

Indonesian EFL Students' Perception on Training in Writing Research Articles for Publication

Bambang Yudi Cahyono
Universitas Negeri Malang, East Java, Indonesia

Rosyi Amrina
Graduate Program in English Language Teaching, Universitas Negeri Malang, East Java, Indonesia

Abstract—Students in a high level of education must have been familiar with a great number of publications, including research articles. However, they might not have been experienced in writing and publishing their own research articles. This study reports the results of training 15 EFL students in the Doctorate Program in English Language Teaching (ELT) of an Indonesian university to carry out research and write the reports in the form of research articles. More particularly, it examined the students' perception on the training in writing research articles for publication. The students attended 16-week course, *Research on Second Language Writing*, one of the courses offered in the university. The students were trained to understand the nature of research articles and practice in conducting research and writing their research articles. At the end of the course, they were requested to give responses to questions on whether or not they were assisted in writing research article abstracts; in developing the abstracts into research articles; and in developing sections of the research articles. The results showed that the students informed that they were assisted in writing research article abstracts, in developing abstracts into research articles, and in developing sections of the research articles.

Index Terms—Indonesian EFL students, perception, training in writing, research article, publication

I. INTRODUCTION

Many people believe that the ability in writing is not a gift of nature, but it is the result of nurture. Therefore, being in a higher education level is not identical to being able to write well, especially for academic purposes. This is especially the case with the students undertaking a Doctorate Degree in English Language Teaching in the School of Graduate Studies at Universitas Negeri Malang, Indonesia. The awareness of the needs to provide an opportunity for the students to learn to write for academic purposes was manifested in the offering of a course “Research on Second Language Writing.” This optional course was offered for 2 credits with the course sessions that extended in 16 weeks. One of the authors of this article had the opportunity to teach the course. The course description as stated in the Catalog of the English Department (2012) was used as a reference in teaching the course. The course description is cited and presented as follows:

This course aims at providing students with understanding of the nature of writing and the nature of second language writing. It particularly aims at helping the students to gain deeper insights on the areas of pedagogy and research on second language writing. At the end of the course the students are expected to produce a publishable research-based article on the teaching or learning of second language writing (conducted through a series of stages from planning to reporting). The topics discussed in the course include models of writing (writing as process, writing as product, and writing as social activity); current research on second language writing (i.e., process-based, product-based, and genre-based research studies); authorship and intertextuality; the teaching and learning of second language writing; and Information and Communication Technology (ICT) and second language writing. (p. 59)

From a retrospective questionnaire distributed to the students after the project in developing research-based article was completed, it was found out that many of the students had difficulties in understanding the assignment in the project assignment. Some of the students were in confusion about things that they needed to do to finish the project. The common response from the students on question asking them whether or not they have a clear idea on what they were going to undertake when the research project was firstly introduced was that they did not have any idea on what to write. Student 1, for example, stated “I have no idea (on) what to write.” Student 5 stated that he thought the project was only discussing research-based articles. Another student, Student 7, wrote that she needed to read sources extensively in order that she could find a topic for the research-based project. In her words, “(I) need to read more to get suitable teaching strategies for my EFL students' writing problems.” Briefly stated, these responses show that before the project was introduced, it seemed that many of the students had few experiences in the publication of research-based article.

From the same retrospective questionnaire, some of the students stated that they had been familiar with writing articles on the basis of research reports and they were able to complete the project. However, these students refer to the teaching activities conducted by the lecturer, meaning that they refer to the period when their project has been

conducted and they already got explanation or assistance from the lecturer. This is evident in one of the students' statements, "The guidelines were very clear in addition to the schedule" (Student 15). This is also the case with a statement from Student 12. He stated that he had a clear idea on what research he was going to undertake, "because the professor gave a clear course outline."

