

**STUDENTS' WRITING BACKGROUND OF PROBLEM OF THESIS  
PROPOSAL AT ENGLISH DEPARTMENT OF UNIVERSITAS MUSLIM  
NUSANTARA AL - WASHLIYAH MEDAN: An Analysis of Rhetorical  
Structure and Students' Ability**

**THESIS**

*Submitted as a partial fulfillment of the requirements  
to obtain a degree in Master of Education*



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## ABSTRAK

**Yulina Oktaviani Harahap. 2022. Penulisan Latar Belakang Mahasiswa Pada Proposal Skripsi di Jurusan Pendidikan Bahasa Inggris Universitas Muslim Nusantara Al-Washliyah Medan: Menganalisis Rhetorical Structure dan Kemampuan Mahasiswa. Thesis. Program Studi Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.**

Menulis merupakan salah satu keterampilan yang harus dipelajari oleh mahasiswa. Namun, menulis latar belakang masalah menjadi tugas yang berat bagi mahasiswa, terutama di tingkat perguruan tinggi. Penelitian ini bertujuan untuk mengetahui move yang digunakan, fungsi metadiscourse dalam hubungan move, dan kemampuan mahasiswa dalam menulis latar belakang proposal skripsi di Jurusan Bahasa Inggris Universitas Muslim Nusantara Al-Washliyah Medan Tahun Ajaran 2017/2018. Penelitian ini menggunakan metode deskriptif. Data yang digunakan adalah dua puluh satu latar belakang proposal skripsi. Hasil penelitian menunjukkan bahwa Move 1 (Establishing a research territory ), Move 2 (Establishing a niche), dan Move 3 (Occupying a niche) ditemukan dalam latar belakang proposal skripsi mahasiswa. Namun, mahasiswa tidak melengkapi semua langkah-langkah pada struktur retorik sementara langkah pilihan lebih dominan daripada langkah wajib. Jenis metadiscourse terkait dengan move yang digunakan adalah attitude markers, transition, evidentials, boosters, hedges, frame markers, dan Engagement markers. Terkait dengan fungsi metadiscourse yang berhubungan dengan Move, sub jenis attitude markers, transition, evidential, boosters, hedges, frame markers, code glosses menjadi ciri khas Move 1. Kemudian, code glosses, booster, endophoric markers, dan hedges menjadi ciri khas Move 2 sedangkan metadiscourse pada self mention, frame markers, endhoporic markers, dan engagement markers menjadi ciri khas Move 3. Terakhir, penelitian ini menemukan bahwa kemampuan mahasiswa dalam menyusun latar belakang proposal skripsi termasuk kategori cukup dengan nilai rata-rata 58.

**Kata Kunci:** *Menulis, Moves, Metadiscourse, dan Kemampuan*

## ABSTRACT

**Yulina Oktaviani Harahap. 2022. Students' Writing Background of Problem of Thesis Proposal at English Department of Universitas Muslim Nusantara Al-Washliyah Medan: An Analysis of Rhetorical Structure and Students' Ability. Thesis Master of English Education of Faculty of Languages and Arts of Universitas Negeri Padang.**

Writing is one of the skills that have to be learned by students. However, writing the background of the problems becomes a strenuous task for the students, especially at the tertiary level. Studies found that students had difficulties in writing the background of the thesis proposal. This research aims to find out the moves, metadiscourse function in relation moves, and the students' ability in writing the background of a thesis proposal at the English Department of Universitas Muslim Nusantara Al-Washliyah Medan in the academic year 2017/2018. This research is descriptive method. The data were twenty-one backgrounds of the thesis proposal. The results show that Move 1 (establishing a research territory), Move 2 (establishing a niche), and Move 3 (occupying a niche) were found in the background of the problems of the students' thesis proposal. However, students did not complete all steps of rhetorical structure while the optional steps dominantly found compared to obligatory steps. Metadiscourse types related to the moves used are transition, attitude markers, evidentials, boosters, hedges, frame markers, code glosses and engagement markers. In terms of functions of metadiscourse in relation to moves, the resources of attitude markers, boosters, evidential, code glosses, and hedges characterized Move 1. Then, the resources code glosses, boosters, endophoric markers, and hedges characterized Move 2 while metadiscourse of self-mention, frame markers, endhoporic markers and engagement markers characterized Move 3. Lastly, this research found that the students' ability to compose the background of the thesis proposal was fair category with mean score 58.

**Keywords:** *Writing, Moves, Metadiscourse, and Ability*

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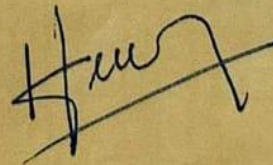
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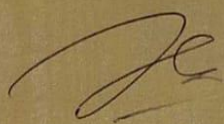
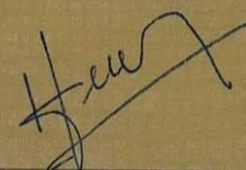
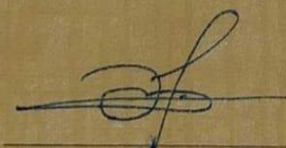


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The researcher

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Research Problem**

Academic writing is one of the important language skills that students have to learn to communicate in English. It is a way for students to express an idea and interpret their knowledge. The primary goal of academic writing is used to assess students' ability of writing skill at tertiary level. According to Nguyen (2014), academic writing is the most important language skill to English tertiary students whose values are largely established by their performance in written tasks, academic reports, term examinations, and graduation theses. As the students, they are expected to write a thesis as a requirement in completing studies. Before accomplishing the thesis, the students are asked to indicate their thesis proposal through seminar to be assessed whether the project proposed is researchable or not.

A thesis proposal is the primary of a thesis writing. A good thesis proposal has become a requirement for ensuring the quality of research. It always starts with an introduction section. Flowerdew (2002) states that introduction section plays a vital role in providing the connection of the research as it provides an orientation for the readers, the perspective that they need to comprehend. It also helps the readers to understand the detailed information coming in the following sections. The introduction of a thesis proposal includes several aspects. One of them is the background of the problems.

The background of the problem is one of the important parts in thesis proposal introduction. According to Glatthorn and Joyner (2005), the background of the problems contain a review of the area being researched, current information surrounding the issue, prior studies on the issue, and interrelated history on the issue. This description provides several main aspects in constructing a background of research problems; research topic, current information, previous studies, and relevant histories. These aspects should be included in a background of research problems, as a foundation for a proper thesis writing. Thus, a background of problems is considered as an essential part of a thesis proposal. Therefore, students who aim to conduct and write a research need to comprehend these aspects of writing the background of problems.

However, writing the background of problems is considered a difficult task for research students because of several reasons. Husin and Nurbayani (2017) and Yanto and Sulistiyo (2019) state that students have difficulties in writing the background possibly due to their limited knowledge. Specifically, Swales and Feak (2008) state that writing the background of problems or introduction is difficult and troublesome for both native speakers and non-native speakers. Several factors might cause difficulties in writing background of research problems. Thus, the background of problems need to be written carefully. As stated by Swales and Feak (2012), the length of a text, the language used, and the purposes of writing could influence the students' capability to make a well-written background of the problems. Besides, they believe that the requirement for the organization or structure of an introduction might burden the writer. The

writer might have difficulties in determining what to write at the beginning, and the next section of the background of problems. They also believe that the writer should apply an organized pattern and linguistic features.

An organized pattern which is called rhetorical structure. It is used to write a well-written background of problems and to obtain acceptance from the readers. According to Swales and Feak (1994) and Bunton (2002), the rhetorical structure consists of three-steps structure, they are establishing a research territory, establishing a niche, and occupying the niche. Establishing a research territory is the first move in rhetorical structure. There are four steps in this move, such as showing that the general research area is important, providing the background information about a topic, reviewing items of prior study, and defining term. This move should be followed by establishing a niche. In this move, there are two steps, namely indicating a gap and identifying the problem. The last move is occupying the niche. There are three steps in this move, namely showing the purposes of the research area, stating the value of the research area, and describing the methods.

The steps of rhetorical structure are described practically and apparently. Thus, the writer may follow these steps easily. However, among all steps, there is obligatory step mentioned, such as reviewing the previous study, showing that general research area, and stating the purpose of the research area. The other steps remain optional. Even though the other steps are considered optional, it seems that they will have a proper background problems of thesis proposal if they implement all of the steps completely.



Besides, the writers should consider how the background of problems convinces the readers. It means that the linguistic realization and presents communicative intentions of the writer. This is because writing contains social and communicative engagement between the writer and the reader. One of the linguistic features used in the background of problem of thesis proposal is metadiscourse.

Metadiscourse is used by the writer to mark the purposes of the text and to interact with the readers. As stated by Hyland (2005) that metadiscourse can be seen as facilitator for social interaction that enhances knowledge production within academic disciplines. He also mentions that there are two types of metadiscourses, they are interactive (transition, frame markers, endophoric markers, evidential, and code glosses) and interactional metadiscourse (hedges, boosters, attitude markers, self-mentions, and engagement markers).

Furthermore, several researchers investigated the rhetorical structure and metadiscourse scientifically Yatmikasari (2017) and Sahib and Maulidil (2020). Yatmikasari (2017) investigated the rhetorical structure of a thesis employed by two institutions at the English Literature Department (UIN Sunan Gunung Djati Bandung and Universitas Negeri Medan). She found that basically the background of research problems written by the students fulfilled the elements of the move, but they were rarely showed complete moves in one writing. The pattern of three steps structure found in the students' writing were often not sequential; the writer explained move 3 before explaining move 1 and move 2. Afterward, Sahib and Maulidil et al. (2020) analyzed two backgrounds of research proposals that

represented the quality of the students' achievement based on the GPA score. They focused on establishing a research territory and establishing a niche. They found that the students were lacking of understanding in addressing the research area and establishing a niche.

After that, Susanti, et. al. (2015) investigated the interactional metadiscourse markers in introduction section written by more and less proficient writers from doctorate programs. They found that the more proficient writers used engagement markers and the lesser ones used self-mention as the most frequent marker in introducing the research.

Moreover, Ozdemir and Longo (2014), Hadi, et. al. (2020), and Pandey (2020) investigated the abstract of students' thesis. Ozdemir and Longo (2014) found that there were many cultural differences in the amounts and kinds of metadiscourse. The incidence of evidential, endophorics, code glosses, boosters, attitude markers, and self-mentions were fewer in Turkish students' master thesis abstracts. However, Turkish students applied metadiscourse, such as transitions, frame markers and hedges more than USA students.

In other studies, Hadi, et. al. (2020) and Pandey (2020) found that interactive metadiscourse features were considerably higher than interactional metadiscourse. In addition, Hadi, et. al. (2020) also analyzed rhetorical moves and metadiscourse function in relation to moves of abstract. They found that metadiscourse function had a relationship with the moves, such as evidential, hedges, boosters, attitude markers, and self-mentions.

Andarwedeen, et. al. (2013) investigated the usage of metadiscourse in argumentative essay by Malaysian tertiary level of students. They found that the students were comfortable in repeating the same words of the particular discourse in their writing. This was evident in the writers' lack of vocabulary in writing effective argumentative essay. Then, Hyeuh and Lee (2016) investigated metadiscourse of persuasive text in EFL Undergraduate students. They found that students faced difficulties in applying metadiscourse.

The previous studies above show that the students had different problems writing the background of research problems. The background of problems written by the students often contain unclear patterns. In addition, the students were challenged to develop their ideas and indicate a gap in writing the background of problems of a thesis proposal. In fact, the students faced difficulties in the process of writing of background of problems. These research findings are logic. These findings prove that constructing a well written background of problems is still challenging and problematic for the students. Then, the research findings indicate that the use of metadiscourse in students' writings are various. The types of metadiscourse used also differ dependings on the students' proficiency in writing. One of these previous researches also indicates the relationship between metadiscourse and the moves of rhetorical structure. In addition, the students faced difficulties in applying metadiscourse of argumentative essay and persuasive text.

Usually, the students of English language Education are taught academic writing subject in order that have good writing ability. This good ability is

prominent to be achieved by them since they have to prepare a thesis proposal to conduct research. Thus, research on the ability of students in writing the background of thesis were conducted by Abbas (2015), Dasril, et. al. (2019), and Napitupulu (2021). Abbas (2015) and Napitupulu (2021) found that the students were in fair level in writing abilities. Their research focused on the content, organization, vocabulary, grammar, and mechanics. These researchers analyzed the students' writing based on general aspects of writing. Meanwhile, Dasril, et. al. (2019) found that the students' ability in writing background of problems was good category. However, a number of problems still faced by students in writing coherent and unity which are caused a number of factors. Their research focused on coherence and unity. The other parts of academic writing are also need to be observed, such as rhetorical structures and metadiscourse.

