

# Module of Research Report Writing

Compiled by  
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THE FIRST SEMESTER OF THE 2020/2021 ACADEMIC YEAR

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



# Module of Research Report Writing

Compiled by  
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This module is intended for students of Research Report & Seminar in ELT at the English Language Education Department in the first semester of the 2020/2021 academic year

Universitas Kristen Duta Wacana (UKDW)

## Lembar Pengesahan

### Modul Ajar Kelas *Research Report Writing and Seminar in ELT*

#### Identitas Modul Ajar

- a. Nama Modul Ajar : *Module of Research Report Writing*
- b. Jumlah Penyusun : 1 (satu) orang
- c. Jumlah Halaman Modul : 62
- d. Tahun Ajaran : Semester Gasal 2020/2021
- e. Biaya Penyusunan Modul : Rp. 200.000
- f. Sumber Biaya : Program Studi Pendidikan Bahasa Inggris
- g. Waktu/Durasi Penyusunan : 3 Agustus 2020 – 7 September 2020

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Yogyakarta, 11 September 2020

Mengesahkan,  
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Mengetahui,  
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Penyusun Modul

Adaninggar Septi Subekti, M.Sc.  
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## KATA PENGANTAR

*Module of Research Report Writing* ini disusun pada semester gasal tahun ajaran 2020/2021 sebagai referensi bagi mahasiswa dalam menulis pembahasan riset mereka dengan mengacu kepada literatur yang relevan pada mata kuliah *Research Report and Seminar in ELT*.

Di kelas ini, mahasiswa diarahkan untuk melakukan pengambilan data dan menyajikan hasilnya sebagai suatu draft untuk persiapan skripsi di semester genap tahun ajaran 2020/2021. Karena itulah, bagian utama modul ini berasal dari Panduan Skripsi Prodi PBI, yaitu bagian sistematika penulisan. Bagian modul selanjutnya adalah gaya referensi *American Psychological Association (APA) 7<sup>th</sup> Edition* yang menjadi gaya referensi yang dipakai dalam penulisan artikel akademik pada banyak disiplin ilmu sosial, termasuk pendidikan bahasa. Selanjutnya, dalam modul juga disajikan empat contoh pembahasan hasil riset, *Chapter IV: Results and Discussion* dan *Chapter V: Conclusion*. Contoh pertama adalah riset kuantitatif dari artikel jurnal. Contoh kedua dan ketiga adalah riset *mixed-methods* dari skripsi mahasiswa angkatan sebelumnya. Selanjutnya, contoh keempat adalah riset kualitatif yang juga berasal dari skripsi mahasiswa. Keempat contoh pembahasan hasil riset ini diharapkan dapat memberi gambaran kepada mahasiswa tentang bagaimana mereka dapat menganalisis hasil riset dengan literatur sebagai acuan mengingat mereka belum pernah melakukannya sebelumnya.

Silabus dan semua rubrik penilaian juga disertakan dalam modul sehingga mahasiswa dapat mengetahui ekspektasi kelas dan berusaha optimal untuk mencapainya demi kelancaran pembelajaran.

Yogyakarta, 7 September 2020

Penyusun,

Adaninggar Septi Subekti, M.Sc.

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## **Sistematika Skripsi sebagai Acuan/Referensi**

## 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 to 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.

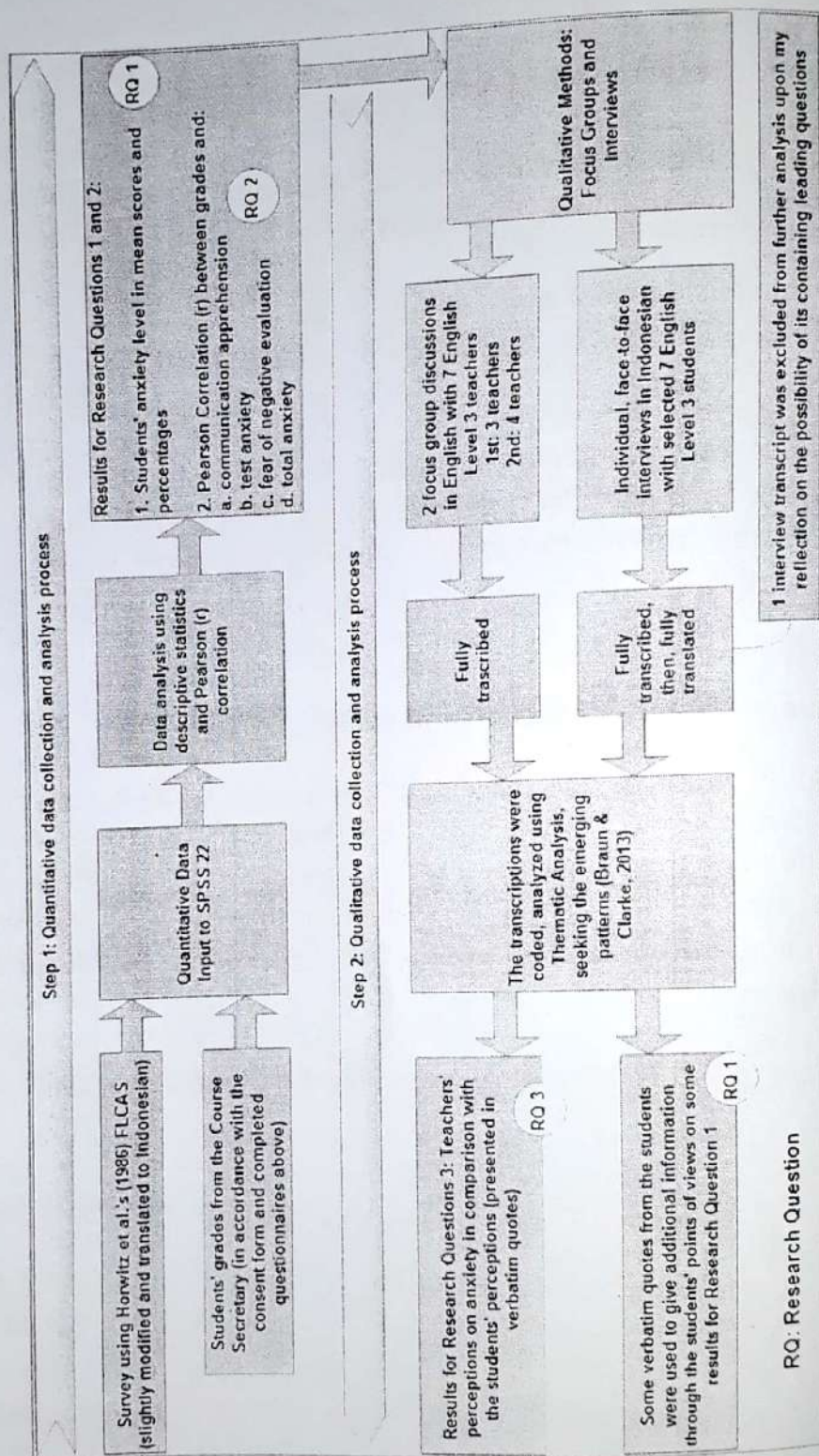
#### **5. Ethical considerations**

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).

An example of a flowchart is presented on the following page.



## CHAPTER IV RESULTS AND DISCUSSIONS

This chapter should take the biggest proportion among the five chapters comprising the main body of a thesis.

The typical length of this chapter is 2,500 words at the minimum.

The author should briefly introduce the subheadings in the chapter at the beginning of the chapter. The number of subheadings depends on the number of research questions he/she has. The naming of the subheadings is based on the research questions.

**Research question 1: ....**

**Research question 2: ...**

**Research question 3, 4, so on: ...**

In each research question subheading, the author should report the results of the analysis to answer the research question and analyse the results in relation with existing literature.

The analysis should be based on literature that has been reviewed in *Literature review*. In other words, the author should avoid using any "new" sources that have not been stated in *Literature review*.

If by any chance, the author cannot find support from literature for his/her analysis, he/she should use hedging words such as "may, might, possibly, perhaps" and the like to avoid making an overstatement. The author, however, should be reminded that excessive use of hedging words can result in the research lack of trustworthiness as it is full of assumptions.

## CHAPTER V CONCLUSION

The author should briefly introduce the subheadings in the chapter at the beginning of the chapter (one sentence is sufficient).

The typical length of this chapter is 750 words to 1,000 words.

### 1. Summary

In *Summary*, the author summarizes the contents of *Results and Discussions*. Summary is what a summary does – to summarize. Hence, the author should not write too much information in *Summary*. Stating the main points of results and analysis of results is sufficient.

### 2. Implications and contributions

The author should state the implication of his/her research towards English language instruction. This implication should be based on the results and analysis of results presented in *Results and Discussions*. The author should avoid stating any “implications” that are too general and vague without making any reference to the results and analysis of results of his/her study.

The author should also state the contribution or the positive role of his/her research towards literature in the field in general. Examples include but not limited to whether the results can be generalized in a newly researched context or whether the study can provide unique perspectives in the topic.

### 3. Limitations

As there is no such thing as perfect research, despite the possible contribution of his/her research, the author should acknowledge the limitations of the research. These include but not limited to limitations in terms of methods, results, and participants.

#### 4. Future studies

Based on the limitation that the author acknowledges, he/she should suggest the direction of future studies. For example, based on the realization that a quantitative study cannot catch the depth and uniqueness of participants' experiences, the author can suggest future studies in the field to conduct qualitative studies.

### 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.

# **7<sup>th</sup> Edition APA Reference and Citation Guide**

Invert names so that the last name comes first, followed by a comma and the initials. Leave a space between initials. Retain the order of authors' names.

Place the year in parentheses. End with a period.

Capitalize only the first letter of the first word. For a two-part title, capitalize the first word of the second part of the title. Also capitalize proper nouns. Do not italicize. End with a period.

**Journal Article**

Author, A. A., & Author, B. B. (Year). Title of the article.  
Name of the Periodical, volume(issue), #-#. <https://doi.org/xxxx>

Capitalize all major words in the periodical name. Follow with a comma. Italicize the periodical name (but not the comma after)

Italicize the volume number. Do not put a space between the volume number and the parentheses around the issue number.

Do not italicize the issue number or parentheses. Follow the parentheses with a comma. **No issue number?** That's okay. Follow the volume number with a comma.

Include the article page range. Use an en dash; do not put spaces around the en dash. End with a period.

**Does the article have a DOI?** Include a DOI for all works that have one. Do not put a period after the DOI.

Invert names so that the last name comes first, followed by a comma and the initials. Leave a space between initials. Retain the order of authors' names.

Place the copyright year in parentheses. End with a period.

Capitalize only the first letter of the first word. For a two-part title, capitalize the first word of the second part of the title. Also capitalize proper nouns. Italicize the title. End with a period.

**Book**

Author, A. A., & Author, B. B. (Copyright Year). Title of the book (7th ed.).  
Publisher. DOI or URL

Include the name of the publisher, followed by a period. Do not include the publisher location. **Are there multiple publishers?** If so, separate them with a semicolon.

**Does the book have a DOI?** Include a DOI if available. Do not include a URL or database information for works from academic research databases. Include a URL for eBooks from other websites. Do not put a period after the DOI or URL.

**Does the book have an edition or volume number?** If so, include the number in parentheses after the title but before the period. If both show edition first and volume second, separated by a comma. Do not put a period between the title and the parenthetical information.

Invert names so that the last name comes first, followed by a comma and the initials. Leave a space between initials. Retain the order of authors' names.

Place the copyright year in parentheses. End with a period.

Capitalize only the first letter of the first word. For a two-part title, capitalize the first word of the second part of the title. Also capitalize proper nouns. Do not italicize. End with a period.

## Chapter in an Edited Book

Author, A. A., & Author, B. B. (Copyright Year). Title of the book chapter.

In A. A. Editor & B. B. Editor (Eds.), *Title of the book* (2nd ed., pp. #-#).

Publisher. DOI or URL

Write the word "in" and the initials and last name (not inverted) of each editor. Use "(Ed)" for one editor or "(Eds)" for multiple editors. End with a comma.

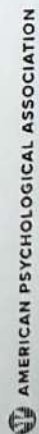
Provide the title of the book in which the chapter appears. Capitalize only the first letter of the first word. For a two-part title, capitalize the first word of the second part of the title. Also capitalize proper nouns. Italicize the book title.

Include the chapter page range. End with a period. Does the book have an edition or volume number? If so, include the number in parentheses before the page range. If both, show edition first and volume second, separated by a comma, before the page range. Do not put a period between the title and the parenthetical information.

Include the name of the publisher followed by a period. Do not include the publisher location. If there are multiple publishers, separate them with a semicolon.

Does the book have a DOI or URL? Include a DOI if available. Do not include a URL or database information for works from academic research databases. Include a URL for eBooks from other websites. Do not put a period after the DOI or URL.

Taken from: <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>



AMERICAN PSYCHOLOGICAL ASSOCIATION

More information on reference variations not shown here (e.g., in-press articles, articles with article numbers, articles with titled volumes, audiobooks) can be found in the *Publication Manual of the American Psychological Association* (7th ed.) and in the *Concise Guide to APA Style* (7th ed.).

