

# JURNAL HOLISTICS

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## HOSPITALITY AND LINGUISTICS

Volume 5 Nomor 9 Juni 2013

### Contents:

- Teaching Writing to EFL Students: An Adult Teaching Reflection*  
(Murwani Ujihanti) 1-8
- The Influence of Reading Interest and Library Access toward Students' Reading Achievement*  
(Sri Endah Kusmartini) 9-13
- Improving Reading Skill of Students of Hospitality Industry Concentration Program of Sriwijaya State Polytechnic through Weblog*  
(Risa) 14-20
- Move Structure of Introductions in the Final Reports Written by the Students of English Department at Sriwijaya State Polytechnic*  
(Muhammad Nadjmuddin) 21-30
- The Effect of the PORPE Strategy on Reading Comprehension Attainment*  
(Risnawati & Welly Ardiansyah) 31-35

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## DAFTAR ISI

<b>Pengantar</b> .....	i
<b>Daftar Isi</b> .....	iii
<b>Murwani Ujihanti:</b> <i>Teaching Writing to EFL Students: An Adult Teaching Reflection</i> .....	1
<b>Sri Endah Kusmartini:</b> <i>The Influence of Reading Interest and Library Access toward Students' Reading Achievement</i> .....	9
<b>Risa:</b> <i>Improving Reading Skill of Students of Hospitality Industry Concentration Program of Sriwijaya State Polytechnic through Weblog</i> .....	14
<b>Muhammad Nadjmuddin:</b> <i>Move Structure of Introductions in the Final Reports Written by the Students of English Department at Sriwijaya State Polytechnic</i> .....	21
<b>Risnawati &amp; Welly Ardiansyah:</b> <i>The Effect of the PORPE Strategy on Reading Comprehension Attainment</i> .....	31
<b>Petunjuk Penulisan Naskah Artikel</b> .....	36



## TEACHING WRITING TO EFL STUDENTS: AN ADULT TEACHING REFLECTION

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**Abstract:** Teaching writing to low English competence of EFL adult students is challenging. Teachers have big job in training low English competence to meet the high demand writing skills at the job market. This article discusses of the effort to propele the capability of writing in order to be able to meet the requirement of the job market. First, it describes what ideally writing skills mastered by students. Then, teaching condition and situation are presented to provide overall picture of the EFL situation where the object of the discussion takes place. Finally, suggested solution purposed that is open for further discussion.

**Key words:** *EFL teaching, teaching writing, writing, teaching EFL adult*

### INTRODUCTION

Writing is the productive activities of a writer that needs training for doing so. The underlying reason for the obstacle is a word or words do not exist by nature instead of produced by human society. As an outcome of the intensity of ideas, thoughts derived from extensive readings or acquiring enormous information that blend with previous understanding then through a process of transformation to eventually form new understanding of a certain issue. This new understanding needs an outlet for self-expression that is in the form words. Neat and well-structured words in communicating people ideas in the form written words are what we mean by writing.

Writing means transmission of knowledge mastered by the writer. As a product of human knowledge, writing is a process of understanding expression in a certain field of knowledge that done in transforming to become a person who performs critical thinking socially as a member of society. Start with formulaic paradigms as a foundation of writing convention polished with the freedom of expressing problem solving of the social issues writing develops into a media of self-actualization.

Teachers experience the conceptual paradigms for writing. This view develops from formalistic paradigm becomes cognitive and eventually transform to social/critical paradigm. These three paradigm developments give underlying concept of teaching writing. Starts from building the basic construction of writing regulation, then gradually lead students to express their ideas or exploration of thought concerning of certain issue, finally writing is expected as a need to self-actualization within their social community. In this stage, writing has shifted to the media of communication within organizations, certain field of knowledge, or even work places.

Despite the compulsory training in gaining the writing skills, writing is also a habit that so much influenced by the local culture. The more writing practice we have the smarter we are in writing. This idea due to writing is not imbedded capability of human being. It needs practice to sharpen this ability. It is like a knife that needs regular sharpening. In this situation, the local culture where we live has great influence to the form of writing habit. The culture where story telling or oral communication more dominant couses limited writing records. People do oral communication in their live makes writing a bit hindered. This phenomenon will surely be the obstacle in employing writing task in the classrooms.

The shift to writing culture from verbal one is still insignificant even though internet has dominated the society live style. Some arguments concerning with this case is various. From the influence of mother tongue logical pattern to the low eagerness to read, triggers the fact of low writing capability. The most evoking view in term of low writing skill is the urgent improvement in reading habit. On the other hand, Felicia Utorodewo (Jakarta Post, April 27, 2011) conveyed that “Indonesians’ lack of ability with the Indonesia language”. It means that not all Indonesians are able to use Indonesian language well. They still blend oral language within written language when they are writing. Therefore, their writing works are ineffective.

The other destructor is low reading habit. This dispute occurs because writing is productive activity of language use. Logically, to enable students to write there should be enough knowledge repertoire concerning with the writing topic. Reading is a passive activity when students acquire new understanding after combining new information from the reading and their schemata. This new understanding, knowledge, is the one that will be set out in the form of writing. In short, reading habit is in line with writing ability, the higher reading activities the more skillful in writing.

Writing ability of the students still need to increase since “... *the quality of so many of the graduates was so poor, ITIF has taken to giving the small share of the most promising applicants...*” (Atkinson, 2010, page 1). He even gives further evidence over this idea by saying that is *Sstrikingly, among recent graduates of four-year colleges, just 34, 38 and 40 percent were proficient in prose, document, and quantitative literacy, respectively.* “ These facts show that higher education release lot of graduates who have not yet learned the importance of language in effective communication including written communication.

Mostly education was regarded, especially polytechnic, as a means of getting high grade that enable students to enter university. Then university gain the right degree to make students occupy the well paid secure job. Nowadays challenge requires more to adaptable skills to cope with a changing marketplace. Unfortunately, universities have no chance to conduct remedial teaching for undergraduates who did not master basic skills in thought analysis, spelling, punctuation etc. Therefore, polytechnic is supposed to meet the challenge in equipping the students with basic skills to face competitive marketplace environment

To sum up, job market demand of written communication skills is high meanwhile the students’ skills in communication still needs to improve. Therefore, teachers should take the challenge of teaching English into account, especially written communication. Teachers of English strive to increase student communication skills to meet the demand of the job market.

To sum up what has been discussed in the background that job market needs high written communication skills such as writing letters to potential clients, writing formal reports (approximately 1500 – 2000 words), summarizing meetings, job application letters. (TOEIC – Can-Do Levels Table). On the other hand, students of Politeknik Negeri Sriwijaya are able to write: short notes, directions and lists with difficulty and not fill out forms, details memos, letters or reports. (The result of TOEIC test 2011) Considering the gap of writing ability of the students, the challenge faced by the teachers of English in Politeknik Negeri Sriwijaya is in the domain of increasing language and higher cognition problems.

The purpose of this article is describing problem in learning writing in Politeknik Negeri Sriwijaya, then followed by presenting the suggested solutions. The study is a self evaluation of teaching result that was based on the result of English proficiency test which was conducted at the end of schooling program every year and the summarized problems encountered in the field during teaching times. The ultimate purpose of this article is offering ideas to improve students’ language skills mainly in writing. Therefore, the discussion focuses on describing the problem formulation which concerns on problem of language and higher-order of cognition.



## **DISCUSSION**

The format of the discussion consists of two sections, they are problem description and suggested solution. Problem description explains the sum up problems found during the teaching practise in the class rooms. Suggested solution conveys the ideas that might be useful for overcoming the obstacles of increasing English writing capability.

### **Problem**

Polytechnic is a tertiary level school. Politeknik Negeri Sriwijaya is in Palembang, capital city of South Sumatera. Polytechnic has 13 departments with the total number of students are 4050 students. The class in Polytechnic Negeri Sirijaya is mix between boys and girls. There are twenty-four students at the most in each class. The students are between seventeen to twenty one years old with various English capabilities.

Their learning styles are visual 46% and auditory 54% (survey based on Learning Style Inventory by Kolb, 2005). It gives us explanation that visual and auditory learning styles dominate students of Politeknik Negeri Sriwijaya.

They come from various regions of South Sumatera province where English is their foreign language. Their mother tongues are different according to the places they come from as South Sumatera has many local languages, but they speak Indonesian as their national language. It means English is their third language where limited exposure and resources about English. Class size in Polytechnic is 24 students per class.

Students learn 35 hours a week during 6 days. They take 10 to 14 subjects per semester, during 20 weeks.

Teaching objectives of English is learning language as communication in business area. Some people might think of business communication is concerning language used in a very strict and formal situation. They actually are true but let me explains that business communication occures in both formal and informal situation. Formal situation is likely used in business presentation, business meeting, writing report, negotiation and so forth. Meanwhile, in doing business people need to maintain relationship with clients, colleagues, entertaining visitors, take guests tour around the business venues, .... and many other things when they use informal language during interaction. In this case, the objective of teaching English writing in Politeknik Negeri Sriwijaya seems more to business English. Especially for writing is more writing as communication tool rather than academic writing.

Writing is a productive language skill. It means by writing, teachers train students to express their idea in a concise and easily followed logically. After reading or having enough input of knowledge students are supposed to be able to express their opinion in the form of writing.

In this condition, to cater for the objectives of teaching writing in English teachers need collaboration or communication with teachers of other subjects. This link will make the work easier in dedicating good service to the students (clients). There will be a match between topics and contents of English syllabus and students' field of study as well. Consequently, students will get friendly topics in English writing and it will end up to more interesting writing work. The reason is students have enough background knowledge about the writing material.

In this institution, English position among other subjects considers as something segregated. Teachers of English have limited time to interact with other teachers from other subjects. Partly teachers of English are not the teachers of the department, where they work, so there is a feeling of being guests. They are from English department sent to teach all departments in this institution. There is a kind of feeling temporary visitor or guest to works not permanently. Possibly, next semester teachers of English will teach other departments. It

means they work in new environment and should adjust the new circumstances of their new work place.

Student's English competence of Polytechnic Negeri Sriwijaya in average is elementary level (348 TOEIC international test 2011). This test conducted for the students who were in 6th semester, before graduation TOEIC International Test measured students English competence. The scores were compiled from all the classes in Polytechnic Negeri Sriwijaya about 1272 data/ students (11 department, 53 classes)

The elementary level capability (348 TOEIC International test) referring to TOEIC can-do levels table means students are able to *write short notes, directions and lists with difficulty* and *not fill out forms, write details memos, letters or reports*. This fact gives us description that students' English competence desperately needs to propel. The requirement of the job market is at the level of 605 – 780 for Basic Working Proficiency and 785 – 900 for Advanced Working Proficiency. In short, it needs two or three leaps to fulfill the job market requirement.