Reflecting upon the lack of experience of the Indonesian EFL students studying at a doctorate level in writing for publication, this study reports the results of investigation on the Indonesian EFL students' perception on the training in writing research articles for publication given in one of the courses they took at the doctorate level. The questions of this study are stated as follows:

1. Do the students perceive that they were assisted in writing research article abstracts in the training?
2. Do the students perceive that they were assisted in developing the abstracts into research articles?
3. Do the students perceive that they were assisted in developing sections of the research article?

II. LITERATURE REVIEW

The EFL doctorate students' lack of experience in the publication of research-based article and difficulties in writing ideas for research as shown in the preliminary study are supported by previous research studies. Nolan and Rocco (2009), for instance, stated that doctoral students commonly complained that they have lack understanding on how to write for publication and that they are struggling in fulfilling the quality demanded by professional journals. Moreover, Catterall, Ross, Aitchison, and Burgin (2011) in their study claimed that doctoral writing is frustrating as verified by the participants' responses which regarded journal article writing as the second most challenging writing task subsequent to writing the doctoral thesis. The factors considered attributive to the difficulties in writing journal articles or writing for publication are time constraints, students' language proficiency, differing expertise of supervisors, insufficient pre-doctoral learning, and the fear of bad judgment of a manuscript (Catterall et al., 2011; Jalongo, Boyer, & Ebbeck, 2013).

Research articles are articles containing reports of research which are disseminated to the readers of the same interest. Some of media of dissemination include proceeding of conference and journals. Research article is an integral part of professional life of the authors and that is why for doctorate students who are going to become professional researchers, knowledge and expertise in writing research article are very important. Research article has special formats according to Swales (1993, cited in Derntl, 2014). It started with a title followed by abstract. Then introduction is put forward followed by the body and discussion, enclosed by references. However this basic format is not a fixed one as the body and discussion sections can be modified to include the presentation of methodology, results, and conclusion. In a more elaborate version, Fisher, Jansen, Johnson and Mikos (n.d.) identified the formats of research articles to contain the following components: title page; abstract; introduction; methods; results; discussion; conclusions; acknowledgments; references; tables and table captions; figure and figure captions.

The prevalent increasing demand of scholarly writing has urged that students in higher education level be assisted and facilitated to improve their ability to write scholarly for publication. Jalongo et al. (2013) in their study highlight the need of focused instruction or a course on scholarly writing for publication in which students could get ample writing experience and constructive feedback on their writing. Catterall et al. (2011) also pinpoint workshops or training for scholarly writing as highly valued institutional writing support for students in higher education level. Regarding workshop for scholar writing, Rosales, Moloney, Badenhorst, et al. (2012) studied the pedagogy of "Thinking Creatively about Research" workshop and investigated its effectiveness as viewed from students' perception of research and writing. Their study revealed that the students could improve their writing output, self-confidence and self-identification as a writer over the workshop. In addition, the result of teaching international graduate students in writing a particular section of research paper, that is the literature review, was reported by Swales and Lindemann (2002). It showed that the participants were helped in writing the literature review of their small-scale research.

Another particular aspect which may be trained to doctorate students is how to organize and shape ideas into a coherent article based on research data. Creme and Lea (1997) provided several ways that can be done to present research results in a well-organized manner. Some of ways include writing chronologically, descriptively, analytically (for cause-and-effect and compare/contrast writing), summary writing, and evaluative writing. However, because of the specific moves in the research articles, the various ways of idea development should be made relevant into the moves of the research articles. For example, cause-and-effect and compare/contrast analyses are suitable to present the results of experimental research which compares the results of application of a particular strategy or a method on the improvement of learning achievement of students from the experimental and the control groups. Harris (2006) provided three steps to teach abstract writing. Firstly, it is important to lay the foundation by activating the students' prior knowledge and experience and informing the goals of the program to the students. Secondly, it is important to delineate the evaluation criteria by giving the students guidelines and showing the criteria. Thirdly, it is important to scaffold the students to success through packages of lessons and a series of assignments. Thus, in light of the brief literature review, it is apparent that institutional writing supports and deliberates teaching of how to write for publications (either as a holistic approach or specific focus on the components of the research articles) are necessary for students to enhance their ability in scholar writing.