Journal articles and other periodicals  
Books and reference works  
Edited book chapters and entries in reference works

Section 10.1  
Section 10.2  
Section 10.3

SOURCE: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

CREDIT: MELANIE R. FOWLER, FLORIDA SOUTHERN COLLEGE

**Example of report #1: Quantitative report (a journal article)**

purpose of the study, their rights whether or not to participate in the study, and data confidentiality shall they decide to participate (Israel & Hay, 2006).

## RESULTS AND DISCUSSIONS

The present study has the same demographic data of the participants with that of my previous work (see Subekti, 2019b) as the two used exactly the same participants and research context with two different research foci. From 276 students participating in the present study, 163 were female students (51.9%), whilst 113 others were male students (40.9%), with the youngest being 17 years of age, and the oldest being 24 years of age ( $SD = 1.09$ ).

To ensure the internal reliability of the questionnaire items, reliability analysis was conducted in which questionnaire items could be said to have a high internal reliability if their Cronbach's alpha coefficient is close to one (1) (Bryman, 2012). The fifteen items of learners' SPCC had .87 Cronbach's alpha coefficient, indicating a high internal reliability. The fifteen items of learners' CA .92 Cronbach's alpha coefficient, indicating an even higher internal reliability.

### Research question 1: How is college students' SPCC?

The mean score of the questionnaire items on SPCC was 41.32 ( $SD = 5.45$ ) indicating, in broad sense, learners' medium level of SPCC. The detailed results of the participating students' responses could be seen in Appendix 1. As observed in Table 1, interestingly, with "Strongly agree" scored four (4.0) and "Agree" scored three (3.0) indicating high SPCC for each of the questionnaire item, there were only four items of fifteen yielding mean scores more than three, indicating learners' high SPCC. Nine items yielded mean scores between 2.5 to 2.9, indicating medium SPCC as the majority, with the other two items yielding mean scores lower than 2.50, indicating low SPCC.

**Table 1: The means of responses on SPCC questionnaire**

| Item number | Means | Item number | Means |
|-------------|-------|-------------|-------|
| 1           | 2.85  | 9           | 2.66  |
| 2           | 2.62  | 10          | 2.52  |
| 3           | 2.63  | 11          | 2.27  |
| 4           | 3.17  | 12          | 2.78  |
| 5           | 2.54  | 13          | 2.83  |
| 6           | 2.58  | 14          | 3.34  |
| 7           | 3.05  | 15          | 3.11  |
| 8           | 2.35  |             |       |

The items yielding high mean scores were items number four, seven, fourteen, and fifteen. The highest SPCC was from item number fourteen "I know I can speak English if I prepare for speech well," in which the mean

score was 3.17. This statement was endorsed by 96% of the respondents. This massive response may closely be related to item number fifteen, in the third position, "I can manage to make a speech if I prepare the draft," endorsed by 86.6% of the respondents. This result confirmed several previous studies' findings that learners need to have preparation time before speaking in L2 (e.g.: Kang, 2005; Marwan, 2008; Subekti, 2018a). In the Indonesian context, this may especially be the case as learners' exposure to English is fairly limited to classroom contexts. As such, they may not feel confident enough to speak spontaneously without any prior preparation. The second highest mean score, at 3.17, was from the fourth item, "I am able to give a short self-introduction without notes in English." 92.7% of the participants either strongly agreed or agreed to the statement. This result may be attributed to the possibility that doing self-introduction was considered relatively simple and uncomplicated for the Indonesian participants, who were already in their upper beginner or lower intermediate level of English. This may also be the case in explaining why item number one, "I am able to give my peer sitting next to me directions to my favourite restaurant in English" also obtained favourable responses from 78.3% of the participants. These participants may consider giving directions relatively simple task. The result may be attributed to learners' pleasant experiences in using L2 (see Dewaele & Dewaele, 2018; Joe et al., 2017; MacIntyre & Legatto, 2011) for accomplishing simple communication tasks.

Another item with a high mean score, at 3.05, was the seventh, "I know I can manage to speak English using words I know even if it is not correct," suggesting that most of the respondents perceived themselves as capable speakers provided that language accuracy was not the benchmark. This result may give some kind of support that excessive emphasis to accuracy may hinder learners from talking. This could also be related to learners' negative and upsetting experiences in using L2 (Cao, 2011), especially its grammar. Indonesian EFL instruction which generally pays attention to grammatical accuracy may contribute to these upsetting experiences. In general, these results support some authors' ideas that in EFL contexts, such as Indonesia, where communication demand is not very complex, learners tend to be self-conscious on how well they could communicate (see Baker & MacIntyre, 2003; Yashima, 2002).

Furthermore, despite the participants' medium to high SPCC level in general, there were two items worth commenting as they yielded low mean score indicating low SPCC. 62.7% of the respondents either strongly disagreed or disagreed with item number eight, "I am able to speak without being nervous" whilst 72.8% of the respondents also opposed item number eleven, "I feel more comfortable in speaking English in public". These results were consistent with some authors' reiteration that among language classroom activities, speaking worries learners most (e.g.: Horwitz et al., 1986; Subekti, 2018a, 2018b), let alone speaking in front of many people (Dilbeck et al., 2010).

There may be several factors attributed to this result. First, learners may not feel confident when talking in public as this task could make them lose "face" in front of their peers shall they make errors (Horwitz et al., 1986;

Subekti, 2018b). This may especially be true in Asian culture, such as Indonesia, which tends to consider how others consider themselves very important (Joe et al., 2017; Subekti, 2018b). They may likely be more concerned about how they look especially when they do not feel familiar with the interlocutors (Jamshidnejad, 2010). This, however, as Dwyer and Fus (2002) suggested, could be remedied with continuous practice allowing learners to go beyond their comfort zone through repeated classroom instruction on public speaking.

### Research question 2: How is the students' level of CA?

The mean score of the questionnaire items on CA was 33.72 (SD = 7.26), indicating medium level of CA. The detailed results of the students' responses could be seen in Appendix 2. Table 2 shows the means of their responses on each of the questionnaire item in which low mean scores indicated higher apprehension. As observed in Table 2, only two items yielded means scores less than 2.0 with twelve items being between 2.0-2.50 range and an item at 2.74. These results suggested that the participants were in general in the range of moderate apprehension.

**Table 2: The means of responses on CA questionnaire**

| Item number | Means | Item number | Means |
|-------------|-------|-------------|-------|
| 1           | 1.95  | 9           | 2.15  |
| 2           | 2.74  | 10          | 2.16  |
| 3           | 2.08  | 11          | 2.16  |
| 4           | 2.24  | 12          | 2.35  |
| 5           | 2.30  | 13          | 2.31  |
| 6           | 1.97  | 14          | 2.44  |
| 7           | 2.16  | 15          | 2.48  |
| 8           | 2.24  |             |       |

Several items in which fast majority of the participants reported their apprehension, however, may need further discussions. Statement number six, "I feel a little nervous if my English is wrong when speaking in public," was confirmed by 85.9% of the respondents, whilst statement number eleven, "I feel very self-conscious about speaking English in front of other students," was confirmed by 71.7% of the respondents. These two results may suggest that public speaking situation is problematic for the participants. This apprehension of public speaking situation may be attributed to hesitation in speaking in class and possible perception of inability to perform well (Subekti, 2018a, 2018b). In relation with this, Gusman (2004) asserted that L2 learning requires learners to engage in public practices including trials and errors, which very often cause embarrassment and frustration leading to apprehensive behaviours. This possibility may increase if learners are to speak in front of interlocutors they are not really familiar with (Jamshidnejad, 2010;

Subekti, 2019a) and as L2 learning often requires learners to do such public practices (Dilbeck et al., 2010), this apprehensive tendency seems to be frequent in L2 situations (McCroskey et al., 1985).

Furthermore, that 83.4% of the respondents either strongly agreed or agreed to statement number one, "I felt tense in presentation," amplified the notion that many Indonesian L2 learners of English are apprehensive of presentation situations (Marwan, 2008; Subekti, 2018a). That 70.6% of the respondents also agreed to statement number seven, "No matter how many times I may make a speech, I feel tense," may support the prevalence of notion. In addition, this may also have something to do with the big number of interlocutors the participants were typically required to speak in front (Kang, 2005; Kitano, 2001). Kitano (2001) posited that learners are more likely to be less apprehensive if they are required to speak in front of less number of people, which may unlikely happen in typical presentation or speech situations in language classes. Furthermore, the respondents also reported high apprehension by approving statement number three, "I feel worried that I might use strange English," (75.7%) and number nine, "It frightens me when I don't understand what the teacher is saying in English" (71.4%). This can solidify previous studies' findings of learners' fears of negative evaluation (e.g.: Horwitz et al., 1986; Kitano, 2001; Subekti, 2018b). Learners may be concerned of being considered stupid or of being ridiculed if they speak English "differently" or if they ask questions shall they not understand their teachers' explanations. Asian culture, like the Indonesian culture, considering "face" very important may strengthen Asian learners' fear of doing such things (Joe et al., 2017; Subekti, 2018b).

### Research question 3: To what extent does students' SPCC affect their CA?

The study found a statistically significant negative association between learners' SPCC and their CA. The correlation strength was at moderate level,  $r(274) = -.48, p < .01$ . It means that the higher learners' SPCC, the lower their CA tended to be. The correlation result could be seen in Table 3.

**Table 3: Correlation between learners' SPCC and their CA**

|                | Learners' CA        |         |
|----------------|---------------------|---------|
| Learners' SPCC | Pearson Correlation | -.483** |
|                | Sig. (2-tailed)     | .000    |
|                | N                   | 276     |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

To see the extent to which learners' SPCC could predict their CA, regression formula was used. The result could be seen in Table 4. As seen in Table 4, the value of  $R^2$  was .23, indicating that learners' SPCC could predict 23% of their CA.

**Table 4: Regression results with learners' SPCC as the independent variable and CA as the dependent variable**

| R                 | R Square | Adjusted R Square |
|-------------------|----------|-------------------|
| .483 <sup>a</sup> | .23      | .23               |

a. Predictors: (Constant), Learners' SPCC

The afore-mentioned findings need further comments. First, the result was slightly in line with the result of Fahim's and Tabatabaeian's (2013) study in Iran. They found that learners' SPCC could predict 17.80% of variance in learners' FLA, one aspect of which was CA. The slightly similar result of the present study and that of Fahim and Tabatabaeian (2013) in Iran may suggest the consistency of the moderate inter-relatedness of learners' SPCC and their CA. Many authors argue that perception of inability to perform well, perhaps through series of upsetting experiences (see Blood et al., 2001; Cao, 2011), often leads to higher level of apprehension (Donovan & MacIntyre, 2004; Subekti, 2018b). Hence, reducing their apprehension and increasing their SPCC, learners could attain high L2 communication confidence necessary for L2 communication (Fushino, 2019).

However, considering the moderate effect of SPCC on CA, at 23%, this study could not overlook other variables, making up the remaining 77%, that may affect learners' CA. That is to say that a lot more than just learners' SPCC was at play to affect learners' CA.

## CONCLUSION

The present study has several implications related to L2 instruction. First, considering the effect of SPCC on CA, it is suggested that teachers design activities boosting the growth of learners' SPCC. Classrooms should be made into enjoyable environment where learners can feel safe that eventually will lead to risk-taking behaviours in communication. Subekti (2018a) posited that it may be a good idea for teachers to focus more on their efforts in learning than their speech outcome per se as this may boost learners' confidence to speak despite their limited competence. Teachers are expected to give learners more opportunities to speak in front of fewer number of audience. Shall they ask learners to speak in public, learners should be given enough time to prepare for their performance.

Despite the possible contribution of the study in the field of SPCC and CA, especially in the Indonesian context, several limitations are acknowledged. First, self-report questionnaires used in the study may inherently bring the consequence that the findings depended on learners' report. Additionally, considering the quantitative analysis and the large number of participants involved, it is persuasive to say that the results of this study could be generalised to a wider population. Nevertheless, they should be seen within the population context, Indonesian non-English major college students. Learners from different age groups, different level of education, or different educational contexts, may have different characteristics. As such the findings of the present study may not be able to represent them. Inherently, unlike qualitative studies, this quantitative study was also unable to capture learners' experiences in depth.

Furthermore, several suggestions for future studies could be offered. First, this study used two questionnaires, each of which contained items taken from different studies. The items on learners' SPCC had .87 Cronbach's alpha coefficient and the items of learners' CA had .92 Cronbach's alpha coefficient, indicating the newly-built questionnaires have high internal reliability. Hence, it may be worthwhile to conduct further studies in the same field using these questionnaires. Secondly, it can be useful to investigate learners' SPCC in lower educational levels in Indonesia as these learners typically obtain very little exposure to communicative activities in L2. Additionally, considering there are possibly still a number of unknown factors affecting learners' CA other than their SPCC in the present study, it is suggested that future studies conduct quantitative research in Indonesia on the possible inter-relationship among IDs variables such as SPCC, motivation, apprehension, personality, and WTC, using Structural Equation Modelling. Finally, considering the participants' apprehension and low SPCC in public speaking situations, future studies could also investigate several selected learners' experiences in dealing with public speaking practices during a period of one semester to know whether their SPCC and apprehension fluctuate across time in response to different experiences and L2 instructions.