Commonly, the use of rhetorical structure and metadiscourse are related to students' writing ability. The students have to write a thesis proposal which is understandable. In other words, the ability to produce a quality of rhetorical structure and metadiscourse is the most important needed. The rhetorical structure is a way to organize the writing, to communicate ideas, and to form the progression of the idea of background of problems. Meanwhile, metadiscourse is used by the writer to mark the purposes of the text and to interact with the readers. Metadiscourse is defined by Nugroho (2019) as resources that writers apply to organize and shape the structure of the background of problems. The rhetorical structure and metadiscourse of the text are considered as one of the factors causing the difficulties in writing. This is the reason why writing, especially thesis

is assumed as the most difficult skill to be mastered by most of foreign language learners.

Even though there have been some studies on rhetorical structure and metadiscourse, research on how the metadiscourses functions of three moves (establish a research territory, establish a niche, and occupy a niche) used in the background of problems is never investigated yet. The researcher could not find the research that investigated metadiscourse function in relation to move of background of problems of thesis proposal in the process of searching for previous research.

Besides, there is a difference between previous research to measure the students' ability. The previous researches used general aspects of writing as indicators. Meanwhile, this research used several different indicators; establishing a research territory, establishing a niche and occupying a niche, tenses (present tense, present perfect, and future tense) and metadiscourses. These indicators are investigated because there are problems in their use, and explained earlier, these aspects of writing are rarely investigated.

Based on the observation conducted by researcher, students of Universitas Muslim Nusantara Al Washliyah Medan had different obstacles in writing the background of thesis proposal. Many students found that it is challenging for them to write or to start the opening paragraphs in writing the background of problems, lacked consistency in using tenses, and forget to add comma after using transition or inappropriate use of transition, it occurred because there was missing link ideas in the background of problems

Considering the above phenomenon, there are various problems found in students' writing related to rhetorical structures and linguistic features. Commonly, the researcher concludes that these problems are related to students' writing ability. Due to the importance in play constructing background of problems, the researcher is interested to know the background of problems of thesis proposal written by students at Universitas Muslim Nusantara Al Washliyah Medan. The purpose of this reasearch is to investigate rhetorical structure and metadiscourse. Moreover, the results of this research are expected to improve the students' writing skills, especially in writing background of the problems of thesis proposal.

Above all, the design of this research is descriptive research. The data are moves of background of problems, metadiscourse function in relation to moves, and students' ability in writing the background of the problems of thesis proposals. There are 21 background of problems of the thesis proposal written by undergraduate students of English Educations of Universitas Muslim Nusantara Al- Washliyah Medan. The data were taken from revised proposal after they finished proposal seminar.

## **B. Identification of the Research Problem**

Based on the background of problem, the problems of research are identified. The first is the students had low ability in completing moves or step of background of problems of thesis proposal. The student may have difficulties in writing background of problems. The difficulties in writing might be caused by some factors, such as lack of knowledge of steps in writing background of prblems, lack of vocabulary, grammar, tenses, mechanics, coherent, unity, lack of

knowledge appropriate metadiscourse, and the purpose of writing can affect the students' ability in writing the background of problems. The second is metadiscourse have a relationship with the moves. The last is the students' ability in applying rhetorical structure and linguistic features of background of problems.

### **C. Limitation of the Research Problem**

Based on the identification of the research problems above, this research focused on the moves and metadiscourses function in relation to moves which is found in the students' thesis proposal written by Eight semester students of English Department at UMN Al-Washliyah Medan. Then, this research is also to examine the ability of moves, metadiscourse, and tenses used by students.

### **D. Formulation of the Research Problem**

The problem was formulated as follows "How do the English Language Education Department students at Universitas Muslim Nusantara Al\_washliyah Medan write the background of the problem of thesis proposal?"

### **E. Research Questions**

There were three research questions in this research as follows:

1. What are the moves found in the background of problems of thesis proposals written by English Language Education Department students?
2. How are metadiscourse functions in relation to the moves found in the background of the problem of thesis proposal of English Language Education Department students?
3. How is the ability of English Language Education Department students in writing the background of problem of thesis proposal?



## **F. Purpose of the Research**

The purposes of this research can be stated as follows:

1. To find out the moves used by English Language Education Department students.
2. To find out metadiscourse function in relation to moves found in the background of problem of thesis proposal by English Language Education Department students.
3. To find out the ability of English Language Education Department students in writing the background of problem of thesis proposal.

## **G. Significance of the Research**

The findings of this study are expected to give a valuable contribution as follow:

Theoretically, the results of this research are expected to bolster and strengthen the theory of moves/elements in the background of problems and metadiscourses. Furthermore, the results of this research would enrich the teaching materials in academic writing, especially in writing a background of the problem in the thesis proposal. Thus, these research findings could improve students' and lecturers' knowledge of writing the problems section's background.

Practically, it is hoped that the research findings bestowed a contribution as an element and reference to develop teaching materials following the learning objectives. Furthermore, for the lecturers, the results of this research are expected to help them better understand the problems experienced by the students in writing a thesis proposal. Then, the results of this research are expected to

improve the students' writing skills, particularly in applying the steps and metadiscourse in the background of the problems section.

## **H. Definition of the Key Terms**

Some key terminologies applied in this research can be defined as follow:

1. Writing is an activity to state one's thought, ideas, feeling in the written form.
2. Background of the problem is a part of students' thesis proposal which reviews the area being researched containing the basic information .
3. Rhetorical structure is the organized movement of the ideas or features written by English Language Education Department students at Universitas Muslim Nusantara Al-Washliyah Medan.
4. Metadiscourse is a term for words used by students to mark the direction of background of thesis proposal.
5. Ability is the capability of English Education Undergraduate Students in writing background of problems of thesis proposal.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, SUGGESTION**

#### **A. Conclusion**

Based on the findings and discussion above, there are some conclusion that can be drawn:

1. The moves were found in the background of problems. However, the students did not complete all steps of rhetorical structure while the optional steps dominantly found compared to obligatory steps. Of all three moves of background of problems, most of the students had the highest percentage of moves were move 1. The sequence of the moves of background of problems from the highest percentage to the lowest percentage applied by students was move 1, move 3, and move 2.
2. Metadiscourse types related to the moves applied are attitude markers, transition, evidentials, boosters, hedges, frame markers, endhoporic markers, self mention, and engagement markers. These metadiscourse types had a relationship with the moves because the functions applied are based on the moves used.
3. The ability of background of problems written by the students is overall fair. Most of the students were incomplete the steps of background of problems, such as introducing or reviewing the previous study, indicating a gap, and methods. Besides, many students were inappropriate in using metadiscourse and lacked consistency in using tenses.

## **B. Implication**

This study investigated the moves, metadiscourses function in relation to moves, and the students' ability to write background of problems. Since academic writing was an essential part for undergraduate students at Universitas Muslim Nusantara Al-Washliyah Medan (UMN AW Medan) for finishing their study, this study could be helpful for them. Most of the students gave a general description of the background of the problems. A few students applied the obligatory steps, especially in writing the previous study and indicating a gap from the previous study. Furthermore, the result of this study can be a reference to regard that in rhetorical moves of the background of problems, there are characteristics obligatory and optional. It implies that the institution should re-evaluate and redesign the students' guidelines so that they will not ignore the steps of moves.

Afterward, some problems in employing metadiscourse also found. Thus, if the students of UMN AW Medan investigate the function of metadiscourse, particularly in composing the background of problems, they will be more able to determine the certain types of metadiscourse which should be used in every move. It can also guide students construct metadiscourse successfully in writing. Particularly the background of problems of the thesis proposal. Because of this, the result of this study related to moves and metadiscourse can also be employed as a consideration to integrate those features into academic writing courses. It can guide the students better understand using the moves and metadiscourse in writing a background of problems.

Moreover, the students' ability was categorized as fair since some problems were found in the background of problems of the thesis proposal. It means that the students need to learn more about writing the background of problems of a thesis proposal.

### **C. Suggestion**

This study examined the moves of the background, metadiscourse, and students' ability to write the thesis proposal background since academic writing is a significant section for undergraduate students. Therefore, the result of this research can be a reference to remember that in moves/elements of the background of problems of thesis proposal, there are obligatory or optional steps. Next, it can help undergraduate students understand well about employing the background of problems of a thesis proposal.

Moreover, it is essential to conduct further research by using other approaches. Further researchers are suggested to find how to overcome their difficulties in composing the background of problems of a thesis proposal, especially to see the optional and obligatory steps of moves.

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# **APPENDICES**

## **APPENDIX 1**

### **BACKGROUND OF PROBLEMS**



## 1

## **EXPLORING EFLSTUDENTS' MOTIVATION ON LEARNING ENGLISH DURING PANDEMIC COVID-19 OUTBREAK IN SMKN 3 MEDAN**

### **(D2)**

#### **4. Background of The Research**

Online learning is carried out by utilizing technology, especially the internet. Online learning is carried out using a distance learning system, where Teaching and Learning Activities (KBM) are not carried out face-to-face.

In online learning, students can become less active in conveying their aspirations and thoughts, so that it can result saturating learning. A student who experiences inner saturation learning will result in progress in learning outcomes. Therefore a driver is needed to motivate students to be enthusiastic about learning so they can have learning achievement (Rimbarizki, R. 2017).

The problems faced by students during online learning are a lack of confidence and experience in using technology, it could be an obstacle in the E-learning process, students learn independently and some students may find it difficult to do it or even understand the content of the lesson, because of the lack of face-to-face contact with teachers and fellow students'.

Of all these problems, the parameters of online learning during this pandemic are the learning space students use during online learning, the availability of gadgets that are needed during online learning, and of course a smooth internet quota also supports learning, one of the most the important thing is of course the motivation or feelings of students' while studying at home because students' while studying at home will be gloomy because distance learning activities tend to be monotonous, other parameters can be seen from the students' ability to accept and understand the material provided. Maybe on the students' side, how to deliver the material, communication problems when learning online, and so on. So at this stage, students' really need the presence of their parents. Acting as a discussion partner and communicating with the teaching teacher to seek the best solution. There are many other parameters to see if successful online learning.

SMKN 3 Medan also conducts an online learning system. This system is done via WhatsApp, Zoom meeting, or Google Classroom. Not only that, SMK Negeri 3 Medan also implements an off-network system for students' who are economically challenged to participate in online learning.

Students' of SMK Negeri 3 Medan have their own experience regarding online learning that is being carried out. students admit that online learning is a bit boring when compared to face-to-face learning.

Still better understand if it is done face-to-face. Because they feel more able to gather with friends and listen to the teacher's explanation directly, "and according to students Sometimes the time is shorter when learning online, and prioritizes self-study, many students' say that so far there are not many assignments and there are many students' hopes for the future. fluently follow online learning.

Obstacles during learning are brave, students' do not deny that they often follow internet packages. The cost for purchasing internet packages has also increased dramatically. Online learning at SMKN 3 is flexible, this allows teachers to innovate in their own ways.

The researcher chooses the title, because this is one of the problems that really annoys everyone, whether students, parents, or even teachers. therefore researchers are interested in researching this problem entitled "Exploring EFL Students' Motivation on Learning English During Pandemic Covid-19 Outbreak In SMKN 3 Medan" by conducting interviews and researchers asking questions about how the learning problems of EFL students in this online school, and how the commitment to motivate students in learning at home.

Researchers will take a sample of 6 students of SMKN 3 Medan who are the object of this research. 3 students who have high learning motivation and students who have low motivation in learning English which is done online. So, I'll get a random sample.

This semi-structured interview program will take 7 days or 1 week. This study is to motivate low-motivated students to keep their enthusiasm for EFL learning during the covid-19 pandemic.

## 2

**AN ANALYSIS OF TEACHING STRATEGY APPLIED BY ENGLISH  
TEACHER IN TEACHING SPEAKING  
FOR THE SECOND GRADE OF  
SMKN 1 BERINGIN**

**(D8)**

### 1.1 Background of the Problem

Speaking is the one of **important** skills to learn for language learner. By speaking, other people **can** understand what **we** convey. Speaking is not as easy as it seems, **many** people have unconfident when they speak English, especially students. Speaking is the **most** important skill **and** the mastery of speaking skills in English is importance for second and foreign language learners

1 a

English as the international language **that is** used **many** people **around** in the world. **Simbolon (2014:227) explains** that speaking generally **can** be interpreted as an activity to convey intentions, ideas, thoughts, feelings, contents of the heart to others in using spoken language so that the intent **can** be understood by others. **In English** there are four skills **such as** speaking, listening, writing **and** reading. One of the crucial skills in English is speaking. Speaking skill is **important** that **should** be mastered by English learner. Speaking ability able to describe how far the language learner mastered **about** the language itself. Beside, in Indonesia English is not mother tongue **but** English is used as a foreign language for Indonesian English learners. It caused some difficulties to implement it for some students **namely** do not believe themselves **and** afraid to making mistakes especially **in grammatical**.

