

Dr. Misdi, S.Pd., M.Pd.

AN INTRODUCTION TO ACADEMIC WRITING

A Pointer for Undergraduate Students



**An introduction to academic
writing: A pointer for
undergraduate students**

An introduction to academic writing: A pointer for undergraduate students

Dr. Misdi, S.Pd., M.Pd.



An introduction to academic writing: A pointer for undergraduate students

Penulis:
Dr. Misdi, S.Pd., M.Pd.

Editor:
Dr. Misdi, S.Pd., M.Pd.

Layouter :
Tim Kreatif PRCI

Cover:
Rusli

Cetakan Pertama : November 2021

Hak Cipta 2021, pada Penulis. Diterbitkan pertama kali oleh:

Perkumpulan Rumah Cemerlang Indonesia
ANGGOTA IKAPI JAWA BARAT
Pondok Karisma Residence Jalan Raflesia VI D.151
Panglayungan, Cipedes Tasikmalaya – 085223186009

Website : www.rcipress.rcipublisher.org
E-mail : rumahcemerlangindonesia@gmail.com

Copyright © 2021 by Perkumpulan Rumah Cemerlang Indonesia
All Right Reserved

- Cet. I – : Perkumpulan Rumah Cemerlang Indonesia, 2021
; 14,8 x 21cm
ISBN : 978-623-5847-33-7

Hak cipta dilindungi undang-undang
Dilarang memperbanyak buku ini dalam bentuk dan dengan
cara apapun tanpa izin tertulis dari penulis dan penerbit

Undang-undang No.19 Tahun 2002 Tentang
Hak Cipta Pasal 72

Undang-undang No.19 Tahun 2002 Tentang Hak Cipta
Pasal 72

Barang siapa dengan sengaja melanggar dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam pasal ayat (1) atau pasal 49 ayat (1) dan ayat (2) dipidana dengan pidana penjara masing-masing paling sedikit 1 (satu) bulan dan/atau denda paling sedikit Rp.1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp.5.000.000.000,00 (lima miliar rupiah).

Barang siapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu ciptaan atau barang hasil pelanggaran hak cipta terkait sebagai dimaksud pada ayat (1) dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp.500.000.000,00 (lima ratus juta rupiah)

KATA PENGANTAR

Alhamdulillah, praise to be Allah SWT.

This book, Introduction to academic writing: A pointer for undergraduate students, comes to readers as results of efforts to fill in the vacant academic writing material. Academic writing is still regarded as uneasy process due to its standard. Thus, this book will contribute to help students as a practical guide in developing their academic writing skills as new scholars.

I owe Bapak dan Ibu for their tarbiyyah and may Allah bless them as always. This is also as our dedication to our faculty—Department of English Education Swadaya Gunung Jati especially to the department of English education. I want to thank you to all of my academic writing, to them, this book is ready for. We do hope this book will provide interesting reading. Valuable critics and comments are welcome for improvement for the future edition.

Cirebon, November 2021

Misdi

DAFTAR ISI

KATA PENGANTAR	I
DAFTAR ISI.....	II
CHAPTER I.....	1
Introduction to academic writing course	1
A. Course description.....	1
B. Competency standard (aims)	1
C. Meetings and topics	3
D. References	6
E. Evaluation.....	6
F. Ethics and codes:.....	6
CHAPTER II	7
Academic vs. Non-academic writing.....	7
CHAPTER III.....	9
Essay writing.....	9
CHAPTER IV	12
Navigating reputable references	12
CHAPTER V.....	19
Writing effective title and abstract.....	19
CHAPTER VI.....	24
Reviewing scholarly published papers.....	24
CHAPTER VII	27
Exploring scholarly paper—introduction: How are they constructed?	27
CHAPTER VIII.....	35
Plagiarism issues.....	35
CHAPTER IX.....	39
Paraphrasing and Referencing Styles.....	39

REFERENCES.....	46
APPENDICES: TASKS AND PROJECTS.....	48
TASK: JOURNAL REVIEWS.....	54
ESSAY REVIEW SCALE	56

Chapter I

Introduction to academic writing course

Learning objective

This chapter introduces what coverage and learning materials discussed in the course of Academic Writing as well as tasks and projects (Tests).

A. Course description

This course is aimed at developing students' (a) understanding of academic writing, (b) skills in writing academically, and (c) positive attitudes towards academic ethics relating to writing in academic settings. This course covers the following topics: basic concepts and principles of academic writing, essay writing, journal / book reviews and research proposal. Making citation and paraphrasing are also presented and discussed. Besides, students are also involved in developing their awareness of ethics and consents. Evaluation is concerned with both theory and practice, through assignments, the mid-semester test, and the final test.

B. Competency standard (aims)

Upon completion of this subject, students are expected to:

- a. Comprehensively acknowledge the importance of writing academically,

- b. have pursued academic writing excellence in standard norms (scholar acceptance), and
- c. be capable to write academic texts such as English essays, journal reviews, and research introduction (proposal).

C. Meetings and topics

Week	Competences	topics	Sub-topics	Methods	Media	Allocated time	References
1	Having understanding about the course coverage	Introduction		Lecture, Small group discussion,	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
2-3	Capable to write an essay in the context of academic contexts	Essay writing	Navigating reputable sources, citation and referencing style	Lecture, Small group discussion, project	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
4-6	Critical capability to evaluate journals	Journal reviews	Paraphrasing and summarizing	Lecture, Small group discussion, project	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
7	Capable in identifying the structure of scholarly article	Scholarly article: structures	Article, Short report, etc.	Lecture, Small group discussion, project	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
8	Evaluation	Midterm test				100	

9	Capability to address and write adequate research proposal for undergraduate level	Research proposal	Topic selection and title writing	Small group discussion, workshop, seminar	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
10			Selecting and reviewing literatures : presenting research gap Journals review Book reviews	Small group discussion, workshop, seminar [project]	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
11			Writing an introduction	Small group discussion, workshop, seminar	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
12-14			Constructing proposal outline	Small group discussion, workshop, seminar [project]	Zoom, edmodo, e-youtube, Whiteboard, website,	150'	Baley, S. (2003). <i>Academic writing: A Handbook for International Students</i> (2 nd Ed.) UK: Routledge
15	Evaluation	Final test				100'	

D. References

Baley, S. (2003). Academic Writing: A Handbook for International Students (2nd Ed.) UK: Routledge

McCarter, S. (2003) Academic Writing Practice for IELTS. Southwark: IntelliGene

E. Evaluation

1. Critical discussion and quizzes (20 %)
2. Midtest: Journal review (40 %)
3. Final test: writing a-three page-proposal for student research project (40 %)

F. Ethics and codes:

1. A seventy five percents of attendance is required to join the final exam and will get E score (failed)
2. Well performed dress-code is a must
3. Outdoor mobile phone- use ONLY is committed; virtual session has to be open video and well-performed dress-code.
4. No second 15' extended time will be allowed (late)
5. Critical participation and involved in discussion are highly accredited.

Chapter II

Academic vs. Non-academic writing

Learning objective

At the end of the course, the students are capable in identifying and producing academic texts.

What is an academic writing?

Academic writing is a writing in the contexts of academic which is aimed to pursue grade/ graduation from a subject matter at universities or college. Last ten year has witness that academic writing is regarded as difficult writing skill for university students (Bailey, 2006; M. Misdi, Hartini, & Farijanti, 2014; M. Misdi, Hartini, Kusriandi, & Tambunan, 2020).

Academic vs. non-academic writing has specific features and aims, see the following table.

Features	Academic writing	Non-academic writing/ popular
The audience	Professor, academicians	Public
Contexts	College, universities, scholarly community	Public
Messages	Refers to disciplines or subject matters	Special needs
Purpose	Grading, academic reputation, assignments	Non-grading

The audience:

In terms of audience, academic writing is addressed for Professor, classmates and other academicians.

Context:

In terms of context, academic writing takes contexts in College, universities, scholarly community.

Message:

In terms of message, academic writing refers to disciplines or subject matters.

Purpose:

In terms of purpose, academic writing is submitted for earning grading, academic reputation, or assignments.

Points of views in academic writing vs. non-academic writing

Academic	Non-academic
Objective and impersonal e.g. This essay attempts to present...	Subjective and personal e.g. In my essay, I will attempt to discuss..
Using qualifying language e.g. One possible reason is...	Asking rhetorical questions e.g. How can this be so?

Basic genres of academic writing can be shown in the followings:

1. Book review, journal review
2. Dissertation, monographs, and extended research studies
3. Journal articles and seminar papers

Chapter III

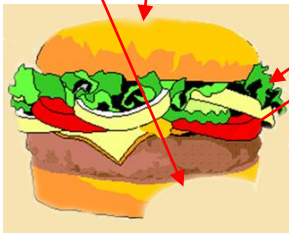
Essay writing

Learning objective

Having experiences in essay as academic writing with its features

Essay construction

Constructing and developing paragraph writing is like a burger: the bun (the overview of the subject), vegetables (divisions of sources following the ideas), cheese and meat (evidence under each category ground of the viewpoints) + the bite as indication of research gap and elicits the research questions in a research paper



Paragraph writing

In writing a paragraph, varieties of voice can be done through:

1. Spoken to written (verbatim)
2. Verbal to nominalization
3. Action to attribution
4. Personal to expert voice
5. Claim to argument

Writing an effective essay (paragraph) needs specific skills. Some ways on how to use develop an effective paragraph can be done through the following techniques.

