

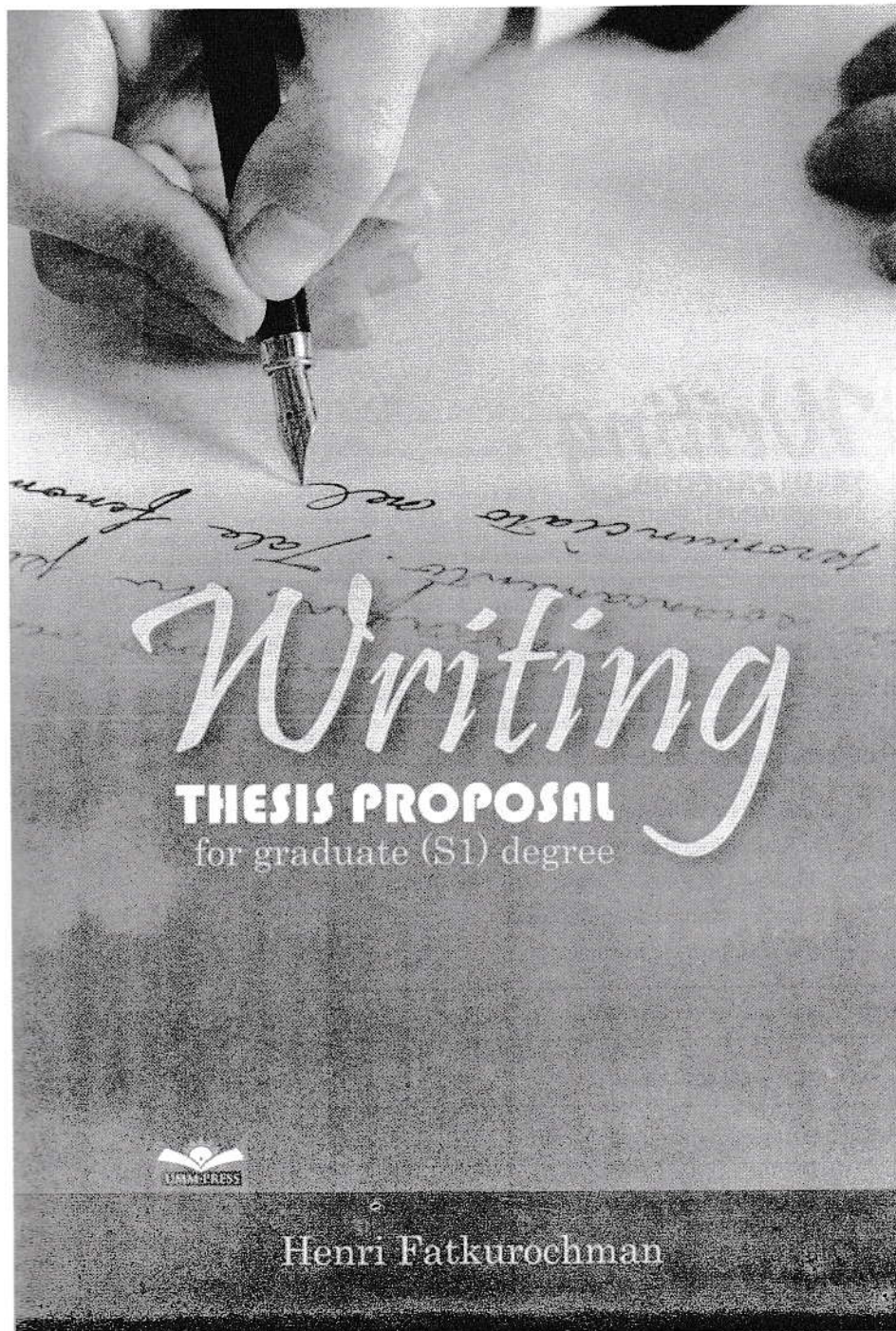


Writing

THESIS PROPOSAL
for graduate (S1) degree



Henri Fatkurochman



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x, 101 hlm, Tab, 15.5 cm

Katalog Dalam Terbitan (KDT)

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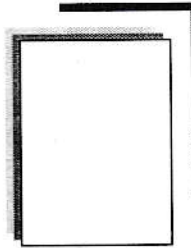
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<http://ummpress.umm.ac.id>