1d

1a

1b

**According to Brown (2000:143)** there are several factors that affect students speaking performance **such as** ; anxiety; nervousness **and** lack of self-confidence. The students are often ashamed to speak English **because** they have the low of speaking ability.

Based on the **researcher** experience during Magang in one of vocational school TeknikKomputerdanJaringan (TKJ) major in Binjai, there are many students **feel** shy

2.b

when the teacher ask them to speak English. It occurs caused by many factors namely lack of vocabulary, lack of structure and afraid to do a mistakes particularly. Vocational High School is a type of education that trains students to enter the workforce based on the skills that they have. English should be mastered by students of Vocational School. This standard need to be fulfilled caused English always be implemented in students learning process. Another supporting reason this Teknik Komputer dan Jaringan (TKJ) Vocational School always operating computer under the subject learning process. From this evidence brings an assumption that the learner basically should be master English, particularly for speaking skills.

2.b

In fact, during the process of observation under the program of Magang, the students showed that they were so weak in performing their speaking skills. The other factors that affected students' speaking skills is teacher's teaching strategy in the classroom. Teacher's strategy become the one of important things that influence students' confidence to speak. In addition, according to Cole (2008) states that the teachers' role to provide effective plans/strategies in accomplishing students' educational needs, whole general purpose is to be able to communicate using the language being learn. Therefore, teachers have to apply the technique to teach that makes students more active and interest in learning speaking because teacher also have the role to achieve students' success in speaking English. Based on the factual causes, analysis and target of basic standard of English learn was gotten by the researcher, it brings the gap which found as the basic foundation to propose this research title.

1b

A similar researcher had been conducted by the previous researcher about teaching speaking. The previous study was conducted by Ulfania Dwi Handayani (2019) about teaching speaking entitled English Teachers' Strategy in Teaching Speaking at SMPN 1 Balong. This study used various strategies to improve students' speaking abilities. Some of the main strategies most often used by teacher are roleplay, drilling, outdoor activity and direct strategy.

1.c

Furthermore, Aisyah et al. (2021) investigated Teacher Strategies in Teaching Speaking. The results showed that teacher 1 used seven strategies from twelve speaking strategies and teacher 2 used eight speaking strategies. The strategies used were Task Completion (50%), Opinion Sharing (83.3%), Information

Transfer (16.6%), Reasoning Gap (33.3%), Questioning (100%), Brainstorming (33.3%), Scaffolding (100%), and Drilling (66.6%).

It is as one of the reason why the researcher also interested in finding further information about English learning strategy implemented by teacher in teaching speaking for the second grade at SMKN 1 Beringin. The differences between the previous research and the current research are the subject and the level of education. The current research is focused on the teacher's strategy to build students' self-confidence to speak English. SMKN 1 Beringin is located at Jl. Pendidikan no.3 Emplasmen KualaNamu is one of favorite school in Beringin districts. It can be known from several achievements gotten by the school, there are :1. Adiwiyata school at the National level, 2. The best library in North Sumatra and entered the National level category, 3. Some students' achievement as the winner of speech and poetry contest. Beside those achievement owned by the school, another special record are having extracurricular program that is called "English Club".

Based on the background above the researcher is curious to do research entitles "An Analysis of Teaching Strategy Applied by English Teacher in Teaching Speaking for the Second Grade of SMKN 1 Beringin"

3.a

2.a

3.a

## 3

**IMPROVING STUDENTS' ABILITY IN WRITING PROCEDURAL TEXT BY  
USING COOKING TUTORIAL VIDEO AT XI GRADE SMA ISTIQLAL  
DELITUA**

(D10)

### 1.1 Background of the Research

Learning English with video is continuously used and improved in ELT context. In the previous research carried out by Prasetya and Komarudin (2017) discussed that cooking video as a media which can help the student to improve their writing skill on procedure text and build group learning activities. Moreover, Habibulloh (2017) discussed that video is kind of multimedia that defined as technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects. Jupri (2018) stated that video is an innovative way for writing teachers to utilize technology to provide attractiveness to students.

1c

In the previous research carried out by Siska.,et.al (2020) investigated students ability in writing procedure text.They found that the level of students ability in writing procedure text was good category. Moreover, Bahar.,et.al (2021) invesigated the ability of the third year students of SMP 2 Kubu Babussalam In Writing Procedure Texts. They found that the students ability of the third year students of SMPN 2 Kubu Babussalam in writing procedure texts in the 2020/2021 academic year is in good level. The students' mean score in writing a procedure text is 69.1. To be more specific, 5 students are categorized as excellent, 17 students are categorized as good, 3 students are categorized as mediocre, and there are no students categorized as poor.

1c

Learning English with video can be implemented to improve students' writing skill. Writing is very important to learn for students. Students must be able to understand how to write properly and correctly. From writing, students can express their ideas through their minds into the written form.

1.a

At senior high school, writing is divided into several kinds, **such as** procedure, report, narrative, recount, **and** descriptive text. They are expected to be able to understand **and** make an example of various types of text. One of them is writing procedure text. Procedure text is a text **that is** designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a 2sequence of steps. The goal of procedure text is to provide instructions for making something or doing something. Anderson (2003) **argues** that a procedure text is a piece of text that tells the reader **or** listener how to do something.

1.b

1d

At SMA IstiqlalDelitua, the students are still not able to write procedure text well **because** they are confused what words to use, **because** they have poor vocabulary, **and** they do not know how to write the sentence well, **because** they are low in mastering grammar.

Other problems or difficulties faced by students' that **I found** based on previous research by using picture sequences as a media for teaching **and** learning process is the students' still **feel** difficult when writing procedure text **because** they could not use temporal conjunction **and** numbering well. **Then**, they often did not use action verb in the first sentence. **For example** :typing the text, it **should** be "write the text". They rarely used adverbs (**e.g.** carefully, orderly, etc.).

2.b

**Based on the reality above**, English teachers have a big contribution to students' writing ability. To make the teaching **and** learning process fun **and interesting**, sometimes teachers use several methods **and** strategies. There are several strategies that have yielded good results, **but** sometimes, some of the strategy cannot solve the students' problem. Teachers need other alternatives to get better results **and** be able to overcome problems faced by students. **That is** a teaching media. Alike learning strategy, the teaching media **must** be suitable with the condition **and** the learning material. Permono (2010: 2) **said** "Students **can actually** write by their ability **and** quality." It means that students' need **interesting** media to support themselves to make those quality **and** ability in writing to become better **because** media will make students interested in knowing well **about** the materials.

1.b

Harmer in Lestiyaningsih (2017: 3) **states**, "Video **can** enhance simulations, not only **because** it **can** provide feedback when students **can** watch themselves **and** evaluate their performance, **but** also **because** the presence of a video helps students **feel** more realistic."

Video is one of media that **can** be used by teachers to teach their students in the classroom. It helps the teachers transfer the materials that are related to the lesson. It **can** give more detailed information **about** the object in the content. It could give imagination **about** the content of the video **that is** related to the materials. The students watched the video while they paid attention to the scene **and** they know what contains in the video. They could see the act **and** hear the language from video so they could write down based on what they have seen **and** heard into the paper.

1.b.

There are many media **can** be used to teach procedure text **such as** picture, illustration, **and** video. In this case, the **researcher** used video especially cooking tutorial video to improve the students' ability in writing procedure text. The **researcher** chooses cooking tutorial video as a teaching media **because** it has some advantages. By watching cooking tutorial video, the students not only hear the language **but** also see the process, by seeing the process, the students **will** be easy to memorize the process of the story so that they **can** write the procedure well. Besides that, the cooking tutorial video also helps to grab the students' interest **and** enjoy the learning process **since most** of students nowadays love watching.

2.a

.1b

Cooking tutorial video is a new teaching media, this media **can** be **really interesting** for students **since most** of Indonesia students nowadays do love watching television, film, etc. Consequently, the students' writing will be better. **Because** of the reasons above, it **can** be **concluded** that cooking tutorial video is a suitable media to improve students' writing ability, especially procedure text.

3b

**Based on the explanation above**, the **researcher** is going to conduct a research **about** Improving Students' Ability in Writing Procedural Text by Using Cooking Tutorial Video at XI Grade SMA Istiqlal Delitua.

3.a



## 4

# USING ANIMATION VIDEO TO INCREASE THE SPEAKING ABILITY OF TEN GRADE STUDENTS AT SMA SWASTA SATRIA DHARMA PERBAUNGAN

## (D16)

### 1.1 Background of the Problem

As an international language, English has an **important** role as a means of communication in transferring **and** gaining knowledge, information, science, technology, art, culture **and** there are four macro skills which are taught to the students, **namely** : speaking, listening, writing, **and** reading. The research will discuss **about** one of the macro skills, **namely** speaking. Speaking is **important** for students to practice their understanding in English. Speaking is the delivery of language through the mouth. To speak, **we** create sounds using many parts of **our** body, including the lungs, vocal tract, vocal chords, tongue, teeth **and** lips. Speaking is one of the **most** demanding skills in the life. Every person needs to communicate with others through speaking. Speaking plays an **important** role in making a social interaction with another people in order to gain information. **Thus**, it is necessary for every people to have a good speaking.

**Siahaan (2008:95)** says that speaking is a productive skill. It means that speaking is a person's skills to produce sounds that exists at the meaning **and** be understood by other people so that able to create of good communication. **. In speaking**, there are many speaking problems **such as** **less** communication, **and** confused **about** giving answer. So, teachers **should** help them some motivation to raise their spirit to speak. For this reason, teachers **should** apply effective teaching methods that encourage students to take part actively in the class. The learning process is not only teacher with students **but** also students with students so they will be interested in practising their speaking. One of them is by using videos **such as** animated videos so that students do not get bored in learning English. One way to improve students speaking skill to expose is the students **have to** be **more** active than the teacher **and** the students are also confident. It **can** be tried through animation video. If effective, using animation will make students to read **and** write in any way they desire. It is up to the teacher to follow through on what he or she perceives valuable for the curriculum **and** program in the class. It means that language teachers is

1.a

1.b

hoped to make the class interesting and have a lot of fun. So, this learning can overcome students' nervousness and motivate students to learn better.

According to Bailey (2000:25) says that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and process information. It should be important to test the learner's speaking ability directly because it is important to recognize a learner can speak a second language or not. Speaking is an important section of the language syllabus in communicative language teaching. In a general English curriculum, speaking is a significant channel of communication. Therefore, oral proficiency testing has become one of the most central topics in language testing and with the advent of communicative language teaching, the role of speaking ability has become more important. Pertaining to the ideas above Nunan (1989) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. If students are able to speak English well, they are indicated as successful students in learning language especially. So, students need to practice their speaking in terms of communication frequently either in the classroom or real conversation.

As the needs of English increase over the year, people do not only communicate with those who come from the same country, but also with those who come from different countries. In order to be able to convey meaning and talk to people around the world, they must be able to speak English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level. In Indonesia, the objective of the English teaching as a compulsory subject at the senior high school level is to enable students to communicate in both oral and written form. As the language is a means of communication, students have to be accustomed to speak utterances orally in the classroom even in the very simplest way, such as greeting, answering, expressing ideas, giving responses, and the like. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

In fact, speaking English is not easy to be developed in many schools because English is a foreign language. Students prefer to use their mother tongue than English. Also, the environments do not support them to speak English. So, they seldom use English whether in the classroom or real conversation. That is why many of students are still difficult to speak English in their life. Those problems usually happen in some

1d

1.a

1.b

schools **for example** in SMA SwastaSatria Dharma Perbaungan. SMA SwastaSatria Dharma Perbaungan is one of the school in Serdang Bedagai. As a formal education, this school also presents English language to students as a subject especially in speaking ability in the learning process of English. SMA SwastaSatria Dharma Perbaungan is one of the schools that use Curriculum 2013 (K13), the purpose of learning English in Senior High School level is that the students are able to communicate in social interaction by conveying the meaning in oral skill **and then** giving a response or comment to the speech. In teaching speaking, teachers **should** be able to guide the students in a learning situation in order to enable them to master **because** speaking is the key to communication.

2b

**Many** researchers discussed speaking skill. **Cut., et. al (2020)** investigated the use of animation videos to Improve students' speaking skill. The calculation result **showed** that the mean score of students' pre-test score was 21 **and** the mean score of the post-test was 41. **Then**, the t-score was 4.89 **and** the t-table was 2.045. It can be seen that the t-score was higher than the t-table. **Moreover**, Edrian **and** Ratmanida (2017) investigated the improvement of students' english pronunciation by using animation (3d) video for the second year students of junior high school 1 payakumbuh. The findings **showed** that the implementation of animation video could improve students' pronunciation level from "very good" level up to "excellent" level.

1.c

In the teaching **and** learning process, there are some components to make the instruction successful. They are teacher, students, material, media, **and** etc. Media as one of the components in teaching **and** learning process are used by teacher as a source to explain the materials to students. **Since** the existence of technology has given us a big influence in the educational field, there are many school adopting technology as the sources in the teaching **and** learning process. **In fact**, technology has affected positively to the language teaching, especially in attracting the students' motivation in learning a language like using animation video.