III. METHOD

A. *Setting and Participants*

This study aims to examine the perception of Indonesian EFL students on their experience in attending a training to write scholarly articles for publication. When the study was conducted, the students were attending a doctorate program in English language Teaching at Universitas Negeri Malang, one of the prominent universities in Indonesia. The course that the students attended was *Research on Second Language Writing*. The purpose of the course is to help the students write the results of their research in the form of research articles to be published in reputable journals. The study involved 15 students who are lecturers teaching English in various universities or teacher training colleges in Indonesia. Most of the students have never published any research articles for reputable publications. In terms of gender, they consisted of 8 male and 7 female students. These students are lecturers coming from various universities in the province of East Java.

B. *The Training*

In the training to prepare the students to write research articles for publication, one of us became the lecturer who provided assistance in the training. Materials of the training were based on theories of writing for research articles which contain a number of moves common to research articles (Swales, 1988). The moves include introduction containing contextualization of the research, be it theoretical or practical. The research problems should be stated in the last part of the introduction section. The next section is research method that contains procedures in conducting research beginning from the types of the design, the subjects involved, data collection, and data analysis. The subsequent section is results and discussion which may be presented in an integrated way or separately. The result section should make sure that the research questions have been answered. Following the discussion section which highlights the results from the theoretical and empirical evidence reported in previous research studies, the conclusion section is presented. The conclusion highlights the results of the study to confirm that research questions have been answered and discussed appropriately. In addition, some recommendations or implications of the research findings may be included (Booth, Colomb, & Williams, 1995).

Based on the moves, materials for training were constructed and models of abstract and models of articles were prepared. Models are important to help the students recognize that abstract writing is an important initial stage for scholarly writing, and to scaffold the instruction with what really happens in the academic forum (Harris, 2006). The students had to follow some steps beginning from practices in stating topic for their research, developing abstracts of what they are going to write and ending in finalization of the research articles. In order to write at a particular topic, the students were encouraged to think about issues which are of their interests. For example, those who were fond of working with English language skills were recommended to find problems related to the teaching or learning of the skills (i.e. listening, speaking, reading and writing). Other students who liked methodological issues might think of effectiveness of particular techniques or strategies in teaching. Personal interests in the topic were given priority due to the long involvement of the students in working with the research conduct and reporting. In addition, it is important to connect the topic with the students' prior knowledge and experience which are usually closely related to their interests. Prior knowledge and experience are important as reference to avoid students' feeling of dismay and lack of appreciation in the research endeavor (Harris, 2006, p. 136). Because the students were in the early stage of the project, they were asked to write an abstract about the research that they were going to plan. This was different from abstract for publication in journals which are usually composed of work that is complete but unpublished (Smith, 1984). In contrast, the abstract that the students prepared covered plan of what the students would do. Thus, the function of the abstract is to clarify the students' thoughts and to help them organize ideas about "what is to be investigated" and "how it will be investigated" (Abdulai & Owusu-Ansah, 2014:3). In the finalization of the article, the students were expected to complete their research article with revised version of the abstract which contained complete work.

In the training which was implemented in 14 sessions, the students had to fulfill several tasks before they could complete the research paper. The first task is understanding the course (Session 1). The second task is reviewing the theories and practices in teaching of writing (Sessions 2-4). Meanwhile in Session 3, the students were asked to determine the topics of research they were going to undertake. Models of abstracts from program books of ELT conferences were shown and examined. Then, the students were asked to submit their own abstracts in Session 4. The third task is planning the data collection (Session 5). The fourth is to review model articles from international publications to be discussed in groups of two or three and presented in front of the class (Sessions 6-9). The fifth is to have report on the individual project which is conducted in small group presentation of the sections of the research articles, starting from Introduction (Session 10), Method (Session 11), Findings (Session 12), Discussion (Session 13), and Conclusion (Session 14). In the last two sessions (Sessions 15-16), the students are required to present the results of their research article writing.