Language problems that need to take into account are poor vocabulary, awkward phrasing and unconventional grammar, difficulty with sentence structure and word order, trouble reading back what is written. These are the result of long observation during teaching times. Students have limited capability to express themselves in English since they lack of vocabulary to describe their ideas. Also, their mother tongues influence strongly toward the grammar of English that creates untidy sentence structure and word order.

Students also have psycho-linguistic problems in writing, they are: trouble generating ideas or elaborating on them, difficulty developing and organizing ideas, lack of opinion or sense of audience, and difficulty with writing tasks that require creativity and/or critical thinking.

Learning time for English is various from department to department. The effective teaching time during a semester is 16 weeks. The duration of teaching times a week varies from 100, 150, and 200 minutes per week. Therefore, in one semester, time allocation for teaching English varies from 1600 minutes/ 27 hours to 3200 minutes/ 53 hours. It means time for teaching writing is less that the time allocation since writing skills is inserted in the English teaching time.

Limited teaching aid is also another factor that should be considered. The limitation is mainly in the insufficiency of language laboratory. Further, some of the classes have unwell operated LCD. Audio and video teaching aids still need to increase. In EFL situation sound, pictures, and even motion pictures will contribute significantly to the teaching and learning process. Teaching aid is crucial since it enhances teaching capability to overcome limited exposure to English.

Books and any resources that can enrich teaching capabilities is limited. Books, journals, magazines and any other up-to-date references are crucial requirement for accelerating teaching productivity. Getting information of EFL/ESL pedagogy is one of the efforts to keep teachers catch up of what is happening in the teaching field. It fosters teachers to do self development that will end up to institutional high grade level.

Teaching English in Polytechnic Negeri Sriwijaya is undetachable from other subjects within department. Intradepartmental communication is beneficial due to writing program can be imbedded in all the subjects in Polytechnic Negeri Sriwijaya. If frequent writing assignment is part of teaching program for all subject, students will get benefit of more extensive practice in writing skills. Better writing skill in Indonesia will improve writing skill in English.

## Suggested Solution

In this space, the proposed way out will be presented. The suggestion is based on the problem described previously in the discussion that concerns with teaching adults with low level English competence students who employ visual and auditory learning styles. Teaching adults is tricky. Teachers have to make sure the students understand why they learn the subject or topic at school. Students have to know that the subject taught is an important part of learning.

Further more, student learning style should be addressed. Visual and auditory learning style are dominant styles of the students at Polytechnic Negeri Sriwijaya (survey based on Kolb and Kolb, 2005, Learning Style Questionnaire).

Visual learners can learn effectively when we use visual teaching aids. Picture, graphs, diagrams, and illustration help them to internalize the concept. So, clear and good quality of picture and visual equipments are crucial to cater for this learning style. During the teaching process, the visual learners need handouts and also screen or white board to clarify the concept. Anything that presented visually is of benefit for them.

The other dominant learning style is auditory learning style. This type of learners are good at listening all sounds associated with the learning. Therefore, teacher needs to be well articulated in explaining and describing concept. These type of students, usually, actively participate in discussion. To cater for this type of learners, teacher needs to explain the concept by speaking clearly, asking questions, and getting students to ask questions.

As a wrap up of teaching strategy to cater for these two dominant learning styles at Polytechnic Negeri Sriwijaya, teachers are supposed to apply eclectic strategy. Partly, make use of any visual teaching aids to convey the concept, and the other is employing audio teaching aids. Due to the rare, not all department provide this teaching aid, audio equipment for learning English teacher needs to make sure this teaching aid is available during teaching time. The way how to get this teaching aid might arrange and make coordination with the department that has this equipment.

Effective learning for adults is having practice experience. Let the students to be active during the learning process. After explanation or description done by the teacher, the next step is conducting small group discussion, role playing, or even doing project. Such activities keep students energized that is beneficial to get more understanding about the topic or concept they learnt. "... the complexity of memory formation, minor disruptions in one or more of the involved signaling cascades, including ROS-reactive oxygen species, can be deleterious to memory formation..... ROS play a prominent role in the formation and maintenance of memory" (Massad, Cynthia A and Klann, Eric. 2011, p 2)

Having experience from learning rather than just sitting down and being an observer is more beneficial in acquiring knowledge. Because it makes the stronger input loading to the students memory. This experience can be gained more through discussion and practice doing, the level of retention are 50% and 75% respectively (Queen's University Belfast, 2012). These activities give opportunity for the students to internalize the concept and then enrich the concept by discussion and learn from making mistakes. In practice doing technique, students have chance to express their understanding and revising their ideas to provide clearer description to others, before taking further step that is called conveying others through teaching others.

For further explanation, the other activity to enhance learning is what we call teaching others. It might be the most effective way to impose great input to students, by articulating their idea about the concept makes students strengthened their understanding about the learning subject. When students explain their belief about a concept it means they communicate their understanding to others. They have ideas and conveying their idea to others is a great brain activity to strengthened long term memory.

Experience of learning is profound aspect in learning process. Neil (2005), mentioned that John Dewey “*proposed that education be designed on the basis of a **theory of experience**. We must understand the nature of how humans have the experiences they do, in order to design effective education. In this respect, Dewey's theory of experience rested on two central tenets -- continuity and interaction.*”

Human being are survive by learning from experience as the proverb says that experience is the best teacher. When we applied this idea to teaching practice means that teachers are supposed to be able to provide the environment and design activity to make students being active during learning process. Get the students involve actively in the learning process such as producing work, making question and the answer is in the form of a piece of writing.

The second believe is interaction which means the interweaving process of past experience and present one create understanding. So, the interpretation might be teachers design learning experience in every teaching session then interlace these experiences in continous chain of learning experience. Therefore teacher design the learning activity and direct students to actively participate in learning process to get the most retention of knowledge and skill input.

Further more, to support the argumentation of the experiential notion, Edgar Dale’s Learning Retention Rate gives us information that the most effective way to make students internalize concept is teaching others. It is approximately 90% value of effectiveness. To get sufficient time and space in doing writing, students deserve enough time to interact with faculty as a supporter and advisor during learning process. Surely, it will give indirect effect to support the approach of learning, learning by doing, to boosting gains in learning and development. (Gonyea, R M and Anderson, P. 2009)

To enable teacher facilitate students doing appropriately in acquiring learning input through experience and and ‘teaching others’ method, 150 minutes session and meeting twice a week is considered as sufficient learning time during a semester (Schuldberg, J et al.2007) . This length of time provide both students and teachers interact intensively and even interaction among students to have fruitful discussion during the teaching session.

When students are engaged in learning, vocabulary building will effectively work. In intensifying vocabulary building, students are not recommended to memorize independent words and it meaning. It means students will write or use the word into sentences. Rather than memorizing, directly use the new words in sentences will be much beneficial (Oxford R, 1989 , p 60) There are various techniques for increasing vocabulary such as doing extensive reading, entry new word on the word list, or practising new words in group work. Teachers have previlige to decide which is the best for their class situation and condition. The more effective way to enhance vocabulary is writing. The more writing work we do the more vocabulary building works intensively. During writing process the production of words to convey the meaning will be very active, it means the students will do their best to find the exact words to communicate meaning. Therefore, having writing exercises are good for vovabulary building.

Problems with grammar such as awkward phrasing and unconventional grammar, difficulty with sentence structure and word order can be limited by applying pedagigical method. This is the base of thinking that underlay the grammar error correction. Thinking of translating idea into English as a phrase or syntactical way rather than lexically, because translating word to word approach will not account for the success on the writing task ( Brooks-Carson, A W & Cohen A D. 2000, p 413.) At the beginning semester of the first year, giving writing task using simple sentences is advisable then in line with the increasing writing capability compound and complex sentences will be employed.

Psycho-linguistic problem concerning with trouble generating ideas or elaborating on them. The solution that might be useful for teaching writing is providing the writing task

about the topics that most interesting for the students. The other suggestion is design the writing task that make students write to someone they care. Students write about their work, or problems to their parents or friends.

## CONCLUSION

Teaching writing in EFL situation is more challenging as limited exposure to English therefore the effort of supplying more exposure to English this institution can establish events where all students across departments can watch English language films. Also a budget dedicated to provide up-to-date books on EFL pedagogy and audio equipments for better teaching implementation in the class. Students needs repeation or do practice writing frequently to enhance both vocabulary repertoire and writing skills. Writing tasks done not inword to word translation rather then directly writing in English pattern and way of thinking.

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## THE INFLUENCE OF READING INTEREST AND LIBRARY ACCESS TOWARDS STUDENTS' READING ACHIEVEMENT

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**Abstract:** The research was designed to examine the influence of reading interest of English Study Program students, Sriwijaya State Polytechnic and library access as perceived by the students themselves towards their reading achievement. The number of the sample was 60 which were taken randomly. A measure of reading interest was used to measure reading interest of the students and a measure of library access was used to measure their perception about library access. The archive about students' reading scores from English Study Program, Sriwijaya State Polytechnic was used to see their reading achievement. Pearson Product Moment and Multiple Linear Regression were used to test the hypotheses. The results proved that there was significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement; there was significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement; reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influenced their reading achievement significantly.

**Keywords:** *reading interest, library access, reading achievement*

### INTRODUCTION

The most important thing that should be done by every student including English Study Program students Sriwijaya State Polytechnic is reading. This activity holds a very important role so that everyone involved in this domain should find out how to make the students get interested in reading. In general, interest enhances learning (Hidi, 1990). Bergin (1999) mentions that exposure is necessary for the development of interest. Moreover He claims that people cannot become interested in things they have never encountered. Therefore, there should be other people who attempt at least to introduce or to exposure. Moreover, freedom to choose the study topics that are already of interest tends to facilitate interest (Deci, 1992). McKenna (1994) believes that affective element of interest will appear when the readers engage with a text. In this time, interest plays a role in the decision to read and do many things concerning with reading and its derivatives like answering the questions, creating an article and so on (McKenna, 1994).