1.b

**Based on the explanation**, the **researcher** is interested in conducting the research on using animation video to increase the speaking ability of tenth grade students at SMA SwastaSatria Dharma Perbaungan.

3.a

## 5

**ENHANCING STUDENTS' CRITICAL LISTENING SKILL THROUGH  
PROBLEM-BASED INSTRUCTION AND ENGLISH LEARNING CHANNELS  
ON PODCAST AT SMKN 3 MEDAN IN ACADEMIC YEAR 2020-2021**

(D17)

1.1. Background of the Problem

Listening is one of the receptive skills that has a very **important** role in learning English **because** listening is a language modality **that is** widely used in every conversation or activity. Listening is also an active activity for everyone to **show** their understanding in a conversation.

1.a

**According to Brown (2004: 118)** listening is an accepting skill which includes several invisible processes of ability **but** has meaning **that is** analyzed in depth from hearing **because** it is transmitted to the ear **and** brain. Meanwhile, **according to Tarigan (1991: 4)** listening is an event of listening with full understanding, attention, **and** appreciation, to get information, including ideas or messages **and** understanding the meaning of communication conveyed by the speaker from pronunciation through spoken language.

1.d

**According to Hermawan (2018: 43)** Listening **can** be classified into three major groups, **namely**: a. Passive listening, b. Listening critically c. Active listening. Based on the definition, Critical listening aims to understand, remember **and** interpret everything **that is** heard. This type of listening emphasizes critical thinking skills. Critical listeners generally try to find mistakes, mistakes or shortcomings in something the speaker is talking **about**. Of course, the disclosure of this error is based on strong reasons that **can** be accepted by common sense. So basically critical listening is a process of selecting what **we** listened.

1.b

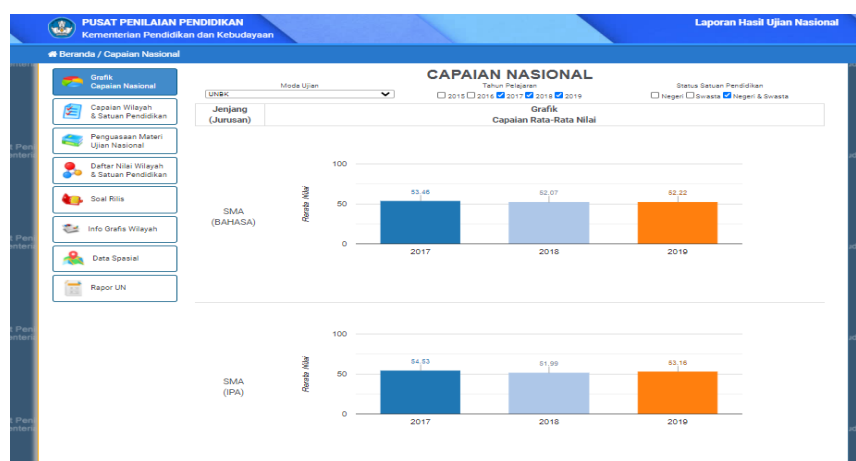
In the demands of the 2013 Curriculum used at SMKN 3 Medan, students are required to be more creative, active, independent and have a sense of responsibility in working together with classmates and teachers. Learning Listening is a pro-active activity in improving listening skills, here students will be formed into students who are more creative and think critically in solving a problem in listening lessons so that the learning objectives will be achieved as recommended by the 2013 Curriculum.

1.b

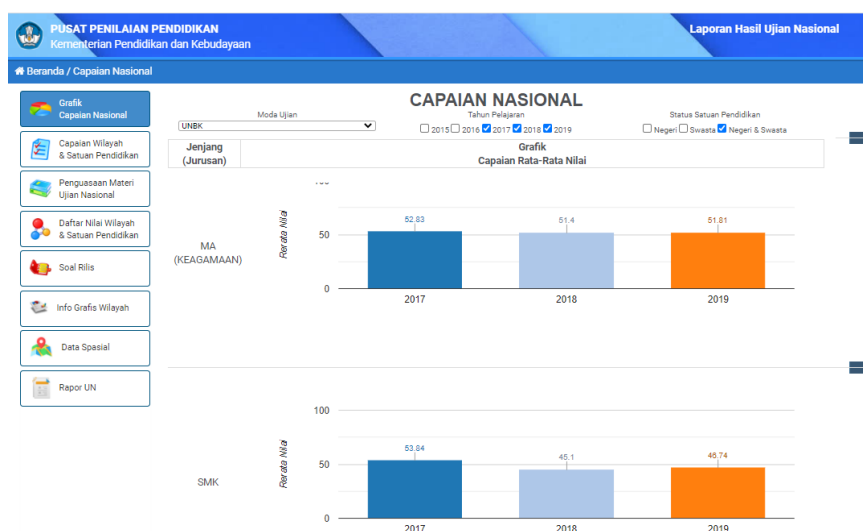
“In Indonesia, English is taught as a foreign language from elementary to university level. Especially for high school, vocational high school students, etc., the curriculum has set several goals for teaching English, namely students are able to communicate in three types of text, interpersonal, transactional and functional in a written and spoken” (Kebudayaan, 2017). Ideally, after completing studies at the high school level, students are expected to be able to communicate in English both orally and in writing. However, the aforementioned goals have not been satisfactorily achieved because students' achievements in English low.

2.b

**Picture 1.1 Percentage of UN Scores for SMA (Language and Sains Class)**



**Picture 1.2 Percentage of UN Scores for MA and SMK**



The latest data shows that SMA / SMK students in Indonesia still have scores below the average or fail the National Examination (UN). English is one of the subjects that contributes to the low achievement scores of the National Examination (UN), especially for SMA, SMK and Madrasah Aliyah, (Kebudayaan,2017). English Test includes listening, reading and writing. Listening in particular, it is true as the most overheard and heavily involved sub-skill of English. In fact, many schools in Indonesia use Indonesian as language teaching in the classroom for almost all subjects including English and authentic sources for teaching English have not been fully utilized by English teachers.

2.b

In the teaching and learning process, before students are able to respond to teachers, they should listen first to get information and concepts. Apart from that, listening is also the key to understanding the concepts, knowledge or information spoken by the speaker. Therefore, it is clear that listening is an interactive process that occurs between speaker and listener to convey and hear a meaning. Listening often also plays a secondary role for a speaking partner. Good speakers are often unwise to judge higher than good listeners. Listening as a performance model should be designed in the assessment.

1.b

Learning listening is not easy but in general, most students still ignore it. Difficulties in learning listening are, of course, influenced by many factors. Besides that, students' learning styles also determine their learning success.

Based on the phenomenon that occurred, the researcher who had been one of the UMN students who did an internship at SMK N 3 Medan was very concerned and challenged to find out what factors caused students to find it difficult to take English lessons on listening. The problem that occurs at SMKN 3 Medan is the lack of listening learning activities in English lessons. There are obstacles in the Language Lab section that are not qualified to be used even English teachers who do not introduce intense listening lessons, so that researchers are trying to be able to find problem solving steps or the right solutions so that students prefer listening and students' listening skills become more skilled.

2.b

2.b

According to Underwood (1990: 15) there are several difficulties in listening skills experienced by English learners, namely (1) Listeners cannot control the speed of speaking of the person delivering the message, and they feel the message conveyed is gone before they can understand the contents of the message. When they can understand one message, at that moment another message disappears. (2) Listeners do not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio, watching TV, so that the listener must be able to understand it for what it is (3) The limited vocabulary of the listener makes the listener unable to understand the contents of the text what they hear can even make them bored and frustrated (4) The listener's failure to recognize and understand the 'signs' sent by the speaker which causes listeners to misunderstand the contents of the message they receive (5) Errors in interpreting the message received, so that the contents of the message are the listener received or interpreted differently (6) unable to concentrate due to various reasons, for example uninteresting topics, physical exhaustion, noisy environments and so on. (7) Concerns about the difference in the way and material taught by the teacher with the material heard through audio devices or native English speakers.

1.b

Here, the researcher will also discuss the development of education and technology in the view of the researcher.

3.a

There are several online applications that make it easier for educators to deliver material such as schoology, google classroom, youtube, whatsapp, spotify and others. In this research, researchers will use the spotify application specifically using podcast

2a

media. Several studies comparing podcast on spotify with other study strategies, have reported mixed results.

For example, Rahma (2020) tested the effectiveness of using Spotify App to teach listening comprehension in narrative podcast in Ninth grade students' of MTS Assalafisusukan. The results showed that the use of podcast on spotify significantly helped the development of students' critical listening skill. The result of the mean score of post-test higher than pre-test, which is mean the post-test (93.60) and pre-test (49.10).

1.c

Podcasting is one of the most technologically modern tools and has appeared several years ago in the world of education. Podcasting also has great potential and there is plenty of documented evidence that it can be of great help to learners' language skills, especially listening skills. Podcasting can empower students to listen to English conversations or speech more frequently to deepen students' ability to remember and improve their English vocabulary. In this study, the researchers chose *rintiksendu* channel as a podcast that the students would listen to continuously. Researchers will focus on 3 episodes with the title *Moving on, Toxic Relationship and I love you, but you leave me* (English Version). The researcher chose *rintiksendu* because this podcast is one of the trending podcasts in Indonesia and it is also a podcast suitable for teenagers because the theme of this podcast is about the life stories of teenagers.

1.b

3.a

In this research, the writer will use Problem-Based Instruction (PBI) technique. Researchers using the program, called Problem-Based Instruction (PBI), focus on developing students' independence in learning and problem solving by providing a structure in which curriculum activities can be placed. In this technique students will be more active in looking for material and trying to understand the material using the media provided by the teacher himself. In this research, researchers will find it easier to collect comparative data from several students who will be sampled. Researchers' judgments about the perceived effectiveness of PBI were also collected from those involved in this study.

3.c

Overall, researchers hope that PBI will bring positive changes in their teaching approach and positive learning outcomes for their students.

3.b



Based on the statement above, the researcher will carry out this research at SMKN 3 Medan to improve listening skills and the students' spoken language using podcast media by the Spotify application by applying the process-based instruction (PBI) technique

3.a

## 6

**ELEVATING STUDENTS' WRITING SKILL BY USING PEER  
GROUP DISCUSSION AND DIGITAL FLASHCARDS AT SMA  
NEGERI 21 MEDAN ACADEMIC YEAR 2020-2021**

**A Proposal**

(D18)

### 1.1 Background of the Research

Writing is a complex skill that places heavy demands on the writer, both cognitively, meta-cognitively, and emotionally (Boscolo & Hidi, 2007; Graham, Harris, & McKeown, 2013). Although writing skills taught through the programmed education process are basic skills that can be improved, students still have difficulty in writing. According to Harsyaf et al. (2009) state that most of the English learners might agree that writing is the most difficult skill to master.

1.a

Students' low interest and lack ability in writing their ideas with the use of correct grammar, vocabulary, and punctuation are some indicators showing the unsuccessful of teaching writing. In English writing skills, it requires students to use various elements simultaneously such as the rules of language, the organization and structure of the text, an understanding of the purpose of writing, readers' perceptions and their needs, communication with readers, and the emotions and feelings of self-efficacy generated by Graham's writing actions. et al. (2013).

1.b

In writing, helping someone easily express their feelings in language skills. Students learn to express their emotions, thoughts and desires as well as events that occur using the correct symbols in accordance with established rules

(Ozbay 2009: 115). Writing is a language skill that can be acquired through a planned teaching process. The planning of the teaching process consists of various stages such as writing preparation, drafting, paraphrasing, correcting, and sharing.

1.d

Therefore, in this case the problems faced by students of SMA Negeri 21 Medan are the same as the things mentioned above such as difficulty in writing, not understanding text organization so that it is difficult to compile text, then students also

2b

find it difficult to develop their ideas in writing, their lack of understanding in describing the ideas they have and English teachers of SMA Negeri 21 Medan are less effective in using learning strategies and rarely use digital media in the teaching and learning process.

Most teachers still use conventional strategies and media. The conventional learning model is characterized by an explanation, as well as a division of tasks, exercises and simple media. The learning objective is for students to know something, not do something. So, students find it difficult to write. Therefore, the writers chose peer group discussion and digital flashcard strategies to improve students' writing skills in the learning process.

1.b

In peer group discussions, according to Mapesa (2013), peer groups has the important role in influencing students' behavior in taking decision. A peer group is a group of people who are equals in some way. Those in the peer group have the same status and have almost the same age. During peer group discussions, students begin to get together and talk about, criticize, and understand something with the help of the teacher. Moreover, According to Tutty & Klein (2008) said that heterogeneous grouping can provide benefits for low-ability students because they can get help from their group colleagues during the discussion.