1. Ensure there is only one idea per paragraph
2. links between paragraphs
3. cohesive writing flows by showing the connections/ relationship between ideas

A well-developed paragraph avoids making assumptions. The ideas connect to one another using transitional markers accordingly (cohesive) and use clarity of the logic of the paragraph (topic sentence). At the same time, the author has to maintain the writing correctness (grammar issues) and accuracy (no-bias) with high conciseness (Misdi et al., 2014; Misdi, 2018).

Task submission and feedback

Feedback on students' submission is important to provide students inputs on how to improve their writing before sending it to publisher or to be assigned as assignment task, see the following students' submission and the lecturer's feedback.

Submission

Writing in English is not easy for me. Because I still don't have confidence in myself, someone must have their own weaknesses. While weakness is something that is always owned by humans, in English there are many weaknesses that are often found. Starting from the smallest weakness to the biggest weakness. There are weaknesses that often occur in English, namely Writing. This is a weakness that is very common in the English language. Moreover, Indonesians whose mother tongue is Indonesian are very weak in mastering vocabulary. In my opinion, writing is a difficult step, because sometimes it is still difficult to translate from Indonesian to English (Liyana 118060061)

Mentor' feedback

Writing in English is not easy for me. Because I still don't have confidence in myself, someone must have their own weaknesses. While weakness is something that is always owned by humans, in English there are many weaknesses that are often found. Starting from the smallest weakness to the biggest weakness. From my experiences, there are some weaknesses found in my English writing. **There are weaknesses that often occur in English, namely Writing (thesis).** This is a weakness that is very common in the English language (supporting ideas). Moreover, First of all, Indonesians whose mother tongue is Indonesian are very weak in mastering vocabularies (supporting ideas). In my opinion, writing is a difficult step, because sometimes it is still difficult to translate from Indonesian to English (Liyana 118060061)

Comment [A1]: No relevance to the central idea.

Comment [A2]: I think this should be central idea

Comment [A3]: Belum jelas??

Comment [A4]: Code (concluding remark)

The feedback is really empowering as it provides students poor areas to be fixed (Tsuroyya, 2020). In this case, topic and topic sentence, supporting details, and concluding sentence are highlighted. This is not only about the grammar but also about the contents.

Chapter IV

Navigating reputable references

Learning objective:

Having experiences on how to write strong argument using proper citation and references as well as skillful to use and identify, use, and employ searching reputable journal article in word database

Being scholar requires to poses abilities in navigating reputable references, citation, and writing style in academic writing aims at building strong argument in writing, e.g. essay writing, thesis, and dissertation.

Searching and downloading references

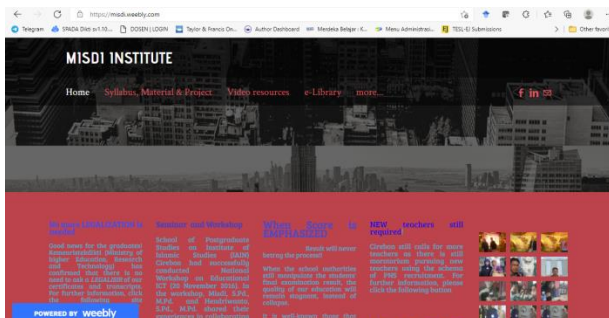
Writing critical and strong argument must be supported by relevant and recent research-based findings and empirical data. How is to search relevant and valid empirical data/ research findings? How is to cite and put references in writing? How is to wrap up critical and strong argument?

#Using reputable sources as references

How to identify sources are referred (reputable)? To justify being reputable and non-reputable resources (references), is simply by knowing the publisher and the available referee as reviewers of the content being published. Newspapers published by amateur publisher or well-known publisher are different. Personal blog and official website are also different. Amateur and personal publisher mostly stand alone and have applied no review process.



<https://www.republika.co.id/berita/>



<https://misdi.weebly.com>

Overall, information released and published in official organization such as university, government, company are referred and valid since all contents are usually under supervision. Their contents are under review from the human resources and information affair divisions of the institution before being published and mostly supported by either empirical or research data.

In the context of scholarly reading and research, research books and reputable journals are referred sources. At the same time of situation where books and journals stand alone,

for examples published by not recognized publishers, personal publishers, these sources of books and journal articles are also to be avoided. These are, again, lack of reviews which means no quality control for the contents. The books and journal articles in these publishers may lack of methods, poor interpretation, and so on.

Journal articles are required as referred sources as long as published in reputable publishers, e.g. well-known world-wide publisher and university. Taylor and Francis, Sage, UGM press, UI press, Harvard, etc. are among of the reputable publishers. There are a hundred, and the followings international journal database websites are some recommended for searching and downloading the articles.

1. <https://www.tandfonline.com>
2. <https://journals.sagepub.com>
3. <https://www.emeraldgrouppublishing.com>

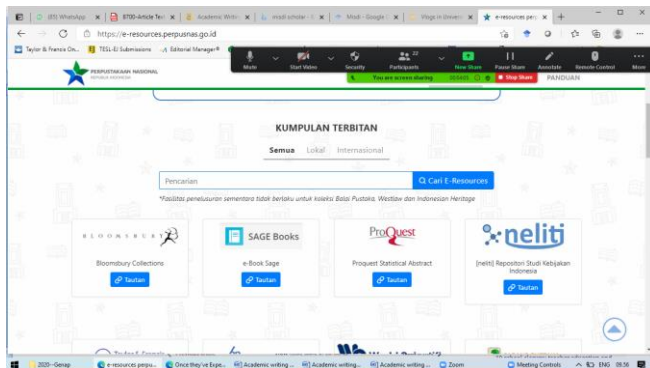
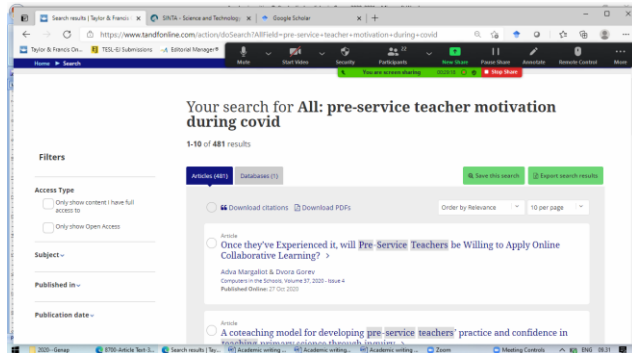
locally, Indonesia has also nationally reputable journal database website, but it needs to confirm as the website address is dynamic to move to new portal address. But national e-library is amazing repository for researchers and authors.

1. <https://e-resources.perpusnas.go.id>
2. <https://www.sinta.istikbrin.go.id/journals>

Different from other journal websites, to enjoy services from <https://e-resources.perpusnas.go.id>, you have to register. How? These are what you need to do.

1. You have to go to perpusnas.go.id
2. Do registration which ID valids for ages

3. Go to e-resources using your username + password (your created). Forget, see your email (check for spam)



In some cases, you have to go to <https://www.scopus.com> or <https://www.scimagojr.com> to check for questionable journal sources. Recently, predatory journals are published to make money instead of provided knowledge.

The screenshot shows the Scopus Sources page. At the top, there's a search bar with the text "Enter title" and a "Find sources" button. Below this, there's a "Filter refine list" section with options like "All", "Export to Excel", and "Save to source list". A "Display options" section is also visible. The main content area shows "43,132 results" and a table of journals. The table has columns for "Source title", "CiteScore", "Highest percentile", "Citations", and "Documents". The first two rows are:

Source title	CiteScore	Highest percentile	Citations	Documents
1. Co-A Cancer Journal for Clinicians	603.2	99%	1,340	132
2. Nature Reviews Materials	101.7	99%	21,270	183

The screenshot shows the Scimago Journal & Country Rank (SJR) website. The header includes "Journal Rankings", "Country Rankings", "Viz Tools", "Help", and "About Us". The main content area features the "SJR" logo and the text "Scimago Journal & Country Rank". Below this is a search bar with the placeholder text "Enter Journal Title, ISSN or Publisher Name". At the bottom, there's a section titled "WHAT IS SCIMAGOJR FOR?".

How to cite:

To cite author's works published in journals, you need to follow the standard citation techniques such as APA (American Psychological Association) style, Chicago, hardvard, EEE, etc. (more 60s writing styles available). When you use APA writing style in citing the work, you have to be consistent to use APA writing style in references.