C. *Data*

From the results of the training, the students were able to write various topics for their research articles. One of the topics was "Using 'on the spot'" realia through process genre based approach to improve EFL students' ability in writing descriptive texts," an action research which was conducted by a female doctorate student (Student 1). Another topic was, "Problems found by English department students in developing paragraphs," a descriptive research carried out by a male doctorate student (Student 10). The complete list of the topics of the research articles can be seen in

Appendix 1. The list of the topics was completed with the abbreviations of the students' names and gender categories. Secondly, they were also able to write abstracts as part of the plan in making the research articles for publication. A sample of the abstract of the students is shown in Appendix 2. The abstract shown consists of a bit of background and method, but there is no information about the results of the study. This is because the abstract serves as the description of the plan rather than summary report of the research results. All of students successfully completed their research articles and reported the results in the form of summaries after 16 sessions of the training period. An example of the summary of a student's research article is shown in Appendix 3.

Following the completion of the research articles, a questionnaire was distributed to the students. It was used to know the students' perception in the process in developing ideas into articles of the research projects. The questionnaire can be seen in Appendix 4. The questionnaire consists of three items eliciting whether or not they felt they were assisted in developing ideas into an abstract, whether or not they felt they were assisted in developing the abstract into a research article, and whether or not they felt they were assisted in developing sections of the research reports. An open-ended item was provided in the questionnaire requiring the students to state their comments or opinion about various aspects of the training.

IV. RESULTS

Reflecting upon the results of the analysis of the data on the students' perception in the three areas of research questions (assistance in writing research article abstracts, assistance in developing the abstracts into research articles, and assistance in developing the sections of research articles), the results of the study are presented in the following:

A. Perception on Assistance in Writing Research Article Abstracts

Analysis of the students' responses on the first research question eliciting their perception on whether or not they were assisted in writing abstracts of research articles showed that in general the students felt that from the training they had learned to write abstracts of research articles. The statement expressed by Student 1 represented the perceptions of the majority of the students regarding the contribution of the training to their ability in writing abstracts of research articles. Student 1 stated, "the training guided me in constructing a clear abstract." Student 10 supported Student 1 by stating, "The training provided a good way to develop ideas into an abstract." Another student, Student 5, noted, "the training helped me to get ideas and write the abstract better."

The students provided reasons for their ability in writing abstracts in the training. The first reason is the availability of examples of abstracts that can give the students insights for writing their own abstracts. This is evident from the statements expressed by Student 3 and Student 7. They stated that the lecturer provided "model to make an abstract". Student 2 added, "the lecturer gave an example so that the students can do the assignment." The second reason is that the lecturer explained the moves of abstract to the students and helped the students in the development of the ideas in the abstract. The development of ideas in the abstract was felt by the students as an important step in finalizing the abstract. Student 8 wrote, "the lecturer assisted me in developing ideas." In the same vein, Student 13 reported that the lecturer "guided me patiently in developing ideas into the abstract." The last reason is that the lecturer checked the students' abstracts and provided feedback for improvement. One of the students, Student 12, mentioned that "the lecturer gave feedback in developing the abstract." Another student, Student 6, admitted the help of the lecturer in writing an abstract. She asserted, "the lecturer guided me well." Two other students, Student 12 and Student 15, strengthened the point by writing that the feedback from the lecturer was important.

B. Perception on Assistance in Developing the Abstracts into Research Articles

The second questionnaire item was aimed at finding the students' perception on whether they were assisted in developing the abstracts into a research article during the training. All of the students stated that they received assistance in developing the abstracts into their research article. The reasons they provided for this item mostly pointed up the prominent role of the lecturer. For example, Student 8 said that the lecturer taught them how to develop their abstracts into research articles. Similarly, Student 13 gave the reason by stating that the lecturer gave knowledge she did not have before. In line with these responses, Student 4 highlighted the lecturer's strategy by saying "... the lecturer's strategy in guiding us to develop the abstracts was very impressive". Other responses from three students revealed that they felt they were assisted in developing the abstracts since the lecturer gave them feedback and correct their errors. In addition to the instruction, knowledge, strategy, and feedback, two students admitted that they got models of abstract and research articles from the lecturer to assist them in developing their abstracts.