Edisi Pertama, September 2015

ISBN : 978-979-796-363-7

Setting & Layout : Toriq Aziz Muslim

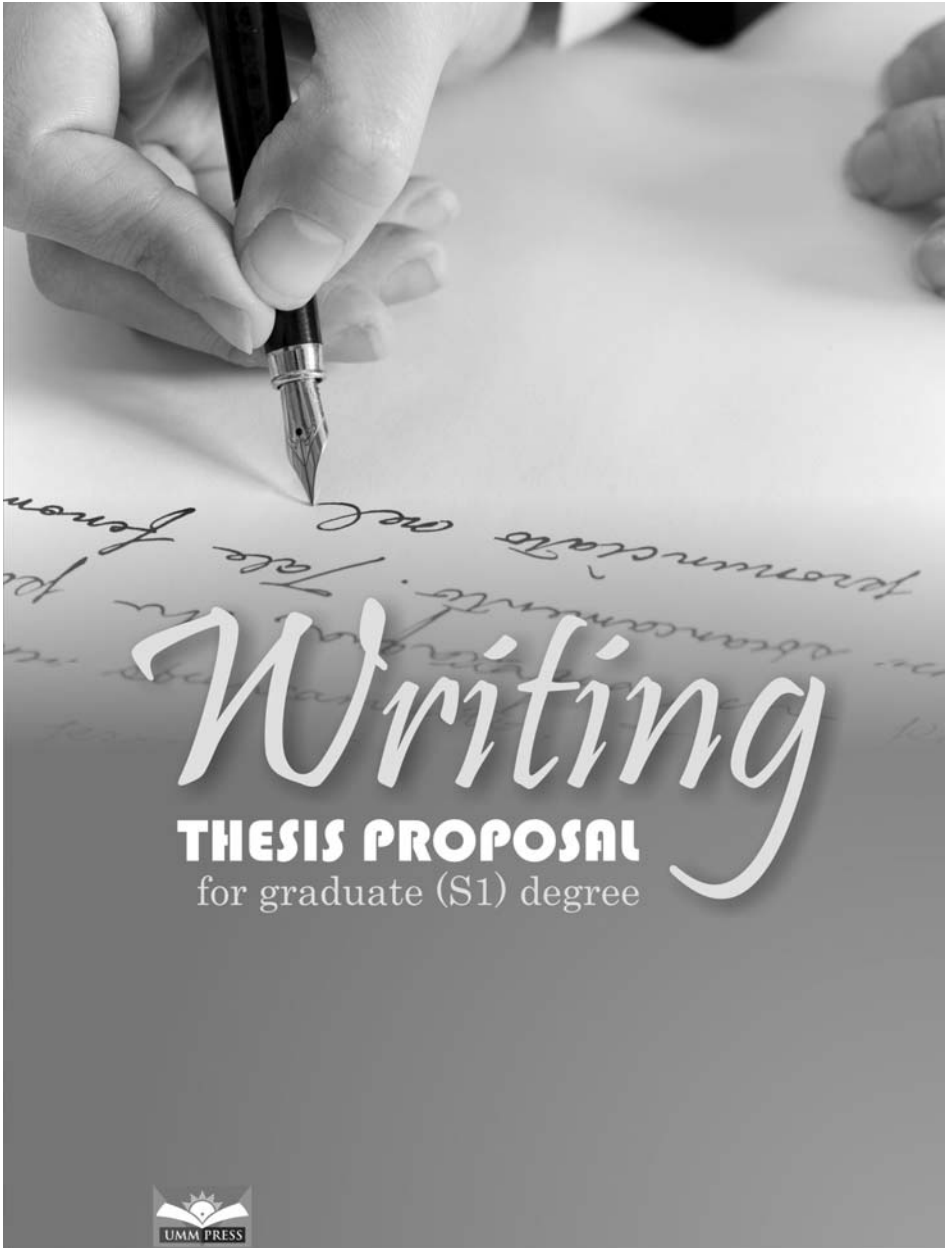
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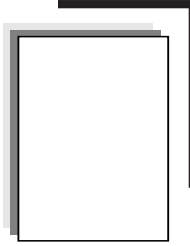
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Acknowledgement

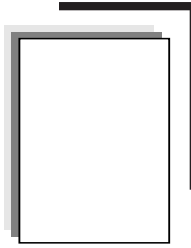
After having experience in teaching *Thesis Proposal Course*, I felt that the students must be given the basic writing principles in English. To fulfill that, I attempted to write a small book that easily to understand and provided examples and practice. Finally, I accomplished this project for several months.

First of all, I would like to thank Allah, God of the Universe, Who gave me power to do this project. Secondly, I would like to thank Mr. Moch. Zaki Hasan, M.Si, as the Dean of Faculty of Teacher Training and Education and Ms. Fitrotul Mufaridah, M.Pd., Chair of English Education Study Program for their encouragement.

Thanks are also due to my colleagues who have supported me to complete this manuscript. All discussion we had was meaningful. Without your involvement during the process of writing, this work would never find some precious feedback.

My special thanks go to Muhlisin, M.Pd. M.A., Isnadi, M.Pd., and Dr. Hanafi, M.Pd. who gave some careful corrections on the final draft as well as comments and suggestions to further improvement.

For my students, Nanda Krista Pryanka and Fitria Rahmawati, thank you for making my work complete.



Preface

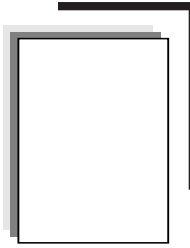
Writing thesis proposal is compulsory for those who compose a thesis. However, it is still regarded a hard task for most students. Although the manual style is available, some students do not yet use it as a guidance of writing. Otherwise, they prefer to imitate the theses in the campus library without critical understanding. This small book **Writing Thesis Proposal** is specially written as a material supplement for teaching *Thesis Proposal Course*. It hopefully helps students of English Education Study Program how to write a thesis proposal in English. In general, this book can also be used by other students of graduate programs who want to write their thesis proposal in English by following the common steps of writing.

The chapters in this book are arranged in the three parts. The first part provides a briefly understanding of the nature of thesis proposal (chapter 1 to chapter 3). The second part describes the principles how to write the main part of thesis proposal (chapter 4 to chapter 8). Then, the third part provides a short-cut technique to polish our writing draft (chapter 9 to chapter 10). Each unit is completed with examples, exercise, and practice.

Last but not least, this book is far from perfectness. So, for further improvement it is always welcomed for critics and suggestions.

August, 2015

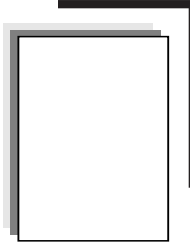
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Chapter 1

Research Proposal: An Overview

What is research proposal?

Research proposal is a scientific writing which contains the overall research planning. It is also called 'research design'. The meaning of 'design' is many (Moleong, 2010). It refers to 'form', 'model', 'pattern', 'construction', 'mode', and 'purpose' (Echols and Shadily, 1975). In *Oxford Advanced Learner's Dictionary*, it also refers to 'arrangement', 'plan', 'intention', 'project', 'scheme' (Hornby, 2011). In addition, in *Webster's Ninth New Collegiate Dictionary*, 'design' means 'a preliminary sketch' and 'protocol in accomplishing something' (1989). Thus, research proposal and research design can be both used interchangeably.

Research design implies the following definitions.

1. Stages of collecting data.
2. Stages of treatment before and after experiment.
3. An effort to plan certain possibilities in large perspective without describing exactly what will be done.
4. An effort to plan all possibilities and instrument by which it is used in qualitative research (Moleong, 2010).

Based on these definitions, a research proposal can simply be understood as a framework to conduct a research. In higher education, a research proposal refers to the design of research that is commonly written for theses and dissertations to fulfill the graduate, master, and doctoral degrees. Madsen, as quoted by Paltridge and Starfield (2007), wrote that a research proposal is "the key element" to the successful thesis.

Thesis and doctoral dissertation

Before writing a proposal, it is necessary to understand the format of thesis and doctoral dissertation. This understanding is important in order to have our proposal accepted by supervisors and thesis committee members. Then, the whole process of research can be conducted. Paltridge and Starfield (2007: 56) divided thesis into the master and doctoral theses (see table 1.)