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## CHAPTER IV

### RESULTS AND DISCUSSIONS

This chapter explicates the details and analysis of the findings of the research.

The total participants who filled the questionnaires and signed the informed consent forms were 127 students of General English class. They consisted of 61 (48%) males and 66 (52%) females from eight different majors such as: Biotechnology, Management, Accounting, Architecture, Product Design, Medical, Informatics System, and Informatics Engineering. Furthermore, the participants were in the age of 19 to 25 years old and they were mostly in the semester 2. In addition, 68 (53.5%) of the participants showed their willingness to participate in the further research through interview, while, 59 (46.5%) of the participants showed their disagreement to be interviewed.

The seven items in Barsch' learning style had 0.62 Cronbach's alpha coefficient. It indicates that the questionnaire was still reliable to be used in this study as the reliability of the questionnaire is close to 1 (Cohen et al., 2007).

#### **Research question 1: How is the non-English major college students' level of visual learning style?**

To answer the first research question, the descriptive analysis was used in order to know the participants' levels of visual learning style. The mean score from the seven items in the questionnaire was 26.60 (SD = 3.75) with a mean score range of 12.00-34.00. In addition, the complete results of the participants' responses could be seen in the Table 1.

Table 1. The means score of students' response on visual learning style questionnaire

| <b>Item Number</b> | <b>Mean</b> |
|--------------------|-------------|
| <b>Q1</b>          | <b>3.72</b> |
| <b>Q2</b>          | <b>3.76</b> |
| <b>Q3</b>          | <b>3.32</b> |
| <b>Q4</b>          | <b>3.85</b> |
| <b>Q5</b>          | <b>3.86</b> |
| <b>Q6</b>          | <b>4.24</b> |
| <b>Q7</b>          | <b>3.84</b> |

Based on the data shown above, the participants in general chose response 'agree' to 'strongly agree' which indicates that the participants are visual learners. There were some striking items such as the item number 3, 5, and 6 which will be explained further in this section.

The first item is number 3, "I am good at and enjoy making mind map in learning English". As it was presented in the Table 1, this item produced the lowest mean score across all items on visual learning style questionnaire at 3.32, in which 89% of the participants showed their responses between 'agree' and 'disagree' toward the item. It could indicate that even though in general, the participants had the high level of visual learning style, they probably do not enjoy making mind map in their English learning as they might not be familiar to it. Although some researchers have been explained that mind map is known as one of the strategies in students' learning as it is used to organize ideas and support the students' activities in learning (Buran & Filyukov, 2015; Jones et al., 2012; Yunus & Chien, 2016), this finding showed the different finding that the participants were not good at and enjoyed making mind map as they might find some challenges. Mei et al. (2010) stated that some students might did not familiar with mind map, they may not really understand about the use of mind map in learning English, and mind map may not be the only approach that the students used when they learned. In addition, the students probably were not good at drawing and they explained that making mind map is time consuming (Yunus & Chien, 2016). Moreover, another difficulty that the students might found in making mind map was they were forced to read and learn about the information that they had to cover in mind map (Jones et al., 2012). Interestingly, this finding was similar to the finding of interview result in qualitative analysis. One of the participants mentioned that the challenge of using mind map in learning is he did not like to make mind map because he had to read more information and that was difficult for him.

Second, the mean score of item number 5, "I can remember English learning better by writing for several times" was 3.86. 77.9% of the participants "agree" either "disagree" with the statement. This may indicate that learners tend to write for several times as it helped them to remember when they learned English. This finding was in line with a study of Gilakjani and Ahmadi (2011) that visual learners prefer to take notes in order to help them in understanding the information. In addition, they tend to simplify the wide information into the simple form through annotating and highlighting information because it will help them to remember the important points and they can review it later (Ajideh et al., 2018; Dornyei, 2005). Furthermore, this item may resemble the item number 7, "I understand English easily when lecturer writes in the white board rather than listening to the lecturer's speech" which produced mean score 3.87. Both of the items discussed about writing as the activity that visual learners prefer to do in learning English. This may indicate that as students learned based on their style, they did things that could help them in learning. In addition, Sen and Agir (2014) stated the role of white board in the learning is as the supporting tool to help the

students in understanding the information. This result was in line with a study from Nematipour (2012) in Malaysian context that the students acknowledged that as they believed in their abilities in learning English; they knew what to do during their learning such as taking notes when they learn because they preferred to learn from the written information. Based on the result from both studies, it could be concluded that learners believe on their attributes in learning English to help them in understanding the materials.

Third is the item number 6, "I obtain new vocabulary about English by reading the things that are related to English learning through online (reading article, and news) or through offline (reading book)". The mean score of this item was 4.24 and it indicated as the highest mean score of the participants' response in the questionnaire. 94.5 % of the participants' showed their agreement to this item and it indicated that the participants tended to learn English by reading materials about it. This item was also similar to the item of number 4, "I understand an English material by reading rather than listening through audio" which produced the mean score 3.85. It may indicate that the participants tend to read English materials when they learn English. Oluremi (2015) stated that as the characteristic of visual learners is they prefer to the reading activities, they tend to read the materials when they learn. This study was in line with the study of Bhattacharyya and Sarip (2014) in Malaysia context that visual learners reported their agreements that through reading they could understand the information better as they were expected to read available materials by themselves. Furthermore, this result was also the same with the result of Padidar et al. (2015) that visual learning style influenced the vocabulary learning of the students as they had better retention in vocabulary. Moreover, as this item was the highest mean score, it could be concluded that the students' visual learning style played a better role in the students' English learning (Obralic & Akbarov, 2012).

### **Research question 2: How are students' and teachers' beliefs on the uses of visual aids to improve learners' learning?**

With regard to the second research question, four students had been interviewed as they had the high level of visual learning style. The participants were given pseudonyms as follows: Miller [Male], Jenni [Female], Nora [Female], and Bastian [Male]. Furthermore, three teachers from General English class had been chosen to be interviewed. They were given pseudonyms such as Rian [Male, Teacher 1], Luna [Female, Teacher 2], and Narita [Female, Teacher].

**Table 2. Emerging themes on the students' and teachers' perspectives on the uses of visual aids to improve the learners' learning**

|         |  |
|---------|--|
| Theme 1 | Teachers used pictures to engage students in brainstorming activities.   |
| Theme 2 | Teachers used videos to provide input for further discussions and tasks. |
| Theme 3 | Teachers wrote on the board to explain English grammar                   |
| Theme 4 | Teachers used gamification in game to create engaging learning.          |

**Theme 1. Teachers used pictures to engage students in brainstorming activities.**

It was found that the teachers used pictures to engage their students into the activities in which the students should brainstorm what they were going to learn at that time. For instance, the students, Miller and Nora reported that their teachers provided pictures to lead them into the materials in which they were given pictures and they should think and explain what happened in the pictures and its relation into the materials. They commented:

*Pictures and graphics are really helpful when learning because graphics and pictures are related to the material, so I can understand quickly. The picture shows what is in the words, so it eases me to understand. [Miller]*

*Because we have been taught about the formula of how to differentiate about two things, so the lecturer gives the pictures of fast-food chicken restaurants, then we are asked to tell the differences in English. [Nora]*

In similar tone, the teachers also admitted that they used pictures to engage their students into the topic of their learning in which they were given some pictures and also the guideline questions to lead them in brainstorming the topic. Luna, for instance, reported that she believed on using pictures to explain about a topic as it was helpful in her class. She stated:

*I use pictures of human sticks, pictures that make the students curious about a particular topic ... for example ... food and mood. Well, I use emoticons, so I give emoticons and then I relate to how you feel about this kind of food. Then, I put the picture and they (the students) have to read whether they like it or not. So in my opinion, pictures speak louder than words so it's more helpful by using pictures instead of giving a long explanation. [Luna, Teacher 2]*

Additionally, Narita also admitted that using pictures to explain a topic could give comprehensive information to the students. She commented:

*The topic is about water pollution, the animals that eat rubbish, as it is trending on social media, for example, I give a picture of a fried fish and then I ask "what do you think about this?" and then they answer, after that I give them a picture of a fish that eats rubbish and ask "now, what do you think about this?" it will give them comprehensive information just by using visual, just by using some pictures it can open a wide discussion for the students. [Narita, Teacher 3]*

This finding suggested that the use of pictures in English learning was to facilitate the students to obtain the information better. Seen from the students' and teachers' excerpts, this finding was in line with some previous studies on visual learning style (e.g.: Gilakjani, 2012; Gilakjani & Ahmadi, 2011; Hawk & Shah, 2007; Oluremi, 2015) that as the role of the teachers is to provide appropriate material with their students' visual learning style, when the teachers use visual aid that can accommodate students' visual learning style, it will be beneficial for their learning (Pritchard, 2009). Those four excerpts reflected the theory from Gilakjani (2012) that as visual learners learn better from what they see, they prefer to learn by using pictures because it helps them to obtain the information better. In addition, the way the teachers used of pictures in their teaching was a good idea because they provide the chance for the students to practice what they were going to learn (Barani et al., 2010).

## **Theme 2. Teachers used videos to provide input for further discussions and tasks.**

Besides using pictures in learning, the teachers also used videos as the input for the students before they discussed that topic and also as the example for them before they worked on the tasks. For instance, Jenni and Nora stated that their teachers used videos to give them input of what they were going to learn. They commented:

*Well, seen first from the title, then the video is played several times so that after that, we try to get what the video is about. [Jenni]*

*The individual task is about to answer true or false based on the video that we watch. Later we'll see whether our answer on the true or false is appropriate with the explanation. Sometimes it's like a question, but we answer it based on the video ... [Nora]*

Furthermore, the similar finding was also stated by the teachers that they used videos in their teaching as the input for the students in which those videos were used in lead-in activities. For example, Luna commented that the use of video in her teaching was as the example for the students to learn before they made their own videos as the output of their learning. She reported:

*But this is an example for later, so their output is like that. ...so after they learn, they have to make such a product as the output of the learning. So they know "oh, if we make a vlog, we have to give back sound ..." so it will be easier for them. So by giving the video, students*

*can learn from the experiences of the people in the video. So it can be input or output of their learning. [Luna, Teacher 2]*

Narita, in comparison, commented that she believed that not all of her students had the same background knowledge; therefore, using videos could give new information to the students about the topics of that day. She stated:

*For example, it discusses the topic of global warming, so all students do not have the same background knowledge, they have a different starting point. So, by using video, at least it gives the students similar information, later when it is the production stage, they have to produce something from the topic by applying the grammar that being discussed on that day. At least from the topic, they get the same understanding. So, the effort to explain the topic does not complicated as explain without using video. [Narita, Teacher 3]*

Seen from the excerpts of Jenni and Nora, the used of videos reflected the theory of Mitra et al. (2010) that using the video helps the students to link their background knowledge and the new information with the topic in their learning. Meanwhile, the excerpts of the teachers highlighted the advantages of using videos to teach English. The video was used also as the input in learning which facilitates students with important information that they are going to use in discussions (Bajrami & Ismaili, 2016; Mitra, Lewin-Jones, Barrett and Williamson, 2010). This present study's finding was also in line with several studies that have been reported (e.g.: Bajrami & Ismaili, 2016; Mitra et al., 2010; Oluremi, 2015) that when the teachers use videos, it is interesting and motivating the students in their learning as it facilitates the students with some topics to be discussed.