When, for an example, you cite Misdi and friends' work published in journals or conference proceeding, vlog-mediated speaking is now trending (Misdi, et.al, 2021), in references you write,

Misdi, M., Siregar, U. D., Zein, T. T., Anggraini, D., & Ananda, Z. F. (2021). Vlogs in University EFL Speaking: Student-Teachers' Perceptions. *KnE Social Sciences*, 416-424.

Another example when you cite,

As Misdi, et al. (2021), they asserted female English pre-service teacher often easily maintained her feelings toward her new experiences during teaching practicum. In references you write,

APA

Misdi, M., Rachmawaty, D., Hartini, N., Nurhadi, K., & Hendriwanto, H. (2021). The Emotional Geography of A Female EFL Pre-service Teacher in Teaching Practicum: Voice from Initial Teacher Education. *Langkawi: Journal of The Association for Arabic and English*, 7(1), 106-118.

MLA

Misdi, Misdi, et al. "The Emotional Geography of A Female EFL Pre-service Teacher in Teaching Practicum: Voice from Initial Teacher Education." *Langkawi: Journal of The Association for Arabic and English* 7.1 (2021): 106-118.

Misdi, Misdi, Desy Rachmawaty, Nurani Hartini, Kardi Nurhadi, and Hendriwanto Hendriwanto. "The Emotional Geography of A Female EFL Pre-service Teacher in Teaching Practicum: Voice from Initial Teacher Education." *Langkawi: Journal of The Association for Arabic and English* 7, no. 1 (2021): 106-118.

Vancouver

Misdi M, Rachmawaty D, Hartini N, Nurhadi K, Hendriwanto H. The Emotional Geography of A Female EFL Pre-service Teacher in Teaching

Practicum: Voice from Initial Teacher Education. *Langkawi: Journal of The Association for Arabic and English*. 2021 Jun 27;7(1):106-18.

Harvard

Misdi, M., Rachmawaty, D., Hartini, N., Nurhadi, K. and Hendriwanto, H., 2021. The Emotional Geography of A Female EFL Pre-service Teacher in Teaching Practicum: Voice from Initial Teacher Education. *Langkawi: Journal of The Association for Arabic and English*, 7(1), pp.106-118.

In general, public well-known information that we cite need no citation. This is because the information is public and no need to confirm who has the information.

claim, reason, evidence, warrant

In academic writing, ensuring critical and strong argument is important. Thus, we have to pay attention and check again whether our argument (claim) has valid reason and evidence. In ensuring these (evidence and reason), we can check for cited work and its references. If the cited work and references are taken from reputable journals, we can make sure all are valid and strong evidence. This work is, I, called “warrant”.

Chapter V

Writing effective title and abstract

Learning objective:

Addressing good title and abstract writing: Where grammar is central

Constructing a good title for essay or thesis needs to pay some “technique or strategy”. This important to provide clarity and avoid logical fallacy. Title writing has to pay the followings.

- ☐ Represents the **contents**
- ☐ **Attractive**
- ☐ Short (not more than 14 words)
- ☐ No “abbreviation”
- ☐ Avoid “A study of.. An analysis of..”
- ☐ Either **phrase** or **question**

You can see the following titles.

1. ENGAGING INDONESIAN KINDERGARTEN STUDENTS WITH ADAPTED SONGS TO EMPOWER YOUNG LEARNERS' CULTURAL AWARENESS
2. Perceptual mismatches in the interpretation of task-based ELT materials: A micro-evaluation of a task-based English lesson

Bellow is one of students' thesis titles that have already been commented and improved.

The influence of frequently accessing online negative contents through **mobile phone** in **developing junior high school students' attitude**

Let's discuss the title.

Mobile phone= static evidence. This is unable to make influence on something. This case is actually not discussing about the mobile phone itself, but the frequent use of mobile phone or, in simple word, the frequency of the mobile phone access among the students. So, again, not the mobile phone is the case.

Skill in writing a title to avoid misconception and logical fallacy is crucial to acquire beside grammar. Ungrammatical construction on title writing is also a matter. Meaning is beyond the grammar. To learn more about how scholar and expert write titles for their works, we can visit <https://www.tandfonline.com>.

revised: The impact of English puzzle-mediated instruction on **students' vocabulary mastery**: A case in junior high school

~~**Before:** The use of puzzle game to improve students' vocabulary~~

We can ensure that,

Is it in classroom? learning? -> so, in this context, **ice-breaking --> is not relevant since ice-breaking aimed at boosting students' motivation instead of learning outcome,**

e.g. skill. Thus, ice-breaking is replaced with English puzzle-mediated instruction.

The impact of English boarding house community practices on students' learning achievement

Environment=? Pertemanan, dimana? Pondok==komunitas
= bilingual : Inggris dan arabic

English learning=pada konteks apa ini? Kemudian dalam pembelajaran bhs inggris di kelas. >>>> learning achievement

Your topic have to construct 2 variables: x (EBHCP) and y (SLA)

Before: The Implementation of spelling Bee in Teaching English Narrative Texts (x variable); Y??

Targeted skill to be observed: speaking fluency

Commented and revision:

The effect of spelling bee tailored instruction enactment on students' English speaking fluency: A case at Islamic primary school

Data x: method --- > spelling bee

Data y: --> speaking test (oral test)

Let's discuss the following titles from published articles and compare to another title afterward.

Communication Strategies Upon Video Blog of university EFL students>>>>

Abstract

The utilization of both social media within a communication context progressed as the flow of technological development goes on. One of the most popular examples is the use of video blog within our daily life. This interlanguage study which is presented using a descriptive qualitative method is specifically made with the aim to investigate communication strategies employed by 44 fourth-semester students of English Education Study Program as their effort in accomplishing a field trip project of describing public places into a video blog. The field trip was on July 27th to 29th, 2018 in Yogyakarta, Central Java. Students were expected to compose and submit a video blog of themselves describing a particular public place fully in English during their trip. Thus, the instruments involved are video documentation, which was in the form of students' video blog, and an open-ended interview. The findings show that communication strategies used by students' video blogs include 6 direct, 2 indirect and 1 interactional strategies to overcome communication difficulties, which in turn will assist them in composing longer videos and making them widely understandable for most non-native English speakers.

Source: Santoso, D. R., & Mandarani, V. (2021). An Analysis of Communication Strategies Upon Video Blog of English Education Students. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 1-7. Retrieved from <https://www.ethicallingua.org/25409190/article/view/263>

ENGAGING INDONESIAN KINDERGARTEN STUDENTS WITH ADAPTED SONGS TO EMPOWER YOUNG LEARNERS' CULTURAL AWARENESS

English for Young Learners becomes an interesting issues in the contexts of English acquisition. However, English learning in the areas of young learners in Indonesia is still rarely investigated. Thus, this paper is aimed to describe how Indonesian Kindergarten Students learned English from adapted English songs in their classroom. A group of kindergarten students participated in the study. All data were collected through participant observation. The results indicate the students were engaged in joyful English learning. Students were motivated and having fun of learning. The students were involved and participated in the singing practices. From the findings, cultural awareness of Indonesian traditional children songs and the ownerships of the cultural artefacts were also discussed.

Source: Rozak, D. L., Imroatul, H., & Misdj, M. (2020). ENGAGING INDONESIAN KINDERGARTEN STUDENTS WITH ADAPTED SONGS TO EMPOWER YOUNG LEARNERS' CULTURAL AWARENESS. *Voice of English Learners*, 1(1).

Perceptual mismatches in the interpretation of task-based ELT materials: a micro-evaluation of a task-based English lesson

This article reports on a classroom-based study that examined perceptual mismatches in the interpretation of task-based ELT materials in the Chinese university context. The study looked particularly into the micro-evaluation of the task-based English lesson. Based mainly on qualitative analysis, findings showed that there was a general agreement that the lesson focused more on meaning and less on form. While students were engaged in the negotiation of meaning, they focused incidentally on form, such as vocabulary and pronunciation, because they thought that both were a catalyst for a clear understanding of the messages articulated. Despite this, student participants reported that they prioritized meaning as idea development or fluency because they co-constructed the meanings of content knowledge as the point of departure of learning tasks. Drawing on these findings, three practical implications are presented: (1) learning goals as a shared vision, (2) task design as the optimization of student engagement, and (3) negotiation of meaning as knowledge co-construction. The present study calls for more investigative endeavor that looks into a micro-evaluation of task-based language lessons in other EFL contexts in China and in Asia.

Source: John Harper & Handoyo Puji Widodo (2020) Perceptual mismatches in the interpretation of task-based ELT materials: a micro-evaluation of a task-based English lesson, *Innovation in Language Learning and Teaching*, 14:2, 114-132, DOI: [10.1080/17501229.2018.1502773](https://doi.org/10.1080/17501229.2018.1502773)

Chapter VI

Reviewing scholarly published papers

Learning objective

Exploring and reviewing scholarly published paper—abstract, introduction, methods, findings, and conclusion

A Journal article review

1. First, find and download the original journal article reviewed by Misdi
2. Discuss the following journal review article and compare to the original source.
3. At the end, find ELT related article from any journal website, download and do review!