The table shows that graduate and master theses are essentially similar. What makes them different is on the depth of analysis. Unlike graduate and master theses, a doctoral dissertation is different in terms of its contribution to the development of knowledge with the discovery of new facts. Therefore, it should be able to explain the facts in detailed analysis. It is hopefully able to solve problems in scientific spheres.

Table 1. Differences of thesis & dissertation

Graduate/Master Thesis	Doctoral Dissertation
<ul style="list-style-type: none"> • An original investigation or the testing of ideas; • Competence in independent work or experimentation; • Understanding of appropriate techniques as well as their limitations; • An expert knowledge of the published literature on the topic under investigation; • Evidence of the ability to make critical use of published work and source materials; • An appreciation of the relationship between the research topic and the wider field of knowledge; • The ability to present the work at an appropriate level of literary quality. 	<ul style="list-style-type: none"> • All of the master thesis, plus; • A distinct contribution to knowledge, as shown by the topic under investigation, the employed methodology, the discovery of new facts, or interpretation of the findings.

Sections of research proposal

As a scientific work, a research proposal must be written based on certain rules and principles. Therefore, one who writes a proposal in English is suggested to consult the manual used by the department or other international style manuals, such as MLA (Modern Language Association), APA (American Psychological Association), Chicago, Harvard, and so forth. A thesis proposal mainly consists of the following sections.

1. Title
2. Introduction: background, problem, purpose, significance and scope of the research.
3. Theoretical review of related literature and hypothesis.
4. Research method.

Each of these sections will be described in the next chapter.

The section indicates the sequence of stages. Coffin, et al. (2003: 50) outlined the functional stages of the scientific project proposal as follows.

Table 2. Functional stages of the scientific project proposal

Functional Stage	Description
Title	This stage is a concise but accurate indication of what the project will be about, what is to be measured/ investigated and how.
Introduction	Here the aim of your experiment(s) and the theoretical background is indicated. This will normally include a review of literature on what is known about the particular topic and how to investigate it. Indicating where there is a gap in knowledge or investigative procedures provides the rationale for the project.

Materials and Methodology	This stage should begin with a list of materials and apparatus to be used. Diagram to show how the experiment(s) will be set up may be useful. The methodology will have to demonstrate how the aims will be met within constraints on laboratory time, equipment, and material. It should be very detailed in order to allow critical evaluation. The conclusions reached can only be considered valid if the research methodology is judged to be sound.
Methods of Analysis	This section should show that you have considered what data you have obtained and how you can best analyze it. If there are different statistical or other analytical techniques available, an evaluation should be given in order to justify your choice.
References	List all the sources referred to in the proposal. This shows what you have read and allows other people to find the sources if they need to.

Pre-writing activity: brainstorming

Brainstorming is a pre-writing activity in which the writer generates ideas. Before writing, you usually brainstorm some critical thoughts. They are identifying the research problem, determining and mapping variables, formulating hypothesis, determining research method, and determining technique of data analysis.

- **Identifying the research problem**

Problem is the core of research. Without problem there will be no research. So, problem should be well formulated. The research

problem is surely the focus of study. It is not simply identified based on feeling, prediction, contemplation, and trial and error. To identify the problem, it is suggested to start from the researcher's expertise because the researcher should understand deeply the field/ area of study containing theoretical, practical, and application of the theory. Identifying the problem is the researcher's efforts to grouping and systematically mapping based on the field/area of study (Sukmadinata, 2007). The problem is not simply a question, but it is a condition from the relationship of two or more factors that raises questions to answer. The related factors are probably a concept, empirical data, experience, and so forth. In short, identifying the problem is exploring certain possibilities that emerge question (Moleong, 2010).

There are four steps in identifying the problem: 1) *determining the research focus*, 2) *finding the sub-focus*, 3) *studying and determining the interesting sub-focus*, and 4) *relating the sub-focus factors in logical connection* (Moleong, 2010). As an illustration, when you investigate 'students' difficulties in speaking English', you may consider some related factors such as the background of the students, the strategy in the English instruction they follow, their environment, the English teachers, and so forth. Because of any possibilities, you may not investigate those factors. Thus, you can choose and focus your study on certain factors.

- **Determining and mapping variables**

When the focus of problem is found, the next step is determining and mapping a variable that causes or influences the focus of problem. The research variable must be based on the theoretical review of related literatures.

In quantitative-experimental research, the dependent and independent variables must be strictly determined. Unlike in quantitative-experimental, in qualitative research the variables are tentative (subject to change) since the problem can change in the process of investigation. It has been explained that theoretical framework is obviously needed in determining and mapping variables. Shortly, a research should depend on theories.

Therefore, reviewing related literature is important. It helps researchers map theoretical concepts that base the framework of research. From exploration and elaboration of theories, the variables

that are strongly related to the problem can be determined for further investigation.

- **Formulating hypothesis**

After reviewing some related literature, a hypothesis can be formulated. Hypothesis formulation is only needed for quantitative research that uses statistical inferential analysis. In qualitative and quantitative researches that use statistical descriptive analysis, hypothesis formulation is not necessary to state instead of stating substantial questions. They are not detailed questions, but they are equal to hypothesis. Some call that questions basic assumptions.

- **Determining research method**

Determining research method is closely related to problem and purpose of the research. Since the research problem and purpose consist of one variable, the descriptive method or survey is appropriate to use. If two or more variables will be investigated in order to search their relation, it is commonly used correlation or comparative method. If the researcher attempts to examine the influence of one variable on the other variables, the method will be experimental. Moreover, research method determines the data, instrument, and design of the research. Therefore, the researcher should accurately consider the research method which will be used to obtain the valid research result.

- **Determining the technique of data analysis**

Qualitative and quantitative data employ different technique of analysis. Qualitative data are kinds of data in the form of words or sentences. Quantitative data, on the other hand, are the data in the form of numbers. There are some techniques of data analysis usually used quantitatively, such as t-test, anova (analysis of variance), anacova (analysis of covariance), and correlation. In qualitative research, the techniques of analyzing the data can be done by coding, categorizing, and grouping.

Techniques of data analysis can be determined from the research purpose. If the purpose is to test the difference between two or among variables, t-test, anova or anacova is possible to use. If it aims at measuring the relation between two or among variables, the correlation study is used.

In conclusion, brainstorming becomes a prior activity in pre-writing. For beginner writers, this activity might be hard. However, it is easier if it is done within a community where we can discuss our thought with some colleagues. In addition, students are suggested to discuss with their colleagues and supervisors.