The data from the second questionnaire item also showed that the students perceived the abstract itself as the assistance in developing their research article. This is indicated by the response from Student 5 who said, "The abstract is the guide for developing research article" and that from Student 9 who commented, "The abstract gives guideline on what we are going to do." Besides abstracts, other responses perceived the opportunity to have discussion is useful in helping the students develop the research article based on the abstract. Unfortunately, 3 out of 15 students did not give their reason for this second questionnaire item.

C. Perception on Assistance in Developing the Sections of Research Articles

The last result of the research deals with the students' perception on their ability in developing sections of the research articles. The majority of the students thought that they were helped much by the well-arranged activities in developing sections of research articles. Some students underlined the clarity of the activities conducted in the course meetings. For example, Student 8 stated, "every meeting was used to develop our sections of the research." Student 9 added, "developing sections of the research article was done step by step." The clear plan in the stages of activities was indeed an advantageous point not only for the students, but also for the lecturer as he could manage the activities in a systematic way. This is evident in the perception of Student 4 who expressed, "the explanation of the lecturer was systematic and the schedule helped the students to complete every project punctually." By using different expression, Student 14 stated "in every meeting, we must submit our work." This indicates that there has been a schedule submission dates regarding the students regular activities for completing the research articles. In the same vein, Student 5 appreciated the sequence in the activities. He stated "Building up an article in sequence is a great idea and less burdening too." In short, the good arrangement of activities was intended to provide the students with a systematic plan in writing and the importance of outcome in each of the activities.

At the stage of development of the section of the research article, the lecturer maintained the provision of feedback for the students. The feedback provided in this stage was appreciated very much by the students because they felt secure with the improvement of their writing. For example, Student 1 expressed, "I got very important feedback to write better in developing the sections of the research article." This is supported by student 7 who stated, "The assistance is from the given feedback." and student 11 who asserted, "I had to make report progress every week and got feedback from the lecturer." The impression of the students regarding the benefits of feedback was summarized by Student 15 who stated "The continuous feedback was invaluable." Student 12 expressed the advantage of feedback provision in a greater detail by pinpointing the focus of feedback namely the content and mechanical aspects. In his words, "The lecturer gave comments and edited all aspects of content and mechanics."

All in all, the process in developing the sections of research article cannot be considered as a purely independent process of writing the research articles because at the stage the students still need assistance in the form of systematic teaching activities and feedback given in the process of completing the research articles. This can be seen from the statements of some students. Student 10, for instance, said "the training helped me to develop the research report." This is also the case with Student 2 who asserted, "The training helped me a lot and encouraged me to write."

V. DISCUSSION

The results of the study revealed that most of the students felt that they were assisted in writing their research abstracts, developing their abstracts into research articles, and developing the sections of research article. The three areas of research reported here have been central issues in the discourses of scholarly publication. Abstract in particular is an important part of publication either it is in the form of presentation in a conference or publication in journals. Many authors consider abstract as an unseparated part of publication (Harris, 2006). For example, before a scholar presents the research work in a conference, they are required to submit an abstract to the conference committee in order to be accepted for presentation. This is also the case with journal publications which contain abstract in the beginning of the article even before introduction section. Other authors (e.g. Abdulai & Owusu-Ansah, 2014) emphasize that an abstract can be used as a means to inform that no research in the topic has been conducted, indicating that there is a research gap that can be fulfilled by the study on the topic under consideration. Thus, the inclusion of abstract as the material of the training conforms to the need for publication for wider audience.