On the Relationship between Pragmatic Knowledge and the Language Proficiency among Iranian Male and Female Undergraduate EFL Learners
Atieh Farashaiyan and Tan Kim Hua, Universiti Kebangsaan Malaysia

Reviewed by Misdi

This review is presented to criticize the selected article entitled “On the Relationship between pragmatic knowledge and the language proficiency among Iranian male and female undergraduate EFL Learners written by Atieh Farashaiyan and Tan Kim Hua. This review is critically given in the area of writer’s purpose in conducting the study, the methodology applied in the study, the conclusion, the given argument and its evidences, and its pragmatic significances. In this article, the writers were seeking the evidences of the relationship between the pragmatic knowledge and the language proficiency in Iranian EFL students and their varieties among the relationships across gender and the year of the study. In addressing the ideas, the writers propose three research questions: 1) Do senior students have higher pragmatic knowledge than freshmen? (Do the years of study (freshmen and senior) have any effect on pragmatic performance of Iranian EFL learners?, 2) Do learners of different EFL proficiency levels (both freshmen and seniors) perform differently in a pragmatic test?, and 3) is the any significant differences between males and females’ performance regarding their language proficiency and pragmatic knowledge? These are

interesting since the study was undertaken in cross sectional study which included gender in the study (Ayu & Sukyadi, 2011; Naserieh, 2012; Farashaiyan & Tan, 2012). **The author purpose in conducting the study**

In their study, quantitative analysis is applied. Independent sample T-test and one way ANOVA were employed. In data collection, the writers involved. However, in another part of this article 40 participants were selected, when actually he administered 60 freshmen and 60 senior students of Shiraz Islamic Azad University as the participants of the study. There was test information before administering the test to the participants of the group. So, the tests were the basis of data sources. Two sessions of testing were administered: proficiency test and pragmatic test. In the first session, the test was employed to distinguish the level of the participants. From this test, there were three level of proficiency, namely high, mid, and low levels. From these three groups, then the pragmatic test was given.

Author's conclusions of the study

From the findings and discussion, it can be concluded that the writers are successfully addressing their objectives. The results of the study are 1) there was no significant relationship between pragmatic knowledge and language proficiency, 2) female participants performed better in pragmatics and proficiency test. When there are three research questions in the study, it would be better if the conclusions are also elaborated the three points as have been presented in the research questions. By doing so, the authors help the readers easier in understanding and withdrawing conclusion on the findings. The first finding which proves that there was no significant relationship between pragmatic knowledge and language proficiency is interesting. This is in line with indication suggested in Kong, et al (2012) which suggests that there is correlation among the language performance and language proficiency. But, they leave critical comment due to the accuracy of the relationship. The second finding which discovers the phenomenon of the pragmatic across gender shows the females have more pragmatic expression than the males. This results go in line with the other research findings in some other areas (Ayu & Sukyadi, 2011; Naserieh, 2012; Farashaiyan & Tan, 2012). **Research methodology applied in the study**

It can be clearly seen that the writers have criticized the discussed the findings which are all supported and elaborated by other researchers' findings. The evidences are proven in inferential statistics. However, other points of view, when the writers cited other aspects relating pragmatic competence such as gender, multicultural, and cross cultural awareness, the authors seems having such a clear evidences to include those aspects as indicators in the test instruments. Therefore, it can be argued here that these findings are less comprehensive if comparing to other researchers (Ishihara, 2011, Fatemi & Ziaei, 2012, Sadeghi & Heidaryan, 2012, Naserieh,

2012, Sadeghi & Heidaryan, 2012) which indicate that these other aspects of pragmatic understanding are embedded in the study. Therefore, it can be concluded that the research is only partial since the instruments do not cover the aspects of pragmatic competences. **Authors' evidences and arguments**

Research findings of this research, of course, contribute significantly to the live discussion of the pragmatic study in general. First, it opens for debates among the practices and pragmatists for quantitative study for which the absence of the contexts and other relevant circumstances or other aspects of pragmatics. Secondly, it has contributed the written instruments among the researchers to assess pragmatic phenomena, instead of utterances. And this second contribution, I think, is the most interesting finding in pragmatic studies since practitioners and pragmatists are able to find something different in assessing pragmatics class, in terms of learning evaluation. Thirdly, gender plays important role in the study of pragmatic since from the results of the studies indicated above, it proves that there are more awareness in terms of utterances of females. Finally, to my conclusion, it is hoped that the study of pragmatics across gender in the some areas can be investigated further. **Significant contribution of the study to the pragmatics in general**

References

- Ayu, D.T. & D. Sukyadi. 2011. Complaining in EFL Learners: Differences of Realizations between Men and Women. *Journal of Parole Vol. 2 No. 1, April 2011*
- Farashaiyan, A & K.H. Tan.2012. On the Relationship between pragmatic knowledge and the language proficiency among Iranian male and female undergraduate EFL Learners. *The Southeast Asian Journal of English Studies*. Vol 18(1):33-46.
- Fatemi, A.H. & S. Ziaei. 2012. *International Journal of Linguistics* Vol. 4 no. 3, 2012 ISSN 1948-5425.
- Ishihara, N. 2011. Co-Constructing Pragmatic Awareness: Instructional Pragmatics in EFL Teacher Development in Japan. *TESL-EJ Vol. 15 Number 2, September 2011*.
- Kong, J. Et al. 2012. *Connecting English Language Learning and Academic Performance: A Prediction Study*. Canada: American Educational Research Association
- Naserieh, F. 2012. The Relationships between Iranian Graduate Students' Patterns of Strategy Use and Gender, Age, Discipline, and Self-rated Proficiency Level. *The Iranian EFL Journal Vol. 8, Issue 4, August 2012 p.113-141* ISSN Online 1836-8751, ISSN Print 1836-1847
- Sadeghi, B. & H. Heidaryan. 2012.The effect of Teaching Pragmatic Discourse Markers on EFL Learners' Listening Comprehension. *English Linguistics Research Vol.1 No. 2 December 2012*

Chapter VII

Exploring scholarly paper—introduction: How are they constructed?

Learning objective:

Experiencing and developing writing skills in writing abstract & introduction

Abstract writing

Study and discuss the following abstract from reputable published article

COMPUTER ASSISTED LANGUAGE LEARNING
<https://doi.org/10.1080/09588221.2019.1658608>

 **Routledge**
Taylor & Francis Group



Vlogs in L2 listening: EFL learners' and teachers' perceptions

Dukhayel Aldukhayel 

Department of English Language and Translation, Qassim University, Buraidah, Saudi Arabia

ABSTRACT

The purpose of this study is to examine the perceptions of EFL learners and teachers toward vlogs as a source of aural input for L2 listening practice inside and outside of classroom. A total of 389 EFL university students drawn from 29 listening/speaking classes and their teachers participated in this study. After four weeks of exploiting vlogs in the classroom, perceptions from students and teachers were collected through questionnaires, focus group-based discussion, and interviews. The findings of this study indicate that students found vlogs engaging, interesting, up-to-date while simultaneously being a source that will ensure learning. Teachers also had positive perceptions toward the use of vlogs in their classes to improve students' listening skill and vocabulary learning, as well as other aspects of the L2.

KEYWORDS

L2 listening; CALL; YouTube; vlog; extensive viewing

(1)The purpose of this study is to examine the perceptions of EFL learners and teachers toward vlogs as a source of aural input for L2 listening practice inside and outside of classroom.

(2)A total of 389 EFL university students drawn from 29 listening/speaking classes and their teachers participated in this study. After four weeks of exploiting vlogs in the classroom, perceptions from students and teachers were collected through (3) questionnaires, focus group-based discussion, and interviews. (4)

The findings of this study indicate that students found vlogs engaging, interesting, up-to-date while simultaneously being a source that will ensure learning. Teachers also had positive perceptions toward the use of vlogs in their classes to improve students' listening skill and vocabulary learning, as well as other aspects of the L2.

Good abstract has to inform:

- (1) The purpose / aim/ objective of the research
- (2) Participants >>>> who and how are they recruited
- (3) Design (method) >>>> how data were gathered
passive simple past
- (4) Findings/ results >>> Annisa

Linguistic features displayed in an abstract:

- (1) Tenses: simple present/ past
active simple past>>>participants as agency
- (2) Grammar: method=past
- (3) Nominalization: actor; not persons as theme.
 - a. The purpose NOT the writer.. ~~not the writer wants to investigate..~~
 - b. Participants as actor/ theme
 - c. Data as theme not the researcher/write...~~the write used interview...~~
 - d. Findings as themes NOT the researcher, e.g. ~~the research found...~~

Present; past

Let's discuss the following abstract. You can discuss in group of yours. Follow how the analysis as presented in the previous page.