1.a

In the use of digital flashcards, a study on the effectiveness of flashcards by Colbran, et.al. (2015: 4) reported that flashcards assisted active memory, vocabulary repetition, independent study, and helped students measure their progress. Developing and studying flashcards with friends or groups can be more profitable because students can collaborate with peers on academic information, ask each other questions, and create social groups. This opens opportunities for students to discuss, share information and explore their point of view.

1.b

Moreover, several studies comparing digital flashcards with other study techniques, have reported mixed results. For example, Kılıçkaya and Krajka (2010) tested the effectiveness of using Digital Flashcards and vocabulary notebooks with 38 university students for 5 weeks and found statistically significant differences between groups that supported the Digital Flashcard group. Similarly, Komachali and Khodareza (2012), investigated the effect of using paper-based flashcards on the vocabulary knowledge of Iranian EFL pre-university students. The results showed that the use of flash cards significantly helped the development of students' vocabulary, compared to traditional vocabulary teaching without the aids.

1.c

Therefore, based on the theory and facts above, peer group discussion and digital flashcard arrangements can improve students' writing skills.

In this research, the researcher's expectations of the writing skills of students of SMA Negeri 21 Medan will be increased through the implementation of peer group discussion and digital flashcards.

The researcher attempts to dig deeper into the title "ELEVATING STUDENTS' WRITING SKILL BY USING PEER GROUP DISCUSSION AND DIGITAL FLASHCARDS AT SMA NEGERI 21 MEDAN ACADEMIC YEAR 2020-2021"

3.b

3.a

## 7

**AN ANALYSIS OF EFL STUDENTS' PERCEPTION ON ONLINE DISCUSSION  
THROUGH ZOOM MEETINGS AT SMA SWASTA NUR AZIZI IN ACADEMIC  
YEAR 2020/2021**

**(D19)**

### **1.1 Background of The Research**

On March 11, 2020, the World Health Organization (WHO) announces that the novel coronavirus (Covid-19) outbreak becomes a worldwide pandemic because the cases outside China rise 13 times and the number of countries with cases increases threefold over two weeks (Cucinotta&Vanelli, 2020). Several days later, as report by UN Educational, Scientific and Cultural Organization on March 18, 2020, approximately 107 countries implement national school closures concerning this pandemic that impacts 862 million children and young people around the world (Viner et al., 2020). The policy is to curb the widespread of the virus and to reduce the transmission and the number of cases.

1.b

As the result of the spread of Corona Virus Disease (Covid-19), the government issues a policy, one of which requires teachers and students to do distance learning. This requires teachers to create learning methods that are compatible with the virtual learning system. One method that widely uses by teachers in teaching English to their students is online discussion (Rinekso& Muslim, 2020). A key element in successful language learning through CMC (computer-mediated communication) is to engage students in student–teacher interactions for online learning activities.

1.a

Students' engagement is defined as "the extent of students' involvement and active participation in learning activities" (Cole & Chan, 1994, p. 259).

1.d

It refers to the intensity and quality of students' involvement in initiating and carrying out learning activities (Gonida, Voulala, &Kiosseoglou, 2009), such as active participation in class, number of completed assignments, interactions with the teacher and peers, and students' collaborations (Altinay&Paraskevas, 2007; Kuh, 2003). This is confirmed by a study which proved that online discussion can promote and enhance

1.b

EFL students' engagement levels **namely** behavioral engagement, emotional engagement, **and** cognitive engagement.

Students' engagement involves three interrelated dimensions **namely** behavioral engagement, emotional engagement, **and** cognitive engagement (Fredricks, Blumenfeld, & Paris, 2004). Behavioral engagement **can** be observed in actions that lead to specific outcomes, **such as** class participation **and** task completion. Emotional engagement refers to students' sharing of positive **and** negative feelings **about** learning with their teachers **and** peers, **such as** optimism, confidence, anger, or anxiety (Riordan & Kreuz, 2010).

1.b

Cognitive engagement refers to the amount **and** type of strategies that learners use to complete a task or solve a problem, which will lead to their collaborative knowledge construction **and** deep learning.

1.d

**Furthermore**, an online discussion provides a sense of anonymity **and** privacy **and** reduces communication anxiety that occurs in face-to-face interaction (Batson, 1993). Batson's claim also supports another benefit of online discussions, which is equal participation among students. In other words, the **possible** barriers that face-to-face interaction **might** pose are reduced in online settings. It **claims** that the use of online discussions increases student participation, especially in class discussions. The assumptions behind this claim are that online discussions promote the participation of minorities who are typically **more** hesitant than their native English speaking counterparts (Bruce, Peyton, & Batson, 1993); they support democratic discourse patterns (Batson, 1993; Chun, 1994; Harasim, 1990; Kern, 1995); **and**, particularly, they allow students to have time to process replies (Sotillo, 2000). Abrams (2003) **argues** that use of online discussions reduces immediacy **and** allows **more** time for processing input, extending students' talk time **and** improving their output.

1.b

Research points out that students generally perceive strong learning benefits from participation in online discussions (Arnold & Ducate, 2006; Du, Durrington, & Mathews, 2007; Schenker & Poorman, 2017). A research, which compares students' perceptions of a variety of CMC tools that they use over the course of one semester, reveals that discussion forums are rated second best for promoting student learning (Schenker & Poorman, 2017). **However**, the forum is also the least enjoyed tool by students. This is in line with other studies in which students also reports dissatisfaction with forum discussions, **for example** due to not feeling connected to their group (Arnold & Ducate, 2006), unequal participation (Hammond, 2000), a lack of personal

1.c

connection, and an inability to change groups during the semester (Schenker&Poorman, 2017).

The online discussion becomes popular since distance learning during pandemic Covid-19. Online discussion is a virtual method which the teachers used to keep the teaching and learning process as effective as face to face classroom. The statement is proposed by Ellis, Goodyear, O'Hara, & Prosser (2007) emphasized Online discussion have been popularized with the evolution of distance learning and the Internet but also important in blended learning (a combination of face to face and online).

1.b

Online discussion is a collaborative tool to facilitate communication and knowledge construction anytime or place on their computer with an internet connection (Johnson, 2007 ;Sundararajan, 2010).

1.d

However, online discussion forums are not without challenges. Then, positive and negative responses on the online discussion through virtual media during Covid-19 outbreak *have not been fully discussed*.

2.a

. EFL students can struggle with interacting as peers, internet connection, assignment types which are given by the teachers, lack of computational skills, and the suitable virtual platform in creating the effectiveness of online discussion method.

The current situation in SMA SwastaNurAzizi Tanjung Morawa during Covid-19 outbreak, the face to face teaching and learning process is changed to online learning. The teacher uses online discussion method in teaching English. EFL students are asked to use zoom meetings as an online discussion forum. All the English lessons which are taught by the teachers to EFL students uses online discussion method such as recount text, invitation, descriptive text, song, announcement, caption, etc. The use of online discussion method also triggers some problems such as EFL students are not familiar in operating the online learning platform, There is a different perception among EFL students at SMA SwastaNurAzizi. Some EFL students claims that they like online discussion method through zoom meetings in teaching and learning process due to the convenience, flexibility, learning interaction preferences, and it supports the students in subordinate position such as shy, introverted, reticent and having language difficulties. However, some students claims that they prefer to face to face classroom due to online discussion needed a connection. Unstable network connection triggers

2.b

students to face the difficulty in listening to the material conveyed by the teacher, the types of tasks given are online and use different virtual platforms and EFL students, and cannot connect when discussing with their peers.

The purpose of this study is to analyze and identify EFL students' perception parameters on online discussion through zoom meeting at SMA SwastaNurAzizi.

3.a

EFL students certainly have their perception including positive and negative responses on the online discussion through virtual media during Covid-19 outbreak.

3.b

The responses from EFL students is really important to be analyzed. Therefore,

Their perception can be as an input for the EFL teachers and institutions to keep running the classroom activities as optimal as face to face classroom settings

. Thus, from that background, the researcher is interested to analyze the EFL students' perception on online discussion through zoom meetings at SMA SwastaNurAzizi in academic year 2020/2021

3.a

Note:

Transition

Frame markers

Endophoric markers

Evidentials

Code glosses

Hedges

Boosters

Attitude markers

Self mention

Enggagement marker



## **APPENDIX 2**

# **RHETORICAL MOVES**

**EXPLORING EFL STUDENTS' MOTIVATION ON LEARNING ENGLISH DURING PANDEMIC COVID-19 OUTBREAK IN SMKN 3 MEDAN**

**(Document 2)**

No	Move	Step	Identification		
			Stated	How is stated	Unstated
1	Establishing the territory	a. by showing that the general research area is important, central, interesting, problematic or relevant in some way.	✓	In online learning, students can become less active in conveying their aspirations and thoughts, so that it can result saturating learning. A student who experiences inner saturation learning will result in progress in learning outcomes. Therefore a driver is needed to motivate students to be enthusiastic about learning so they can have learning achievement (Rimbarizki, R. 2017).	
		b. by providing background information about the topic (optional)	✓	Online learning is carried out using a distance learning system, where Teaching and Learning Activities (KBM) are not carried out face-to-face.	
		c. by introducing and Reviewing items of previous research in the area (obligatory)			✓
		d. by defining terms			
2	Establishing a Niche	a. by Indicating a gap in the previous research, raising question about it, or extending previous knowledge in some way.			
		b. y identifying a problem/need (optional)	✓	The problems faced by students during online learning are a lack of confidence and experience in	

				using technology, it could be an obstacle in the E-learning process, students learn independently and some students may find it difficult to do it or even understand the content of the lesson, because of the lack of face-to-face contact with teachers and fellow students'.	
3	<b>Occupying a niche</b>	a. by outlining purposes/aims, or stating the natural of the present (obligatory)	✓	The researcher chooses the title, because this is one of the problems that really annoys everyone, whether students, parents, or even teachers. therefore researchers are interested in researching this problem entitled "Exploring EFL Students' Motivation on Learning English During Pandemic Covid-19 Outbreak In SMKN 3 Medan" by conducting interviews and researchers asking questions about how the learning problems of EFL students in this online school, and how the commitment to motivate students in learning at home.	
		b. By announcing principal findings/stating value of research (optional)	✓	This study is to motivate low-motivated students to keep their enthusiasm for EFL learning during the covid-19 pandemic.	
		c. by describing the methods used in the study (optional)	✓	<p>Researchers will take a sample of 6 students of SMKN 3 Medan who are the object of this research. 3 students who have high learning motivation and students who have low motivation in learning English which is done online.</p> <p>This semi-structured interview program will take 7 days or 1 week.</p>	

<p style="text-align: center;"><b>Move 1</b></p> <p style="text-align: center;"><b>(Establishing the territory)</b></p>	
<b>DATUM</b>	<b>Step 1.a (Showing that the general research area is important, central, interesting, problematic or relevant in some way)</b>
<b>1</b>	<p>Writing is very important to learn it. English as one of the subject in school, which has an important role as a foreign language. And it is very also important to communication by people in most parts of the world. It is taught in Indonesian schools from junior secondary to University level. So, it is very important for students to master English as a whole their skills and in English the four skills include: listening, speaking, reading and writing</p> <p>The involvement of the media is very important to achieve the target of learning.</p>
<b>2</b>	In online learning, students can become less active in conveying their aspirations and thoughts, so that it can result saturating learning. A student who experiences inner saturation learning will result in progress in learning outcomes. Therefore, a driver is needed to motivate students to be enthusiastic about learning so they can have learning achievement (Rimbarizki, R. 2017).
<b>3</b>	Most students in Indonesia have difficulty understanding English text even though they have been learning English since elementary school
<b>4</b>	<p>English is one of the subjects that must be studied in the 2013 curriculum.</p> <p>Language is one of the communication tools used by humans to interact with each other</p> <p>Writing is important skill to be taught to the students in the English as a foreign language context.</p>
<b>5</b>	<p>In this era, social media is one of the important things used in education.</p> <p>Therefore, WhatsApp can also be used as a communication tool in the world of education.</p> <p>However, english is still regarded as a difficult subject and a difficult language to be mastered by the students. That is a reason why without a sufficient vocabulary, students will have difficulties in learning a language.</p> <p>Vocabulary is the important element in learning english, it is the first step for the students if they want to achieve their goal in learning english skill. Vocabulary is an essential part of language and always be</p>

	first thing to learn a language.
6	This of course affects the learning process of students, especially in identifying the differences between English and Arabic. English and Arabic certainly have certain characteristics that differentiate them like other languages.
7	because mastering English is important for Indonesian people especially for Indonesian's agent of change through the education program. Language is a means of communication that people use to convey their ideas, opinions, thoughts, and feelings to each other English is the first foreign language in Indonesia which is important to transfer and gain knowledge, science and technology, art and culture, and establish international relationship
8	Speaking is the one of important skills to learn for language learner. By speaking, other people can understand what we convey. Speaking is not as easy as it seems, many people have unconfident when they speak English, especially students. Speaking is the most important skill and the mastery of speaking skills in English is importance for second and foreign language learners  Speaking skill is important that should be mastered by English learner.
9	In education in school learning is the main activity that must be carried out. Educational goals will be achieved if the learning process in a school can take place well, namely a learning process that involves students actively in the learning process. The teaching and learning process and learning outcomes are interrelated because in teaching and learning activities there are objectives to be achieved
10	Writing is very important to learn for students. Students must be able to understand how to write properly and correctly. From writing, students can express their ideas through their minds into the written form.
11	One of the main problems students face in mastering and learning English is a lack of vocabulary. To master all English skills, including speaking, listening, reading and writing, they are afraid to learn English.  adjectives are a very important part of speech because adjectives are usually use to limit general nouns and pronouns