Exercise: Answer the following questions!

1. What is research proposal?

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2. What are the main sections in thesis proposal?

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3. Which do you do first, writing a title or formulating problem?
Why?

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4. What kinds of research method do you know? Explain!

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5. What is brainstorming?

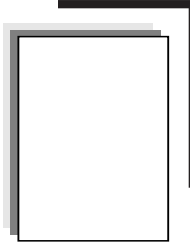
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6. What activities that should be done in brainstorming?

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Practice:

Brainstorm your idea by stating clearly the problem, the variables, and the method of data analysis of your research!



Chapter 2

Reasoning

Reasoning is the way how to arrange your arguments in a logical, precise order. In writing scientifically, reasoning is fully required. Therefore, writers of scientific writing must be able to think logically and precisely. Logic is the study of validity of arguments. To argue means to defend a position (a conclusion) by sound, valid evidence (Lester, 1989: 441). Meanwhile, 'precise' refers to accuracy in drawing a conclusion from the constructed premises. So, writers must not only be able to argue, but they must also be able to state their opinions in well-arranged logical and precise order.

An argument is a chain of reasoning that offers facts to support or refute a point (Lester, 1989: 442). Arguments are built upon number of premises and a conclusion. To be able to draw an accurate conclusion, your premises should be valid, relevant and very strong to support the conclusion. The following are strategies in building argumentation:

1. Learn to structure arguments

Here are two examples:

The Municipal Arts of Council should receive no funding form taxes. *First*, art is a matter of individual taste in which governments should play no role. What one person considers to be valuable art, another person considers to be less than art. *Second*,

the public should be taxed only to provide for the protection and well being of citizens. Art is inessential to these concerns.

The passage shows the writer's conclusion in the first sentence. Then, the two premises are given.

Young women consistently scored below young men on college entrance examinations, yet once in college they learn better grades than young men. Therefore, colleges should not use entrance exams alone to determine who is accepted. Here the premises that young men outscore young women on the tests and that young women make better grades in college build to the conclusion introduced by *therefore*.

2. Use inductive and deductive arguments

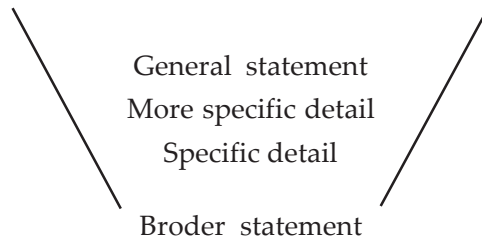
The argument has certain orders. You can arrange it from something general to specific (deductive) or from specific to general (inductive).

All men are mortal	(major premise)
<i>Aristoteles</i> is a man	(minor premise)
So, <i>Aristoteles</i> is mortal	(conclusion)

The above example is deductive. The first statement is about a group of men. The second statement mentions *Aristoteles* as a member of that group. Then, from the two premises the conclusion is built. General to specific text usually begin with one of the following:

- A short or extended definition,
- A contrastive or comparative definition, or
- A generalization or purpose statement.

General-specific text moves from broad statements to narrower ones. However, they are often widening out again in the final sentences (see figure 1.).

Figure 1. Shape of general-specific text

The use of microchips in ever smaller sizes to create miniature electronic equipment means the wrist watches of the future will probably have numerous functions, such as time, date, alarm, television, intercom, and many more.

The above example is inductive in which the premises do not absolutely prove the conclusion.

3. Carefully define key terms

Key terms should be defined accurately. However, many writers failed to define their key terms. This example illustrates the undefined key term.

Affordable daycare should be made available to parents.

Here, the reader wants to know just what affordable means. What some parents can pay for, others cannot.

4. Recognize and address opposing arguments

An effective, persuasive writer must address the objections that readers might raise about their conclusion. As a writer, you can accomplish your task by giving a brief, unslanted account of the opposing argument; to fail to do so is an admission of weakness. Then rebut the argument.

I support continued funding for NASA for a number of reasons. Admittedly, others in this country feel

that such spending takes too much money away from desperately needed social programs. However, I believe that space exploration has the potential to provide great social benefit, greater than those that could be produced by funneling NASA funds into today's social programs.

Here, with the tables turned, is another writer's argument:

We should not be funding NASA at a time when people are hungry and without homes. Although the space administration argues that space exploration has the potential to provide great social benefits, it is only a potential, while money spent on today's social programs would have direct and immediate benefits.

5. Avoid common fallacies

A fallacy is a defective argument; it is an argument that is either reasoned incorrectly or based on invalid premises. In other words, a fallacy is a false way of thinking about something (Oxford Advanced Learner's Dictionary, 2010). Here are a few of the most common fallacies:

- a. *Ad hominem* (argument directly against the person).

This argument attacks the person or circumstances not the opposing argument.

People who argue for gun control have no respect for the Constitution. Therefore, there should be no gun control.

Whether or not these people respect the Constitution is irrelevant to the argument.

- b. *Appeal to authority* (citing authorities who should be, but often are not, reputable, up-to-date, objective, or truly authorities in the area of discussion).

The example below provides authoritative evidence:

Although an isolated expert here and there might

assert that steroid use for short periods of time will cause no permanent damage to an athlete's body (Jones 33-35), most authorities argue that steroid use by athletes produces lasting harmful effects (see esp. Barnes 16-29 and Lundlow 177- 214). Coaches and administrators should enact strict rules to prohibit steroid used by athletes and should conduct frequent tests to enforce them.

- c. *Post hoc ergo propter hoc* ("after this, therefore because of this").

This argument assumes that because one event occurred before another, the first caused the second.

Just days after the engine was tuned it began to stall at intersections. Therefore, the mechanic did something wrong and caused the stalling.

The cause of the stalling might have been a broken part that had nothing to do with the tune-up.

- d. *Begging the question*.

This argument supports its conclusion with circular reasoning that simply restates the conclusion as a premise. That is, the premise would not be accepted by anyone who did not already accept the conclusion.

This next assertion assumes that every reader has a clear understanding of what constitutes a "master teacher"

Master teachers deserve higher salaries.

The writer should find a common ground with the reader:

If master teachers exist, and I believe we can identify them with clear criteria, they deserve higher salaries.

- e. *Hasty generalization* (Drawing a conclusion from inadequate evidence creates a hasty generalization).