Voice blogging and L2 speaking performance

Hsiu-Chen Hsu*

*Department of Applied Linguistics and Language Studies, Chung Yuan Christian University,
Chung-Li City, Taiwan*

This paper reports on an exploratory study that investigated the effect of extensive speaking practice on the development of L2 speaking complexity, accuracy, and fluency in voice blogging. The participants were 30 college EFL (English as a foreign language) learners in Taiwan. As a supplement to the insufficient speaking practice in class, each week over a semester, the participants were required to speak on a topic, record their speaking, and post it onto a class blog outside of class. In addition, they were required to listen to and provide comments on at least one other student's voice blog post every week. Blog posts from the first two and last two weeks were analyzed and compared for complexity (mean number of clauses per AS-unit, mean length of AS-unit, mean length of clause, modified type-token ratio), accuracy (percentage of error-free AS-units, percentage of error-free clauses, percentage of accurate use of grammatical verb forms), and fluency (number of syllables per minute, number of meaningful syllables per minute). Results showed that the participants made an improvement in their speaking complexity (greater mean length of AS-unit and clause) although no such improvement was made in their speaking accuracy and fluency.

Keywords: voice blogging; second language speaking performance; computer mediated communication

California, San Diego] at 23:00 18 March 2016

This paper reports on an exploratory study that investigated the effect of extensive speaking practice on the development of L2 speaking complexity, accuracy, and fluency in voice blogging. The participants were 30 college EFL (English as a foreign language) learners in Taiwan. As a supplement to the insufficient speaking practice in class, each week over a semester, the participants were required to speak on a topic, record their speaking, and post it onto a class blog outside of class. In addition, they were required to listen to and provide comments on at least one other student's voice blog post every week. Blog posts from the first two and last two weeks were analyzed and compared for complexity (mean number of clauses per AS-unit, mean length of AS-unit, mean length of clause, modified type-token ratio), accuracy (percentage of error-free AS-units, percentage of error-free clauses, percentage of accurate use of grammatical verb forms), and fluency (number of syllables per minute, number of meaningful syllables per minute). Results showed that the participants made an improvement in their speaking complexity (greater mean length of AS-unit and clause) although no such improvement was made in their speaking accuracy and fluency.

How to write an introduction for research proposal: Presenting research gap

Introduction plays vital role in research paper, especially in wrapping research proposal. Why? Your research proposal will be judged for its novelty or contribution as well as the current issues presented and discussed in introduction. Thus, introduction is crucial. However, how is to write them to meet the standard requirement?

In short, introduction should elaborate and discuss some issues. Simply, introduction should

1. gives information what are the issues
2. tells what other researchers have investigated on the issue
3. show what is still “less explored” from the previous research.

Generally, introduction is outlined as follows.

- ☐ In introduction (chapter I), you have to show
- ☐ hot issues of the selected topic (burning issues)
- ☐ What other people have already done in those issues
- ☐ What needs to discover/research further (gab)
- ☐ What your intention/proposal is

The following cases are taken from students' experiences in proposal writing. Comments and feedback are given to be discussed during the supervision. You can pay attention to the comments and focus on what are going to fix and revise. The more interactive the discussion the more robust your proposal.

Finding 1: The important of issues (ELT and ELT-relatedness)

Title: Flouting Maxims of Quantity in The Big Hero Movie

Chapter: Introduction

Background of the study

Language is a sound of symbols that convert some words in mind into a sentence of spoken words, Said Yule (2006). Language is one of the important tools in communication and Language is needed to convey the message and share the knowledge. Language is not only symbols, some words but also it can be a sentence in written and spoken language. As Agustina & Ariyanti (2016) said that communication is use to understanding in order to achieve a rational and coherent conversation. Give or share and receive information or anything about lives, feelings, opinion and ideas to others through communication.

According to Lestari, Sosiowati & Pratiwi (2017). Grice (1975) said that the People should apply the cooperative principle reflected in the maxims of conversation in communication. He proposed four maxims, there are: Maxims of Quantity, avoid what they believe to be false and lack of evidence. Maxims of Quality, avoid in making contribution more informative than required. Maxims of Relation, make the contribution is relevant and relate with the purpose of the conversation and maxims of manner, in maxims of manner is to avoid the

Commented [MM1]: Good topic! BUT you have to see from the perspective of education!

Write its significance (contribution) for our English education

Commented [MM2]: GOOD and well-structured, ideas are presented in good way.

What you need is

1. Find out what still NOT discussed in those research done by the authors (you mentioned in the introduction!)
2. what is something NEW from your research later on?

Commented [MM3]: ups, check again: good sentence has s + Verb.
Check all sentences

PROPOSAL PENELITIAN

THE FUNCTION OF USING CODE-MIXING FOR EFL STUDENTS IN TEACHING LEARNING PROCESS

Nowadays, learning a foreign language is a necessity for most people, especially English as an international language. As an individual who also learns a foreign language, I find it difficult to understand the teacher's instructions as well as in discussing using a second language in full.

[1] According to Low (1982), reported on an English-speaking teacher's use of Cantonese—the students' L1—to facilitate their transition to English (L2). So, the use of code-mixing or mixing between L1 and L2 in the teaching and learning process can facilitate students to speak more easily [2]. As Mondada, (1999) said that switches to the native language clearly play an important part in classroom discourse structuration, and in the learning process.

In addition, the use of code mixing in the teaching and learning process can also improve student understanding more effectively as mentioned in the journal, Researchers supporting the use of L1 in L2 educational settings have reported that use of the L1 increases students' L2 comprehension, which in turn leads to better learning outcomes (Ahmad & Jusoff, 2009; Liu, Ahn, Baek, & Han, 2004; Turnbull, 2001). Referring to an example in a journal that I have read, which shows in a study on Malaysian students' perceptions of the use of code-mixing used by teachers, that when teachers instruct something using full English (L2) it can hinder the understanding of less-proficient learners and the use of code-mixing here is by inserting their L1 significantly increasing their understanding and learning outcomes.

Comment [A1]: Phenomenon/ Issue

Formatted: English (United States)

Comment [2]: th sudah usang

Comment [A3]: proposal / sesuatu yang diangkat oleh peneliti.

Formatted: Font: Bold

Comment [A4]: showing relevant previous studies

Many studies, such as (1997, 1999, 2002), referring to an example in a journal that I have read, which shows in a study on Malaysian students' perceptions of the use of code-mixing used by teachers, that when teachers instruct something using full English (L2) it can hinder the understanding of less-proficient learners and the use of code-mixing here is by inserting their L1 significantly increasing their understanding and learning outcomes.

The findings in the journal indicate that the use of code-mixing in the classroom has a specific purposes and functions. Namely: (1) to enhance students' bilingualism and bilingual learning, (2) to review and consolidate content taught in the ESL and all English classes, (3) to facilitate cross-linguistic transfer, (4) to increase an understanding of home and U.S. cultures, and (5) to foster students' understanding of cross-cultural differences. From the results we can conclude that the use of code-mixing in the classroom has many positive sides in bridging the delivery of material and student understanding well in learning L2.

Many studies about the L1 and L2 in English as A foreign language learning have already demonstrated how the enactment of L1 and L2 successfully help EFL students learn English. However, there is no studies exploring how L1 or L2 differently facilitate EFL students in mastering their speaking. Thus, this research will investigate how L1 and L2 pay different role in EFL students speaking performance.

Comment [A5]: research gap
Formatted: Highlight

Comment [A6]: research objective
Formatted: English (United States)

The three samples of introduction writing as shown above suggest that proposal writing, e.g. introduction show interesting findings to be learned. Noted, from the introduction, we can propose a research question before justifying relevant method for our study.

Role of table-making in previous studies

Table helps us in making review easier. This table guides us in tracing related studies to be presented and discussed in either introduction or (separated) previous studies. The followings are examples taken from Misdi (2019).