The most important part of the research article is the completeness of the sections of the research articles which covers introduction, research method, findings, discussion, and conclusions (Swales, 1990). An abstract only provides a very basic idea of the whole sections of the article. Understanding abstract is important to get the gist of the article. However, to be able to understand overall ideas and the findings reported in the research article, it is necessary for the readers to find out the contextual or theoretical background which leads to the formulation of the research problems. Methodological section informs the reader about the step-by-step procedure in collecting and analyzing the data to answer the research questions. Meanwhile, the findings and discussion section reveal the answers of the research questions. The sense of the completeness of the research article was the main consideration we have taken into in lining the training to write research article for publication and to develop the students' understanding of the sections. This is because we considered that the students involved in this study were not experienced in doing their own research and writing the reports in the form of research articles. These considerations reflected the concern expressed by Nolan and Rocco (2009) who stated that their doctorate students had limited experience in writing for publication regardless their intention to become authors of professional journals. In addition, the responsibility in writing research article cannot be taken lightly as in the end of the study the students have to write their doctorate thesis or dissertation before publishing their research article based on the doctorate thesis or dissertation. As expressed by Catteral et al. (2011) writing research article based on dissertation is the second most challenging writing task after writing the doctorate thesis or dissertation.

In order to be able to write research article on the basis of doctorate thesis or dissertation, students need to be able to compress the chapters of their final work into research article. Accordingly, the sections of their research article would be densely loaded with relevant aspects of the topic development. That is why in the training that we carried out we also emphasized the importance of developing sections of the research article. In the actualization of the endeavor we guided

the students to develop the ideas of the sections. By having the students develop the sections, students' confidence in writing would be improved so that they will be able to see themselves as genuine writers. This is in line with Rosales et al.'s (2012) findings showing students with self confidence in writing for publication.

All in all we found that writing abstract, developing abstract into research article, and developing the sections of research article are skills needed by doctorate students who are working for their research and publication of the reports of the research. In this case, training is a beneficial way to improve their skill in working with research and writing research results for publication. Either focusing on specialized sections such as literature review like the one conducted by Swales and Lindemann (2002), or more general aspects of research article we have presented in this article.

VI. CONCLUSION

In this article we have reported the result of our study on the perceptions of the doctorate students in ELT on the contribution of the training to their ability in writing research articles for publications. The results of the study showed that all of the students were able to conduct research to answer the research questions under study. In general, the study showed that most of the students found the training beneficial as they could be assisted in writing the abstract of their research, developing abstract into research articles, and developing sections of the research articles. This implies that the ability in writing research articles cannot be taken into granted among students of doctorate programs who have been in highest level of education. Therefore, up-skill programs to boost the students' ability in writing research for publication need to be conducted in the form of training or teaching as part of the activities in the courses offered in the program. The training or the teaching on this may focus on particular aspects like writing for introduction section, writing literature review, deciding research method, reporting and discussing the results, drawing conclusions, or in a more general package that can assist the students to write complete research article. It is expected that the training we have reported in this article and the positive perceptions of the students on the training on their ability in writing their research article can inspire other researchers to carry out various types of training dealing with research article writing for their doctorate students and students of the lower level (graduate students).

APPENDIX A. THE TITLES OF STUDENTS' ARTICLES

Student	Name/ Gender	Title
1	DKI (F)	Using "On the Spot" Realia through Process Genre Based Approach to Improve EFL Students' Ability in Writing Descriptive Texts
2	WYN (F)	Using Collaborative Integrative Reading Composition (CIRC) Strategy through Wordpress media to Enhance Students' Ability in Writing Essay
3	MHI (M)	Improving Students' Writing Ability through Collaborative Output Task
4	ABS (M)	Writing Strategies of Beginning Authors
5	SHB (M)	Using Chain Story to Improve Junior High School Students' Ability in Writing Narrative Texts
6	SLD (F)	EFL Learners' Ability in Representing Ideas in an English Song to Their Paragraph
7	SWY (F)	What happen next? : Teaching Writing Narrative Text through Telling "the Half of a Story" for Senior High School Students
8	NNF (M)	Improving Writing Skill of EFL Students Using Types of Cohesion
9	LIR (F)	Applying Cultural Project-Based Learning to Develop Students' Academic Writing
10	JAL (M)	Problems Found by English Department Students in Developing Paragraphs
11	LML (M)	Improving EFL Learners Language Written Production Using Subtitled Video
12	JPR (M)	Improving EFL Junior High School Students' Ability in Writing Procedure Texts using Recipe Video
13	DFH (F)	The Implementation of Content-Based Approach in Improving Academic Writing of EFL Students
14	LSW (F)	The Implementation of Task-Based Language Teaching to Improve the Students' Writing Performance
15	NSS (M)	Implementing the European Language Portfolio in Teaching Narrative Texts