One of the facilities needed by the students to read is the library. Ullman and Widom (1997) define a library as an organized collection of information resources made accessible to a defined community for reference or borrowing. Moreover, they also mention that library provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both.

As it has been mentioned by Hidi (1990) above that interest develops learning. Therefore it is hoped that reading interest of the students will develop their reading achievement. The question was whether there is a significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement or not. It was important to find out so that every people involved in this domain understand whether to consider the students' reading interest or not in developing the students' reading achievement. Next, it is also understood that library is a centre of information. The question that also appeared was whether library access has a correlation

with reading achievement of the students. It was important to find out so that every people involved in this domain will understand whether to develop the library access or especially in developing the students' reading achievement. The last question was whether reading interest of the students added to library access as perceived by the students themselves influences reading achievement of the students. This final question was also important so that everyone involved in this domain will understand whether to develop reading interest of the students and library access in order to develop reading achievement of the students or not.

The hypotheses of this current research were: Ho1) There is no significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ha1) There is significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ho2) There is no significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ha2) There is significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement; Ho3) Reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves does not influence their reading achievement significantly; Ha3) Reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly.

## **METHODOLOGY**

The variables of this correlational research were reading interest (independent variable), library access (independent variable), and reading achievement (dependent variable). The population of this current research was all students of English Study Program, Sriwijaya State Polytechnic on the period of February 2013 to August 2013. The sample was taken randomly and the number of the sample was 60.

Data collection was conducted by asking the respondents to fill in the demographic data including name, student's number and semester. Next, the researcher asked the respondents to read the statements in a questionnaire about reading interest and rate their agreement starting from 0 (I do not agree at all) to 10 (I strongly agree) on the basis of self-perception by writing the number. The number of the items was 27. The lowest possible score was 27 and the highest possible score was 270. After that, the researcher asked the respondents to read the statements in a questionnaire about library access and rate their agreement starting from 0 (I do not agree at all) to 10 (I strongly agree) on the basis of self-perception by writing the number. The number of the items was 29. The lowest possible score was 29 and the highest possible score was 290. Finally, the researcher took the reading scores of the students from the archive of English Study Program, Sriwijaya State Polytechnic as their reading achievement.

Data analysis was conducted by applying Pearson product moment to find out the partial correlation and multiple regressions linear to find out the simultaneous correlation, influence and contribution.



## ANALYSES AND INTERPRETATION

**Table 1**  
**Mean, Standard Deviation, Minimum and Maximum Scores**

	Reading Interest	Library Access	Reading Achievement
N Valid	60	60	60
Missing	0	0	0
Mean	210.73	227.68	72.77
Std. Deviation	9.418	6.406	4.335
Minimum	205	200	67
Maximum	228	239	85

The number of the sample of this current research was 60. There were three variables in this current research; Reading Interest, Library Access, and Reading Achievement. Reading Interest and Library Access were independent variables while Reading Achievement was dependent variable.

Reading Interest is the first independent variable. Mean of Reading Interest was 210.73. The standard deviation was 9.418. The minimum score was 205 and the maximum score was 228. Library Access was the second independent variable. Mean of Library Access was 227.68. The standard deviation was 6.406. The minimum score was 200 and the maximum score was 239. Reading Achievement was dependent variable. Mean of Reading Achievement was 72.77. The standard deviation was 4.335. The minimum score was 67 and the maximum score was 85.

**Table 2**  
**The Correlation between Reading Interest and Reading Achievement**

	Reading Interest	Reading Achievement
Reading Interest Pearson Correlation	1	.771 **
Sig. (2-tailed)		.000
N	60	60
Reading Achievement Pearson Correlation	.771 **	1
Sig. (2-tailed)	.000	
N	60	60

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

The correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement was 0.771 with probability value 0.000 which was lower than the alpha level ( $0.000 < 0.01$ ). Therefore,  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was a significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement.

The following was the correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement.

**Table 3**  
**The Correlation between Library Access and Reading Achievement**

		Library Access	Reading Achievement
Library Access	Pearson Correlation	1	.646**
	Sig. (2-tailed)		.000
	N	60	60
Reading Achievement	Pearson Correlation	.646**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

The correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement was 0.646 with probability value 0.000 which was lower than the alpha level ( $0.000 < 0.01$ ). Therefore,  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that there was a significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement.

**Table 4**  
**The Correlation, Influence and Contribution of RIs added to LAs towards RAs**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.780 <sup>a</sup>	.609	.595	2.759	.609	44.328	2	57	.000

- a. Predictors: (Constant), library access, reading interest
- b. Dependent Variable: reading achievement

The correlation of reading interest of English Study Program students, Sriwijaya State Polytechnic (RIS) added to library access as perceived by the students themselves (LAS) towards their reading achievement (RAS) was 0.780. It showed that the correlation of RIS added to LAS towards RAS was strong. R square ( $R^2$ ) of RIS added to LAS towards RAS was 0.609. It showed that the contribution of RIS added to LAS towards RAS was 60.9%. In this case, unexplained factor was 39.1%.

F obtained was bigger than F table ( $44.328 > 3.159$ ) with probability value 0.000 which was smaller than the alpha level ( $0.000 < 0.05$ ). Therefore  $H_0$  was rejected and  $H_a$  was accepted. It can be concluded that reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly.

The significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement suggests that the higher the students' reading interest, the better their reading achievement. The significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement suggests that the better the library access, the higher the students' reading achievement. The fact that reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly suggests that to enhance the reading achievement of the students, everyone involved in this domain should consider the factors of reading interest and library access. The contribution of 60.9% of reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves towards their reading achievement suggests that 39.1% of the variance in students' reading achievement were contributed by unexplained factors.

## CONCLUSIONS AND SUGGESTIONS

There was significant correlation between reading interest of English Study Program students, Sriwijaya State Polytechnic and their reading achievement ( $r = 0.771$ ). There was significant correlation between library access as perceived by English Study Program students, Sriwijaya State Polytechnic and their reading achievement ( $r = 0.646$ ). Reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves influences their reading achievement significantly (F obtain was bigger than F table with probability value which was smaller than the alpha level). The contribution of reading interest of English Study Program students, Sriwijaya State Polytechnic added to library access as perceived by the students themselves towards their reading achievement was 60.9%. The variance in students' reading achievement which was contributed by unexplained factors was 39.1%.

Because the influence of reading interest added to library access towards reading achievement was significant, it is suggested to everyone involved in this domain to consider the factors of reading interest and library access in order to enhance the students' reading achievement.

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## IMPROVING READING SKILL OF STUDENTS OF HOSPITALITY INDUSTRY CONCENTRATION PROGRAM OF SRIWIJAYA STATE POLYTECHNIC THROUGH WEBLOG

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**Abstract:** This study investigated the improvement in reading skill through weblog. It was aimed at finding out whether or not there is a significant difference in reading achievements between the students who have treatment and that of those who have not, and how much weblog contributes in improving students' reading achievements. Forty out of 99 second semester students in the academic year 2011/2012 of Hospitality Industry Concentration Program of English Department Sriwijaya State Polytechnic were selected as the samples based on the criteria: (1) their average score of their reading between 66 – 85, (2) their TOEIC score was between 255 – 600, and (3) they were taught by the same lecturer. They were divided into two groups that consisted of 20 students for experimental group and 20 students for control group. All samples were given reading test taken from TOEIC test. T-test and regression analysis were used in analyzing the data. The results showed that the students who had treatment achieved higher and better scores in their reading compared to the students who had not. This study found out that weblog gives much contribution in improving the students' reading achievements.

**Keywords:** *Reading, Weblog*

### INTRODUCTION

The social networking has offered the teaching and learning process that can be done at any time and any places. Duffy and Bruns (2006:31) state that the rapid development of digital technologies and their use in education enable individuals to interact within the educational domain in new ecologies of learning. Moreover, Nutt (2010) states that the World Wide Web has opened a whole new world of opportunity to those who need or want to learn English. Students can learn and have more information about English from the comfort of their own homes on the computers or laptops/notebooks. They can access them not only in the classroom but also outside the classroom as long as there is a hotspot or they have their own modem as the media to connect to internet.

Weblog is a social net-working adaptive technology. This net-workings can involve students in situations that require them to employ a growing assortment of cognitive skills in order to perform and solve the problems in these digital environments.

Reading as one of the language skills is very important to be learned by EFL students. Reading is a very good way for students to improve their language learning. They will get much information that is related with their need. According to Zimmerman (2011:1), "Reading skill refers to the ability to understand what has been read". Reading skill will enable the readers or the students to write. This means that the students should try to make sense of what they read and how they remember it.

Weblog or blog is like personal journals or diaries that provide an online venue where self expression and creativity are encouraged and online communities are built, weblog provides excellent opportunity for education to advance literacy through storytelling and dialogues (Huffaker, 2004:1).

According to Dudeney and Hockly (2007:87), the most common type of blog is kept by one person, who will regularly post comments, thoughts, analyses, experiences of daily life, interesting links, jokes or any other form of content, to a web page. Other features of blog include instants publishing of text or graphics to the web without sophisticated technical

knowledge, ways for people to provide comments or feedback to each blog spot, the opportunity to archive past blog posts by date and hyperlinks to other bloggers.

Reading in English is very important for Polytechnic students to increase their academic competence and also their English competence to compete with other job-seekers. Polytechnic puts the English as one of the subjects that should be learned by the students in Polytechnic curriculum. Every student learns English subject at least three semesters such as in the program of Computer Engineering, Telecommunication Engineering and Chemical Engineering. At Accounting Department, the students learn English four semesters, then at Mechanical Engineering, the students learn it for five semesters, and the other five departments, their students learn English for six semesters.

Reading is the process to comprehend the written text. According to Zimmerman (2011:1), "Reading skill refers to the ability to understand what has been read". The reading skill will enable the readers or the students to turn writing into meaning and achieve the goal of independence, comprehension, and fluency. This means that the students try to make sense of what they read and how they remember it. Because of this, reading needs a lot of practice.

Based on the Webster's Collegiate Dictionary in Wilhelm (2012:1) "comprehension is 'capacity of the mind to perceive and understand". Reading comprehension means the capacity to perceive and understand the meaning communicated by texts. Comprehension needs an active reader to construct the meaning from the texts.

Mikulecky and Jeffries (2004:16) state that "As you read, you make connections between what you are reading and what you already know". Reading deals with text. Text is a body of language that could consist of a single word like 'ladies' or 'gentlemen' on the toilet door right up to a complete book and can be either written or spoken. So reading text refers to the written text that is the text that can be read by the reader as the sources to get information.