Of ten women interviewed, seven preferred married life to being single. Therefore, it is safe to assume that most women prefer marriage.

The writer should not make a prediction about all women based on a sample of only ten.

f. *False analogy*

Analogies are powerful at communicating similarities between objects and ideas. Unfortunately, analogies downplay differences, and when writers consciously or unconsciously downplay important differences, they create false analogies.

Like a ship at sea, the ship of state needs a strong captain, the president, whose orders are not subject to question at every turn. Congress should keep its nose out of the president's conduct of foreign affairs.

The government is not a ship at sea. It is a complex organization with its own precise rules, set down by the Constitution, which give both Congress and the president roles to play.

g. *Either... or fallacy*

This error creates a false dilemma by arguing that a complicated issue has only two answers when, in reality, several options may be available. It reflects over-simplification by the writer.

h. *False emotional appeal*

This fallacy comes in several well-disguised packages. **Flattery** uses insincere and excessive praise of the audience to disguise shallow reasoning. **Snob appeal** and the **bandwagon** encourage readers to join a cause or buy a product because the "best" people do it and because it will raise the self-esteem of readers. **Racial and sexist slurs** demean one class in a preserve appeal by one bigot to another.

The enclosed bid offers you and a few other carefully screened freshmen an opportunity to join the most prestigious fraternity on campus, one that has produced more doctors, lawyers, and MBA's than all other local fraternities combined.

This sentence uses both flattery and snob appeal in its recruitment efforts.

- i. *Non sequitur* (a conclusion may not follow from the premises, so the statement is illogical)

The math team cannot win the next competition because the University of Arizona has three wizards on their team and our Mark James is ill with hepatitis.

Neither the absence of James nor the presence of three wizards can automatically defeat the math team; the conclusion does not follow from the premises.

- j. *Red herring*

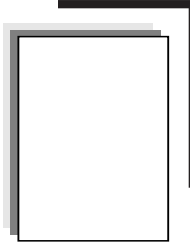
Some writers dodge the real issue by shifting the reader's attention to an unrelated issue. Sometimes called *straw man*, the fallacy derives from an old technique by which a straw man or a red herring is used to divert attention from the real target.

Although one administrator seems eager to examine the status of fraternities on campus, his time could be spent on more serious matters, such as the pathetic condition of library holdings. Did you know that the library has canceled its subscription to such important periodicals as JAMA, Southern Review, and the Browning Newsletter?

Exercise: Identify the type of fallacy that you find in each of the following sentences!

1. Railroad companies had to build their own roadways, so trucking companies should do the same and stop crowding our interstate system.
2. People who support a large defense budget are contractors who benefit from the funding. Cut the defense budget.
3. Everybody knows that Russia's economy is weak and unstable, so we need have no fear of war.
4. Early in his term of office, President Reagan held firm and refused to negotiate with the Russians. Sure enough, they soon capitulated and submitted to his terms.

5. George Bush became president in January 1989, and by late 1989 and early 1990 several European countries – Poland, East Germany, and others – had gained democratic reforms and had broken the iron grip of the Kremlin.
6. War is the only answer for countries that abuse Americans.
7. A poll of 20 students reveals that 80 percent of the student body thinks that Rob Longstreet has performed well as president of the Student Government Association.
8. One student, Jennifer Lockwood, worked as an aide to a congressman last year, and now she has a government loan to pay her fees.



Chapter 3

Preparing To Write

Writing a research proposal should be prepared well. One of the most important things is conditioning for being ready to write. Some obstacles such as ideas generating, time consuming, and laze are commonly found before writing. Therefore, according to Santana (2010: 24), the writer needs “*self management*” in order to take necessary steps before writing. To write purposeful writing, it is essential for the writer to recognize their readers and to find a good topic of interest.

Knowing the readers is important to gain sense of audience, so that your writing will be read by the intended people. Another important thing is catching the topic of interest. In this phase, the writer attempts to study the topic that provides some benefits for knowledge development.

Strategies of recognizing the readers

The first essential step in preparing to write is recognizing the readers. In general, McCrimmon (1984: 22) suggests the following questions as the guidelines for analyzing your audience.

1. *Who are the readers that form the primary audience for my writing?*
What are their probable age, sex, education, economic status, and social position? What values, assumptions, and prejudices characterize their general attitude towards life?
2. *What do readers may know or think they know about my subject?* What is the probable source of their knowledge, direct experience, observation, reading, rumor? Will my readers react positively or negatively toward my subject?

3. *Why will my readers read my writing?*

If they know a great deal about my subject, what will they expect to learn from reading my essay? If they know only a few things about my subject, what will they expect to be told about it? Will they expect to be entertained, informed, or persuaded?

4. *How can I interest my readers to read my writing?*

If they are hostile toward it, how can I convince them to give my writing a fair reading? If they are sympathetic, how can I fulfill and enhance their expectations? If they are neutral, how can I catch and hold their attention?

5. *How can I help my readers read my writing?*

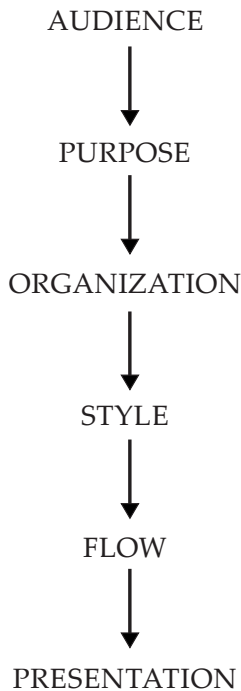
What kind of organizational pattern will help them see its purpose? What kind of guideposts and transitional markers will they need to follow this pattern? What (and how many) examples will they need to understand my general statements?

Santana (2010, 19) also provides two questions that should be paid attention to recognize the readers: **who are you writing for?** and **who are you writing to?** The first question “**who are you writing for?**” attempts to describe the purpose of writing. Before writing, writers should be aware of their purpose, whether they write for self-satisfaction, for being revised by the advisors, or for research. When you write only for your self satisfaction, you do not need to think about any critics from your readers. As you write for being revised by the advisors, you should write continuously until your draft is regarded as the effective one.