12	<p>Writing is a part of English language skill which plays an important role as medium of communication.</p> <p>writing is an important subject. Writing is a basic skill that is productive through certain theoretical concepts</p>
13	<p>Reading is one of the important skills. English reading becomes a more and more important in international communication.</p> <p>Reading is one of the most important skills a person has in learning, because reading can educate, increase knowledge and insight</p> <p>Reading is more important because reading is able to develop thoughts.</p>
14	<p>Language is an important tool for communication. Language indicates each of its nation, a parable once say so</p> <p>Writing is one of the four language skills which is very important to learn</p> <p>Writing is one aspect of ability language which is very important in human life</p>
15	<p>Writing becomes an important aspect in language learning by writing, the students can share information and ideas in the write text.</p>
16	<p>As an international language, English has an important role as a means of communication in transferring and gaining knowledge, information, science, technology, art, culture and there are four macro skills which are taught to the students,namely : speaking, listening, writing, and reading.</p> <p>Speaking is important for students to practice their understanding in English.</p> <p>Speaking is one of the most demanding skills in the life</p> <p>Speaking plays an important role in making a social interaction with another people in order to gain information</p> <p>Therefore, oral proficiency testing has become one of the most central topics in language testing and with the advent of communicative language teaching, the role of speaking ability has become more important</p>
17	<p>Listening is one of the receptive skills that has a very important role in learning English because listening is a language modality that is widely used in every conversation or activity.</p>

18	<p>Writing is a complex skill that places heavy demands on the writer, both cognitively, meta-cognitively, and emotionally (Boscolo &amp; Hidi, 2007; Graham, Harris, &amp; McKeown, 2013). Although writing skills taught through the programmed education process are basic skills that can be improved, students still have difficulty in writing. According to Harsyaf et al. (2009) state that most of the English learners might agree that writing is the most difficult skill to master.</p>
19	<p>As the result of the spread of Corona Virus Disease (Covid-19), the government issues a policy, one of which requires teachers and students to do distance learning. This requires teachers to create learning methods that are compatible with the virtual learning system.</p> <p>A key element in successful language learning through CMC (computer-mediated communication) is to engage students in student–teacher interactions for online learning activities.</p>
20	<p>Language is so important in human life where it is a way of expressing the ideas or opinions of a person to other people to build social interaction and communication.</p>
21	<p>Language has an important role because language is a tool to communicate with thoughts and feeling to others and also serves to understand the thoughts and feelings of others, so schools provide language education to learners in order to communicate well.</p> <p>Reading is one of the most important skills in learning language beside listening, speaking, and writing, and it is the fundamental goal to any language understanding.</p>

<p style="text-align: center;"><b>Move 1</b></p> <p style="text-align: center;"><b>(Establishing a niche)</b></p>	
<b>DATUM</b>	<b>Step 1.b (Providing the background information about topic)</b>
22	<p>Students learn to organize their ideas in a cohesive and flowing manner. It is an essential part of developing child. Hedge (2003: 302) stated that it is the result of employing strategies to manage the composing process, which is one of gradually developing a text. Actually writing is to produce a text through activities from someone's thought or idea which start from drafting until revising and editing.</p>
23	<p>Online learning is carried out by utilizing technology, especially the internet. Online learning is carried out using a distance learning system, where Teaching and Learning Activities (KBM) are</p>

	not carried out face-to-face.
24	<p>There are several factors that influence students' reading comprehension. According to Ruston (2006: 3 - 5)</p> <p>Finding an important word only initiates more difficult research for its meaning, one or more, common or specific, that the word uses to convey as it appears here and there in the text</p>
25	<p>. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes and the most difficult skill to master for foreign language learner</p> <p>In the second year of Senior High School, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce simply functional written text in the recount text, narrative text, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization.</p>
26	WhatsApp provides <u>group chat</u> and location sharing options, especially during a pandemic like now students have to do and carry out online learning. Therefore students use social media such as WhatsApp group as a means of learning in education. In addition, they also have to mastery and understand english vocabulary to facilitate the learning process, there is also an opinion that often sees and hears conversations with the media of mobile phone, tv, laptop
27	<p>Many people learn foreign languages for various purposes, such as for work, education or even for entertainment. Not infrequently the Education curriculum in a country requires students to learn other languages such as English, Arabic, Mandarin, Japan and so on</p> <p>Unlike English which is a compulsory subject in the school curriculum, other languages such as Arabic, Mandarin and Japan are included in the local content but quite a number of schools are learning these languages</p>
28	Vocabulary is one of the important aspects of English teaching-learning. Another aspect is teacher have to be creative and patient in finding, choosing, and simplifying the materials which make the students master the vocabulary, in other words, learning vocabulary students will get trouble in their language skills
29	Speaking ability able to describe how far the language learner mastered about the language itself
30	English has been a subject at Indonesian school since a long time ago. In education in Indonesia, the ability to speak English is one of the skills that must be mastered since childhood. In this case, English learning is directed at four skills, including listening, speaking, reading and writing. In the view of modern learning students and teachers are learning subjects. In this case, students are no longer considered a source of information but the two collaborate in the teaching and learning interaction process in the classroom. Thus in the learning process, students as the central point of learning, are more active in seeking and solving learning problems. The teacher's task is to help the difficulties of students who have problems understanding and solving problems.
31	At senior high school, writing is divided into several kinds, such as procedure, report, narrative, recount, and descriptive text. They are expected to be able to understand and make an example of various types of text. One of them is writing procedure text.



32	According to Simaibang (2016 : 79), the mastery of speaking skills in English can be a priority for many second language or foreign language learners, because they feel that this skill requires frequent involvement in English communication. Vocabulary has the tools used to understand and master English. Vocabulary is a major component of improving all English skills. Indeed, mastering vocabulary is a difficult thing, it is not as easy as turning your palms, it requires a process of mastering vocabulary. Many factors influence students' difficulties in mastering vocabulary.
33	In writing activities, the process of delivering written information in the form of the author's creativity uses creative thinking, not monotonous and not focused on one problem solving. Thus the writer can produce various forms and creative grammar in accordance with the intent and purpose of his writing by improving his writing skills.
34	Reading comprehension is the ability to take conclusions from a write based on several components depending on the reader's need. Reading comprehension also include aspects that are capable of creating its own meaning from what the reader is looking for, including the reader's purpose of looking for real information and then transfer the meaning of the reading to others with their own understanding
35	As it know, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.
36	<p>In writing process, students need strategies and background knowledge about linguistics such as structure or grammar and vocabulary and punctuation. Because they don't know how to make descriptive writing easily and they need much time for made a text exactly.moreover, the students had low motivation in descriptive writing and teaching media use by the teacher is not unattractive and monotonous. So, the students need something to solve those problems.</p> <p>In the learning process that has been carried out the teacher is only as a facilitator and students are more active and more enthusiastic in carrying out learning using learning media.it is supported by observations by two observes who observers who observed during the learning process in class.</p>
37	In speaking, there are many speaking problems such as less communication, and confused about giving answer. So, teachers should help them some motivation to raise their spirit to speak. For this reason, teachers should apply effective teaching methods that encourage students to take part actively in the class.
38	Critical listening aims to understand, remember and interpret everything that is heard. This type of listening emphasizes critical thinking skills.
39	In English writing skills, it requires students to use various elements simultaneously such as the rules of language, the organization and structure of the text, an understanding of the purpose of writing, readers' perceptions and their needs, communication with readers, and the emotions and feelings of self-efficacy generated by Graham's writing actions. et.al(2013)
40	Students' engagement involves three interrelated dimensions namely behavioral engagement, emotional engagement, and cognitive engagement (Fredricks, Blumenfeld, & Paris, 2004). Behavioral engagement can be observed in actions that lead to specific outcomes, such as class participation and task completion. Emotional engagement refers to students' sharing of positive and negative feelings about learning with their teachers and peers, such as optimism, confidence, anger, or anxiety (Riordan & Kreuz, 2010)
41	The students in school are expected to beable to master the language skills in learning English, especially public speaking skill. Public speaking is became one of the goals of teaching and learning in Indonesia. Online school made lack of their motivation to study than face-to-face. Sometimes, they also felt depressed as a result of this situation. Therefore,. Based on the researcher's point of view, many students exactly have their own role models to motivate them in studying.

42	In generating the meaning from one brain to another brain, people need a language. In other words, we can say that people can be able to express what they have in mind, such as their ideas, feeling and emotion by using a language.
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<p style="text-align: center;"><b>Move 1</b></p> <p style="text-align: center;"><b>(Establishing a niche)</b></p>	
<b>DATUM</b>	<b>Step 1.c (Reviewing the previous study)</b>
43	A similar researcher had been conducted by the previous researcher about teaching speaking. The previous study was conducted by UlfaniaDwiHandayani (2019) about teaching speaking entitled English Teachers' Strategy in Teaching Speaking at SMPN 1 Balong. This study used various strategies to improve students' speaking abilities. Some of the main strategies most often used by teacher are roleplay, drilling, outdoor activity and direct strategy
44	In the previous research carried out by Prasetya and Komarudin (2017) discussed that cooking video as a media which can help the student to improve their writing skill on procedure text and build group learning activities. Moreover, Habibulloh (2017) discussed that video is kind of multimedia that defined as technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, or moving texts accompanied by audio or sound effects
45	There are several media commonly use in the teaching learning process. But in this research the researcher will use picture as the media. Based on my observation at this school, during the learning process the teacher do not use the media in teaching descriptive text, so that the students become confuse with the material and cannot understand how to write descriptive text correctly.
46	Dellyardianzah (2016:8) shows that video scribe based learning media can improve student learning outcomes. It is also evident from the results of research. Researchers showed that there was an increase in the ability to write descriptive text after using video scribe-based learning media.
47	For example, Rahma (2020) tested the effectiveness of using Spotify App to teach listening comprehension in narrative podcast in Ninth grade students' of MTS Assalafisusukan. The results showed that the use of podcast on spotify significantly helped the development of students' critical listening skill. The result of the mean score of post-test higher than pre-test, which is mean the post-test (93.60) and pre-test (49.10).

<b>48</b>	Moreover, Several studies comparing digital flashcards with other study techniques, have reported mixed results. For example, Kılıçkaya and Krajka (2010) tested the effectiveness of using Digital Flashcards and vocabulary notebooks with 38 university students for 5 weeks and found statistically significant differences between groups that supported the Digital Flashcard group. Similarly, Komachali and Khodareza (2012), investigated the effect of using paper-based flashcards on the vocabulary knowledge of Iranian EFL pre-university students. The results showed that the use of flash cards significantly helped the development of students' vocabulary, compared to traditional vocabulary teaching without the aids. Therefore, based on the theory and facts above, peer group discussion and digital flashcard arrangements can improve students' writing skills.
<b>49</b>	A research, which compares students' perceptions of a variety of CMC tools that they use over the course of one semester, reveals that discussion forums are rated second best for promoting student learning (Schenker&Poorman, 2017). However, the forum is also the least enjoyed tool by students. This is in line with other studies in which students also reports dissatisfaction with forum discussions, for example due to not feeling connected to their group (Arnold & Ducate, 2006), unequal participation (Hammond, 2000), a lack of personal connection, and an inability to change groups during the semester (Schenker&Poorman, 2017).