### **Theme 3. Teachers wrote on the boards to explain English grammar.**

Miller and Bastian commented that their teachers wrote the English grammar formula on the boards and it helped them to understand it better because they could also take notes and use it as the example to make new sentences. They reported:

*If the lecturer only talks, I will not understand about it, but if she writes on the whiteboard such as the formulas, I can understand it, I also write it down. [Miller]*

*So, later, when we are asked to do the task ... so the sentence can be... it is related... it does not wrong. So while the one on the whiteboard is an example, then we just need to make the new ones that are already adjusted to what we have made. [Bastian]*

Additionally, Luna and Narita reported that they wrote on the board to explain grammar to their students such as writing the patterns and the examples to make their students understand it better. Luna, for example, commented:

*In my opinion, the role of the whiteboard was as kind of assistant for me to make it easy to explain the basic material of the day's material. So I always start with pictures so after the*

*students can guess what will be learned at that day then I usually say "okay if we want to talk about this topic, what kind of tenses that you need to use", maybe, if some students were still confused, yes, I wrote it on the board because in today's world not everything can be done digitally. [Luna, Teacher 2]*

Narita also stated that through writing on the board, it helped the students to take notes and make them practice what the teachers wrote on the board. She reported:

*Hm... It becomes more effective because when I write on the board, the students also write it. ... If it is written on the board, the students will write it also or they will work on the exercises directly using the examples on the board. [Narita, Teacher 3]*

Seen from both students' and teacher excerpts' above, explaining grammar by writing on the board could help the students in learning English formula because they could learn from the teachers' explanation on the board (Aydinli & Elaziz, 2010). In addition, this finding was in line with the study of Oluremi (2015) that as visual learners prefer to take notes on important information, when the teachers wrote the important points of the materials on the boards, it gave benefit to the students because they could also took notes on what they got from the teachers' explanation. Furthermore, Sen and Agir (2014) explained that the role of boards in education is important because the teachers can use it to emphasize on certain important points and to engage the students attention. Moreover, the boards are used to support the interaction between the teachers and students in the class; it can facilitate the communication in the class, and to present the ideas (Sen & Agir, 2014)

#### **Theme 4. Teachers used gamification in games to create engaging learning.**

Two students reported that online games were used by their teachers to make them enjoy the learning. They acknowledged that their teachers used an online game named *kahoot!* and it could help them to memorize what they had learned. For example, Miller and Nora stated that they were enjoy when they learned using *kahoot!* because it was the fun way of memorizing materials. Both of them reported:

*It's fun. Because played kahoot! looked like we have competition with the other students to answer the questions. So, the questions are given in the kahoot! are related to the material that we just learn. [Miller]*

*We become excited and it makes us have to understand the material. ... It is fun to have our name on the screen, there is a diagram, oh my percentage, and then if we answer correctly, it's like motivating us that 'oh I can do it', 'oh I already understand'. [Nora]*

Additionally, Rian admitted that as the students had their class since morning and his class was started on afternoon, the students were tired and bored to learn. In order to keep the

students to be active in learning, he played games which had visual aid such as pictures to build students' interest in learning. He reported:

*I usually play various games in the class. The games with visual are guessing game using power point, kahoot! with some pictures, and then jeopardy games, it is interesting. Jeopardy game is a game which has some pictures or questions and it has scores such as one hundred and two hundreds. The students in the groups are asked to answer the questions to collect the points. So, every question has different score and it is quite similar with power point, the game has its own application. It's fun actually. [Rian, Teacher 1]*

Similar to Rian's comment, Narita also used game in her teaching to familiarize the students with the online games, as she believed that the students will need it in their future. For instance, Narita stated that she used *kahoot!* in her teaching. She reported:

*Games are often used but nowadays there are lots of applications of games, so I prefer to use online games such as quiziz and kahoot!, so the students also get updated because they will face it in their reality of working. [Narita, Teacher 3]*

Those excerpts from both students and teachers reflected the theories of Gaudart (1999) that games were the most effective technique in the students' learning that could be used to support them in practicing what they have learned. In addition, seen from Rian and Nora excerpts, the teachers believed that using games could engage the students into the learning as it created fun atmosphere in learning activities in which the students could practice the target language in a fun way without realizing that they learned grammar (Macedonia, 2005). Furthermore, as seen from the excerpts of Miller and Nora, their excerpts were in line with a study from Lin et al. (2018) that *kahoot!* as a game could be used by the teachers to motivate the students in their learning. Moreover, the benefit of using games in instructional activities is as an interactive technique in the class that could made the students to be active in learning (Kumar & Lightner, 2007; Putri, 2019).

## **CHAPTER V**

### **CONCLUSION**

#### **1. Summary**

The finding of this presents study has some important points to be highlighted. From the quantitative analysis, it was found that the level of visual learning style of students of non-English major was high. Furthermore, as seen from several items with striking results, although the students were visual learners, they may did not good at and enjoyed making mind map in their English learning. In addition, the students could understand the learning better when their teachers wrote on the boards to explain the English grammar to them because they got benefits from it in which they could take notes to help them in understanding and memorizing the English grammar better. Besides that, as the students were visual learners, they preferred to the reading activities, so they tended to learn by reading instead of listening to the audio in learning. Moreover, the students preferred to read the English materials through online (reading journal, article, and news) and also through offline (reading book) because by reading, they could obtain the information better and also they could get new vocabulary.

Furthermore, with regard to the students' and teachers' perspectives on the use of various visual aids to improve the learners' learning, there were four main themes. First, the teachers used pictures to engage the students in brainstorming activities in which the pictures were used to lead the students to brainstorm the topic that had to discuss in the meeting. Second, the teachers used videos as the input for further discussions and task. The teachers provided some videos for the students in order to give them input for the learning which gave them additional knowledge about the topic. Third, the teacher wrote on the board to explain grammar. In teaching, the teachers wrote the important things such as pattern of the tenses and the examples to help the students in understanding the materials. Fourth, the teachers used various visual aids in game to create fun learning. By using games such as *kahoot!* and *quiziz*, the teachers tried to engage the students into the learning and motivate the students to learn.

#### **2. Implication and contribution**

Based on the result of this study on the role of visual learning style in English language learning, there was an implication that can be suggested as follow: both students and teachers have the similar perspectives on the use of boards in learning in which the teachers explain the English formula by writing on the boards. However, the students reported that they could understand the materials only when the teachers provided written explanation on the boards and it could help the students also to remember the important information (Ajideh et al., 2018; Dornyei, 2005). In addition, as seen from the teachers' perspectives, one

of the teachers provided the written explanation only when she found her students were confused. As Oluremi (2015) stated that it may be beneficial for the students when their teachers facilitate their visual learning by providing written explanation on the board because they could take notes and learn from it. Therefore, the teachers probably need to provide the important points of the learning to the students through writing on the board.

Moreover, this study had its contribution to the study about students' visual learning style in the English Language Teaching (ELT) in Indonesia context. By considering that the study on visual learning style in Indonesia context has not been conducted yet, through the results of this study, it could be generalized to the wider population and it provided the students' and teachers' perspectives on the use of visual aids to improve learning

### **3. Limitations**

Despite the implications and contributions, this study also has some limitations. First, there was no informed consent form to the participants due to the online interview. However, it did not affect the quality of the data. Second, the number of previous studies about visual learning style in Indonesian university context was still limited. Hence, the sources with which to compare the present study were limited.

### **4. Future studies**

Based on the limitations of this study, there is a suggestion for the future studies. As the studies on visual learning style in Indonesia are rarely, it is important to conduct research on the visual learning style in different education backgrounds. For instance, researchers can investigate the visual learning style of Indonesian Senior High School students as it also emphasized by Zein (2017) that the students' English performance was found as unsatisfying, while they have to learn English as a foreign language and in which it becomes a mandatory subject in the school.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

This section reports the results of the present study's research questions and analyses the results in relation to the literature. The total participants were 63 Theology Students who were taking English for Theology Class. There were 34 male participants (54%) and 29 participants were female (29%). The minimum age of the participants was 18, while the maximum was 26 (SD= 1, 75). The 10 questionnaire items on FLRA have 0.77 Cronbach's alpha coefficient. It means that the questionnaire possesses high internal reliability because the alpha coefficient was close to one (1). The mean score of the 10 items questionnaire on FLRA was 25.39 (SD = 3, 86).

**1. Research questions 1: To what extent do ESP for theology students experience reading anxiety?**

As could be seen in Table 1 page 28, there were nine items which had means scores lower than 3.00 and one item yield means score 3.00. It indicated that in some items students showed their lower anxiety in reading. The complete result of the participants' responses could be observed in appendix 5. It could be seen in appendix 5, generally, the responses tended to either "Agree" or "disagree" alternative. It indicated that the participants, in general, tended to have medium anxiety in reading. Some items that could be seen in Table 1, the result showed that items with the highest mean score were items numbers one and five. Item number one yield mean score of 3.00, while item number five yield means score of 2.81. Item number three and ten were the lowest item in which item number three yield means score of 2.24, while item number ten yield means score of 2.03.

*Table 1. The Mean of Participants Response on questionnaire items on FLRA*

| <b>Item Number</b> | <b>Means</b> |
|--------------------|--------------|
| <b>1</b>           | 3.00         |
| <b>2</b>           | 2.75         |
| <b>3</b>           | 2.35         |
| <b>4</b>           | 2.24         |
| <b>5</b>           | 2.81         |
| <b>6</b>           | 2.70         |
| <b>7</b>           | 2.76         |
| <b>8</b>           | 2.37         |

|           |      |
|-----------|------|
| <b>9</b>  | 2.40 |
| <b>10</b> | 2.03 |

First, item number 1 “I feel anxious when I am not sure with what I am reading in English” had the highest mean score of 3.00, which may indicate the learners felt anxious when they felt unsure whether they understood what they were reading in English. The learners felt unsure maybe because of a lack of confidence. According to Aisyah's (2017), lack of confidence in reading will increase learners’ anxiety and affect their reading comprehension negatively . Furthermore, the lack of assurance in reading leads learners excessively to judge themselves negatively (Monobe et al., 2017). Furthermore, the present study’s result was in line with the result of Al-shboul et al.'s (2013) study in Jordanian context. In that study, it was found that learners also felt anxious when they were not sure about the passage that they read. It may indicate that EFL learners in Indonesian context and Jordanian context face similar challenge in reading. They felt nervous because they may not always know what they were reading about. In contrast, this result was different from the results of several previous studies (e.g.: Al-sohbani, 2018; Cetinkaya, 2011; Stawiarska, 2013). These studies found that EFL learners may feel confident with what they were reading about because they believed that English was easy to comprehend. The differences of this finding may be attributed to some factors. Firstly, the participants this study might have advanced level of proficiency in reading. Secondly, the participants of these three previous studies had at least three and a half up to five years of exposure in reading, while participants of this presents study only had 2 years. In the process, these students may develop better reading behaviour to build their self-confidence in reading.

Second, item number 5 “I feel anxious when I am reading a passage in English when I am not familiar with the topic” produced the second highest mean score at, 2.81, which indicated the learners tended to have a high level of English reading anxiety. The learners felt anxious because they thought they could not get something from the reading. They were afraid when they could not comprehend the English text because the topics of the texts that they read were not familiar with them. Related to the finding that unfamiliarity of topic stimulated anxiety, Soltani and Malae (2015) stated that unfamiliarity of a topic or content in the second language may become extra challenges for L2 readers. One of the challenges that the students will find in reading English text is linguistic difficulties (Soltani & Malae, 2015). This present study’s finding was almost the same the result of several previous studies (e.g.: Al-sohbani, 2018; Saito et al., 1999; Sparks et al., 2018; Zhang, 2000). Zhang (2000) study, for example, also found that learners tended to get upset and anxious easily when the topics were not familiar for them because they were afraid that they could not do well the reading task. When the learners experienced the unfamiliar topic while reading, they might feel that reading took a lot of their time. This same result was supported by Soltani and Malae's (2015) statement that when students attempt to comprehend a text which are not familiar for them, they tended to spent most of their energy to comprehend the text and it affects the their reading performance.

Third, item number 4 “I feel anxious whenever I see a whole page of English in front of me” yielded the lowest mean score at, 2.24. In this item, 38.1% disagrees with this statement. It means that the students tended to have low anxiety level when they saw a whole passage or read a long passage in front of them. These participants have been exposed to reading since they were in the first semester, as explained previously. It could be seen how the students had been trained building a good habit in reading by the teachers. For Theology students, a longer passage to read in this class may have been familiar for them since they were in the first semester. Regarding this, Daniel et al. (2017) stated that having a good habit in reading can help the students to have effective study skill. The effective study skill helps them to understand the learning materials easily, moreover, students tend to have less anxiety when they have familiar and do the habit in reading regularly (Daniel et al., 2017). This result was in line with the result of Atasoy and Temizkan's (2018) study, in which they found that students did not feel anxious when they saw a whole page of English in front of them because they used some reading strategies such as scanning, skimming to solve unfamiliar topic in reading. Hence, it may not increase their anxiety in reading. Besides students with good habit in reading tended to have low anxiety because they were able to read the whole page or a longer passage continuously until it became a pattern of behaviour (Khoirunnisa & Safitri, 2018).

The last, item number 10 “The hardest part of learning English is learning to read” which had a mean score of 2.03. 81% of the participants indicated their disagreement with the statement. This indicated that learners did not face difficulty in learning the reading skill but they may have difficulty in learning other English skills. Some authors argued that the most difficult skill in English is speaking (e.g.; Horwitz et al., 1986; Widhayanti, 2018). Learners assumed that one of the most difficult skills to master from all four English skills is speaking (Elaldi, 2016; Horwitz, 2001). However, this study found that 19% of participants stated their agreement which means reading may be one of the most difficult skills to master. In the present study's finding, there were only 19 of the participants in total who indicated that reading is the most difficult skill to master. It was different from the finding of Hermida's (2009) study in Canada. She found that the most of her participants considered reading the most difficult skill to master. The differences of this finding might be attributed to some factors. Firstly, theology students in the present study might have more exposures in reading rather than the participants who took academic reading skill in Hermida's (2009) study. Secondly, they also may have previous exposure of reading strategies and reading habit that can reduce the level of students' anxiety in reading process.

## **2. Research question 2: What is the relationship between ESP for Theology students' reading anxiety and their achievement in reading class?**

As could be seen in Table 2, there was a comparison between the result of FLRA and score to find the relationship between students' FLRA and their reading achievement. The Pearson Correlation of this two variables showed that there was a negative correlation. The total of the population was 63. Related to the second research questions on the relation between theology students' reading

anxiety and their reading achievement in the reading class, some points could be commented on. This study used SPSS 21 to find students' FLRA and its relationship with their reading achievement.

**Table 2. Correlation between students and their achievement**

|       |                     | FLRA   | Score  |
|-------|---------------------|--------|--------|
| FLRA  | Pearson Correlation | 1      | -.251* |
|       | Sig. (2-tailed)     |        | .048   |
|       | N                   | 63     | 63     |
| Score | Pearson Correlation | -.251* | 1      |
|       | Sig. (2-tailed)     | .048   |        |
|       | N                   | 63     | 63     |

\*. Correlation is significant at the 0.05 level (2-tailed).