Reading text is as an expository text. Lewis and Clark (2012:1) state that 'the main purpose of expository text is to inform or describe'. The information is organized in a logical and interesting manner using various expository text structures. There are some most common expository text structures, namely, description, enumerative or listing, sequence, comparison and contrast, cause and effect, and problem and solution. Expository text is nonfiction reading material that intends to inform or explain something to the reading audience.

Technology has reached the teaching and learning activities. Technology has offered a new type of literacy as digital fluency to consider. It refers to the way people become comfortable using technology as they would any other natural language (Huffaker, 2004:3). He, then, states that blogs represent a perfect medium for literacy. Authors must read and write as they would be on paper; while increasing their comfort with computers and the internet.

Weblog is an excellent way to fuse educational technology and literacy inside the classroom. Weblogs can be both individual and collaborative because they promote self-expression, a place where the writer/author develops highly personalized content. In the classroom, students can have personal space to read and write alongside a communal area where ideas are shared, questions are asked and answered, and social cohesion are developed.

Weblogs are very important for reading through information technology. The writer/teacher can post the reading text followed by some questions about it to encourage the students to comprehend the text. Then, the students post their answers, it is suggested for the other students to give comments or responds to their friends'.

Weblog is reflecting the views of the blog's creator and it consists of text and images and are sorted by date. According to Huffaker (2004:1), "Weblogs are personal journals or diaries and provide an online venue where self-expression and creativity is encouraged and

online communities are built, provide an excellent opportunity for education to advance literacy through storytelling and dialogues”. The weblog enables the people to post their daily entries about their personal experiences and hobbies.

Sriwijaya State Polytechnic data show that the students’ competence in reading is still disappointed and under the target (Polytechnic, 2011). The students’ results are not satisfactory. They are under Polytechnic target. Polytechnic hopes that the students are in intermediate level that means their scores are around 405 – 600. Based on the results of TOEIC test for students of the Academic years 2008/2009 that was conducted in July 2011, their average test score was around 255 – 400. This means they are in Elementary level. For reading skill, they just understand the simple instruction and for the writing skill, they can just write short notes.

The TOEIC (Test of English for International Communication) test is an English language proficiency test for non-native English speakers (Trew, 2011:4). It measures the everyday listening and reading skills of people working in an international workplace environments. The score of this test, in the range between 10 – 990, implies about the person’s skills in listening, speaking, reading, and writing. It describes how well people can communicate in English with others in business, commerce, and industry and this test does not require special knowledge or vocabulary that of a person who uses English in everyday work activities.

In December 2011, there was another TOEIC test conducted in Polytechnic for students of the Academic years 2011/2012 and the results were not so different from before. They are still in Elementary level. Here is the table of their results.

No	Month	Kinds of Test	Results		
			The lowest	The highest	Average
1	July 2011	TOEIC	115	875	361
2	December 2011	TOEIC	25	715	285.37

Source: English Department, Sriwijaya State Polytechnic (2011)

The problems in this research are: (1) Is there any significant difference in reading achievement between the students who have treatment and that of those who do not? And (2) How much does weblog contribute in improving students’ reading achievement? In line with the above, the objectives of the study are to find out if there is a significant (1) difference in reading achievement between the students who have treatment and that of those who do not and (2) contribution of weblog in improving students’ reading achievement.

**METHODOLOGY**

In this research, the writer used quasi-experimental research: non equivalent pretest and posttest design (Creswell, 2005) to identify the difference of students’ reading and writing achievements that were taught through weblog and that of those who were not. In this study, the writer used two groups, experimental group and control group.

The population of this study were all students of the second semester of English Department in Hospitality Industry Concentration Program of Sriwijaya State Polytechnic in the academic years 2011/2012. They were 91 students in the population. The writer used purposive sampling technique in which she chose 40 students as the sample based on the criteria (1)The average score reading of the semester one students was between 66 –

85,(2)The average score of their TOEIC was between 255 – 600,and (3)Students were taught by the same lecturer.

The 40 students were divided into two groups; each consists of 20 students. Then, to determine which group belonged to experimental and control, the writer used ‘flapping a coin’ technique. The head represented the experimental group and the tail represented the control group.

The writer collected the data by using pre-test and posttest. The pretest of reading was administered to see the students’ achievement in comprehending the texts provided before getting the treatment. Meanwhile, the posttest of reading skill was given to find out the students’ achievement after the treatment was conducted. The results of the two tests were computed using t-test.

The data were in form of scores of the pretests and posttests of reading skill of control and experimental groups. The writer analyzed the data by using paired sample to find out the increasing achievement while the independent t-test was used to find out whether the treatment increased achievements in reading significantly or not. She wanted to prove whether or not the difference was caused by the treatment given. Then, the data were computed by using SPSS release 16.0.

## FINDINGS AND INTERPRETATION

**Table 1**  
**The Score Distributions of Students’ Reading Achievements**

Variables	Score	Experimental Group		Control Group	
		Pretest	Posttest	Pretest	Posttest
Reading	Lowest	25	50	35	53
	Highest	75	88	60	85
	Mean	48.55	69.65	43.20	63.25
	Gain Mean	21.10		20.05	

**Table 2**  
**Paired Sample t-test of Reading Achievements**

Variables	Score	Experimental Group		Control Group	
		Pretest	Posttest	Pretest	Posttest
Reading	Mean	48.55	69.65	43.20	63.25
	Std. Deviation	13.399	10.255	6.795	8.472
	Mean Difference	21.10		20.05	
	Std. Deviation	7.312		8.730	
	Sig. (2-tailed)	0.000		0.000	
	t-obtained	12.905		10.261	
	t-table	1.729		1.729	

**Table 3**  
**Independent Sample t-test of Reading Achievements**

Group	N	Mean	SD				
Post-test Reading Skill Experimental Group	20	69.65	10.225				
Control Group	20	63.25	8.472				
<b>Second output</b>							
	t-obtained	Df	t-table	Sig (2-tailed)	Alpha 0.05	Mean difference	Interpretation
Post-test Reading Skill Equal variances assumed	2.155	38	2.024	0.038	<0.05	6.400	Significant difference

The writer used the Linear Regression Analysis to know the extent the contribution of weblog in improving the students’ reading achievement. The finding showed that the correlation coefficients (R) between the pretest and the posttest on reading achievement of the experimental group was 0.842. This result described that weblog had significantly positive correlation in improving the students’ reading achievement. Next, the determinant coefficient (R-square) was 0.503. It means that the increase of the students’ reading achievement was influenced by the use of weblog 70.8%. So it was concluded that the contribution of weblog in improving students’ reading achievement was 70.8 %, while the rest 29.2 % was contributed by the unexplained factors.

**Table 4**  
**Summary of Linear Regression Analysis of Reading Achievement**

Model	R	R-Square	Adjusted R-Square	Std. Error of the Estimate
1	0.842	0.708	0.692	5.673

Based on the findings, the writer interprets some results. First, there is a significant progress on reading achievement between students who had treatment and that of those who had not. Reading needs a lot of practice. During the treatment students practiced to read critically. They were asked to use the reading strategies such as skimming, scanning, and guessing meaning through contexts to comprehend the texts.. The students were encouraged to be the independent learners to do their best since what they would learn had much knowledge and information that support their major such as the reading texts Online Hotel Reservation, E-ticket, Heritage Tourism, Deluxe Hotel, etc. Second, there is a significant contribution of weblog in improving students’ reading achievements. Weblog is part of digital technology. It has some features that include instant publishing of text or graphics of text or graphic to the web without sophisticated technical knowledge, ways for people to



provide comments or feedback to each blog spot, the opportunity to archive past blog posts by date and hyperlinks to other blogger. So weblog enables the students to post their creativity in doing their tasks as the students. In this case, they support bloggers as facilities that offer information and comments over the act. It is clear that weblog represents a perfect medium for literacy and is an excellent way to fuse educational technology and literacy inside the classroom.

In the reading treatments, the students expressed their ideas and exchanged their views on topics of common interest which not only keep them updating but also being effective contributors of new ideas. This is in with line to one of the advantages of weblog, the usage of weblogs are convenient, hence people tend to use them more frequently. It also supports students to get into the habit of writing which helps them in all their future endeavors.

Third, there are some unexplained factors that contributed to the students' reading achievements, 29.2% for reading. The factor can be that is (1) the students like reading.

Finally, the results and the explanations above give implication that weblog could give much contribution to improve the students' reading achievements. The teachers can use weblog as the medium to improve the students' creativity in increasing their language skills including reading and writing.

## CONCLUSIONS

Some conclusions are drawn in this study. First, there is a significant difference in achievement between students who have treatment and that of those who do not. The mean score of the posttest of students' reading achievement of the experimental group is higher than the mean score of the posttest of students' reading achievement of the control group.

Second, there is a significant contribution of weblog in improving the students' reading achievement. The contribution of weblog indicates that weblog helps the students to improve their reading strategies to get a better result.

Weblog, as an online journal, has motivated the students to be creative and smart in responding their given tasks in learning activities. Weblog is very useful to develop students' literacy through the digital technology. Weblog can increase their English Proficiency, especially for reading since reading is the skill that deals with comprehending what has been read.

To sum up, weblog is the perfect medium to increase the students' literacy through the social digital technology.

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## MOVE STRUCTURE OF INTRODUCTIONS IN THE FINAL REPORTS WRITTEN BY THE STUDENTS OF ENGLISH DEPARTMENT AT SRIWIJAYA STATE POLYTECHNIC

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**Abstract :** The objectives of the study are to identify rhetorical functions in the Introduction Chapter of Final Report and to examine whether rhetorical functions utilized by the students of English Department at Sriwijaya State Polytechnic have or have not fulfilled the rhetorical structure proposed in Swales' move model. The corpus was collected through purposive random sampling from a number of final reports written by the students. The study used Swales' move model in analyzing the corpus. The results indicate that, despite similarities with Swales' move model, there are some differences between the students' introductions and the model. It is assumed that the different features of the rhetorical structures are influenced by specific characteristics of the polytechnic final reports and their academic writing capacity. Most of the introductions have not met the criteria or principles as suggested in Swales' move. This study shows that there is a need to teach the principles of scientific writing to the students and increase their awareness of rhetorical structure of academic genre. The study has shown that Swales' model is useful framework in analyzing students' final report introductions, but other studies are necessary to compare and reveal their specific characteristics in different disciplines.