Year	Author(s)	Context of TBLT		English system & skills						Published / located in	
		Tertiary	Primary	G	L	S	R	W	Other	Journal	Other
2000	Fachrurrazy**			√	√	√	√	√		Teflin	
2010	Malihah**					√				Register	
2013	Kumara, Patmadewi, & Suarnajaya *	√		√			√			e-journal Undiksha	
	Rohani	√				√					
2014	Thayyib*	√		√							Proceedings
2015	Yuhardi & Restu*		√					√		RIELT Journal	
2016	Anwar & Arifani*		√						CALL MatDev	International Education Studies	
	Purwanto*	√						√		English Language Teaching	
	Stepani*		√			√					Unpublished Master Thesis
	Anwar & Husniah*		√						CALL MatDev	English Language Teaching	
	Chairena*		√					√		Jurnal.unimus.ac.id	
	Mudra*	√				√				Al-Ta'lim Journal	
2017	Yunus & Taslim *	√					√			Asian EFL Journal	
	Bunmak**					√				LEARN Journal	
	Iswari, Mahpul, & Putrawan*		√			√				U-JET	

	Kuswoyo & Wahyudin	√			√						Proceedings
	Mubarak & Sofiana*		√				√			Language Circle: Journal of Language and Literature	
	Surya*	√							MatDev	CaLL	

Year	Author(s)	Context of TBLT		Related area					Published / located in	
		Tertiary	Primary	L	S	R	W	Other	Journal	Other
2001	Gunarwan**							General approach	Teflin journal	
	Alwasilah *	√					√	Collaborative writing	TEFLIN Journal	
2006	Ekawati*		√					Fortfolio		Unpublished master thesis
2013	Permana*	√						Fortfolio		Unpublished dissertation
2014	Emilia *	√					√	Genre-based Pedagogy		Proceedings
2014	Handoko *	√				√		Extensive reading	Lingua	
2014	Widihartanti *	√						Problem-based Learning	Parafrase	
2015	Marwan *		√		√		√	Problem-based Learning	Tojet	
2016	Hayati**							Critical pedagogy	Teflin Journal	

Chapter VIII

Plagiarism issues

Learning objective:

Building students' sense of awareness of doing plagiarism in their writing

Plagiarism can be defined as copying, or using other person's work without paying any credits to the author(s). In simple word, we claim them as ours (Bailey, 2006; Misdi et al., 2014). Doing plagiarism is forbidden in all areas of writing. In academic context, commit on this will be punished and, students doing plagiarism will get penalty. The worst can result the student to discontinued his study. Study the following results of plagiarism checking!

Cases: Plagiarism detection



Plagiarism Checker X Originality Report

Similarity Found: 21%

Date: Rabu, April 21, 2021

Statistics: 89 words Plagiarized / 432 Total words

Remarks: Medium Plagiarism Detected - Your Document needs Selective Improvement.

Some teachers have experienced various experiences related to teaching English with students who have different backgrounds, both from an economic, social, and cultural perspective. According to them, this also has a big influence on the types of constraints that arise. However, in general,

these constraints stem from a lack of student motivation and implementation of teaching in the classroom.

Lack of student motivation Lack of student motivation is believed to be one of the main problems of learning English. One of the senior teachers at SMP Negeri 8 Surakarta, Drs. Darwanto explained that student motivation could come from outside such as association with friends, family conditions, and the environment in which they were less supportive in that way. (Topic sentence 1)

Meanwhile, the motivation from within the students themselves is because these students have not found a moment where they must study this international language well and seriously. The effect is many graduates who have worked a lot regret why when they were at school they did not learn English properly and correctly. As a result, their careers have to be delayed because they do not master this foreign language. (Topic sentence 2: implementation of teaching in the classroom).

From the data found, another obstacle was found in the process of learning English, namely the implementation of teaching in the classroom. Many teachers expect a pleasant atmosphere during their teaching. But what happened was far from their expectations. In language e teaching, the number of students should be limited. A class should have between 12 and 20 students. The fact, in the class there are 30 or more students so it does not create an ideal learning atmosphere. However, this can be overcome by dividing students into several groups. Johnson (1994) said that there are several advantages of dividing students into several groups: creating an atmosphere of interaction between students and students, changing student culture from individual work to working in a group, and creating a more varied atmosphere so that students can show their abilities to the fullest (Discussion)

To deal with the lack of motivation, teachers should try to introduce the thought that English lessons are important, both for daily life and for dealing with the times that continue to develop rapidly and are increasingly sophisticated so as not to be left behind because of our ignorance. The next obstacle lies in the implementation of the teaching and learning process in the classroom. (Conclusion)

In this problem, teachers are required to use their creativity to respond to the excess capacity of students in class by using the teaching method in groups

INTERNET SOURCES:

<1% - <https://www.theguardian.com/teacher-network/teacher-blog/2012/nov/07/teaching-multicultural-classroom-advice-challenges>

1% - <https://www.dezyre.com/article/types-of-analytics-descriptive-predictive-prescriptive-analytics/209>

1% - <https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/>

1% - http://digilib.uinsgd.ac.id/15113/14/4_bab1.pdf

2% - <https://123dok.com/document/q5mmgjgy-improving-students-comprehension-technique-classroom-conducted-surakarta-academic.html>

<1% - https://www.researchgate.net/publication/317507780_Learning_motivation_and_student_achievement_description_analysis_and_relationships_both

4% - <https://tabs.ultimate-guitar.com/tab/sam-smith/not-in-that-way-chords-1727179>

1% - <https://journals.sagepub.com/doi/full/10.1177/2158244017745111>

1% - <https://www.naukri.com/blog/frequently-asked-hr-interview-questions-and-answers/>

1% - https://www.researchgate.net/publication/331825661_DEVELOPING_SPEAKING_SKILLS_IN_ESL_OR_EFL_SETTINGS

2% - <https://ejournal.unib.ac.id/index.php/JEET/article/download/8947/pdf>

1% - <https://www.smartclassroommanagement.com/2018/03/03/how-todays-students-are-different/>

1% - <https://knowledge.wharton.upenn.edu/article/the-objective-of-education-is-learning-not-teaching/>

1% - <https://helpfulprofessor.com/teaching-strategies/>

1% - <https://www.idra.org/resource-center/bridging-the-digital-divide-in-our-schools/>

<1% - <https://brainly.com/>

1% - <https://content.wisestep.com/top-advantages-and-disadvantages-of-working-in-a-group/>

<1% - https://www.researchgate.net/publication/323833863_Problems_and_Issues_in_Teacher_Education_and_Curriculum_Development

1% - <https://splendidwritings.com/1-how-far-has-haier-come-since-its-creation-in-19842-what-is-special-about-haiers-current-management-system-why-did-the-company-create-this-system3-what-role-has-ceo-zhang-played-in/>

2% - <https://files.eric.ed.gov/fulltext/EJ1096028.pdf>

1% - http://uir.unisa.ac.za/bitstream/handle/10500/7642/dissertation_badugela_tm.pdf?sequence=1

All clauses highlighted in yellow indicate the plagiarized works. How is to avoid and reduce this practice? Next chapter will discuss this issue.

Chapter IX

Paraphrasing and Referencing Styles

Learning objective

Students will have experiences to improve their voices in their writing with paraphrased writing

Voices

In paragraph writing, we have to use varieties of voices

1. general knowledge
2. author
3. factual / empirical
4. expert

Paraphrasing

Plagiarism can be minimized in several ways:

1. Always cite the references—giving credit points the author
2. Do summarizing, paraphrasing and synthesizing

Reference writing styles

I have introduced this issue in the earlier part of the chapter. This part will provide and focus the discussion on APA writing style as social sciences including English education mainly deal with this style not MLA, IEEE, or others.

What is APA writing style?

APA is one of many referencing styles used in academic writing. APA stands for American Psychological Association. The Association outlines the style in the Publication manual of the American Psychological Association [APA] (6th ed.). See the followings for further discussion.

There are **two** main parts to referencing:

1. The **first** indicating within your assignment the sources of the information you have used to write your assignment. This demonstrates support for your ideas, arguments and views. Sometimes this is referred to as: **citing in text, in text citations or text citations**
2. The **second** part to referencing is the construction of a **reference list**. The reference list shows the complete details of everything you cited and appears in an alphabetical list on a separate page, at the end of your assignment.

Tip: Everything you have cited in text appears in your reference list and likewise... everything that appears in your reference list will have been cited in text! Check this is the case prior to handing in your

1. In text citations

Even though you have put someone else's ideas or information in your own words (i.e. paraphrased), you still need to show where the original idea or information came from. This is all part of the academic writing process.

When citing in text within an assignment, use the author/s (or editor/s) last name followed by the year of publication.

Example:

Water is a necessary part of every person's diet and of all the nutrients a body needs to function, it requires more water each day than any other nutrient (Whitney & Rolfes, 2011). or

Whitney and Rolfes (2011) state the body requires many nutrients to function but highlight that water is of greater importance than any other nutrient. or

Water is an essential element of anyone's diet and Whitney and Rolfes (2011) emphasise it is more important than any other nutrient.

Reference list entry:

Whitney, E., & Rolfes, S. (2011). *Understanding nutrition* (12th ed.). Australia: Wadsworth Cengage Learning.

Note: This book did not have a city for place of publication, just a country.

Extra note: This book has an **edition**. This information is included straight after the title.

1.1. Three, four or five authors

If a work has three (3), four (4) or five (5) authors, cite all authors the first time and from then on include only the last name of the first author followed by the words et al. ('et al.' is Latin for 'and others')

Example:

Research can be defined as a systematic method of creating new knowledge or a way to verify existing knowledge (Watson, McKenna, Cowman & Keady, 2008).

Deciding on a research method demands the researcher consider carefully the problem or area of investigation being researched (Watson et al., 2008).

Reference list entry:

Watson, R., McKenna, H., Cowman, S., & Keady, K. (Eds.). (2008). *Nursing research: Designs and methods*. Edinburgh, Scotland: Churchill Livingstone Elsevier.