<b>Move 1</b>  <b>(Establishing the territory)</b>	
<b>DATUM</b>	<b>Step 1.d (defining term)</b>
<b>50</b>	According to Richards and Renandya (2002) Writing is called productive skill, it means that writing is a process in which the writer produces something that contains about writer's thoughts, feelings, or ideas.
<b>51</b>	Reading is a method of evaluating, organizing and understanding many sources of information (Scanlon et al., 2010). (d3)/ evidentials

52	<p>Descriptive text is a text that describes something like humans, animals, objects, and places. the goal is to provide clear information about the object to be described to the reader.</p> <p>Descriptions are writings that can describe a story with the aim to invite the reader to understand feel and enjoy the objects being discussed such as moods, people's activities and so on.</p>
53	WhatsApp is a cross-platform <u>instant messaging</u> application that users to exchange text, <u>image</u> , video and audio messages for free
54	<p>In the 5th edition of Kamus Besar Bahasa Indonesia (KBBI) (2019), it is written that: 1. an arbitrary sound symbol system, which is used by members of a society to cooperate, interact, and identify themselves; 2. good (verbal) conversations; good manners; politeness.. Ritonga (2012: 1) says that language is a means of communication between members of society in the form of sound symbols produced by human speech tools.</p> <p>language is a characteristic which possessed by a social group or a symbol that differ one from another and produced by human speech tools</p> <p>language is a communication tool owned by humans in the form of a sound symbol system that comes from a human speech or mouth. Keraf in Smarapradhipa (2005: 1), says that language means communication between members of the public in the form of a symbol of the sound produced by means of said human. James (1980: 2) says that "contrastive analysis is the analysis used in finding a difference that often makes the second language learners have difficulties in understanding a language material."</p>
55	<p>According to Nation (2007:38) vocabulary is critically important because a word is an instrument for thinking about the meaning with expresses.</p> <p>According to (Deni 2011:2) states, "Snowball Throwing is one of the active learning model which in practice involves a lot of students."</p>
56	Simbolon (2014:227) explains that speaking generally can be interpreted as an activity to convey intentions, ideas, thoughts, feelings, contents of the heart to others in using spoken language so that the intent can be understood by others
57	Discussion is one of the methods often used by teachers in the learning process
58	Anderson (2003) argues that a procedure text is a piece of text that tells the reader or listener how to do something.
59	<p>Vocabulary is a letter-to-word unit made up of a community of users.</p> <p>According to Simaibang (2016 : 79), speaking is one of the four language skills that is called under productive skill.</p> <p>TikTok social media is an audio-visual media, this media is a social media that can be seen and can be heard</p>
60	Writing is a creative process of expressing ideas in written language for a specific purpose, for example informing, convincing, or entertaining

61	According to Klinger, et al in Yuliana (2018:14) “says that reading comprehension is a multi component, highly complex process that involve much interaction between readers and what they bring to the text as well as variables related to the text itself.
62	According to Linse (2006) writing is an action of arranging the utterances words whether in written or printed.  . Descriptive text is a text that describes the features of someone, something, or a certain place.
63	Emilia (2011: 6) descriptive text is a kind of text that has a purpose to give the information about something or someone
64	According to Bailey (2000:25) says that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and process information.
65	According to Brown (2004: 118) listening is an accepting skill which includes several invisible processes of ability but has meaning that is analyzed in depth from hearing because it is transmitted to the ear and brain. Meanwhile, according to Tarigan (1991: 4) listening is an event of listening with full understanding, attention, and appreciation, to get information, including ideas or messages and understanding the meaning of communication conveyed by the speaker from pronunciation through spoken language.
66	Writing is a language skill that can be acquired through a planned teaching process.
67	Students’ engagement is defined as “the extent of students’ involvement and active participation in learning activities” (Cole & Chan, 1994, p. 259). Cognitive engagement refers to the amount and type of strategies that learners use to complete a task or solve a problem, which will lead to their collaborative knowledge construction and deep learning.
68	Qing (2011: 37) mentions “Role play is defined as the projection in real life situations with social activities”.  Nordquist (2019) says that speech is a system of communication that uses spoken words (or sound symbols). It needs their ability to be brave to speak in the very first place.
69	Communication can be defined as the act of generating for meaning.  According to Rebecca (2010: 1), a narrative text is a text which related a series of logical, and chronologically related events that are caused or experienced by factors. In addition, Djatmika and Wulandari (2013: 3) define a narrative text as a type of text which can amuse the reader or the listener and also has a moral value inside the story  According to Suyana (2019: 19), reading is an activity that exerts several action including physical or cognitive action.

Move 2 (Establishing a niche)	
DATUM	Step 2.a (indicatig a gap)
70	The differences between the previous research and the current research are the subject and the level of education. The current research is focused on the teacher's strategy to build students' self-confidence to speak English.
71	There are many media can be used to teach procedure text such as picture, illustration, and video. In this case, the researcher used video especially cooking tutorial video to improve the students' ability in writing procedure text.
72	<u>But</u> in this research the researcher will use picture as the media
73	There are several media commonly use in the teaching learning process. But in this research the researcher will use picture as the media. Based on my observation at this school, during the learning process the teacher do not use the media in teaching descriptive text, so that the students become confuse with the material and cannot understand how to write descriptive text correctly.
74	In this opportunity the attention of researcher will be center to the vocational high school students problem of writing skill while learning English as their subject become one of the subject in the national examination,
75	In this research, the writer will use Problem-Based Instruction (PBI) technique
76	However, online discussion forums are not without challenges. In this context, especially when the content course is taught to EFL students. Therefore, based on the theory and facts above, peer group discussion and digital flashcard arrangements can improve students' writing skills.  In this research, the writer will use Problem-Based Instruction (PBI) technique. Researchers using the program, called Problem-Based Instruction (PBI), focus on developing students' independence in learning and problem solving by providing a structure in which curriculum activities can be placed.
77	However, online discussion forums are not without challenges. Then, positive and negative responses on the online discussion through virtual media during Covid-19 outbreak have not been fully discussed.

Move 2 (Establishing a niche)	
DATUM	Step 2.b (identifying the problems)
78	Many students said that writing is one of difficult problems in English skills. Because in writing the students try to elaborate their idea or they must express their idea to achieve writing form.
79	The problems faced by students during online learning are a lack of confidence and experience in using technology, it could be an obstacle in the E-learning process, students learn independently and some students may find it difficult to do it or even understand the content of the lesson, because of the lack of face-to-face contact with teachers and fellow students'
80	Many students are still wrong in reading <u>such as for example</u> students in the study guide can not work on the problem because they do not understand about the text read
81	By having a limited vocabulary, the students will find difficulties in mastering english skill.
82	From the examples above, it is found that noun and <i>al-isim</i> is different
83	One of the problems which appear in the school is the students get difficulty explaining or delivering their idea in English because their vocabulary is still limited.
84	Based on the researcher experience during Magang in one of vocational school Teknik Komputer dan Jaringan (TKJ) major in Binjai, there are many students feel shy when the teacher ask them to speak English. It occurs caused by many factors namely lack of vocabulary, lack of structure and afraid to do a mistakes particularly.  the students showed that they were so weak in performing their speaking skills. The other factors that affected students' speaking skills is teacher's teaching strategy in the classroom.
85	In fact, during the process of observation under the program of Magang, the students showed that they were so weak in performing their speaking skills. The other factors that affected students' speaking skills is teacher's teaching strategy in the classroom
86	As stated by the English teacher at SMA Istiqlal Delitua, the students are still not able to write procedure text well because they are confused what words to use, because they have poor vocabulary, and they do not know how to write the sentence well, because they are low in mastering grammar.  Other problems or difficulties faced by students' that I found based on previous research by using picture sequences as a media for teaching and learning process is the students' still feel difficult when

	<p>writing procedure text because they could not use temporal conjunction and numbering well. Then, they often did not use action verb in the first sentence. For example :<u>typing</u> the text, it should be "<u>write</u> the text". They rarely used adverbs (e.g. carefully, orderly, etc).</p>
<b>87</b>	<p>In the teaching and learning process, the teachers give less attention to speaking.</p> <p>Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years</p> <p>Correct steps, but not adequately prepared. As a result, many educators are stammering against this drastic change. At the same time, there is actually no other way to minimize the spread of Covid-19 other than limiting contact between large numbers of people.</p>
<b>88</b>	<p>Based on the observation, it was found that the students' writing skill in persuasive text is still far from what is expects. From the result of analysis, it could be concluded that the students still have low ability in writing persuasive text. They faced problems in writing especially in resulting in confidence, content of the letter, and compile grammar.</p>
<b>89</b>	<p>In fact, not all students of SMA SwastaSatria Dharma Perbaungan are successful in reading comprehension. They are still low in reading, especially in mnarrative text.</p>
<b>90</b>	<p>In fact, there are still many Indonesia students who cannot communicate through writing well, especially descriptive text. The students are still not able to write descriptive text well because they find difficulties to write identification and description of generic structure from descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students make some mistakes and face difficulties to build and develop their imagination. For example : students make mistakes in writing the linguistic aspects and generic structure of descriptive text, students sometimes use past tense in writing descriptive text.</p>
<b>91</b>	<p>Unfortunately, the researcher find there are some students whom complaining about the difficulties while learning English even if they will study English close to 3 years at junior high school, yet students are unfamiliar to English, such as they are unable to speak English whereas in certain case the situation does not supporting, about writing too, even they do not understand and cannot remember the grammar as well.</p>
<b>92</b>	<p>Students prefer to use their mother tongue that English. Also, the environments do not support them to speak English. So, they seldom use English whether in the classroom or real conversation. That is why many of students are still difficult to speak English in their life.</p>
<b>93</b>	<p>However, the aforementioned goals have not been satisfactorily achieved because students' achievements in English low.</p> <p>The latest data shows that SMA / SMK students in Indonesia still have scores below the average or fail the National Examination (UN).</p> <p>In fact, many schools in Indonesia use Indonesian as language teaching in the classroom for almost all subjects including English and authentic sources for teaching English have not been fully utilized by English teachers</p> <p>The problem that occurs at SMKN 3 Medan is the lack of listening learning activities in English lessons</p>



94	Therefore, in this case the problems faced by students of SMA Negeri 21 Medan are the same as the things mentioned above such as difficulty in writing, not understanding text organization so that it is difficult to compile text, then students also find it difficult to develop their ideas in writing, their lack of understanding in describing the ideas they have and English teachers of SMA Negeri 21 Medan are less effective in using learning strategies and rarely use digital media in the teaching and learning process.
95	<p>EFL students can struggle with interacting as peers, internet connection, assignment types which are given by the teachers, lack of computational skills, and the suitable virtual platform in creating the effectiveness of online discussion method.</p> <p>The use of online discussion method also triggers some problems such as EFL students are not familiar in operating the online learning platform, There is a different perception among EFL students at SMA SwastaNurAzizi</p>
96	<p>The use of online discussion method also triggers some problems <i>such as EFL students are not familiar in operating the online learning platform, lack of computational skills, and the suitable virtual platform in creating the effectiveness of online discussion method</i></p> <p>But students had many problems in public speaking. They cannot speak English well because their vocabulary was weak, so they were not confident and felt shy if they asked to speak in front of class</p>
97	In fact the ability to read in this school of MTSN BANDAR MASILAM is still weak, because the techniques used are not precise, and here the researcher will use scanning techniques.

Move 3 (occupying a niche)	
DATUM	Step 3.a (The pupose the research area)
98	In this case, the researcher tries to use the media that is using picture especially to affect writing skill in descriptive text
99	The researcher chooses the title, because this is one of the problems that really annoys everyone, whether students, parents, or even teachers. Therefore researchers are <i>interested</i> in researching this problem entitled "Exploring EFL Students' Motivation on Learning English During Pandemic Covid-19 Outbreak In SMKN 3 Medan" by conducting interviews and researchers asking questions about <i>how the learning problems of EFL students in this online school, and how the commitment to motivate students in learning at home.</i>
100	So based on the explanation above, the researcher will find out the improving of students reading comprehension through fix-up strategy.
101	To solve problems in writing skills, researchers are trying to apply a new teaching technique called web mapping technique.  Based on the background of the problems above the researcher decides to find out the research entitle <b>IMPROVING STUDENTS' DESCRIPTIVE TEXT WRITING SKILL THROUGH WEB MAPPING FOR TENTH GRADE OF SMKN.1 PERBAUNGAN.</b>
102	the researcher wants to know the positive and negative perceptions of students in mastering english vocabulary through WhatsApp group is able to master the quality of english vocabulary inside a student or just become a reader in a WhatsApp group without going through a thought process to understand vocabulary.  The researcher is interested in exploring student perceptions after experiencing the learning online process. By Then, the researcher conducted a study entitled <b>An Analysis Of Students' Perception In Mastery English Vocabulary Through Media Platform WhastApp (At The Tenth Grade Of Smk Musda Perbaungan In The Academic Year of 2020/2021)</b>
103	This learning model will also explore student creativity to writed own questions and answer questions all atonce  Based on the problems above, the researcher is interested in taking the problem into astudy. The researcher focuses on The Effect of The Snowball Throwing Model on TheStudent's Vocabulary Mastery At SMA Swasta Rakyat PancurBatu. The purpose of theresearch is to know the vocabulary mastery of the students after applied the snowballthrowingmodelintheEnglishsubject

104	<p>“The <u>purpose of the research</u> is to know the vocabulary mastery of the students after applied the snowball throwing model in the English subject (Move 3 Step 3a)”.</p> <p>It is as one of the reason why the researcher also interested in finding further information about English learning strategy implemented by teacher in teaching speaking for the second grade at SMKN 1 Beringin</p> <p>Based on the background above the researcher is curious to do research entitles “<b>An Analysis of Teaching Strategy Applied by English Teacher in Teaching Speaking for the Second Grade of SMKN 1 Beringin</b>”.</p>
105	<p>The current research is <u>focused on</u> the teacher’s strategy to build students’ self-confidence to speak English</p> <p>Based on the background above the researcher is curious to do research entitles “<b>An Analysis of Teaching Strategy Applied by English Teacher in Teaching Speaking for the Second Grade of SMKN 1 Beringin</b>”. Frame markers</p>
106	Based on the description above, the title of the research carried out is “ <b>THE EFFECT OF DISCUSSION METHOD ON STUDENTS’ ENGLISH LANGUAGE ABILITY WITH DIFFERENT LEARNING STYLE</b> ”.
107	The researcher is interested in analyzing whether there is student’s experience in TikTok duet video order toward students’ skill adjective vocab. This research is given a title “Student’s Experience in Vocabulary Memorizing of Adjective by Using TikTok Duet Video”
108	. Based on the description above, the title of the research carried out is “ <b>THE EFFECT OF DISCUSSION METHOD ON STUDENTS’ ENGLISH LANGUAGE ABILITY WITH DIFFERENT LEARNING STYLE</b> ”.
109	Based on the explanation above, the researcher is going to conduct a research about Improving Students’ Ability in Writing Procedural Text by Using Cooking Tutorial Video at XI Grade SMA Istiqlal Delitua
110	Based on the description above, the researcher is interested in analyzing students’ reading comprehension on narrative text, entitled <b>AN ANALYSIS OF STUDENTS’ ABILITY IN READING COMPREHENSION</b> .
111	I interest in researching this because there are still many students who are not able to write or describe their writing correctly. Then through picture is an easy way to improve students’ ability in writing descriptive text.