When you write for research, you should provide the data as priority. The second question “**who are you writing to?**” suggests your audience. Any kinds of writings are consumed by different readers. A research proposal, for instance, can be made for supervisors, board of examiners, and colleagues, or it can also be composed for grantors. Each reader focuses his/her interest on different aspects. Alwasilah in Santana (2010) explained that the proposal made for supervisors and board of examiners will focus on the understanding of theories, methodology, and conclusion from sufficient evidence. Meanwhile, the colleagues will focus on every sight of observation and the grantors will focus on significant

results (practical aspects). In addition, Swales and Feak (1994) state that understanding your audience's expectations and prior knowledge will affect the content of your writing (see figure 2.). Thus, the writer should be aware of the readers from the start of writing process.

Figure 2. Aspects of considerations in academic writing



The above figure shows many considerations in academic writing. The first is the audience. It refers to your readers. The second is purpose. It indicates your motive to write. The third is organization. It refers to the pattern you use to present information to readers in a structured format. The fourth is style. It is the performance of writing. Academic writing is different from creative writing. It usually uses formal language. The fifth is flow. It deals with ideas connectivity, moving from one statement to the next. The last is presentation which refers to a certain format of your writing.

Strategies of catching the topic of interest

Besides recognizing the readers, catching the topic of interest is also important to consider. Topic is “the particular subject that you write about or discuss” (Leo, et al., 2007: 21). Thesis committee members usually select the topic that you plan to investigate. If the topic is **interesting** to examine, **significant** to the knowledge development, and **manageable**, it will obviously be accepted by the committee members.

interesting means ‘engrossing’, ‘intriguing’

significant means ‘important’ or ‘noteworthy’

manageable means controllable, governable

In order to obtain an interesting, significant, and manageable topic, you can follow the ways below:

1. Select some issues that concern many people;
2. Select some issues that encourage curiosity;
3. Select some issues that possibly lead to further investigation.

Practically, these following questions may help you select your topic of interest.

1. *What do I know about my topic?*

Do I know about my subject in some depth, or I need to learn more about it? What are the sources of my knowledge – direct experience, observation, reading? How does my knowledge give me a special or unusual perspective on my topic?

2. *What is the focus of my topic?*

Is my topic too general, too all-inclusive? How can I restrict it to a smaller, more specific topic that I can develop in greater detail?

3. *What is the significance about my topic?*

What issues of general importance does it raise? What fresh insight can I contribute to my reader’s thinking on the issue?

4. *What is interesting about my subject?*

Am I genuinely in this topic? What kinds of topics do I usually consider interesting? Can I attract my reader’s interest with this topic?

5. *Is my topic manageable?*

Can I write about my topic in a particular form, within a certain number of pages? Do I feel in control of my topic or confused by it? If my topic is too complicated or too simplistic, how can I make it more manageable?

Exercise: Answer the questions below!

1. What should you consider in preparing to write your research proposal?

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2. Why is the readers needed to consider before writing?

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3. Who do you think of the reader of the research proposal?

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4. How do you differentiate the questions of *'who are writing for?'* and *'who are you writing to?'*

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5. What are the characteristics of good topic and how do you catch the topic of interest?

.....

.....

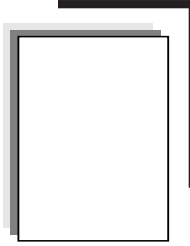
.....

.....

Practice:

Write the specific topics below from the general topics given and add your own topics for number 4 and 5 and specify them.

No.	General Topic	Specific Topic
1.	Reading English Text	
2.	Writing Assessment	
3.	Games in Language Learning	
4.		
5.		



Chapter 4

Writing a Title

A title is a sequence of words concerning the substance of the research topic. It reflects the content of the research. It is six to twelve-words long consisting of the keywords and it must be written symmetrically system by using capital letters. A very long title must be written in sub-title.

Title can drive the readers to read your writing or not. As they get nothing from the title, they may not read on. So, a title has two functions: 1) to attract other researchers to read your paper, and 2) to provide the best information to help electronic search programs find your paper easily (Lindsay, 2011).

There is a set of guidelines that helps you produce titles that meet the two functions as to persuading potential readers to read. *First*, you can choose the key words carefully. *Second*, you may rank the words in order of importance. *Third*, you construct your title using all of the keywords and trying as closely as you can to put them in their rank order. This exploits the principle that the reader perceives the words you use first in a title are more important than those you use later. *Fourth*, if the title is too long, you can drop off the least important keywords first, but you should not abandon them (Lindsay, 2011). Thus, in order to make the readers be persuaded to read, the title of your thesis proposal must be effective. Therefore, the strategies

that may be applied are choosing appropriate keywords, ranking orderly those keywords in the title, and arrange the title in a short clear structure.

To reduce a title in length can be simply done by replacing the non keywords with shorter synonyms. As explained, an effective title must be as short as possible, but clear. The most obvious way to make a title is to choose the shortest word, remove redundant words, and use verbs rather than nouns. So, shortness and clarity are the most important aspect to formulate an effective title.

Table 3. Verb Synonyms

LONG VERB	SHORT VERB	LONG NOUN	SHORT NOUN
achieve	gain	advantages	benefits
apportion	allot	investigation	study
evaluate	assess	improvement	advance
demonstrate	show	modification	change
facilitate	ease	accurate	exact
guarantee	ensure	fundamental	basic
prohibit	block	important	key
require	need	innovative	novel
support	aid	necessary	needed
utilize	use	primary	main

(Adopted from Wallwork, 2011: 170)

Examples:

- READING ENGLISH TEXT INCREASES STUDENTS' WRITING ABILITY
- OBSERVING BEHAVIOR IN PUBLIC PLACES: PROBLEMS AND STRATEGIES

- IMPROVING IDEAS GENERATING USING FREE WRITING AT CLASS VIIA SMP TARAKANITA JAKARTA
- INFERENCING BEHAVIOR OF ESL READERS
- READING SPEED IMPROVEMENT IN A SPEED READING COURSE AND ITS EFFECT ON LANGUAGE MEMORY SPAN

To generate a title, then, the following questions suggested by Wallwork (2011) can be raised:

1. *What have I found that will attract attention?*
2. *What is new, different, and interesting about my findings?*
3. *What are the 3-5 key words that highlight what makes my research and my findings unique?*

Those questions help you craft an attractive and effective title. So, the readers will read your thesis because they expect to be able to find what they need from your research.

Exercise 1: Answer the following questions!