Firstly, in regard to the result as seen in Table 2, the study found a significant negative correlation between students' FLRA and their achievement in reading performance ( $r(61) = -.25, p < .05$ ). It indicated that students' FLRA was negatively correlated with the participants' L2 reading achievement. It means that the higher the learners' feel anxious in reading, the lower the score tended to be. The strength of the relationship was weak. It indicated that there were several exceptions in this study, which did not exhibit such a correlation. Despite all those exceptions, it is still worth-noting that on average the two variables were negatively correlated. This present study's result was aligned with some previous studies. For instance, Jafarigohar's (2012) study yielded  $r(110) = -.21, p < .03$ , and Zhao et al.'s (2013) study yielded  $r(112) = -.45, p < .01$ .

The present study and those two studies which were conducted in the different learning contexts had the same result. Moreover, they had the same participants who were university students. It may indicate that FLRA of university students in the different various context are negatively correlated with their L2 reading achievement. Even though correlation cannot show cause and effect, the result of this three studies might support Sari's (2018) statement that anxiety is one of main factors affecting students' reading achievement in reading class. Moreover, the similarity of participants' characteristics was also found in these three studies. Firstly, the university students in these three studies had previous exposure of effective reading strategies to focus on linguistics skill in the reading. Secondly, the participants might have more exposure in reading because they have to pass several reading classes before they take advanced level in reading class.

**3. Research question 3: What factors do ESP for Theology students believe contribute to their anxiety in reading?**

The pseudonyms of the four participants were as follow: Jack (Male/M), Adit (M), and Boy (M) (High FLRA), Ray (M) (Low FLRA). As could be seen in Table 3, it showed that there were five themes of participants' perspectives on factors that they believe can contribute to their anxiety in reading.

**Table 3. Emerging theme of factor that could contribute to participants' FLRA**

|         |  |
|---------|--|
| Theme 1 | Fear of making mistakes and low self-confidence increase learners' reading anxiety |
| Theme 2 | Low self-perceived competence increases learners' reading anxiety                  |
| Theme 3 | Unfamiliar vocabulary increases students reading anxiety                           |
| Theme 4 | Lack of motivation increases students' anxiety in reading                          |
| Theme 5 | Teachers' methods can either reduce or increase students' reading anxiety          |

**Theme 1. Fear of making mistakes and lack of self-confidence increase learners' reading anxiety.**

Two participants with high FLRA admitted that they experienced lack of self-confidence when they were afraid of making mistakes while reading a text. The fear of making mistakes may not only decrease students' self- confidence but also it may increase students' reading anxiety. Two students with high anxiety such as Jack, and Boy, for examples, admitted that they felt not confident when they were afraid of making mistakes in understanding the content of reading. They reported:

*I feel anxious when I do not understand the reading content or the core of the reading. I am afraid if I do not master the reading content, it will impair my reading performance. [Jack, High FLRA]*

*[...] I am afraid of making a mistake and misunderstanding the authors' intentions toward the text [Boy, High FLRA]*

This finding was in line with some experts' statements (e.g.: Daley et al., 2014; Zikuda et al., 2013). Zikuda et al. (2013) for instance, stated that emotions play a main role in learning to read in which learners tend to have high anxiety in reading if they get negative emotions such as fear, sadness, or disappointment which influence their reading comprehension. In this case, Jack acknowledged that his fear may affect his reading comprehension in reading. It can be seen in his excerpts that negative emotions can impair their reading comprehension in reading (Daley et al., 2014).

Furthermore, a participant with high anxiety also admitted that his anxiety increased, because he was afraid of mispronouncing some words in front of the class. His friends tended to laugh at him if he did. He said:

*[..] I am so afraid of mispronouncing a word. I ever experienced it when I did my presentation, I made mistake in mispronouncing many vocabularies and some of my friends are laughing at me. It makes me feel shy [Jack, High FLRA]*

The finding that learners felt anxious due to friends' unsupportive behaviours of laughing at them when they were making mistake may be related to Oliviana and Hayati's (2017) quantitative study in Kayutaman, Indonesia. Oliviana and Hayati (2017) found that positive peer support is one of the good ways to promote students' self-confidence in reading. In this case, Jack may not feel confident with his performance because his friends were laughing at him when he did his presentation in front of the class. Thus, it may affect his FLRA when he performed in front of the class.

A participant with low FLRA seemed to understand this problem of peer support in the classroom as could be observed in Ray' comments:

*Sometimes, I feel afraid of making mistake in pronouncing some words, however, I think it is normal. My friends will help me when I make mistake. In my opinion, we have to help our friends when they make a mistake or do not understand something related to reading. It is because the friends' role can influence someone's engagement in the learning process [Ray, Low FLRA]*

Ray's comment may reflect what Furrer et al. (2014) explained that in academic engagement, friends' role is important besides teachers' role. Students' school life is more enjoyable when they can build good relationship with one another, for example, they can help one another (Furrer et al.,

2014). As could be seen in Ray's comment, he agreed that friends' role could influence someone's engagement in the learning process.

## **Theme 2. Low self-perceived competence increases students' reading anxiety.**

Students who had low self-perceived competence turned to be a factor associated with reading anxiety. Two participants with high anxiety, Adit and Jack, for instances, seemed to feel inferior with their friends' ability in the classroom. They commented:

*Sometimes, I feel my friends' works are better than me. They can get a good score but I did not [Adit, High FLRA]*

*I keep feeling anxious in reading class. I am just afraid if I cannot follow what is taught in the classroom. [Jack, High FLRA]*

In comparison, the participant with low FLRA seemed to have high self-perceived competence. He felt confident enough with his ability during the learning process. He reported:

*I never feel inferior with my friends' ability because I always try to survive by myself to find my own way to read a lot and to develop my reading skill by using some reading strategies [Ray, Low FLRA]*

Regarding the excerpt, inferiority happens in a situation when a person finds himself having lower ability than other people (Kabir, 2018). Students' low perceived competence was more likely to be caused by their lack of self-confidence of their capability to learn and achieve specific goal (Sultan, 2012). In low self-perceived competence, students may take for blame or judge themselves negatively without experiencing something in this field. However, in lack of self-confidence, students may have bad experience or poor performance at school that may make them do not feel confidence with their performance. Furthermore, even though it is in the speaking context, a previous study conducted by Yan and Horwitz (2008) suggested that when students feel inferior with their ability, they tend to feel anxious. In comparison, Bakx et al. (2006) explained that self-perceived competence is found to be an important thing to improve students' reading behaviour in order to reduce their anxiety in reading. In addition, it could be seen in Ray's comment that self-perceived competence in reading is positively related to how much learners can enjoy reading and how they can survive to solve some problems in reading (Bakx et al., 2006).

### **Theme 3. Unfamiliar vocabulary increases students' anxiety in reading.**

A participant with high anxiety admitted that vocabulary was one of the main factors that can increase his FLRA. When he felt anxious he tended to use some tools such as Google translate, U-dictionary, and reading strategies to know the meaning of some difficult words. He had tried to use reading strategies to find difficult words but it did not work and hence his anxiety. Regarding this, a student with high FLRA commented:

*The main obstacle is vocabulary. I use dictionary and google translate to find some difficult vocabularies. Sometimes, I try to guess the meaning from the previous and after the sentence. I always do so when I find difficulty in mastering the vocabulary but sometimes, I feel that failed to do so. It makes me feel bored and I do not want to read the text anymore [Jack, High FLRA]*

Ray, in comparison, a participant with low FLRA, commented that he did not really feel anxious when he found several difficult vocabularies. He said that vocabulary was only one of stepping stones that could be solved by memorizing and learning it regularly. He reported:

*I always enjoy it and take it easy when I find some difficult vocabularies in a text. It is just stepping stone in reading. So, when I find any difficulty, I always keep calm and try to use google translate or dictionary to find out the answer. The point is we have to learn the vocabulary most of the time [Ray, Low FLRA]*

Chou (2011) suggested that students who experience lack of vocabulary knowledge, tended to be more anxious because they did not understand the content of the reading. In comparison, learners who use reading strategy to comprehend the text, tended to be less anxious in reading and it helped them to improve their reading performance (Lien, 2011; Sari, 2017; Tien, 2017). Regarding Jack and Boy's case, they may have high FLRA because they had lack of vocabulary knowledge to comprehend a reading passage. Whereas in Ray's case, he might have low anxiety even though he experienced unfamiliar vocabulary because he had strategies such as using google translate and dictionary.

### **Theme 4. Lack of motivation increases students' anxiety in reading.**

Two participants with high FLRA, Boy and Jack, for instances, acknowledged that they had lack of motivation in reading. They admitted that they got bored and lazy easily when they read a lot

of text. It may be caused by some factors such as vocabulary, grammar, and unfamiliar topic. Thus, it impaired their reading comprehension in reading. They felt that the hardest part of learning English is learning to read. It made them unmotivated in reading. They stated:

*[...] I get bored easily when I am reading a text because there are some factors such as vocabulary, grammar, and unfamiliar topic when I see many reading passages, this makes me feel that the hardest part of learning English is learning to read. I feel unmotivated to continue to read the text. [Boy, High FLRA]*

*I always get bored when I read a lots of texts. I feel so lazy to read the text. [Jack, High FLRA]*

In comparison, Ray commented that he has a good motivation in reading. It helps him to understand and comprehend the text easily because he spent a lot of time to read. Ray stated:

*For me, reading is easy to learn if you can motivate yourself [...] learning to read is not difficulty as long as I want to spent my time to read many texts regularly to understand and comprehend the text [...] [Ray, Low FLRA]*

This present study's finding showed that most of learners had lack of motivation in reading because they have some difficulties in reading comprehension (Zarei, 2014). For instance, seen in Boy's excerpt, he felt lack of motivation when he found difficulty in vocabulary, grammar, and unfamiliar topic. Therefore, he felt difficulty in comprehending the reading text when he found it during the reading process. In comparison, Yamac and Sezgin (2018) stated that students who have an interest in learning the reading content, tended to have a good motivation in reading. It could be seen in Ray's case that he acknowledged reading was easy to learn because he had a good interest with the activity of the reading. As an example, he spent more time to read many texts regularly in order to comprehend the text.

#### **Theme 5. Teachers' methods can either reduce or increase students' reading anxiety.**

Two participants commented that teachers' methods could reduce their anxiety in reading. Jack and Ray, for examples, admitted that teachers' role gives a lot of contribution to reduce students' anxiety. The teaching activities which can be conducted such as jigsaw learning and group discussion. In addition, they also admitted that the teachers' role affects the quality of reading

because the teachers give some feedbacks and tips to improve their reading comprehension. They reported:

*[...] I do not understand a content of a text, she always explains slowly and relaxing, I can understand it easier. She also utilizes Jigsaw learning to help us understanding the text [...]* [Jack, High FLRA]

*She gives me some tips and feedback how to use reading strategies to improve my reading performance. [...] Use group discussion to discuss with our friends. Her role is effect on our quality of reading* [Ray, Low FLRA]

The teachers' methods and contribution in Jack and Ray's perspective play important role in order to reduce their reading anxiety. This present study's finding was aligned with the finding of Lien's (2011) study in Taiwan. She found that the role of teachers' teaching methods does influence the learning quality of teaching. In the present study, Jack and Adit might believe that teachers who use various learning activities could help them reduce their anxiety in reading. In relation with that, Nejad and Keshavarzi (2015) stated that teachers need to design and apply various activities to promote learning such as jigsaw learning, group presentation, group discussion to engage students in the learning activity.

Adit, in comparison, acknowledged that teachers' methods could increase his anxiety in reading. He felt that teachers' roles were not really helpful in reading because the learning activity was monotonous. In addition, he admitted that the teachers' methods were not interesting for him. He wanted to learn reading by using technology. He stated:

*Her role does not really help me in reading. I have to adopt the different way of teaching in the class. [...] her methods were not really interesting for me. The learning activities are monotonous. The problem is on the lecturer's role [...] increase my anxiety. She always asks us to read and answer some questions [...]. That is one of the learning activities that are monotonous. I want to learn English by using interesting learning methods such as the use of technology* [Adit, High FLRA]

It could be seen in Adit's perspective that the teacher's monotonous methods increase his reading anxiety. Seen from Adit's comment, his teacher did not really give a big contribution in order to reduce his anxiety in reading. In relation with that, Subramani and Iyappan (2018) stated that teachers should use some innovative and interesting of teaching and learning methods in order to reduce students' reading anxiety. In this present study, however, Adit's teachers' teaching method was not innovative and interesting enough to make the atmosphere of learning become interactive.