**Keywords:** *rhetorical function, move, introduction, writing*

### INTRODUCTION

While written communication has become more important, writing is problematic to many students. Writing is complex activity because it requires linguistic ability and rhetorical skill of written communication. Written communication, in particular, research report, has been explored through a large number of studies on academic writing over the past years. Several studies dealt with the organization of the introduction in research articles (Swales 1981, 1990; Swales & Najjar 1987).

There are some studies investigating rhetorical discourse variations in research articles of several areas of studies such as Swales (1984) investigated introduction section of research articles and others examined the whole structure of the articles such as Posteguillo's (1999) study which explored the discourse structure of research articles in computer science. Another similar study conducted by *Nwogu (1997)* analyze the discourse structure of research articles of medical science. *Ozturk (2007)* investigated the textual organization of research article introductions in a single disciplinary area and *Safnil (2000)* analyzed rhetorical structure of Indonesian research articles in three disciplines. *Bruce (2009)* examined Results sections in sociology and organic chemistry articles.

Academic texts written by graduate and postgraduate students have also been investigated. Some important studies have examined the academic text structure of certain chapters of master's theses, for examples, the study of abstracts and introductions conducted by *Samraj (2005)*, and the study of conclusion section by *Hewings (1993)*. *Bunton (2005)* examined the structure of PhD conclusion chapter which showed some differences between science and technology disciplines and social sciences. Another study of academic discourse conducted by *Paltridge (2002)* analyzed the whole structure of complete sections in master's and PhD theses written by students from several different fields of studies at a university in Australia.

To the best of the writers' knowledge, there have been no linguistic studies on the structure of research report written by Indonesian polytechnic students in English or in Bahasa Indonesia. There has been, to date, no study on discourse structure of research report introduction written by polytechnic students, in particular, polytechnic students in Indonesia. Thus, the recent study tried to respond the need for further research on written discourse analysis written by Indonesian EFL.

The problem of this study was formulated in the following questions (1) "what are the move structures of Final Report Introductions (FRIs) written by the students of English Department?", (2) what are the discourse functions of the moves?. The study was expected to reveal move structure of FRIs written by the students and the discourse functions of the moves. In other words, this study examines whether there are some similarities and differences between the move structures of FRIs written by the students of English Department and the move structure model proposed by Swales (1981). The main benefit of this study is to help students to write up their final reports. The findings of this study will facilitate students in writing framework of their final reports. The implications of the study will be useful for didactic purposes, particularly for the teaching of introductions in final reports. With this in mind, it is suggested to use good models of these as materials on the course for the class of Research Methodology.

The practice of final report writing at Sriwijaya State Polytechnic is that final semester students are obligated to accomplish a final report in which they have to integrate their knowledge, skills and insight in a more systematic piece of writing. Final reports, written by the students at the end of the course, are essential part of polytechnic programs comprising around three months of supervisory work. This study adopted Swales' (1990) move model to analyze the 25 FRIs written by the students of English Department between 2008-2009.

There are some reasons why an Introduction Chapter is selected as the focus of analysis in this study. The first reason for selecting the introduction is that there are some variations in the discourse structure of Introduction Chapter of Final Report written by polytechnic students. Another reason is that two important components of research report namely topic and research purposes must be included in Introduction Chapter. Finally, there is a need for equipping polytechnic students with academic writing skills before they start writing their final report.

The results of this study can be used as an input in designing instructional material of academic writing for polytechnic students. The study of the Introduction Chapter produced by the students at Sriwijaya State Polytechnic can inform us the nature of their discourse structure. The results from this study can be used to design instructional materials in English for academic purpose (ESP) classes to improve the FRIs produced by polytechnic students.

## **Genre Analysis**

Genre is 'a class of communicative events, the members of which share some set of communicative purposes' (Swales, 1990: 58, cited in Kay and Dudley-Evans, 1998: 309). Genre can provide a pedagogic tool for teachers to help students enter a particular discourse community, and find out how writers organize texts (Kay & Dudley-Evans, 1998). Genre analysis has been used by many researchers to analyze academic texts. Hyland (1992), asserts that "genre analysis is relevant to the classroom because it puts an emphasis on the rhetorical text structure" (p.14).

The main purpose of academic discourse analysis is to identify the move structure helping researchers reveal text organization of academic research articles. Usually, they comprise of several sections with each distinct communicative function. The results of the

studies were used to help students learn academic rhetoric in order to organize their writing (Swales, 1990 and Paltridge, 1996). Henry and Roseberry (1997) reported the results of their study, which examined tourism texts, that the students who learned text structure were able to write better.

Some frameworks have been developed to help researchers analyze academic texts. Kaplan developed Contrastive Rhetoric Theory to study various discourses focusing on cultural differences (Kaplan, 1966, cited in Monroy, 2008). Swales proposed a discourse structure analysis for an introduction section in 1981 which was then revised in 1990 due to some criticisms. He modified his original four move model into a three-move model called the CARS model. Inspired by his work, many researchers studied not only the discourse structure of introduction section but also other important components of research articles. However, the application of the results is not always easy because academic rhetoric model resulted from the studies based on different paradigms.

Swales holds that article introductions have a structure within which a series of moves (parts) appear in a predictable sequence. Each move is divided into several steps. The choice between 3-move model or 4-move model mainly depends on the discipline and the character of the corpus in which text analysis is applied.

A type of genre can be identified by analyzing communicative purpose of its moves (Askehave and Swales, 2001; Bhatia, 1993). Move is a communicative act which is realized through linguistic strategy. Swales and Feak (2000) define a move as “the defined and bounded communicative act that is designed to achieve one main communicative objective” (p. 35). Move analysis identifies not only the moves and move sequences but also key linguistic features. Each move can be broken down into steps. In his revised model, Swales proposes three main moves namely: 1. Establishing a territory (establishing the topic) 2: Establishing a niche (justifying the present study), 3. Occupying a niche (describing the present study. The moves can be added and each move can be realized by one or more steps (Swales, 1990). To realize the purpose of each move, we need to extend some elements derived from each move which are called steps. Some important studies have used Swales’ model to investigate research article, for example, the study of introductions of research articles from two disciplines conducted by Samraj (2002, 2005) and the investigation of texts written in different languages and cultural background by Fredrickson and Swales (1994).

Bazerman (1999) contends that the CARS model could not be utilized fully to all contexts or disciplines. Field of studies have their own conventions and their rhetorical structure that express their specific communicative functions. Due to the specific nature of the students’ final reports, this study adopted the original model and assumed that the original model can be used as a valid and reliable framework to identify the discourse structure of the FRIs.

## **METHODOLOGY**

To choose the corpus, the following criteria were used. First, due to various disciplines and different academic genre written by students, the focus of corpus analysis in this study was restricted to the FRIs written by the students of English Department at Sriwijaya State Polytechnic within 2008-2009. Through purposive random sampling 25 FRIs were selected out of 93 FRIs for corpus analysis. The FRIs selected were randomly selected from the list of final report titles provided by the library of Polsri at <http://digilib.polsriwijaya.ac.id/>. This sampling procedure was used to enable quick access to the target corpus.

In the original move model proposed by Swales, RA writers include four moves in the introductions. The FRIs were analyzed independently by two English lecturers as decoders using the original move model. The move and step identifications were carried out individually and then some inconsistencies resulted from the individual identification were settled through discussions between the coders. The observed frequencies of each move and each step were tallied and glossed. Also, to see the significance of differences, the frequencies were presented in percentages.

Move analysis identifies a certain segment of text by inferring communicative objectives from formulaic expressions in the idea units. The texts were thoroughly read sentence by sentence because the sentences contained idea units and communicative objectives (Askehave and Swales, 2001; Bhatia, 1993). The units of analysis were not only sentences but also independent clauses and related subordinate clauses while fragment sentences were not included. For the corpus analysis, coding assistance for move identification of the rhetorical features needed to be sought in the main study.

The corpus analysis in this study was conducted through the following procedures. First, the target corpus namely Introduction Chapter of Final Reports written by the students of English Department was collected and then the texts were segmented into several idea units. The next major task after text segmentation was idea units identification into moves and steps by identifying the clues related to type of each move and communicative purposes using framework for analysis. Subsequently, the segmented texts were annotated manually in each of the 25 introductions. The coder studied the annotated text fragments carefully corresponding to those components of moves and steps where the categorization represented in the move framework.

The move of the FRIs can be identified by dividing the texts into meaningful units, especially on the basis of linguistic clues. Linguistics clues, structural components, formulaic expressions were identified from each of idea unit in the text fragments. They were used as lexical clues and identification of rhetorical strategies used for the realization of each move and step (Bathia, 1993). The example of formulaic expressions can be seen in the following Introduction written by the students.

*This study is aimed at examining whether the waitresses have applied SOP in giving their services.*

*The objective of this study is to investigate.....*

**FINDINGS AND DISCUSSION**

The communicative function of each text segment representing a move was first examined to determine its local purpose in each step. The series of steps and moves then contributed to the global structure of the introduction. For example, a final report may start from a move that presents the centrality, and then a move that describes a research problem, and a gap in previous research in the following sequence. The next moves are the moves that describe the solution and announce the present research.

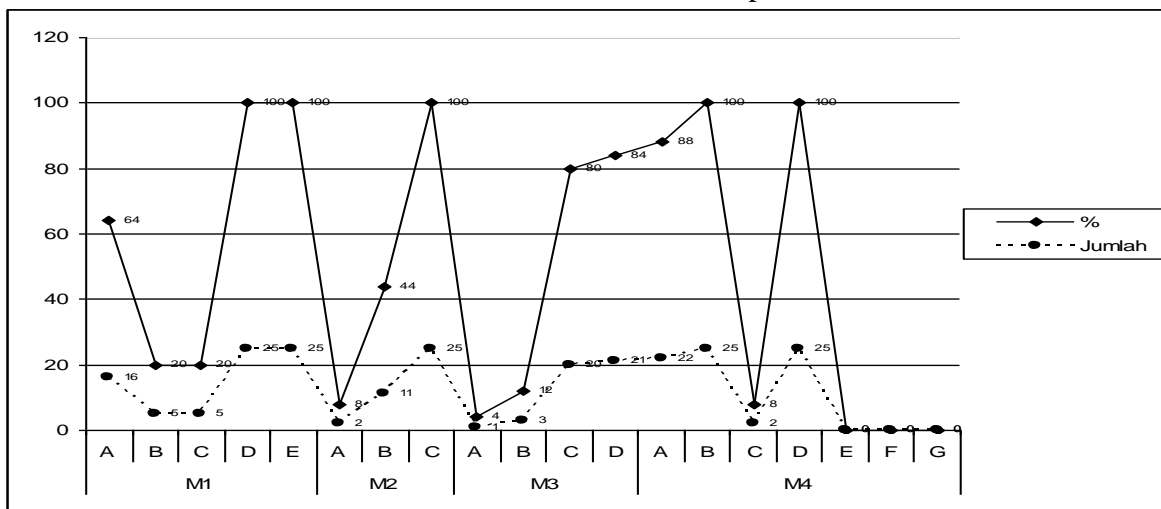
The following *Move Structure* was adopted from Swales’ Move Analysis of Scholarly Introductions (Swales, 1981), Swales and Najjar (1987) and Safnil (2000).