<b>112</b>	Based on the explanation, the researcher is interested in conducting the research on using animation video to increase the speaking ability of tenth grade
<b>113</b>	<p>Based on the statement above, the researcher will carry out this research at SMKN 3 Medan to improve listening skills and the students' spoken language using podcast media by the Spotify application by applying the process-based instruction (PBI) technique.</p> <p>Here, the researcher will also discuss the development of education and technology in the view of the researcher.</p>
<b>114</b>	The researcher attempts to dig deeper into the title "ELEVATING STUDENTS' WRITING SKILL BY USING PEER GROUP DISCUSSION AND DIGITAL FLASHCARDS AT SMA NEGERI 21 MEDAN ACADEMIC YEAR 2020-2021
<b>115</b>	<p>The purpose of this study is to analyze and identify EFL students' perception parameters on online discussion through zoom meeting at SMA Swasta Nur Azizi.</p> <p>Thus, from that background, the researcher is interested to analyze the EFL students' perception on online discussion through zoom meetings at SMA SwastaNurAzizi in academic year 2020/2021.</p>
<b>116</b>	Therefore, the researcher wants to get back their spirit of studying, especially studying English.
<b>117</b>	<p>Based on the explanation above, the teacher should make variation and choose a suitable technique in teaching reading to make students interested and the researcher intends to concentration of use scanning technique</p> <p>In the researc, the researcher will try to use this technique to teach the students in reading narrative text.</p>

<p style="text-align: center;"><b>Move 3</b></p> <p style="text-align: center;"><b>(occupying a niche)</b></p>	
<b>DATUM</b>	<b>Step 3.b (stating the value of the research)</b>
<b>118</b>	By using picture, the researcher does hope that students can improve their ability in writing, especially in writing a descriptive text. It can motivate the students to do better. They also will be more active, interested and have many ideas to write.
<b>119</b>	This study is to motivate low-motivated students to keep their enthusiasm for EFL learning during the covid-19 pandemic.
<b>120</b>	To teach descriptive writing by using web mapping more helpful because through web mapping, can throw away boring the students and time consuming notes or summarize with involves images, symbols, words, lines, and colors made on a piece of paper notebooks or paperboard, depending on the function for individuals or the public
<b>121</b>	By knowing students' perception, the teacher can understand students better.
<b>122</b>	The author also is moved to make a contrastive analysis in English and Arabic type of noun vocabularies to help bilingual students or learners differentiate the type of noun in each language
<b>123</b>	One of the effortsthatwillbemadetoanticipatetheseproblemsarewiththemodel selection learningappropriatelysothatthelearningprocessinthe classroomfeelsgreatfun
<b>124</b>	To solve the problems above, the researcher tried to use the discussion method by collaborating with the stifin theory to improve students' learning abilities .
<b>125</b>	Cooking tutorial video is a suitable media to improve students' writing ability, especially procedure text.
<b>126</b>	The results can be used as the reflection for the teacher in teaching writing and the solution to find better technique in teaching writing.

<b>127</b>	students will be more motivated, relax and interest so that they can develop their writing.
<b>128</b>	The learning process is not only teacher with students but also students with students so they will be interested in practising their speaking. One of them is by using videos such as animated videos so that students do not get bored in learning English. One way to improve students speaking skill to expose is the students have to be more active than the teacher and the students are also confident. It can be tried through animation video. If effective, using animation will make students to read and write in any way they desire. It is up to the teacher to follow through on what he or she perceives valuable for the curriculum and program in the class. It means that language teachers is hoped to make the class interesting and have a lot of fun. So, this learning can overcome students' nervousness and motivate students to learn better.
<b>129</b>	Overall, researchers hope that PBI will bring positive changes in their teaching approach and positive learning outcomes for their students.
<b>130</b>	In this research, the researcher's expectations of the writing skills of students of SMA Negeri 21 Medan will be increased through the implementation of peer group discussion and digital flashcards
<b>131</b>	In this research, the researcher's expectations of the writing skills of students will be increased through the implementation of peer group discussion
<b>132</b>	Therefore,their perception can be as an input for the EFL teachers and institutions to keep running the classroom activities as optimal as face to face classroom settings.

<p style="text-align: center;"><b>Move 3</b></p> <p style="text-align: center;"><b>(occupying a niche)</b></p>	
<b>DATUM</b>	<b>Step 3.c (Method of the research)</b>
<b>133</b>	<p>Researchers will take a sample of 6 students of SMKN 3 Medan who are the object of this research. 3 students who have high learning motivation and students who have low motivation in learning English which is done online.</p> <p>This semi-structured interview program will take 7 days or 1 week.</p>
<b>134</b>	In this research, researchers will find it easier to collect comparative data from several students who will be sampled. Researchers' judgments about the perceived effectiveness of PBI were also collected from those involved in this study.
<b>135</b>	The students will practice their public speaking skill in a way they give their best of motivational speech. Their motivational speech may be a speech where it may be the motivating of others or even themselves. The students will deliver their speeches not as they do, but as others roles.

## **APPENDIX 3**

### **A SUMMARY OF METADISCOURSE (D2)**



## A SUMMARY OF METADISCOURSE (D2)

[illegible]

## **APPENDIX 4**

### **METADISCOURSE FUNCTION IN RELATION TO MOVE**

No	MOVE 1																																								
	S1.a										S1.b										S1.c										S1.d										
	T	FM	EM	E	C	H	B	AM	SM	ENM	T	FM	EM	E	C	H	B	AM	SM	ENM	T	FM	EM	E	C	H	B	AM	SM	ENM	T	FM	EM	E	C	H	B	AM	SM	ENM	
D1	7	4		2				5		7	1			1			2																1		1						2
D2	4			1						2	1																					4				1					1
D3	16	5		5				3	2		5			1				5		3											1			1							
D4	4			1	1			3	1	2	2	1					1	2		4											2					4					2
D5	8	2			4			3		2	10				1					2											1										
D6	11			2	3							14			9		3														7			4			3				1
D7	12									2	3	1								2											2			3			1				
D8	4				3	5		3	1	3	7			2	1	1	1			3				2			2						1								
D9	19				2		2			1	7									1	3					3			2		4								1		
D10	1							1		3	17			3	3	4		1	1	3	4			5			2			1					1	1					
D11	11			1	2					2	6			1				1																1	1						1
D12	8			1	4			1	3	10	4	1							2																						
D13	5			1		2		1		1	1	1						1												5				2	1					4	
D14	10			1				2		7	3	2			2									5			5				15			2			3	4			5
D15	5	1			1	2		2		2	15	1		2				3		3	1			4		1	4				2				1					1	2
D16	8			1	2	3	1	6	2		6			1	3	2	1	4	1		5			2		1	2		1		1			2							
D17	1				1	1	1	1			24	7			4	4				10	1			1	1		1				5			2	1						
D18	16			4		2			1	3	6				1						3				2	1	4	2			1			1	1						
D19	1				2			1		2	20			10	5	5	1	3		2	3			7	1		7		5		1									1	
D20	6	3		1				2			2	1		1	2															5	2		2								
D21	10			2				2			4			1	3															4				1							1
Total	167	15	0	23	25	15	4	36	10	49	144	29	0	23	34	16	9	20	4	33	20	0	0	28	3	9	25	0	8	1	60	2	0	23	6	10	8	1	6	15	

No	Move 2																			
	S1a										S1b									
	T	FM	EM	E	C	H	B	A	S	ENM	T	FM	EM	E	C	H	B	A	S	ENM
D1											1					4				1
D2											4					1				1
D3											1	2			1	2			1	1
D4											2	2					1		1	1
D5																				
D6											1	1	1				1			
D7											3					1	1			1
D8	2	1				1			1		1				1	1	4		1	1
D9											1							1		
D10	1				1				1		7	1			2	1				1
D11	1										3		1			2		2		1
D12											4	2	1			1			1	
D13																1	1			
D14	1										4	1				1			1	
D15		1									1				1	1		3	1	
D16									1		2	1			1					
D17	1	1									2	2	1			2	3		1	
D18	1										8		1			1				
D19	3										9				3	2		1		
D20											3									
D21											2					1		1		
Total	10	3	0	0	1	1	0	0	3	0	59	12	5	0	9	22	11	8	7	8

No	MOVE 3																														
	S1.a										S1.b										S1.c										
	T	FM	EM	E	C	H	B	AM	S	ENM	T	FM	EM	E	C	H	B	AM	S	ENM	T	FM	EM	E	C	H	B	AM	S	ENM	
D1			2		1			1	1		1								1		2										
D2	1							1	1											1	1						2			1	
D3			1						1																						
D4		1	1						2												1										
D5	2							1	1																						
D6	2	1						1	1		1																				
D7		2	1					1	1								1														
D8			1				1	1	2																						
D9	1	1	1			1						1								1											
D10			1			1			1		2	1			1		1				2										
D11									1	1																					
D12	1	1	2					1		1											1										
D13		1	1					1	1												2										
D14	1	1							1	1							1			1	2										
D15																															
D16																															
D17	6	1	1						5	1										1	1	2	1				1			4	2
D18	1										3									1	1										
D19	2						1		2	1	2							2	1		1										
D20	1	1							1											1											
D21	1	1	1						1												1						1				
Total	19	11	13	0	1	2	2	8	23	5	9	2	0	0	1	2	3	2	5	15	3	1	0	0	0	0	4	0	0	5	2

**APPENDIX 5**  
**THE ASSESSMENT TO MEASURE**  
**STUDENTS' BACKGROUND OF**  
**PROBLEMS OF THESIS PROPOSAL**  
**UNDERGRADUATE**

**The Assessment to Measure Students' Ability in writing Background of  
Problems of Thesis Proposal Undergraduate Students**

Move 1		
Claiming centrality (optional)		
Score	Performance Description	Weight
4	The importance or interest, problem of general research area is very clearly stated	10%
3	The importance or interest, problem of general research area is clearly stated	
2	The importance or interest, problem of general research area is less clearly stated	
1	No claiming centrality	
Source: Swales and Feak (1994)and Bunton (2002)		
Providing background information (optional)		
Score	Performance Description	
4	There is a statement that very clearly provides the background information about the topic	10%
3	There is a statement that clearly provides the background information about the topic	
2	There is a statement that vaguely provides the background information about the topic	
1	There is no statement that provides the background information about	

	the topic	
<i>Source: Swales and Feak (1994) and Bunton (2002)</i>		
<b>Reviewing the previous study (<i>obligatory</i>)</b>		
Score	Performance Description	
4	<p>The previous study is very clearly or briefly introduced or reviewed, related to the research area, completed with facts and data/references,</p> <p>Stating the name of the researchers or using integral citation (citing authors's name) or non integral citation (citing the authors' name)</p>	70%
3	<p>The previous research area is clearly or briefly introduced or reviewed, less related to the research area, completed by facts or data/references</p> <p>Stating the name of the researchers or using integral citation (citing authors's name) or non integral citation (citing the authors' name)</p>	
2	<p>The previous research area is clearly introduced or reviewed, less related to the research area, completed by facts or data/references</p> <p>Stating the name of the researchers or using integral citation (citing authors's name) or non integral citation (citing the authors' name)</p>	