APPENDIX B. AN EXAMPLE OF ABSTRACT WRITTEN BY A STUDENT

Using "On the Spot" Realia through Process Genre Based Approach to Improve EFL Students' Ability in Writing Descriptive Text

DKI

Doctorate Program in ELT, Universitas Negeri Malang Semarang 5, Malang, East Java, Indonesia

Abstract—In the teaching of writing, the ways to help learners improve their writing ability without neglecting the process of writing through enjoyable and interactive ways are essential. Therefore, they have to be more creative in using interesting media and appropriate techniques to give the students opportunities to produce a piece of writing more meaningfully. Concerning descriptive texts, particularly describing someone, imagining someone or using pictures to describe has not given meaningful experience for students to describe what they have really seen. Regarding this, many EFL students attending the English course in the Vocational Program at Brawijaya University still find it difficult to

develop and organize ideas of someone’s description. Therefore, the use of “on the spot” realia is proposed to help students write a descriptive text more meaningfully, particularly in generating and organizing ideas. Its implementation through process genre based approach has given students helpful ways in producing a better piece of descriptive text. This classroom action research is done in four stages: planning an action, implementing the action, observing the action, and reflecting the result of observation. Using the scoring rubric adapted from Hartfiel et al. (1985), the students’ writing ability will be measured.

Keywords—writing, descriptive text, on the spot realia, process-genre based approach.

APPENDIX C. AN EXAMPLE OF THE SUMMARY OF A STUDENT’S ARTICLE

Improving EFL Junior School Students’ Ability in Writing Procedure Text by using Recipe Video (Written by JPR)

This research was classroom action research was conducted through two cycles. It was conducted in the seventh grade of SMPN 1 Batu, East Java. Twenty-six students were involved in this study. The preliminary study was conducted and the results showed that the students’ gain was lower than 80. The research was conducted through four phases, planning the action, implementing the action, observing the action, analyzing and reflecting the data. The criteria of success set in this study was 80% of the students achieve scores greater than 81. This steps or the instruction were warming-up the students, asking them to identify the names of the food and drinks, having them to watch recipe videos, asking them to identify the titles, the materials, and the steps of making the food; asking them to identify the imperative words, and asking them to choose one familiar food or drink and make the recipe of the food or drink. Finally, the students were tested to write procedure text. The first test revealed that 85% of the students have reached the criteria of success. The second test revealed that 89% of the students have reached the criteria of success. The interview revealed that all of them were active, happy and motivated. The observation checklist revealed that the students felt interested, pleasant, enthusiastic, and curious. It was concluded that the application of recipe video can improve the students’ ability in writing procedure text.

APPENDIX D. QUESTIONNAIRE FOR STUDENTS OF DOCTORATE PROGRAM IN ELT ATTENDING RESEARCH ON SECOND LANGUAGE WRITING COURSE

Instruction:

As you have experienced in attending this *Research on Second Language Writing* course, you are required to write research project reports in the form of articles potentially publishable into a journal. This questionnaire aims to know how you see the process in developing ideas into research project reports. Please give your responses to the following questionnaire items.

Developing Ideas into Research Projects

1. Did you feel you were assisted by the lecturer in developing ideas into an abstract?
 - a. Yes
 - b. No
 Why (why not)? _____
2. Did you feel you were assisted by the lecturer in developing an abstract into a research report?
 - a. Yes
 - b. No
 Why (why not)? _____
3. Did you feel you were assisted by the lecturer in developing sections of the research report?
 - a. Yes
 - b. No
 Why (why not)? _____
4. Do you have any other comments/opinions?