Move Structure

<p><i>Move 1: Establish the field by claiming <u>centrality</u></i></p> <p><i>Step A(Definition of key terms)</i></p> <p><i>StepB (Referring to government policy or document)</i></p> <p><i>Step C(Giving a short story of the research field)</i></p> <p><i>Step D ( Describing the geographical setting of the research)</i></p>
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*Step E (Making a general claim)*  
**Move 2: Define a research problem by indicating a gap, raising a question, continuing a previously developed line of inquiry, counter-claiming (disagreeing with an existing/accepted approach):**  
*Step A(Introducing the research topic)*  
*StepB (Indetifying research problem or phenomenon)*  
*Step C(Reviewing the knowledge and practices)*  
**Move 3: Propose a solution by outlining purpose/setting objectives and/or announcing present research (methodology) and announcing principal findings (results) and indicating the structure of the research**  
*Step A(Indicating inconsistency in the previous studies)*  
*StepB (Claiming that a particular topic has never been explored)*  
*Step C(Claiming that it is necessary to investigate a particular topic )*  
*Step D ( Claiming interest in investigating a particular topic)*  
**Move 4 Announcing the present research**  
*Step A(Announcing the research purposes)*  
*StepB (Stating the research questions)*  
*Step C(Describing the specific features of the research) to investigate a particular topic )*  
*Step D (Stating the expected benefits of the research)*  
*Step E (Announcing the principle findings)*  
*Step F (Proposing the research hypothesis)*  
*Step G (Proposing solution to the research problem)*

Results of Moves and Steps



**Move 1: Establish the field**

In this study, Move 1 step A, that is, ‘Centrality claim’ was realized by the students through key definitions. More than half of introductions (64%) define specific terms with the purpose of explaining some certain terms. It is meant to help readers understand their final report. Definitions are not frequently found in the introductions of international research articles. Excerpt from FRI:

*-Hotel is one of commercial accommodations that provides food and beverage service and residences for tourist from foreign or local countries (Sukresno, 2003:3).*

*-A paragraph is series of intact and coherent sentence that contains concepts, ideas or thoughts that support the subject matter related to the topics covered (Pateda, 1993:106). Sentences in paragraph must ...*

Move 1 step B (giving policy and document) is a quoting a document or government policy. From among 25 FRIs which used Move 1, 5 FRIs (20%) used step 1 to show the importance of the research study.

Excerpt from FRI:

*The number of tourists is increasing. The increasing number of tourists who visit to Palembang from 2001 to 2005 is 79 % that is 351931 tourists (Tourism and Cultural Office, 2005)*

Move 1 step C is one of the most important components of research, reviewing previous studies. Based on Swale's Move 1 step C the authors of research articles normally establish a territory of the research by assuring the readers the importance, relevance, and recency of their research report. This step shows that the researcher is developing his current research and assuring the recency of his research report based on the review of items of previous research and re-establish the significance of the research field. However, the corpus of this study showed that there was no FRI addressed previous studies. Move 1 step C did not occur in the students' FRIs.

Move 1 step D describes research locations. All final reports informed where the writers collected the data and the sources in the descriptions of research corpus and subject profiles.

Excerpt from FRI :

*Therefore, I choose "The Study of room attendant's job in house Keeping Department at Horison Hotel Palembang" as my title of final project.*

*The research scope of this final report is done by the writer at Sultan Mahmud Badaruddin Museum, Menpora and Sky Manary Wisata.*

Move 1 step E presents a general statement regarding a research problem. Almost all of the Final Reports (93%) contained a general statement followed by a limitation.

Excerpt from FRI:

*-From the description above it is clear that guides have important role for tourism of Palembang.*

*-The problem focused on the room attendants' job in House Keeping Department at Horson Hotel.*

Move 2: Define a research problem

Move 2 step A introduces the research conducted by the writer. Only 2 Final Reports (8%) introduced field of research.

Excerpt from FRI:

*Rhetoric has been studied in the fields of communications, linguistics and so on. In linguistics, rhetoric is one of research studies under discourse analysis. Rhetoric is "the study of how effective writing is or speaking achieve its goal.*

Move 2 step B addresses (research) problems regarding the field of research in a statement or in the form of questions. See two examples in this regard below.

Excerpt from FRI:

*This final report contains about the employees problems in serving dish at Food and Beverage Service at Sanjaya Hotel.*

*The problems of this final report are.....*

*1. What Indonesian compliment topics are usually used by the students of English Department at State Polytechnic of Sriwijaya?*

*2. What types of compliment response are usually used by the students of English Department at State Polytechnic of Sriwijaya?*



Move 2 step C addresses the progress and practical issues regarding the field of research. This type of step could be found in every FRI (100%).

Excerpt from FRI:

*The way of giving and responding to a compliment is different from male and female. The reason why male and female differ in language is that they often fill different roles in society (Zhihui, 2002:5). Holmes and Herbert (1988 and 1990 in Shahreza, Dastjerdi, and Marvi, 2011:5).*

Move 3: Propose a solution

In the current study step 3 and its constituent strategies were not fully fulfilled in most FRIs, as mentioned in the move model, through making either A) statements about gaps or inconsistencies of previous studies and B) statements about the previous similar studies and the position of their research studies. Out of 25 FRIs which used Move 3, only 1 FRI (4%) applied Move 3step step A and 3 FRIs (12%) utilized Move 3step step B.

Excerpt from FRI:

*Before the writer does this research, there was a previous study about discourse analysis of broadcast news which was done by Lee (2007). She adopted the methods proposed by Ron Scollon's TV news frames (1998), van Dijk's superstructure (1988a and 1988b) and macro stryucture (1980), Allan Bell's News structure (1991), Dell Hymes's Speaking Model (1974) and Erving Goffman's natural and social (cultural) framework (1986).*

Move 3 step C presents the importance of the study that seems to be obligatory in every research report. However, it was not found in five FRIs out of 25 FRIs.

Excerpt from FRI:

*Based on the explanation above, a room attendance has an important role to attract or even to influence the guest to come again to the hotel. Therefore, I choose "The study of room attendant's job in House Keeping Department at Horison Hotel Palembang" as my title of final project.*

Move 4: Announcing the present research

Move identification revealed some discrepancies in terms of the constituent steps of Move 4. Move 4 step A presents the objectives of the research. Move 4 step A (88%), Move 4 step B (100%) and Move 4 step D (100%) indicated that there were a slight or no difference in the FRIs between the student writers and that of Swales' model. The significant differences were found in Move 4 steps C and E related to the move of announcing the present research.

Move 4 step A presents the objectives of the research.

Excerpt from FRI:

*This study examines the employees' problems in serving dish to the guest at Food and Beverage of Sanajaya Hotel Palembang.*

Move 4 step B presents the problems of the research.

Excerpt from FRI:

*What are the employes' problems in serving dish to thr guests at Food and Baverage of Sanjaya Hotel Palembang.*

Move 4 step C presents the specifications of the research.

Excerpt from FRI:

*Research Methodology*

*1. Type of research*

*Type of research done by the writer is descriptive research. Descriptive research is the .....*

*2. The location of research done by the writer is .....*

*3. Data Collection Method*

*The writer has taken the data for finishing this final report project by using the following methods:*

*Field Research*

*The writer has taken the data directly by .....*

#### 4. Analysis

*The data that has got by that method will be analyzed and found the solution by read some books or literatures or references that has connected with the problem.*

Move 4 step D presents the benefits of the research.

Excerpt from FRI:

*The benefits of this final report are...*

There were no Move 4 steps E, F and G found in the corpus. Move 4 step F which presented the hypothesis of the research was not found because no FRI tested hypothesis. Based on Swales' Model, Move 4 step G presents the solution to the problem. The students present the solution in Conclusion and Suggestion Chapter.

There are some problems found in this study regarding some discrepancies between the traditional structure model and the students' FRIs regarding the purpose of the introduction. It is assumed that the problems found in the FRIs were inefficient organization and inappropriate emphasis on some moves and steps.

## CONCLUSION

By analyzing the rhetorical moves in the students' FRIs using Swales' Move Analysis, this study examines the different practices between student writers and expert writers in utilizing the communicative purpose of their introductions in the discipline. The proposed framework for the corpus analysis could not be fully applied.

The introductions written by the student writers lack some basic rhetorical moves. Most FRIs included several key definitions in the introductions but only some FRIs reviewed previous studies or discussing about gaps of previous studies. They did not address previous similar studies and the position of their research studies. In fact, lack of reviews on previous studies can undermine the value of their work. This is in contrast to the move model which represents expert writers' academic tradition in assuring the recency of their research report based on the review of relevant previous research and show the significance of the research field in the introductions of their papers by including Move 1 step C. Furthermore, the importance of the study and the solution to the problem were not stated in the FRIs.

The student final report has some specific communicative purposes and unique characteristics both syntactically and semantically. These differences might be partly due to the genre difference between the students' FRIs and experts' introductions. Another factor could be the students' competence in the discipline and academic writing practices. Finally, the FRIs probably have not been revised systematically.

The result has important pedagogical implications. Teachers might need to raise students' awareness regarding appropriate rhetorical moves used by expert writers and teach the students to fulfill their rhetorical purposes in their introductions.