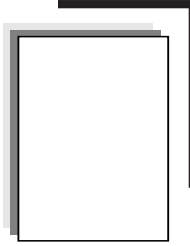
1. What is a title?
2. What are the functions of a title?
3. What is the characteristic of an effective title?
4. What are reflected in a title?
5. How many words that is supposed to be a good title?
6. What principles that should be considered to generate an effective title?

Exercise 2: Identify these titles whether they are good titles or not!

No.	Title	Good	Not Good
1	The Effect of Peer Response Group on Writing Apprehension, Writing Achievement, Revision Decisions of Adult Community College Composition Students	.....	.....
2	Too Little or Too Much: Teacher Preparation and the First Years of Teaching	.....	.....
3	The Use of Games in Writing Instruction for Young Learners	.....	.....
4	The Influence of External Motivation on Learning Achievement	.....	.....
5	The Use of Sticky Notes Strategy to Improve Students' Writing Ability	.....	.....

Practice:

State your own title of your research proposal by including the clear key words. Then, ask your classmates if they think the title is interesting!



Chapter 5

Writing Introduction

The introduction section explores background of the research, defines problem of the research, states the research purpose, the research significance, operational definition of the term, and scope of the research.

Background of the research

Background of the research identifies the gaps in the knowledge about the subject. This becomes a fundamental reason why the research is conducted. In this part, the relevant theories, experiences, empirical and statistical data, and the results of recent studies are deeply reviewed. If you want to conduct classroom action research to improve the process of teaching writing, for instance, you should explain in the background the real problem in the writing class supported by your experience. However, if you conduct experimental research, theoretical and empirical data will be significant to provide. To support your arguments, you can describe the results of recent studies. Below is the example of the research background.

Teaching writing in elementary classrooms is particularly difficult in urban schools where the literacy focus is often placed exclusively on reading. Finding ways to squeeze in effective writing instruction, although challenging, is possible for experienced teachers (Dyson, 2003; Manning, 2000). For

beginning urban teachers, learning to teach writing is often neglected to prepare children for high-stakes testing and to meet policy requirements. The recent federal policy of the No Child Left Behind Act of 2001 (U.S. Department of Education, 2001) focuses primarily on reading and mathematics and ignores writing, even though research supports the parallel nature of the cognitive skills needed to acquire reading and writing (Kucer, 2001; National Writing Project & Nagin, 2003) and demonstrate that many teachers find success in teaching the process of reading and writing together (e.g. Tracey & Morrow, 2002).

In addition, many classroom teachers express discomfort and a lack of knowledge and confidence for teaching writing (Murphy, 2003; Napolly, 2001). Teachers often feel that they never learned to write well during K-12 schooling and that they were not taught how to teach writing in their preparation classes (Graves, 2002)...

...The study described here explores how beginning teachers in urban settings struggled with policy, students, and their own commitment of learning to teach writing to their students.

You can follow the following strategies to write the background:

1. *Explain briefly the theories involved;*
2. *Show the gap between hope and fact;*
3. *State clearly the reason of your research.*

The research problem

A research cannot be conducted if there is no problem to answer. Thus, the research problem is a starting point in the research. Formulating the research problem is actually mapping the factors or the variables being the focus of the research (Sukmadinata, 2007)

The research problem reflects the gap between theories and empirical facts. In other words, it is the gap between what it should be (*das sollen*) and what is the fact (*das sein*). Furchan (2004) wrote that a problem of research is a problem of the related variables. A good research problem exists in reality.

Practically, Mashuri and Zainuddin (2008: 68) propose six points that should be considered in identifying research problem. *First*, can the problem be approved by the advisor? *Second*, does the problem need practical answer? *Third*, does the researcher want to develop the hypothesis of others? *Fourth*, does the problem have any relevancies with the theories? *Fifth*, can the problem be used to fulfill the gap in knowledge or in theory? *Sixth*, does the problem only prove a theory that has been supported by other researchers with different samples or new area of the research? Based on these questions, a research problem is not a simple question, but it reflects the focus of study and the relationship of variables. Below are good examples of research problem:

- Are reading achievement and writing ability significantly correlated?
- How can the use of scaffolding technique improve students' writing ability?
- Is there significant effect of using audio visual aids on students' listening comprehension?

The research purpose

The purpose of research is determined based on the problem. In general, a research has two purposes: *general* and *specific*. General purpose can be formulated by declaring the result or the process. On the other hand, specific purpose is the detail of general purpose and it describes the result.

Example of general purpose:

- The general purpose of this research is to examine whether there is or not the effect of reading habit on students' writing skill.

Example of specific purpose:

- The specific purpose of this research is to find out there is or not the effect of reading habit of English comics on Students' writing short story.

In qualitative study, purpose statement contains information of peoples and places that will be investigated. Santana (2010: 142), quoting Creswell and Clark, noted that it includes:

- The purpose statement,
- The type of qualitative design identification,
- The use of an action-verb phrase,
- The central phenomenon specification, and
- The participants and the location of the study

Example:

The purpose of this ethnographic study is to explore the culture sharing behaviors and language of the homeless in a soup kitchen in a large, eastern city.

The research significance

Research must have contribution to the development of knowledge applicable in real life. Therefore, this must be stated in the research report. Significance of the research is stated based on the purpose of the research. Sukmadinata (2007) divides the research significance into theoretical and practical significances.

Furthermore, he stated that theoretical significance describes argumentation, theorem, at least in principles, from the research result. This result should be explicitly declared in conclusion. Practical significance, in the mean time, describes the use of the research finding that should be declared in recommendation.

The operational definition

Operational definition is a formulation of the variable/ aspect describing the measurable condition. This definition is

given by the researcher operationally, not theoretically taken from literatures. According to Sukmadinata (2007: 301), the definition of variable/aspect can be a reference to statistical or rational analysis. In qualitative research, it usually uses definition of the term. Below is an example of short operational definition of the term.

Writing achievement refers to the students' competence in writing a coherent English short narrative paragraph which consists of 80 – 100 words.

Scope of the research

This section explains about variables or sub variables of the research and their indicators, the population or subject of the research, and location where and when the research will be conducted. In short, scope of the research contains focus of the study, the research subject, place, and time of conducting the research.

Exercise: Answer the following questions!

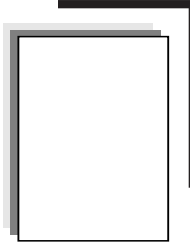
- 1. Mention the parts of introduction chapter!
.....
.....
.....
.....