1.8. Citing a secondary source

Where possible use original material. However, if the information you wish to use is cited by another author, **acknowledge the source you have read, showing it is a secondary source**. This demonstrates you have not read the original source but read about it in a secondary source. Within the text citation, use the words "as cited in" to indicate this is a secondary source. In the reference list, include the author and details of the source you actually read. Refer to the APA manual, 2010, p. 178.

Example:

Fawcett (as cited in Polit & Beck, 2008) outlined the four main concepts...

Reference list entry:

Polit, D. F., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.

2. Direct quotes

Quoting directly from a work should be done sparingly, in order to emphasise or stress a point in your essay. When using a quote, it must be copied exactly as written in the original work including any punctuation or incorrect spelling. When using a quote, include the author's last name, year of publication and page number/s where the quote appears. Refer to the APA manual, 2010, p. 170-173 for further information.

2.1. Short quote – less than 40 words

To indicate a short quote (less than 40 words), enclose the quotation within double quotation marks.

Example:

"Self-directed learning is also a term with which you will become familiar as you study in Australia or New Zealand. Students are expected to take responsibility for their own learning and organise their own study" (Hally, 2009, p. 7).

Basic rules

1. The reference list is arranged in **alphabetical order** of the authors' last names.
2. If there is more than one **work by the same author**, order them by publication date – oldest to newest (therefore a 2004 publication would appear before a 2008 publication).
3. If there is **no author** the title moves to that position and the entry is alphabetised by the first significant word, excluding words such as "A" or "The". If the title is long, it may be shortened when citing in text.
4. Use "&" instead of "and" when listing multiple authors of a source.
5. The first line of the reference list entry is left-hand justified, while all subsequent lines are consistently indented.
6. Capitalise only the first word of the title and of the subtitle, if there is one, plus any proper names – i. e. only those words that would normally be capitalised.
7. *Italicise* the title of the book, the title of the journal/serial and the title of the web document.
8. Do not create separate lists for each type of information source. Books, articles, web documents, brochures, etc. are **all arranged alphabetically in one list**.

If you have any question, you can visit <http://www.apastyle.org/> for further details.

Chapter IX

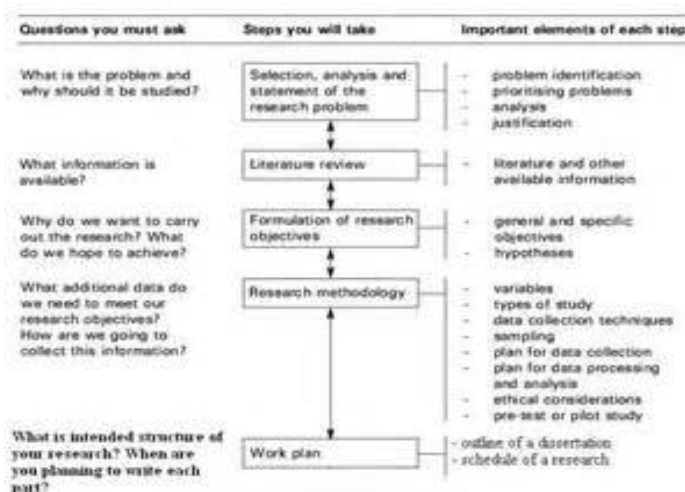
Thesis writing and how to cope with stress on it: An introduction

Objective

Getting well-informed of undergraduate thesis writing and stress during the writing period.

Introduction

Undergraduate thesis writing is time consuming, stressing, and everlasting. But these situation is actually, not merely right for some students who know how to cope and deal with it. To make you writing effective, you have to know and familiar with the thesis itself. What it is and how to work for it. The following picture shows you what are inside of thesis.

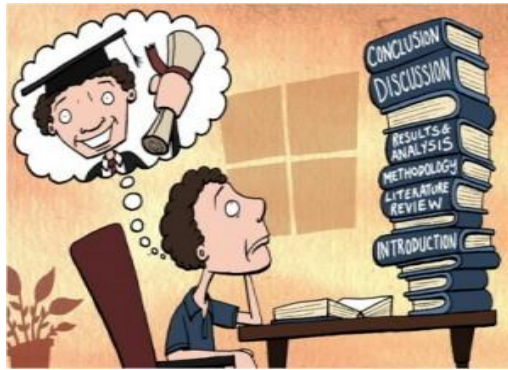


Reducing stress

Too much to think and too many things to consider make students feel under-pressured and getting stress from their activities of writing the thesis. THIS IS TRUE! Many factors why this occurs but most cases take misconception and supervision as sources of the problems.

Students, most of the times, think and make assumption that thesis writing is time consuming, stressing, and costly! These are NOT truly rights on the other sides, in facts, to several reasons.

1. They do not focus and familiar with what they are writing about
2. They spend to many hours thinking, but a little minutes spent for reading and writing
3. They are too ambitious that thesis must be more than 1000 pages! In realities, 40 pages are too many for them.
4. They see supervisors as challengers instead of collaborators regarding their knowledge and experiences



So, what should you do, then? Here are some tips to overcome and fix your misconception about those as presented above.

1. Bismillah, find a mentor article as a model to “Amati, Tiru, Modifikasi (ATM)”
2. Discuss your mentor text as well as the topic to your potential supervisors—a well-known lecturer on the discipline / topic field
3. Read journal articles from the mentor texts to get “knowledge-based theories” and design-informed knowledge to be implemented
4. Establish your timeline for completing the project of thesis writing
5. Spend regular times to write and make distance from your mobile-phone as possible as you can
6. Think tomorrow is your graduation—not your revision again-and-again. There is no perfect writing even though for your lecturers!

References

- Aldukhayel, D. (2019). Vlogs in L2 listening: EFL learners' and teachers' perceptions. *Computer Assisted Language Learning*, 1–20.
<https://doi.org/10.1080/09588221.2019.1658608>
- Bailey, S. (2006). *Academic Writing: A Handbook for International Students Second Edition*. Education (Vol. 8). Retrieved from <http://www.amazon.com/Academic-Writing-Handbook-International-ebook/dp/B004YZQVHI>
- Harper, J., & Widodo, H. P. (2020). Perceptual mismatches in the interpretation of task-based ELT materials: a micro-evaluation of a task-based English lesson. *Innovation in Language Learning and Teaching*, 14(2), 114–132.
- Hsu, H. C. (2016). Voice blogging and L2 speaking performance. *Computer Assisted Language Learning*, 29(5), 968–983.
<https://doi.org/10.1080/09588221.2015.1113185>
<https://apastyle.apa.org/? ga=2.95297300.987765584.1641879923-884321262.1586065005>
- Misdi, M., Hartini, N., & Farijanti, D. (2014). Beyond critical thinking in academic writing: a discourse perspective. *Jurnal Basis*, 1(2), 51–56.
<https://doi.org/10.16526/j.cnki.11-4762/tp.2014.11.051>
- Misdi, M., Hartini, N., Kusriandi, W., & Tambunan, A. (2020). Impact of ICT-assisted thesis writing on Student researchers' psychological empowerment: Indonesian case. *Journal of Physics: Conference Series*, 1477, 42063.
- Misdi, M. (2019). Student Empowerment in Task-supported Language Teaching; A case in AN EFL in Indonesia
- Misdi, M. (2018, March 17). Essay Writing Review Scale. <https://doi.org/10.31219/osf.io/q9frj>
- Rozak, D. L., Imroatus, H., & Misdi, M. (2020). Engaging Indonesian kindergarten students with adapted songs to empower young learners' cultural awareness. *Voice of*

English Learners, 1(1).

Santoso, D. R., & Mandarani, V. (2021). An Analysis of Communication Strategies Upon Video Blog of English Education Students. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(1), 1-7.

Tsuroyya, C. (2020). Students' Perception on Peer Correction in Academic English Writing: a Case Study in a Higher Education. *Research and Innovation in Language Learning*, 3(2), 85.

Appendices: Tasks and projects

TEST MATERIAL

Course name : Academic writing

Credits : 3

Day, date :

Rooms : 3 A, B, and C

General instruction

This test measures your ability in reviewing an article published in the academic journals.

Test direction

- A. Select one journal article related to English language (teaching) analysis. The article may be from the any sources- mostly taken from open journal system (journals are freely downloaded from internet).
- B. The followings are suggested journal/website to get your interesting articles:
 1. Elt Perspective – Journal Pendidikan Bahasa Inggris- FKIP Unswagati (www.fkip-unswagati.ac.id/ejournal/index.php/perspective)
 2. Teflin journal (www.journal.teflin.org)
 3. Asian efl journal (www.asian-efl-journal.com)
- C. It suggests to follow the format available in second page of this test.

Deadline:

April 15th, 2017 through your edmodo account

Evaluation

Scoring will be based on the following criteria at the same proportion.

1. Critical points: both weaknesses and strengths of the content
2. In-depth review: from introduction to reviews and evidences
3. References: last ten year publication journals
4. Language accuracy: grammar and writing styles
5. Other issues: Diction, mechanics, omission

Note: Zero tolerance for plagiarism

--Good Luck--

Test material

Course : Academic writing

Class : 3C

Semester : 6

Allotted time : 180 minutes (online) excluding technical issues

Lecturer : Dr. Misdi, M.Pd.