Their scientific writing will be effective if they use conventions practiced by other members of their community. Students need to learn how to write following the conventions accepted by the members of academic community. Essentially the process of writing involves creating a text that we assume the reader will recognize and expect,

The results may be valuable to students who have difficulty in writing their research report. The results of this study could facilitate them with a framework for the structuring of their final report. Due to the limited data and scope of this study, other studies need to be

conducted to explore other sections of students' research reports in bigger corpus and larger scale studies.

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## THE EFFECT OF THE PORPE STRATEGY ON READING COMPREHENSION ATTAINMENT

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**Abstract:** The purposes of the research were to investigate the effect of the PORPE strategy on students' reading comprehension attainment scores, differences of the scores between the male and female students, and significance of group and gender effects on the students' scores. The non equivalent pre-test and post-test design, one of the quasi-experimental designs, was applied. The research subjects were 80 second semester students in the 2012/2013 academic year at English department of Sriwijaya State Polytechnic. To collect the data, 40 multiple choice questions of reading comprehension test were used. The data were analyzed with t-test and multiple regression test. The research findings showed that: (1) the application of the PORPE strategy could significantly improve students' reading comprehension attainment scores in the experimental group compared with the control group (54.63 - 71.13 against 52.88 - 60.13); (2) the male students' reading comprehension attainment scores were higher than the female students' scores; and (3) the sex and group had a significant effect on the attainment scores of the students.

**Keywords:** *Reading comprehension, PORPE, t-test, multiple regression, outlier*

### INTRODUCTION

Reading skill is needed for study, work, and daily life; through reading, people can gain more knowledge, skills, and joy. California Task Force (2002) reports that the ability to read is crucial to the success of all students because it is the most important academic skill and the foundation for all academic learning; it is also essential to success in society. Furthermore, Krishnamoorthy (2002) states that reading is one of the greatest pleasures, and reading also enhances many skills, e.g. thinking skill, language ability, and power of imagination. Moreover, Academic Cuesta (2003) confirms that reading is probably the most important activity we can do to "get ahead" in life.

Reading comprehension is essential, but it may be problematic for some readers. In order to get information from a text, the readers need to comprehend the text. However, as stated by McNamara (2007), readers may encounter any number of roadblocks in the path to comprehension. Furthermore, National Reading Panel (2000) informs that many readers are not aware of comprehension strategies and are not likely to develop them on their own. In might happen because, as stated by Kintsch (1998), reading comprehension is seldom taught although it is often tested.

To overcome such issues, it is important for teachers to teach reading comprehension strategies to their students. According to Cooper (1997), comprehension instruction begins at the pre-reading level and continues through all levels of the reading program. Cook & Mayer (1993) claims that teachers teaching the strategies should integrate their strategy instruction into their ongoing teaching. The students need to be familiar with some reading strategies because although one particular strategy may be very appropriate for one reader, it might not work for another. Moreover, National Reading Panel (2000) states that a reader uses various strategies to interact with and comprehend a text. Furthermore, Kintsch (1998) explains male and female students have different attitudes toward the implementation of reading strategies; female students use more strategies in reading than male students.

Therefore, students should be taught some reading strategies – how and what skills to be applied when reading a certain type of text – in order to enhance their comprehension.

One of reading strategies needs to be taught to students is the PORPE strategy. When students employ the steps of PORPE while they read and study, they behave like Baker and Brown's (1984) "effective readers" who are encoding information and regulating their own learning. The first three steps of PORPE – Predict, Organize, and Rehearse – involve students in the encoding processes of selection, acquisition, construction, and integration. The last two steps – Practice and Evaluate – involve the students in the metacognitive processes used to regulate and oversee learning. The five steps of the PORPE strategy operationalize the cognitive and metacognitive processes that effective readers engage in to understand and subsequently learn content material.

The problems of the research are formulated in these questions: (1) Do students who are taught by using the PORPE reading comprehension strategy show significant attainment scores compared with those who are taught by using traditional reading comprehension strategies? (2) Do female students attain higher reading comprehension scores than male students? and (3) Do group and gender have a significant effect on students' attainment scores? The main purpose of the research is to examine the effect of the PORPE reading comprehension strategy on the second semester students' reading comprehension abilities.

## **METHODOLOGY**

In this research, the writers used one of the quasi-experimental designs, non equivalent pre-test and post-test design (Creswell, 2005). The design involved experimental and control groups; the experimental group was given a pre-test, a treatment and a post-test, while the control group was given a pre-test and a post-test without a treatment. The variables were the PORPE reading comprehension strategy (independent variable) and students' reading comprehension attainment scores (dependent variable). The subjects studied in this project were 80 students (four classes) in 2012/2013 academic year at English department of Sriwijaya State Polytechnic. They were divided into two groups: experimental and control groups.

The data were collected through a reading comprehension test consisted of 40 multiple choice questions. Before piloting the test, validity and reliability of the test were assessed. To obtain the content validity of the test, a set of questionnaires were distributed to nine respondents to determine the levels of difficulty and appropriateness of each item of the test. Downie and Heath (1974) inform that the analysis of the test item leads to three kinds of information: (1) the difficulty of the item, (2) the discrimination index of the item and (3) the effectiveness of the distracters. Because the test was in the form of multiple-choice items, the three kinds of information were necessary. To assess the reliability of the test, the split-half method was applied. It was found that the reliability coefficient of the test was 0.999. According to Wallen and Fraenkel (1991), for research purposes, a rule thumb is that reliability should be at least 0.70 and preferably higher. After finding out the correlation, the Spearman Brown formula was applied and the result was 0.99; it means the questions are reliable.

For analyzing the data, the writers used t-test (paired samples and independent samples) and multiple regression analysis. The Statistical Package for Social Sciences (SPSS) version 19 was employed to do all of the computations.

## **FINDINGS AND DISCUSSION**

To examine more closely the group differences, t-test was presented and finally the multiple regression analysis was carried out to explore other possible factors that might affect the outcome of the experiment.

The pre-test (before treatment) is 53.75, while the post-test (after treatment) is 66.63. The second output is the result of correlation between two variables, producing value 0.773 with the probability below 0.05 (the significant output value is 0.000). It confirms that the correlation between the pre-test and post-test is really strong. From t-table, the obtained value is 1.990. Since t-obtained value is in the  $H_0$  rejected region. It can be inferred that the two populations are not evidently identical.

The post-test for the experimental group is 71.13, and the post-test for the control group is 60.13. It can be said that the post-test value obtained by the experimental group is higher than that of the control group.

The mean difference is 11.000 (71.13 minus 60.13). From the F-test, it is obtained that the test for mean difference is done with Equal Variances Assumed. From 95% confidence interval of the difference and the column of Equal Variances Assumed, it is obtained that Lower (mean difference of low parts) is 6.859, and Upper (mean difference of up part) is 15.141. It means that the post-test difference between the experimental and control group is around 6.859 to 15.141, while the mean difference is around 11.000. The pre-test for experimental group is 54.63 and the pre-test for control group is 52.88. In short, the pre-test value obtained by the experimental group is higher than that of the control group.

F-obtained value with Equal Variances Assumed is 0.181 with probability 0.672. Since probability is bigger than 0.05,  $H_0$  is accepted; in other words, both variances are identical. Since there is no significant difference from two variances, t-test with Equal Variances Assumed must be applied to differentiate Equality of Means.

T-obtained value for the pre-test with Equal Variances Assumed is 0.877 with the probability 0.383. Since the probability is bigger than 0.05, both means are identical. After being tested with F-test and t-test and known Equal Variances Assumed, the next step is knowing how big the difference is. From the output, it is clearly seen that the mean difference is 1.750.

From the F-test, the mean difference is calculated with Equal Variances Assumed with 95% Confidence Interval of the Difference and the column of Equal Variances Assumed. It is obtained that Lower (mean difference of low part) is -2.223 and Upper (mean difference of up part) is 5.723. It means that the pre-test difference between the experimental and control group is around -2.223 to 5.723, while the mean difference is around 1.750.

To take into account the difference in reading test attainments, a multiple regression analysis was carried out. The multiple regression analysis explored the effects on the outcome test scores of the pre-test along with other factors that might contribute to students' progress. The multiple regression analysis is an analytic technique for assessing relationship among variables: one response and two or more explanatory variables. Thus, multiple regression analysis is expected to show the relationship between reading test outcome (response variable) and pre-test, experimental/control group and gender in the research.

Before analyzing the data using the multiple regression analysis, there were some steps done to fit an appropriate model analysis. The first step was deciding a form of the model to be used. The second was exploring and plotting the data to check, for example the distributions and outliers. The third was using a statistical usage to fit and estimate the chosen model; at this step, the model might need to be reformulated to fit the analysis. The last was interpreting the results of analysis.

The histograms, boxplots, and scatterplot show that (1) the distributions of pre-test and post-test attainment scores are approximately normal; (2) the males have higher scores

than the females' in the post reading comprehension attainment scores and there is no even an outlier found in the boxplot of post reading comprehension scores by the male; (3) the experimental group has higher scores than the control group's and there is no even an outlier in the boxplot; and (4) the scatterplot of post reading comprehension attainment scores is linear. Then a multiple regression analysis was applied.

The coefficient correlations between sex to pre-test and sex to post-test are 0.999 and 0.528 in which their significance levels are 0.192 and 0.000. The significance level of 0.192 indicates that the positive significant correlation between sex and pre-test does not occur, while the significance level 0.000 informs that there is a positive significant correlation between sex and post-test. In the long run, it can be inferred that sex and group significantly contribute to the post-test attainment scores.

## CONCLUSIONS

Considering the results of the present research, it is obvious that the PORPE strategy can be an alternative teaching strategy for teaching reading comprehension at Polytechnics because it can increase the students' reading comprehension attainment scores. In addition, the PORPE strategy provides the students with opportunities to interact and help each other. Furthermore, the strategy can be easily adopted as it does not require any significant changes from the current conditions and situations of classrooms. Therefore, the PORPE strategy can be considered more appropriate and beneficial than traditional reading comprehension strategies in relation to raising the students' reading comprehension attainment scores.