**4. Research question 4: What strategies do ESP for Theology students believe may help reduce their anxiety in reading?**

*Table 4. Emerging theme on strategies that may help reduce their reading anxiety*

|         |   |
|---------|---|
| Theme 1 | The use of reading strategies could help reduce students' reading anxiety |
|---------|---|

**Theme 1. The use of reading strategies could help reduce students' reading anxiety.**

All of the participants seemed to agree with the use of reading strategies to help reduce their anxiety in reading. They felt the atmosphere of learning more engaging because reading strategies could help them in the reading process. They stated:

*I use/ KWL, SQ3R, margin notes and annotating to reduce my anxiety in reading [...] [Jack, High FLRA]*

*I use Margin Notes to find difficulty in grammar and vocabulary. It helps me to reduce my anxiety in reading [Adit, High FLRA]*

*I do scanning, skimming, outlining, seeing a picture, annotating, and then focus to the content of reading [Boy, High FLRA]*

*I use scanning, skimming, margin notes and annotating to help me solve some problems in reading task [Ray, Low FLRA]*

The mentioned excerpts suggested the use of reading strategies could help to reduce learners' anxiety. Zarei (2014) stated that students who used reading strategy tended to be less anxious because it can help them to solve some problems in reading tasks. In this case, three participants with high FLRA tended to be less anxious when they used variety of reading strategies to reduce their anxiety in reading (Sadeghi & Izadpanah, 2018; Ulfa, 2015; Zarei, 2014). Moreover, the use

of variety of reading strategy can improve level of students' reading and students' emotion in reading (Vijaya, 2012; Zeynali et al., 2017). This finding was the same as Lien's (2011) finding in Taiwanese, she found that the use of reading strategy can overcome students' anxiety and make the learning environment less stressful. This finding was also the same with Zarei (2014) finding in Iran context he found that students who use reading strategy tended to be less anxious because reading strategy helped them to solve some problems in reading. These finding indicates that the use of reading strategy helps learners to reduce their anxiety in the reading process.

## **CHAPTER V**

### **CONCLUSION**

This chapter consists of summary, implication and contribution, limitation, and further studies.

#### **1. Summary**

This study conducted correlational study to find the relationship between students' FLRA and their reading achievement. It found a significant negative relationship between students' reading anxiety and their reading achievement. It indicated that the higher learners' reading anxiety, the lower the score tended to be. The strength relationship was weak. It indicated that there were several exceptions in this study, which did not exhibit such a correlation. Despite all those exceptions, it is still worth-noting that on average the two variables were negatively correlated. This study also conducted qualitative study to gain more information about factors that could contribute students' anxiety. There were several factors found in this study such as fear of making mistake, low self-confidence, low self-perceived competence, unfamiliar vocabulary, lack of motivation, and lack of teaching methods. In order to reduce students' anxiety, this study found reading strategies as tools to reduce students' anxiety in reading.

#### **2. Implications and contributions**

There were some implications and suggestions in order to reduce and find a solution for learners' anxiety in reading. First, English teachers should pay attention to the learners' reading anxiety level. It is because their FLRA can affect their reading achievement. With regard to this, teachers need to give a lot of their contribution to maintain and control students' negative emotional while they are reading. The teachers can create various learning activities and teaching methods, such as jigsaw learning, group discussion, and group presentation to make them involve in the reading process. Moreover, students also feel anxious because they thought that they could not comprehend text. It is because the topic of a text that they read was not familiar to them. In relation to this, teachers should explain the target knowledge to the students a head of the time and then discuss the topic of the reading passage to them. It helps the students to understand and comprehend the whole text.

Furthermore, since this study also identified a lack of vocabulary knowledge as the factor that influence students' reading mastery, the teacher should teach vocabulary learning strategies that can be adopted by Schmitt and McCarthy (1997) they proposed some vocabulary learning strategies such as guessing from context and using vocabulary cards to help them remember the vocabulary. In order to reduce students' reading anxiety, teachers also need to implement various reading strategies in the reading process. The reading strategies which can be conducted such as scanning, skimming, KWL, SQ3R, margin note, and annotating. When students use those reading

strategies, they tended to have less anxiety in reading. In addition, it helps the students to solve some problems in reading. It also can improve students' reading comprehension.

Additionally, there are some contributions of this research to other researchers. Firstly, this study conducted FLRA in EAP field. This might be a first step for research in this field to involve EAP participants. Secondly, the participants of the present study were Theology students. This is important for other researchers to investigate Theology students. It is because in process of learning, they have to read many foreign language texts in order to be able to absorb some preaching materials. For this reason, they might be susceptible to experience reading anxiety in reading class.

### **3. Limitation**

Despite some implication and contribution stated above, there were also some limitations in this study. Firstly, the research design involved the use of reading score. The reading scores were taken from four tasks to midterm score. In this case, it would be better that the research design involved the use of the whole reading scores from the beginning until the end of the course. Secondly, the number of participants of the study only covers a small population which means the number of the participants are not enough to generalize the finding of FLRA in EAP learners. Lastly, due to Covid-19 pandemic, there were two participants interviewed through Whatsapp. It may slightly compromise the result of the qualitative data.

### **4. Further studies**

There are some further studies that could be suggested. Firstly, it is recommended for other studies to use a larger sample of FLRA students in EAP context. Thus, the result of the study can be generalized in wider range. Moreover, this study investigated the relationship between students' FLRA and their reading achievement. It is also recommended for further study to investigate FLRA and its relationship with L2 reading achievement in different learning context in Indonesia. It is also recommended that the other studies may discuss the reading strategies and techniques to increase students' reading comprehension and to decrease their anxiety. Additionally, this result of this study showed that the participants have 2 years of duration reading exposure in reading class. With regard to this, it is recommended for further study to investigate the possible influence of the reading exposure duration towards anxiety.

## CHAPTER IV

### RESULT AND DISCUSSION

The results of this study were gathered from the observation and interview data. The two classes that were being observed were Kids 1 (K1) and Kids 2 (K2). Both classes were using realia. Furthermore, the pseudonyms of the three participants were as follow: Eva (Female/F), Alka (Female/F), and Lisa (Female/F). In this section, the results and discussion of the observation in two classes and interview with three teachers are presented.

#### **Research question 1: To what extent do the teachers use realia in a private English course?**

Based on the results of the observation and also supported by interview results, there were two themes on the extent of the use of realia for young learners in a private English course. As shown in Table 1, the illustration of the two themes generated for the first research question is presented.

**Table 1. Emerging themes on the extent of the use of realia for young learners in a private English course**

|   |
|---|
| Theme 1 Realia is used to teach vocabulary              |
| Theme 2 Realia is used to assess students understanding |

#### ***Theme 1: Realia is used to teach vocabulary***

While doing observation, realia was used in both classes to teach vocabulary. It could be seen in these observation reports:

The report of K1 observation:

The teacher showed some photos of animals and fruits and said “what is this?” Some students seemed enthusiastic and mentioned the name of the photos loudly. But, some were just silent because some fruits and animals were new for them. But, the teacher did not stop there, she also did “repeat after” to teach the students to pronounce the words correctly, for example, she showed a picture and asked “what is this?” some of the students who knew it, answered “it’s a lion” or “Lion!” then to clarify the answer, she said “it’s a lion”, “repeat after me, Lion”. [OBV/EVA1]

The report of K3 observation:

By using photos of persons as realia, the teacher was only presenting about new verbs of daily activities for the students. The teacher used photos of persons who were doing something on the photos. At the beginning of the class, the teacher was showing some photos, and the students were asked what activities that were done by the person in the

photos, she said “what does she do?”, and the students said “sleep! Sleep!” they spoke the words loudly. [OBV/ALKA2]

Based on the observation on how realia was used by the teacher to teach about vocabulary, in K1, the teacher used photos of fruits and animals to teach about nouns, meanwhile in K3, the teacher used photos of persons to teach about verbs. Therefore, it showed that students could learn vocabulary by using realia. In which, by using realia, students can learn nouns (e.g. K1 observation) and verb (e.g. K3 observation). Regarding to these findings, there are some studies which also reported consistent results (e.g: Argawati, 2009; Bably & Nusrat, 2017; Hadi, 2018; Irawan, 2018; Suharsih & Hamidiyah, 2012). Suharsih and Hamidiyah (2012), for instance, conducted a study on how English teachers used realia to teach students with some nouns. Furthermore, Bably and Nusrat (2017) reported that learners can recognize an object immediately by using realia. In other words, students can easily mention the words based on the objects they see.

Furthermore, those findings were also supported by the data of three teachers who were in agreement that students could recognize vocabulary by using realia. They shared that vocabulary is the frequent topic that they taught to young learners in this private course. Eva, for example, highlighted that she used realia for introducing new vocabulary for the students. She stated that:

*“..... realia is only used for showing [new vocabulary] for example. “This is a book”, [I set] a picture of book or real book. But, I only say the word or write it on the board and the realia is just showed...” [INTV/EVA6]*

In line with Eva’s viewpoint, specifically, Alka reported that she prepared realia to teach singular and plural nouns, and countable and uncountable nouns. She reported that:

*“.... if in kid classes, [students] might focus on [materials of] singular and plural. So what realia should be prepared? [the objects] can be mixed, fruit, vegetables, toys, therefore, we had to prepare mix realia that can be used for singular and plural, also count/uncountable)” [INTV/ALKA26]*

In relation to both teachers, Lisa also used realia to teach vocabulary. Even she found out that realia could be used variously for teaching parts of speech such as nouns and prepositions, and adjectives. She explained:

*“My Elementary Class (EC), firstly, in that class is about introducing vocabulary using realia. Usually, [I] use realia for [vocabulary]. For example, [I] showed something, “what is this?” [Students answered] “This is star fruit” Secondly, [I] can use realia for prepositions. Okay, for example, this is a toy and I put it here [putting a car on the table], “where is a car?” “It is on the table” ..... So [realia] can be used for prepositions. Also for ... “which”, okay, for example, you’re holding two mangos, “Which one do you prefer?” for example, you prefer a yellow mango or green mango?” something like that. Because, if you want to teach ‘which’, realia is needed. If [realia was not used], it would be too difficult [for teaching ‘which’]. Okay for instance, this is an ambulance, [we ask*

*the students], the right one or the one on the left. Thus, we have two objects for them to choose.*" [INTV/LISA3]

With regard to the excerpts above, realia could be used to teach various vocabularies based on its purpose. In this case, Lisa used realia for teaching some parts of speech such as nouns, prepositions, and adjectives. Recent studies also reported similar results (e.g: Diep, 2019; Suharsih & Hamidiyah, 2012). In his previous study, Diep (2019), for example, reported that various realia could be used to teach simple structure for young learners like, preposition. He added that teaching simple vocabulary for young learners would be more effective by using realia because they could imagine the objects and also situations (Diep, 2019).

### ***Theme 2: Realia is used to assess students understanding***

Based on the observation data in K1 class, realia was not only used for teaching vocabulary but it was also used to check students' understanding of the lesson that they just learnt. The report of K1 observation:

After presenting new vocabulary lesson for about 15 minutes, the teacher used previous realia to check the memory of the students. The game was "*give me a picture of\_\_\_\_\_*". She explained the instruction with intonations and gestures. Also, she made her example, so the students could see what they had to do. In this case, the teacher was putting some photos on the floor and she would call one by one by saying "Give me a picture of a mango" then, a student had to run and took the photo of mango. By doing this game, the students should listen carefully to their teacher to get the right picture. [OBV/EVA2]

As it could be seen in K1 class observation, the teacher was using realia to check and review the previous lesson. Furthermore, by using realia, the teachers can drill students to practice and measure the students' progress in understanding the lesson (Argawati, 2009). In other words, by practicing or even playing game using realia, it might help the teacher to find out whether the students understood the material or not, as illustrated in K3 class.

To support the observation results, Eva, the teacher of the K1 class, during the interview admitted that realia was used to check the students' understanding. She commented:

*"[Playing game using realia] is practice, but more like concept checking. It is for checking whether [the students] remember [the vocabulary] or not. But, the real [speaking] practice, they do it with their friends."* [INTV/EVA21]

Based on the interview, Eva clarified that she used realia to check the students' understanding before they practice the language with their friends. It is also in line with Juhana (2014) who stated that young learners need repetition of language items that they learnt. Therefore, it is necessary for the teachers to assess the students by doing game or do several activities to give them familiarity and confidence (Juhana, 2014).

## Research question 2: What are teachers' views on the use of realia in English learning for young learners?

The results of interview with three teachers who were as follows: Eva (Female/F), Alka (Female/F), and Lisa (Female/F). Three themes about the participants' views on the use of realia in English learning for young learners are emerged (see Table 2).

**Table 2. Emerging themes on the teachers' views on the use of realia in English learning**

|         |   |
|---------|---|
| Theme 3 | Realia helps students engaged in learning process                                 |
| Theme 4 | Realia helps students to maximize their multi-sensory English learning experience |
| Theme 5 | Realia increase students communication skill                                      |

### *Theme 3: Realia helps students get engaged in learning process*

Letting the students to sit and just explaining the lesson are not the right choices, especially for teaching young learners. By the evidence, the teachers agreed that using realia was their choice to build students' motivation in learning English. Eva, for example, reported:

*"[Using realia or not] their understanding is the same. But, [using realia] is more fun, and [the students] are not sleepy."* [INTV/EVA13]

She continued:

*"[The students] seem curious toward realia that I brought. For example, I brought small wooden houses to learn about places. [The students] would ask "what will you do with the houses? And so on."* [INTV/EVA15]

The excitement of the students was also seen by Alka, as she stated that:

*"[The students] were excited. If they saw toys in the class they would be so excited, like "what is this, miss? Like that."* [INTV/ALKA16]

Lisa, participant 3 also shared that the students enjoyed learning using realia. She reported:

*"...If [I] used plastic fruits, or miniatures of real objects that we couldn't bring to the class, the students would be happy because [plastic fruits] are playthings...."* [INTV/LISA5]

Students were engaged in the learning process because they were curious and excited about the objects brought into the classroom. For example, from Eva's case, the students were curious about how realia would be used. In regards to this finding, Amumpuni and Rahmasari (2019) reported that the students were being active, motivated, and enthusiastic during the learning process and they give more attention more.

