she makes after his/her regular consultations. (70-80 points)
The number of consultations is far less than the number of class meetings intended for the proposal (less than 8 consultations). (0-60 points)	Student shows few gradual improvements seen through fairly minimal consultations. (0-60 points)	Student has very few relevant points of consultation during consultations, which shows he/she has done very little effort in working on his/her proposal gradually and a limited degree of understanding of his/her proposal contents. (0-60 points)	Student has vague/unclear action plans after each regular consultations and it is rather difficult to assess whether he/she does the action plans he/she makes after his/her regular consultations. (0-60 points)

*) This rubrics is used to assess students' consultation with the teacher and the advisor. The suggested minimum number of consultation with the advisor is four (4 consultations).

***) The scores on these criteria are greatly affected by the number of consultations. They will not exceed the score obtained in the criterion of the number of consultations. E.g.: If a student scores 80 in the number of consultations, he/she will obtain the maximum of 80 for these three criteria.

Total points: 400 (converted into 0-100 range and will contribute to 20% of the final score)

CONSULTATION FORMS

STUDENT CONSULTATION RECORD
RESEARCH PROPOSAL WRITING CLASS 2019/2020

Student's name : _____

No	Dates	Points of consultation	Action plans	Teacher's Signature

Teacher: Adaninggar Septi Subekti, M.Sc.

STUDENT CONSULTATION RECORD
RESEARCH PROPOSAL WRITING CLASS 2019/2020

Student's name : _____

No	Dates	Points of consultation	Action plans	Consultant's Signature

Outside-class Consultant: _____

REFERENCES

Materials on theories in this module are adapted from:

APA format citation guide. (2019). Retrieved January 23, 2020, from <https://www.mendeley.com/guides/apa-citation-guide>

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Other materials:

- The students' proposal samples are taken from the works of the 2016 students of the English Language Education Department with their respective permission.
- Class documents (syllabus, rubrics and forms) are designed by the instructor (the one compiling this module).

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
UNIVERSITAS KRISTEN DUTA WACANA (UKDW)**

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