Description:

This is the final test—an individual online writing project. This test measures your ability in writing an introduction for a research proposal. Read the instruction carefully before starting your work.

Writing task instruction

- A. You may determine your own topic for your intended research in ELT project. Your introduction should sound the following moves.
- Burning issues. In this part, you present an issue using strong argument by providing empirical evidence from up-to-date and reputable references. 25 points
 - Previous studies. In this part, you report previous studies which are related to the issue you elaborated . Do summarize and paraphrase the findings of the studies. 25 points
 - Research gap. Here, after reviewing previous studies, you have to explicitly show the area which is still neglected, rarely, or insufficiently investigated. This is the way how to show novelty. 15 points
 - Research question or aim of your research. This is your proposal which is either written in form of research question or problem statement. This what will be answered by the data later on. 10 points
 - References. This is your reading resources. Books are possible, but using up-to-date and reputable journal

articles are strongly recommended. Note, all must be in line or related to your topic. 25 points

- B. Your essay must follow the following writing guideline:
- a. Type in A4 paper with 3.5 cm for up and left margin and 2.5 cm for right and bottom margin using single space and justified—one space from each paragraph
 - b. Using times new roman 12, your essay must be between 200-300 words excluding references
 - c. All citation and references must follow APA 6th edition writing style

Scoring:

- 1) Guideline screening: Those who are not following the writing guideline will be rejected, and failed (0 score)
- 2) Critical argument: All argument should be followed by reasons and evidences
- 3) Grammar and writing accuracy
- 4) References: Use referred journals published in last ten year. The more up-to-date the more credits you have. Reputable journal articles can be accessed from taylor and francis database.
- 5) No plagiarism detected: All must be your original work. Quotation and citation must be conducted using ethical standard (see APA writing style on how to cite). Note: Plagiarism software will do to check plagiarized detected work. More 25 % of plagiarism will have penalty and give failed score (E)
- 6) All submission should be uploaded in your edmodo account.

Note: Any questions should be addressed to 082120902069 (text ONLY).

Test material

Course : Academic writing
Classes : 3C
Semester : 6
Allotted time : 120 minutes (online)
Lecturer : Dr. Misdi, M.Pd.

Description:

This is a midtest—an individual online writing project. This test measures your ability in English essay writing for academic setting. Read the question carefully before starting your work.

Question

- C. Choose one of the following topics for your critical essay writing. After selecting one of them, write your answer in form of an essay.
1. Do you think EFL students are now getting demotivated in English learning during long Covid-19 pandemic?
 2. Why do English teachers find their online teaching stressful during Covid-19 outbreak?
 3. Do you agree that a project-based assessment is more relevant than conventional testing to evaluate online learning during Covid-19 pandemic?
 4. Can you elaborate why “Covid-19 pandemic has positively impacted English teachers’ professionalism toward the 21st century of learning?

D. Your essay must follow the following writing guideline:

- a. Type in A4 paper with 3.5 cm for up and left margin and 2.5 cm for right and bottom margin using single space and justified—one space from each paragraph
- b. Using times new roman 12, your essay must be between 200-300 words excluding references
- c. All citation and references must follow APA 6th edition writing style

Scoring:

- 7) Guideline screening: Those who are not following the writing guideline will be rejected, and failed (0 score)
- 8) Critical argument: All argument should be followed by reasons and evidences
- 9) Grammar and writing accuracy
- 10) References: Use referred journals published in last ten year. The more up-to-date the more credits you have
- 11) No plagiarism detected: All must be your original work. Quotation and citation must be conducted using ethical standard (see APA writing style on how to cite)

Note: Any questions should be addressed to 082120902069 (text ONLY).

Task: Journal reviews

The review of the journal is presented in several points. These followings points (number 1 to 4) are possibly presented in ONE paragraph altogether, excluding journal identification and references which are put in separated parts. However, I myself, prefer to use two paragraphs for making a review: introduction + summary at the first paragraph [1] and review + conclusion in the last paragraph [2].

Journal identification/description/identity

Here, you have to write the detail information of the journal using the following format

Author(s).year.title.name of the journal.vol(num).pp.

1. Introduction

Write a little bit about the author biography, e.g. author (s) full name, university, interesting point(s) from this article

2. Summary

Write all information related to:

- a) Issue(s) which is the focus of the article/study.
- b) Participant who involved in the study (sample)
- c) Methods used in the study/article
- d) results/findings found/reported in the study/article

3. Reviews

- a) Stand on one or more interesting points of some findings/statements reported/stated in the journal
- b) Make argument on it (them)
- c) Supported your argument(s) by several evidences (taken from books, other journals, or documents)

4. **Conclusion.** Write your conclusion in one sentence.

5. **References.** Write all references you use in the analysis/review

Task: Essay writing

Write an essay of 3-4 paragraphs from your 'narrowing topic'. Use the structure as discussed earlier. Please be aware of references and proper citation. You can use the following structure which has already been discussed.

Title:

1. Introduction paragraph: Containing of thesis statement.
2. Paragraph 1: topic sentence + supporting ideas + details
3. Paragraph 2: topic sentence 2 + supporting ideas + details
4. Concluding paragraph

It is important to apply/ use these strategies: Claim, reason, evidence + warrant as you writing your paragraphs.

Essay Review Scale

No.	Dimension: aspects	Scale	
		Yes	No
A	Topic		
1	Is the TOPIC relevant to the ELT?		
2	Is the TITLE relevant to the topic?		
3	Is the topic still current issues?		
4	is the topic beneficial to the ELT practice and theories		
B	Structure		
	Introduction		
5	Is there any introduction paragraph?		
6	Is there no thesis statement in the introduction?		
7	Is the structure of the essay presented in the introduction?		
	Contents		
8	Does each paragraph have a topic sentence ?		
9	Does the topic sentence have some supported sentences ?		
10	Are there no evidences (example, table, chart, graphic) presented in the content paragraphs?		
	Concluding remarks		
11	Is there any concluding sentence?		
12	Is a recommendation or comment for other authors (researchers) provided?		
C	Language and features		
13	Are sentences and clauses written in correct grammar ?		

14	Are reading remarks (punctuation, comma, etc.) used improperly?		
15	Are varieties of dictions used in the overall paragraphs?		
D	References		
16	Are other's ideas and thought cited according to the academic ethics?		
17	Are citations improperly written?		
18	Are references correctly written?		
19	Are the journals used as the references (minimal 60 %) of the all references?		
20	Are the 75 % of the references used in the overall paragraphs published in the last 10 years ?		

How to cite this article in APA style:

Misdi, M. (2018, March 16). Essay Writing Review Scale. Retrieved from osf.io/q9frj

How to cite this article in MLA style:

Misdi, Misdi, "Essay Writing Review Scale." Open Science Framework, 16 Mar. 2018. Web.

Comments on Test of Academic Writing

Type of the test : writing
 Category : Journal review
 Reviewer and Evaluator : Misdi

Table 1
 Evaluation: General findings

Aspects	Good	Poor
Description	Mostly wrote well about the description of the journal	Some ignored the instruction
Summary	Mostly summarized well about then <u>contents</u>	○ Only some did NOT focus on the content, e.g. included grammar mistake analysis, etc. ○ Some mistakes on making both citation and references were still found.
Discussion / review	Mostly stood on reviewer's points of views, at least commenting	Only some gave no reviews/comments, e.g. ONLY took/cited other' work.
Grammar & Writing style		○ Still, many students made mistakes on grammar (tenses) and capitalization. ○ neither title nor name of the journal were <i>italic</i> printed. ○ Titles (e.g. prof., SP.D, M.Pd. have not been appreciated accordingly in terms of academic writing
References	Mostly did well	○ Some used out-of-date references

Source: Students' assignment project of Midterm test, 2017

AN INTRODUCTION TO ACADEMIC WRITING

A Pointer for Undergraduate Students



This book is intended for you, university students to begin your academic writing—a process of a very time-consuming writing. But, you will find it different experiences after reading this book. This book features practical guide, a step-by-step-writing. Most cases revealed and discussed in this book are very common problems found during academic writing.

You will enjoy reading this book as it provides how to write “eye-catching” title. It also gives you “techniques” how to search reputable references—a skill of navigations that is vital in enriching qualified writing. You will learn these all supported by evidence how feedback is usually given during the writing supervision.

At final touch of this book, you will find what to be avoided during academic writing— a plagiarism which is “red” forbidden. You will learn what and how to avoid self-plagiarism—a practice that is not intended to do so. Finally, enjoy your reading!



Perkumpulan Rumah Cemerlang Indonesia
Pondok Karisma Residence
Jalan Raflesia VI D.151
Panglayungan, Cipedes Tasikmalaya – 085223186009

ISBN 978-623-5847-33-7 (PDF)