Those findings were also supported by the results of the observation conducted in K1 and K3 Class.

During the observation, the teacher asked the students to play the game of “give me a picture of\_\_\_” the atmosphere of the class was lively. Playing the game brought so much fun for them, as it was seen that the students were excited to catch the target by running from their chair and proudly giving it to their teacher. It seemed that the students enjoyed the activities [OBV/EVA1]

While introducing verbs to the students, the teacher was showing some pictures, and the students said “Sleep! Sleep!” they spoke the words loudly. Yet, some students looked curious about what is in the photos and they focused on each photo that was showed. [OBV/ALKA2]

In the light of these findings, in his study, Wachob (2006) stated that one factor that shows how students are motivated in the class is using interesting realia and what teachers can do with the given material. From the evidence, Eva and Alka, the teachers of the two classes, were using realia for playing game and showing pictures. In K1 class, the atmosphere was also lively because the students were actively catching the pictures. By doing such a game, the students were engaged in the learning process because the teacher gave exposure to the lesson in a fun way. Further, in K3 class, the students were curious toward realia as they paid attention to the objects that were showed by the teacher, and they said the word loudly. Furthermore, by using realia, the lessons became more interactive and students became more independent while doing activities.

#### ***Theme 4: Realia helps students to maximize their multi-sensory English learning experience***

All the teachers were in agreement that elementary students learn new things through seeing, feeling, touching, and experiencing realia. Hence, they agreed that realia is more effective to experience objects and real-life situations compare to other teaching aids. Alka, for example, explained that:

*“Hm ... [realia] cannot be replaced [by other teaching media]... if we use realia, it can be touched, we can feel it, like fruit. The shape is like this if we just show the PowerPoint, the picture [of fruit] would be bigger. Is that the real size? Okay, the picture is okay, the color is okay, but is the size is like that? That’s not the real size. Even though several realia not really close to the real size of the real object, at least texture is the same. Kids have sensors, right? They can feel it.” [INTV/ALKA28]*

Lisa, participant 3, also reported the same point on how realia give different learning experience for young learners. She reported with some examples:

*“I think, for kids, realia is more interesting than technological tools. Why? [Because] they can see, touch, and feel [realia], so there are some aspects that they feel right at the time. If only pictures, how is the texture? For example like durian, it has thorns. So they can play with [realia] and they are not passive, for example, they know this is durian, when they*

*play, they can close their eyes and feel it. "Oh this is durian", by feeling the texture."*  
[INTV/LISA13]

Both teachers' reports may reflect what (Gobert, 2018) referred to as multisensory reinforcement in which students do not only hear or write the word but they use their senses to see, feel, and touch the object to remember the information better in long term. Also, the participants admitted that realia could give different learning experiences for the students because, in their age, they experience things by playing with realia directly (Bably & Nusrat, 2017). Furthermore, using realia is a strategy to help students to comprehend the better concept of lesson they learnt by maximizing the use of their sensory and help them to bridge the gap between classroom activities and real-life experiences.

#### ***Theme 5: Realia increases students' communication skill***

By using realia, Participant 2 agreed that students were active to speak in the classroom. She stated:

*"For example, [the material is] possessive pronoun. [By holding realia] a student said "it is my doll, it is mine". And then, [the object] can be used for practicing too. For example, one student took their friend' belonging and said, "Whose car is this?", "it is my friend' car". [The student] can also practice like that."* [INTV/ALKA22]

Based on the excerpt, the students might actively involve in the activities, since they had something to do with the object and they had the topic to discuss. The students can easily communicate since they are provided with the object and they can imagine the situations (Diep, 2019). In this case, Alka stated that the object could be used to make conversation with their friends based on the object that they hold. Therefore, using realia would help students to imagine the situations. In this way, the students could share their imagination through communication.

## **CHAPTER V**

### **CONCLUSION**

As the conclusion, several important points will be highlighted in this chapter, such as summary, implications and contributions, limitations, and future studies.

#### **1. Summary**

Two main aims in this study were to investigate how teachers and young learners use realia in the private English course and explore the perspective of the teachers on using realia in learning English. Based on those purposes, observing two kid classes and interviewing three teachers of the private course were conducted. Five themes had been elaborated based on the data gathered from observation and interview.

Firstly, based on the results of RQ1, it can be concluded that realia can be used for introducing and teaching vocabulary lessons such as nouns, verbs, prepositions, and adjectives. The use of realia in the classroom brings a powerful way to connect students with vocabulary through seeing and feeling the objects directly. Aside from that, realia can be used to check students' understanding to get them familiar with the words that they learnt. Therefore, realia can be used for assessing students' understanding by involving them to do certain activities, such as playing game.

Furthermore, the results of RQ2 showed that realia brings some advantages to English young learners' learning. Firstly, the teachers clarified that realia makes students more active and excited during the teaching-learning process. In this case, by playing game using realia, the students were engaged because they are given exposure toward the lesson in an interesting way. Further, realia helps young learners to maximize their multi-sensory to get them to do hands-on experiences and they can remember the lessons in the long-term by using their sensors. Lastly, realia helps students to increase their communication skill because by using realia students can easily express their idea orally.

#### **2. Implications and contributions**

These findings have several significant implications for in-service and pre-service teachers, particularly for the purposes of teaching English. Firstly, the implication for in-service teachers, this study can provide them an insight on using realia to support and help them in delivering materials. For instance, they can use realia for playing games or doing fun activities to introduce vocabulary, check students' understanding, and help students increase their communication skill. Moreover, for pre-service teachers, they can consider using realia in their learning-teaching process by combining realia with classroom activities, such as using realia for teaching vocabulary, and doing role-play using realia.

Accordingly, this study will enrich the literature of qualitative research in English language education related to the use of realia as a supporting teaching media in English language teaching for young learners and it can be used as a reference for future studies. Additionally, for in-service and pre-service teachers, findings from the teachers' perspectives will help them to explore more how realia is used for teaching young learners. Further, based on the observation results, they can consider combining realia with activities in the classroom.

### **3. Limitations**

This study still has some limitations that can be seen as considerations in the future. Firstly, the observation data of this study may not explore more on other realia because both classes that had been observed used one kind of realia. The data would be richer if the observation was done in another class that used different kinds of realia. Secondly, this study was done within a limited time frame, therefore, this study could not be conducted with many participants. If it was conducted with more than three participants, the data will be richer. Furthermore, as it is a qualitative study, the results of the study could not be generalized. It might not be applicable in different contexts and settings. The last is the lack of exploration of the small findings which can be considered to be explored more in the future.

### **4. Future studies**

Moreover, there are some recommendations for future studies that can be conducted based on the results and the limitations of this study. First, future studies might examine some small themes that emerged from this study which can be new findings for further research. Additionally, future studies can investigate the use of realia for English achievements such as writing, listening skill, or even integrated skills. Also, future studies might examine teachers' perceptions of using realia for enhancing students' English skills. Next, future studies might explore more of teachers' perceptions of using realia in more than one private English course to gain more data from participants in different settings. Lastly, future studies might investigate more perceptions from different perspectives, such as senior high students who can share the perspective from students' side.

## **Class documents**



Universitas Kristen Duta Wacana  
Program Studi Pendidikan Bahasa Inggris

RENCANA PEMBELAJARAN SEMESTER

| Mata Kuliah                        | Kode Mata Kuliah  | Rumpun Mata Kuliah                               | Semester                           | Bobot(SKS)  | Tanggal Penyusunan |
|------------------------------------|---|--|------------------------------------|-------------|--------------------|
| Research Report and Seminar in ELT | RS1033  | Kemampuan Melakukan Penelitian dan Menyajikannya | 7                                  | 3           | 28 Agustus 2020    |
| Otorisasi                          | Dosen Pengembang RPS  |  | Koordinator Rumpun Mata Kuliah     | Ketua Prodi |                    |
|                                    | Adaninggar Septi Subekti, M.Sc.   | Adaninggar Septi Subekti, M.Sc.                  | Lemmuela Alvita Kurniawati, M.Hum. |             |                    |
| Capaian Pembelajaran (CP)          | 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. |  |                                    |             |                    |
| KU-I-03                            | Mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang perancangan program ESP, pengajarannya, dan penelitiannya berdasarkan hasil analisis terhadap informasi dan data.                                       |  |                                    |             |                    |
| SK-I-12                            | menahan diri dari tindakan korupsi.   |  |                                    |             |                    |
| CPMK                               | Model Evaluasi  |  |                                    |             |                    |
| CP-MK 1                            | Turnitin check;   |  |                                    |             |                    |
| CP-MK 2                            | Raw data presentation;  |  |                                    |             |                    |
| CP-MK 3                            | Research report; Final presentation (mock defence);   |  |                                    |             |                    |
| CP-MK 4                            | Research report; Final presentation (mock defence);   |  |                                    |             |                    |

|         |  |                  |
|---------|--|------------------|
| CP-MK 5 | Menyebutkan sumber-sumber tulisan dengan format yang konsisten (APA)   | Research report; |
| CP-MK 6 | Mampu menunjukkan usaha optimal dalam proses melakukan pengambilan data, menyajikan, dan menganalisis hasilnya | Consultations;   |

|   |   |
|---|---|
| <p><b>Deskripsi Singkat Matakuliah</b></p>      | <p>This course in general provides opportunities for students to sharpen their skills in analysing research data and in presenting it in written form and orally as the preparation for future thesis. Students are expected to gather data based on pre-determined research questions, to report and to analyse the results in relation with existing literature (for examples, but not limited to: existing theories, the findings of previous studies), and to make conclusions of the studies. Students are expected to write the results and the analysis of the results and the conclusions of their studies as well as to present them orally in front of teachers and peers. At the end of the course students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse findings in relation with existing literature</li> <li>2. Produce a research report</li> <li>3. Present their research and respond to questions related to the research</li> </ol> |
| <p><b>Materi Pembelajaran/Pokok Bahasan</b></p> | <p>Melakukan pengambilan data menggunakan instrumen yang akan digunakan untuk skripsi/<br/> Melakukan analisis data dan menyajikan hasilnya/<br/> Melakukan pembahasan hasil dengan literatur sebagai acuan secara tertulis/<br/> Menulis kesimpulan dari studi yang dilakukan/<br/> Mempresentasikan hasil dan analisis riset/</p>   |
| <p><b>Pustaka</b></p>                           | <p><b>Pustaka Utama:</b><br/> Subekti, A. (2019). <i>Manual for Skripsi writing and defense</i>. Yogyakarta: Pendidikan Bahasa Inggris, UKDW<br/> <b>Pustaka Pendukung:</b><br/> [students' respective academic sources]</p>  |
| <p><b>Media Pembelajaran</b></p>                | <p>SPSS/Zoom/GMeet/Microsoft Office</p>   |
| <p><b>Dosen-Pengajar</b></p>                    | <p>Adaninggar Septi Subekti, M.Sc. (Koordinator mata kuliah)</p>  |

|                         |   |
|-------------------------|---|
| Komponen Penilaian      | <ul style="list-style-type: none"> <li>- Raw data presentation (20%)</li> <li>- Consultations (20%)</li> <li>- Research report (30%)</li> <li>- Final presentation (mock defence) (30%)</li> </ul>  |
| Metode Pembelajaran     | <ul style="list-style-type: none"> <li>- Self-Directed Learning (SDL)</li> <li>- Discovery Learning (DL)</li> </ul>   |
| Standar Acuan Penilaian | <p>A : 90,0 - 100; A- : 85,0 - 89,9; B+ : 80,0 - 84,9; B : 75,0 - 79,9; B- : 70,0 - 74,9; C+ : 65,0 - 69,9; C : 60,0 - 64,9; D : 55 - 59,9; E : &lt; 55/</p> <p>Informasi penting: /</p> <p>Mahasiswa yang terbukti melakukan plagiarisme dalam suatu tugas akan mendapat nilai nol (0) secara langsung pada tugas yang dimaksud. /</p> |