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## PETUNJUK PENULISAN NASKAH ARTIKEL

### A. UMUM

1. JURNAL HOLISTICS terbit 2 kali setahun secara periodik.
2. Naskah artikel ditulis dalam BAHASA INGGRIS yang baik dan benar, merupakan tulisan asli dari hasil suatu penelitian atau kajian/ulasan ilmiah yang belum pernah dipublikasikan di majalah atau jurnal ilmiah manapun.
3. ABSTRAK ditulis dalam BAHASA INGGRIS
  - a. Hasil penelitian terdiri dari isi utama abstrak meliputi tujuan, metode dan hasil (kesimpulan).
  - b. Ulasan /Kajian Ilmiah terdiri dari isi utama abstrak meliputi tujuan, isi utama (ringkasan pembahasan) dan kesimpulan.
4. Penulisan naskah artikel beserta lampiran lainnya ditulis menggunakan **Times New Roman**, font **12**, spasi 1 cm sebanyak 4-8 halaman termasuk lampiran, kertas A4 dengan margin atas 2,5 cm, kiri 3 cm, kanan 2,5 cm, bawah 2,5 cm dalam versi satu kolom.
5. Setiap awal paragraph, huruf pertama dimulai pada jarak 1cm dari batas teks sebelah kiri.
6. Setiap pokok bahasan yaitu pendahuluan, bahan dan metode, hasil dan pembahasan, kesimpulan dan saran, diketik cetak tebal tanpa penomoran.
7. Penulisan sumber kutipan: Nama belakang, tahun
8. Naskah artikel dikirim ke Tim Redaksi Jurnal Holistics Politeknik Negeri Sriwijaya.  
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9. Redaksi berhak menentukan dimuat atau tidaknya suatu naskah artikel dan dapat mengubah serta mengoreksi naskah artikel tanpa mengubah isinya, dengan atau tanpa memberitahukan penulis.
10. Isi tulisan ilmiah merupakan tanggung jawab penulis.
11. Tulisan dikirim ke redaksi dalam bentuk hard copy dan soft copy (CD) paling lambat 2 bulan sebelum penerbitan.

### B. FORMAT NASKAH ARTIKEL HASIL PENELITIAN

- JUDUL ditulis secara ringkas dan jelas dalam Huruf Kapital dan NAMA PENULIS jika lebih dari satu orang diurutkan berdasarkan penulis utama selanjutnya nama anggota (font 12). Tempat, nama instansi, telp, fex, e-mail ditulis lengkap (font 10) serta ABSTRAK tidak melebihi 200 kata dengan kata kunci maksimum 5 kata yang dicetak tebal dan miring.
- PENDAHULUAN berisi latar belakang, perumusan masalah, tujuan dan manfaat penelitian serta landasan teori yang mendukung. Isi dalam pendahuluan tidak perlu dibuat per-sub atau per-pointer serta tidak berisi gambar dan table.
- BAHAN DAN METODE meliputi bahan, peralatan dan metode penelitian.
- HASIL DAN PEMBAHASAN
- KESIMPULAN DAN SARAN meliputi kesimpulan dari hasil penelitian yang dibuat dan saran (bila ada)
- DAFTAR PUSTAKA dicatumkan hanya yang dikutip dan ditulis menurut abjad dan disesuaikan dengan rincian nama penulis, tahu, judul buku, penyunting (jika ada), kota penerbit, penerbit. Contoh penulisan daftar pustaka sebagai berikut :

### **Buku dengan pengarang tunggal**

Alvarez, A. (1970). *The savage god: A study of suicide*. New York: Random House.

Garner, B. A. (2003). *Garner's Modern American Usage*. New York: Oxford University Press.

### **Buku dengan dua atau lebih pengarang**

Natarajan, R., & Chaturvedi, R. (2003). *Geology of the Indian Ocean Floor*. Hartford, CT: Merganser University Press.

Ligon, M., Carpenter, K., Brown, W., & Milsop, A. (1983). Computers in the world of business communications. Hartford, CT: Capital Press.

### **Buku yang bukan cetakan pertama**

Creech, P. J. (2004). *Radiology and the technology of the absurd*. Boston: Houghton-Mifflin. (Original work published 1975)

### **Buku Anthologi or Referensi**

Stanton, D. C., & Farbman, E. (Eds.). (2003). *The female autograph: Theory and practice of autobiography*. Middletown, CT: Ibis Bookstore Press.

Pepin, R. E. (2002). Uses of time in the political novels of Joseph Conrad. In C. W. Darling, Jr., J. Shields, & E. C. Farbman (Eds.), *Chronological looping in political novels* (pp. 99-135). Hartford: Capital Press.

### **Buku tanpa penulis atau editor**

*Webster's New Collegiate Dictionary*. (1961). Springfield, MA: G. & C. Merriam.

### **Multi-Volume Work**

Nadeau, B. M. & Darling, J. M. (Eds.). (1994–2003). *Studies in the history of cutlery* (Vols. 4–6). Utica, NY: Mohican Valley-River Press.

### **Bukan sumber utama**

O'Connor, C. O. & DeLoatch, K. L. (2003). Whatever happened to the humanities? In I. Rubenzahl (Ed.), *Studies in Byzantine Intrigue* (pp. 235–278). Hartford, CT: Merganser University Press.

### **Kamus**

*Shorter Oxford English dictionary* (5th ed.).(2002). New York: Oxford University Press.

**Desertasi Doktor**

Darling, C. W. (1976). Giver of due regard: the poetry of Richard Wilbur. *Dissertation Abstracts International*, 44, 4465. (AAD44-8794)

Darling, C. W. (1976). *Giver of due regard: the poetry of Richard Wilbur*. Unpublished doctoral dissertation, University of Connecticut, Storrs, CT.

**Majalah**

Wheatcroft, G. (2004, June). The Tragedy of Tony Blair. *The Atlantic*, 293 56–72.

Thomas, E. & Hosenball, M. (2004, May 31). Bush's Mr. Wrong: The Rise and Fall of Chalabi. *Newsweek*, 143, 22–32.

**Jurnal**

Christie, John S. (1993) Fathers and virgins: Garcia Marquez's Faulknerian *Chronicle of a Death Foretold*. *Latin American Literary Review*, 13, 21–29.

**Artikel Koran**

Poirot, C. (2004, March 17). HIV prevention pill goes beyond 'morning after'. *The Hartford Courant*, pp. F1, F6.

**Materi yang tidak terprint out (Film, Rekaman, Video, program televisi dan radio)****Film**

Redford, R. (Director). (1980). *Ordinary people* [Film]. Hollywood: Paramount.

**Film dengan peredaran terbatas**

Holdt, D. (Producer), & Ehlers, E. (Director). (2002). *River at High Summer: The St. Lawrence* [Film]. (Available from Merganser Films, Inc., 61 Woodland Street, Hartford, CT 06105)

**Kaset**

Lake, F. L. (Author and speaker). (1989). *Bias and organizational decision making* [Cassette]. Gainesville: Edwards.

**Program television**

Safer, M. (Narrator). (2004). *Torture at Abu Ghraib* [Television broadcast]. Hartford: WFSB.

### **Rekaman musik**

Barber, S. (1995). Cello Sonata. On *Barber* [CD]. New York: EMI Records Ltd.

### **Interview, Percakapan telepon, surat, e-mail**

#### *Interview*

Wilbur finds himself sometimes surprised by the claims of religiosity made by contemporaries. (personal letter, March 28, 1977)

#### *Percakapan telepon*

According to Connie May Fowler, the sources for her novel *Sugar Cane* were largely autobiographical (personal phone conversation, July 22, 2003).

### **Isi perkuliahan**

In an Introduction to Literature lecture at Capital Community College on April 14, 2004, Professor Charles Darling described William Carlos Williams' poem as a barnyard snapshot (C.W. Darling, ENG 102 lecture, April 14, 2004).

Darling, C.W. (2004, April). Images at Work in the Poetry of William Carlos Williams. Outline presented in a classroom lecture at Capital Community College, Hartford, CT.

### **Dokumen pemerintah**

National Institute of Mental Health. (1982). *Television and behavior: Ten years of scientific progress* (DHHS Publication No. A 82-1195). Washington, DC: U.S. Government Printing Office.

Tandy, S. (1980). *Development of behavioral techniques to control hyperaggressiveness in young children* (CYC Report No. 80-3562). Washington, DC: Council on Young Children. (NTIS No. P880-14322).

Gottfredson, L. S. (1980). *How valid are occupational reinforcer pattern scores?* (Report No. CSOS-R-292). Baltimore, MD: Johns Hopkins University. Center for Social Organization of Schools. (ERIC Document Reproduction Service No. ED 182 465)

### **Sumber elektronik**

Author(s), I. (date —or "n.d." if not date is posted). Title of work. (Online), date retrieved. Name of Database or Internet address of the specific document. Specify URL exactly. [Do not end your entry with a period when ending with an URL.]

### C. FORMAT ARTIKEL KAJIAN/ULASAN ILMIAH

- JUDUL ditulis secara ringkas dan jelas dalam Huruf capital dan NAMA PENULIS jika lebih dari satu orang diurutkan berdasarkan penulis utama selanjutnya nama anggota (font 12). Tempat, nama instansi, tel, fax, e-mail ditulis lengkap (font 10) serta ABSTRAK tidak melebihi 200 kata dengan kata kunci maksimum 5 kata yang dicetak tebal dan miring.
- PENDAHULUAN berisi latar belakang, perumusan masalah, tujuan penulisan serta teori yang mendukung. Isi dalam pendahuluan tidak perlu dibuat per-sub atau per-pointer serta tidak berisi gambar dan table.
- TINJAUAN PUSTAKA/REFERENSI dari jurnal atau literatur yang dicatumkan dalam daftar pustaka.
- PEMBAHASAN merupakan isi utama yang menjelaskan jawaban atas permasalahan dan tujuan serta pendapat penulis yang diperkuat dengan data sekunder yang mengacu pada beberapa Tinjauan.
- KESIMPULAN
- DAFTAR PUSTAKA dicantumkan hanya yang dikutip menurut abjad dan sesuaikan dengan rincian nama penulis, tahun, judul buku (tulisan), penyunting (bila ada), kota penerbit, penerbit.
- LAMPIRAN (bila ada)

### PENULISAN ABSTRAK

Abstrak berisi pernyataan ringkas, padat tentang ide-ide yang paling penting. Penulisan abstrak harus mencakup hal-hal sebagai berikut:

- Tujuan (*Purpose*)
- Permasalahan (*Problem/Research Question*)
- Metodologi (*Methodology*)
- Hasil (*Result*)
- Kesimpulan dan Saran (*Conclusion and Suggestion*)

Abstrak ditulis dalam Bahasa Inggris sampai dengan 200 kata dalam satu paragraph, tidak ada pengacuan terhadap pustaka, gambar dan rumus-rumus. Jumlah kata kunci sebanyak 3-5 kata.