REFERENCES

[1] Abdulai, R.T. & Owusu-Ansah, A. (2014). Essential Ingredients of a good research proposal for undergraduate and postgraduate students in the Social Sciences. *SAGE Open*, 2014, 1-15. doi: 10.1177/2158244014548178.

[2] Booth, W.C., Colomb, G.G. & Williams, J.M. (1995). *The craft of research*. Chicago: The University of Chicago Press.

[3] Catalog of the English Department. (2012). Malang: Faculty of Letters, Universitas Negeri Malang.

[4] Catterall, J. Ross, P., Aitchison, C., & Burgin, S. (2011). Pedagogical approaches that facilitate writing in postgraduate research candidature in Science and Technology. *Journal of University Teaching & Learning Practice*, 8(2), 1-10. Retrieved April 2, 2016, from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1212&context=jutlp>.

[5] Creme, P. & Lea, M.R. (1997). *Writing at university: A guide for students*. Philadelphia, PA: Open University Press.

[6] Derntl, M. (2014). Basics of research paper writing and publishing. *Int. J. Technology Enhanced Learning*, 6(2), 105-123. Retrieved May 10, 2016, from <http://dbis.rwth-aachen.de/~derntl/papers/misc/paperwriting.pdf>.

[7] Fisher, J.P., Jansen, J.A., Johnson, P.C., & Mikos, A.G. (n.d.). Guidelines for writing a research paper for publication. Retrieved May 10, 2016, from <http://www.liebertpub.com/media/pdf/English-Research-Article-Writing-Guide.pdf>.

- [8] Harris, M. J. (2006). Three steps to teaching abstract and critique writing. *International Journal of Teaching and Learning in Higher Education*, 17(2), 136-146. Retrieved April 2, 2016, from <http://www.isetl.org/ijtlhe/pdf/IJTLHE28.pdf>.
- [9] Hartfiel, V. F., Jacobs, H. L., Zinkgraft, S.A., Wormuth, D. R., & Hughey, J. B. (1985). *Learning ESL Composition*. Rowley, MA: Newbury House.
- [10] Jalongo, M. R., Boyer, W., & Ebbeck, M. (2014). Writing for scholarly publication as “tacit knowledge”: A qualitative focus group study of doctoral students in education. *Early Childhood Education Journal*, 42, 241-250. doi:10.1007/s10643-013-0624-3.
- [11] Nolan, R. & Rocco, T. (2009). Teaching graduate students in the social sciences writing for publication. *International Journal of Teaching and Learning in Higher Education*, 20(2), 267-273. Retrieved April 2, 2016, from <http://files.eric.ed.gov/fulltext/EJ864344.pdf>.
- [12] Rosales, J., Moloney, C., Badenhorst, C., Dyer, J., & Murray, M. (2012, June). Breaking the barriers of research writing: Rethinking pedagogy for engineering graduate research. Paper presented at the Canadian Engineering Education Association (CEE12) Conference, Winnipeg, Canada.
- [13] Smith, R. U. (1984). *Graduate research: A guide for students in the sciences*. London: University of Washington Press.
- [14] Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- [15] Swales, J. M., & Lindemann, S. (2002). Teaching the literature review to international graduate students. In A. M. Johns (Ed.), *Genre in the classroom: Multiple perspectives* (pp. 105-119). Mahwah, N. J.: Lawrence Erlbaum Associates.



Bambang Yudi Cahyono is a Professor in Applied Linguistics at Universitas Negeri Malang, East Java, Indonesia. He earned his MA degree from Concordia University, Montreal, Canada and PhD from the University of Melbourne, Australia.



Rosyi Amrina is a student in Graduate Program in English Language Teaching at Universitas Negeri Malang, East Java, Indonesia. She obtained her Bachelor degree in English Language Teaching from Universitas Lambung Mangkurat, South Kalimantan, Indonesia.