| Minggu No | Tanggal         | Sub-CP-MK   | Indikator   | Kriteria & Bentuk Penilaian                    | Bobot Penilaian (%)                  | Metode Pembelajaran [Estimasi Waktu] | Materi Pembelajaran [Pustaka]  |
|-----------|-----------------|---|---|--|--------------------------------------|--------------------------------------|--|
|           | (1)             | (2)   | (3)   | (4)  | (5)                                  | (6)                                  | (7)  |
| 1         | 14 - 20 Sept    | Introduction from the course coordinator on syllabus, expected goals, and timeline    |   |  |                                      | Online (recorded introduction video) | Panduan Skripsi Prodi PBI  |
| 2         | 21 - 27 Sept    | Consultations: Possible adjustments due to Covid-19 pandemic; possible data gathering | Planning for data gathering in consideration with research contexts; gathering data         | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         | Panduan Skripsi Prodi PBI; Students' skripsi's respective academic sources |
| 3         | 28 Sept - 4 Oct | Consultations: Possible adjustments due to Covid-19 pandemic; possible data gathering | Planning for data gathering in consideration with research contexts; gathering data         | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |
| 4         | 5 - 11 Oct      | Consultations on data gathering   | Gathering data; analysing data  | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |
| 5         | 12 - 18 Oct     | Consultations on data gathering   | Gathering data; analysing data  | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |
| 6         | 19 - 25 Oct     | Consultations on data gathering   | Gathering data; analysing data  | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |
| 7         | 26 Oct - 1 Nov  | Suggested deadline of raw data submission and presentation                            | Submitting raw data and presenting them orally in front of their respective advisors        | Documents and individual presentations rubrics | 20%                                  |                                      |  |
| 8         | 2 - 8 Nov       | Consultation on Chapter IV  |   | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         | Panduan Skripsi Prodi PBI; Students' skripsi's respective academic sources |
| 9         | 9-15 Nov        | Consultation on Chapter IV  | Writing the report in relation with literature  | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |
| 10        | 16 - 22 Nov     | Consultation on Chapters IV and V   |   | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |
| 11        | 23 - 29 Nov     | Consultation on Chapter V and supporting appendices                                   | Writing the report in relation with literature; providing supporting documents (appendices) | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |
| 12        | 30 Nov - 6 Dec  | Consultation on overall research report   | Tidying up the report (editing; finishing touch)  | Rubrik konsultasi individual                   | 20% (kolektif untuk 8-10 konsultasi) | Individualised consultations         |  |

|    |           |   |  |  |  |  |
|----|-----------|---|--|--|--|--|
| 13 | 15-Dec    | Research report submission via e-class; Consultation form submission                | Submitting Chapters IV and V, references, and appendices; submitting consultation form | Rubrics - Research report (Chapters IV and V, references, and appendices); Consultations | Research report 30%; Consultations (20%) |  |
| 14 | 14-20 Dec | Final presentation (mock-defence): Groups A and B (each group with three examiners) | Presenting and defending Chapters IV and V orally in front of three examiners          | Rubrics - Final Presentation (mock-defence)  | 30%                                      |  |

STUDENT CONSULTATION RECORD

RESEARCH REPORT WRITING AND SEMINAR IN ELT 20201

Student's name : \_\_\_\_\_

| No | Dates | Points of consultation | Action plans | Teacher's Signature |
|----|-------|------------------------|--------------|---------------------|
|    |       |                        |              |                     |
|    |       |                        |              |                     |
|    |       |                        |              |                     |
|    |       |                        |              |                     |

Advisor: \_\_\_\_\_

## **Grading rubrics**

| Number of consultations  | Step-by-step progress*  | Points of consultations*   | Action plans*   |
|--|---|--|---|
| The number of consultations is more than 8.<br><b>(100 points)</b>   | Student shows visible gradual improvements in their written report seen series of regular consultations.<br><b>(81-100 points)</b>                                  | Student has relevant points of consultation during consultations, which shows he/she has done optimal effort in working on his/her written report gradually and good mastery of his/her report contents.<br><b>(81-100 points)</b>   | Student has very clear action plans after each regular consultation and does the action plans he/she makes after his/her consultations.<br><b>(81-100 points)</b>   |
| The number of consultations is 8.<br><b>(90 points)</b>  | Student shows some improvements in written report through some consultations even though at times the progress made seems to be irregular.<br><b>(70-80 points)</b> | Student has few relevant points of consultation during consultations, which shows he/she has done little effort in working on his/her written report gradually and a fair degree of understanding of his/her report contents.<br><b>(70-80 points)</b>                     | Student has fairly clear action plans after each regular consultations and does some of the action plans he/she makes after his/her consultations.<br><b>(70-80 points)</b>   |
| The number of consultations is 7.<br><b>(80 points)</b><br>6 consultations → 70 points<br>5 consultations → 60 points<br>4 consultations → 50 points<br>3 consultations → 40 points<br>2 consultations → 30 points | Student shows few gradual improvements seen through fairly minimal consultations.<br><b>(0-60 points)</b>   | Student has very few relevant points of consultation during consultations, which shows he/she has done very little effort in working on his/her written report gradually and a limited degree of understanding of his/her written report contents.<br><b>(0-60 points)</b> | 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 consultations.<br><b>(0-60 points)</b> |

\* ) 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 grade (0-100)**

**Total points** \_\_\_\_\_ = \_\_\_\_\_  
 4

Student's name: \_\_\_\_\_

**RESEARCH REPORT AND SEMINAR IN ELT CLASS  
RAW DATA PRESENTATION/INDIVIDUAL SHARING**

**INTERVIEWS**

|                            | 5  | 4   | 3   | 2   |
|----------------------------|--|---|---|---|
| <b>Documents/Artifacts</b> | <p><b>COMPLETE ARTIFACTS and FINISHED WELL</b><br/>Complete documents (Interview checklist, Indonesian transcript, English translation, coded English transcript), which are considered done well. Draft of clear and related themes is available.</p> | <p><b>COMPLETE ARTIFACTS and ALMOST FINISHED</b><br/>Complete documents (interview checklist, Indonesian transcript, English translation, coded English transcript), which are considered almost done. There is draft of themes which are somewhat clear and related.</p> | <p><b>COMPLETE ARTIFACTS and SOMEWHAT FINISHED</b><br/>Complete documents (interview checklist, Indonesian transcript, English translation, coded English transcript), which are considered almost done yet need some more improvements. Draft of themes is available but the themes are slightly vague and do not really focus on RQs.</p> | <p><b>INCOMPLETE ARTIFACTS and NOT FINISHED</b><br/>Some of the components are missing. Draft of themes is available but the themes are vague and do not focus on RQs.</p>  |
| <b>Oral sharing</b>        | <p>Shows deep level of engagement to data analysis process seen from very detailed and extensive elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn).</p>  | <p>Shows that the student is quite engaged in the process of analysing data seen from quite detailed elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn) with occasional vague explanations.</p>                                    | <p>Shows that the student is fairly engaged in the process of analysing data seen from somewhat superficial and vague elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn).</p>  | <p>Shows that the student is engaged in the process of analysing data at insufficient level seen from mainly very superficial and incomplete elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn).</p> |
| <b>Ethical practices</b>   | <p>Student shows very good ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality.</p>  | <p>Student shows good ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality.</p>  | <p>Student shows sufficient ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality.</p>  | <p>Student shows insufficient ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality.</p>                            |

Student's name: \_\_\_\_\_

**RESEARCH REPORT AND SEMINAR IN ELT CLASS**  
**RAW DATA PRESENTATION/INDIVIDUAL SHARING**

**OBSERVATION**

|                            | 5  | 4  | 3   | 2  |
|----------------------------|--|--|---|--|
| <b>Documents/Artifacts</b> | Student can provide very detailed field notes, pictures, details on locations relevant to RQs, and others  | Student can provide necessary documents that contain sufficient amount of data with fair degree of details to answer RQs   | Student can provide necessary documents but they contain somewhat insufficient amount of data to answer RQs   | The documents contain very little information that can be drawn from the documents to answer RQs   |
| <b>Oral sharing</b>        | Shows deep level of engagement to data analysis process seen from seen from very detailed and extensive elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn).     | Shows that the student is quite engaged in the process of analysing data seen from quite detailed elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn) with occasional vague explanations | Shows that the student is fairly engaged in the process of analysing data seen from somewhat superficial and vague elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn). | Shows that the student is engaged in the process of analysing data at insufficient level seen from mainly very superficial and incomplete elaboration on experiences (e.g.: duration, difficulties, solutions, new things to learn). |
| <b>Ethical practices</b>   | Student shows very good ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality. | Student shows good ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality.                              | Student shows sufficient ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality.       | Student shows insufficient ethical practices before, during, and after collecting data. E.g.: Timing of asking permission, gatekeeper consents, filled consent forms, commitment to keep confidentiality.                            |

**GRADING RUBRIC FOR RESEARCH REPORT**  
[Adapted from *Skripsi* grading rubrics]

Student's name: \_\_\_\_\_

| Aspects  | 5   | 4   | 3  | 2  |
|--|---|---|--|--|
| <b>Knowledge and Understanding of Concepts</b> | Student has shown a good understanding on concepts seen from comprehensive and meaty/solid elaboration.   | Student has shown an adequate understanding on concepts seen from some extents of elaboration with occasional insubstantial/weak elaboration.   | Student has shown some degree of understanding on concepts seen from frequent insubstantiality in elaboration.   | Student has shown a small degree of understanding on concepts seen from a large amount of insubstantial and somewhat unrelated elaboration.  |
| <b>Knowledge and Use of the Literature</b>     | 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 very 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.                        |
| <b>Constructing Academic Discourse</b>         | Student has structured research report effectively, adopted an appropriately academic style and tone. This includes mostly correct spelling and vocabulary, and mostly accurate grammar.  | Student has structured the research report rather effectively, adopted an academic style and tone with occasional inaccuracies. This includes correct spelling and vocabulary, and adequately accurate grammar.                               | Student has structured the research report 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 research report in a way that deviates from academic style and tone. This includes frequent mistakes in spelling and vocabulary, and highly inaccurate grammar.     |
| <b>Contents</b>                                | Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of important topics.   | Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of important topics.  | Information supports a central purpose or argument at times. Analysis is basic or general.   | Central purpose or argument is not clearly identified. Analysis is vague or not evident.   |
| <b>References</b>                              | 2.5<br>References are organised in APA style using a reference manager; the references correspond to the in-text citations and vice versa; the details of the sources are complete and accurate (including the right capitalisation, no typo) | 2<br>References are organised in APA style using a reference manager; the references correspond to the in-text citations and vice versa; the details of the sources are fairly complete and fairly accurate with very occasional inaccuracies | 1.5<br>References are organised in APA style using a reference manager; most of references correspond to the in-text citations and vice versa; the details of the sources are fairly complete with occasional inaccuracies | 1<br>References are organised in APA style using a reference manager; most of references correspond to the in-text citations and vice versa; many incomplete details and frequent inaccuracies |
| <b>Grade obtained</b>                          | <p>(...../22.5)*100 = _____ *</p> <p><b>*Grade interpretation:</b> Students are eligible for the defence when their total grade is at least 70 out of 100.</p>  |   |  |  |

**RESEARCH REPORT FINAL PRESENTATION RUBRICS**  
 [Adapted from PBI UKDW Skripsi defense rubrics]

Student's name: \_\_\_\_\_

Grade obtained (..... /30)\*100 = \_\_\_\_\_

|                            |   |  |   |
|----------------------------|---|--|---|
| <b>Content</b>             | <p><b>Exemplary (10 - 9 points)</b></p> <p>Supports the thesis and key findings with an analysis of relevant and accurate evidence. Provides evidence of extensive and valid research with multiple and varied sources. Provides evidence of complex problem solving. Combines and evaluates existing ideas to form new insights.</p> | <p><b>Proficient (8 - 7 points)</b></p> <p>Supports the thesis with some accurate evidence. Presents evidence of research with some sources. Provides some evidence of problem solving. Combines existing ideas.</p>                   | <p><b>Needs Practice (6 - 5 points)</b></p> <p>Attempts to support the thesis with evidence. Presents little or no evidence of valid research. Shows little evidence of problem solving. Shows little evidence of the combination of ideas</p>                  |
| <b>Question and answer</b> | <p><b>Exemplary (10 - 9 points)</b></p> <p>Demonstrates extensive knowledge of the topic by responding confidently, precisely, and appropriately to all questions.</p>  | <p><b>Proficient (8 - 7 points)</b></p> <p>Demonstrates some knowledge of the topic by responding accurately and appropriately to questions.</p>   | <p><b>Needs Practice (6 - 5 points)</b></p> <p>Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions.</p>  |
| <b>Organization</b>        | <p><b>Exemplary (5 points)</b></p> <p>The information is in logical, interesting sequence which audience can follow. Moves smoothly from one idea to the next all of the time.</p>  | <p><b>Proficient (4 points)</b></p> <p>Student presents information in logical sequence which audience can follow. Moves smoothly from one idea to the next some of the time.</p>  | <p><b>Needs Practice (2-3 points)</b></p> <p>Sequence of information is difficult to follow. Attempts to move smoothly from one point to another.</p>   |
| <b>Delivery</b>            | <p><b>Exemplary (5 points)</b></p> <p>Fully engages the audience: effectively uses eye contact, speaks clearly, effectively, and confidently uses suitable volume and pace, selects rich and varied words for context, and almost always uses accurate grammar.</p>   | <p><b>Proficient (4 points)</b></p> <p>Takes steps to engage the audience: maintains eye contact, speaks clearly and uses suitable volume and pace, selects words appropriately for context, and frequently uses accurate grammar.</p> | <p><b>Needs Practice (2-3 points)</b></p> <p>Occasionally engages audience: some eye contact, but not maintained, speaks clearly and unclearly in different portions, selects words inappropriate for context, and uses occasionally uses accurate grammar.</p> |

Assessor's comments:

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## REFERENCES

*Parts of this module are compiled from:*

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