- 2. What should be written in the background? Explain!
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.....
.....
.....

3. What do you know about operational definition of the term? Explain!

Practice:

Write the introduction section of your research proposal. Then discuss it with your peer and your supervisors for revision!



Chapter 6

Writing Theoretical Review

This chapter focuses on describing about how to write theoretical review. The key skill in writing this section is explained briefly. It also explains the structure that is usually used and the reference making style related to the authors.

Key skill

The key skill is to provide readers with just the right amount of literature regarding the sequence of events leading up to the current situation, neither too much that it makes it tedious, nor too little that the context of your research is not meaningful to them. The back ground information is useful because it allows you to:

- *Elaborate systematically the achievements and limitations of other studies.*
- Relate your new facts and data to the studies.

The amount of detail you need to give varies immensely from discipline to discipline. In some disciplines you may be required to have a very strong theoretical framework for your study, thus requiring two or more pages.

Structure of review of related literature

A literature review generally answers the following questions, and generally in the following order. You can use the answers to these questions to structure your literature review.

1. *What are the seminal works on my topic? Do I need to mention the works?*
2. *What progress has been made since the seminal works?*
3. *What are the most relevant recent works? What is the best order to mention the works?*
4. *What are the achievements and limitations of the recent works?*
5. *What gap do these limitations reveal?*
6. How does my work intend to fill the gap?

Ways referring to authors

There are various styles for making reference to other authors. The four styles below contain the same information, but the focus is different.

1. *Blinco (1992) found* that Japanese elementary school children showed....
2. *In Blinco found* that Japanese elementary school children showed...
3. *A study of the level of persistence in school children is presented by Blinco (1992)*
4. A greater level of persistence has been noticed in Japan.

In Style 1, the author, Blinco, is given as much importance as what he (i.e. Blinco) found. You might choose these style for one three reasons: (i) it is simply the easiest style to use and the most readable for authors, (ii) you may want to focus on the author more than what he /she found, (iii) you may want to compare two authors (e.g. While Blinco says X, Heine says Y).

Style 2 is similar to style 1, but in this case perhaps you are talking about more than one paper by Blinco, so in this case the paper is the most logical first element in the sentence.

In Style 3, what Blinco found is more important than the fact that Blinco found it. This is very typical style, but inevitably

involves using the passive, which then leads to longer and heavier sentences.

In style 4, Blinco is not mentioned at all, but only a reference at his paper in parentheses.

The tense

The simple present (S1) and the present perfect (S2) are generally used to introduce the literature review.

In the literature there *are* several examples of new strategies to perform these tests, which all *entail* setting new parameters (Peter 1997, Grace 2004, Gatto 2005). (S1)

Many different approaches *have been proposed* to solve this issue. (S2)

Use the **Present Perfect** again to refer to ongoing situations, i.e. when authors are still investigating a particular field. Even though specific past dates are mentioned in S3 and S4 below, these dates are part of a series of dates that describe situations that researchers are still working on today and will continue in the future. This means that **Past Simple** cannot be used in any of these cases.

Since 1998 there have been many attempts to establish an index (Mithran 1999, Smithson 2002), but until now no one has managed to solve the issue of (S3)

As yet, a solution to Y has not been found, although three attempts have been made (Peter 1997, Grace 2004, Gatto 2007) (S4)

So far researchers have only found innovative ways to solve X, but not Y (S5)

In S3-S5 note the underlined words. These are adverbials of time that are typically used with the **Present Perfect** because they indicate something that began in the past (i.e. when research first began in this area) and continues into the present.

They represent unfinished situations.

You must use the **Past Simple** when:

- The year of publication is stated within the main sentence (i.e. not just in brackets)
- You mention specific pieces of research (e.g. you talk about initial approaches and methods that you have subsequently probably been abandoned)
- You state the exact date when something was written, proved etc.

In S6-S8 below we are talking about completely finished actions, so the Present Perfect cannot be used.

The first approaches used a manual registration of cardiac images, using anatomical markers *defined* by an expert operator along all images in the temporal sequence. Then in 1987, a new method was *introduced* which... (S6)

The problem was first analyzed in 1994 (Peters). (S7)
Various solutions were found in the late 1990s (Bernstein 1977, Schmidt 1998). (S8)

In all other cases, the simplest solution is to follow the style of the examples below.

Lindley investigated the use of the genitive in French and English and his results agree with other authors' finding in this area. He proved that... (S9)

Smith and Jones developed a new system of comparison. In their system two languages are/ were compared from the point of view of... They found that ... (S10)

Evans studied the differences between Italian and English. He provides/provided an index of... He highlighted that.... (S11)

In S9-S11 the first verb introduces the author and is typically

used in the Past Simple. Other similar verbs are, for example: *examine, analyze, verify, propose, design, suggest, outline*. Note that the first verb in S9-S11 could also be in the Present Simple. However, when the Present Simple is used generally the construction is slightly different (S12): first the reference and then the author.

In Evans studies the differences... (S12)

In any case, even in S12 the Simple Past (*studied*) would be fine.

The second verb in S9-S11 describes what the authors found. In S9, *agree* is logical because Lindley's findings still agree today with the findings in the papers referenced at the end of the sentence. In S10 and S11, both Past Simple and Present Simple are possible. However, it is common to use the Present Simple when describing how system, method, procedure, etc. function. In S10 the Present Simple underlines that Smith and Jones are still using their system and that it is still valid. The use of the Past Simple (*were compared*) in S10 would probably imply that Smith and Jones' system is not in use anymore and it was just a step in this road of research that has subsequently been superseded.

The third verb in S9-S11 indicates what the author managed to do (*find, obtain, prove, demonstrate, highlight*), and typically such verbs are used in the Past Simple (*found, obtained* etc.). Again, however, some authors use the Present Simple in such cases.

To discuss previously published laws, theorems, definitions, proofs, lemmas, etc., The Present Simple is better used. Such published work is generally considered to be established knowledge and the use of the Present Simple reflects this.

The theorem *states* that the highest degree of separation is achieved when... (S13)

The lemma *asserts* that, for any given strategy of Player 1, there is a corresponding ... (S14)

Exercise: Answer the following questions!

1. What is the importance of writing Theoretical Review in research proposal?

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2. Why are recent studies needed to explore in this section?

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3. What should you write in exploring the recent studies?

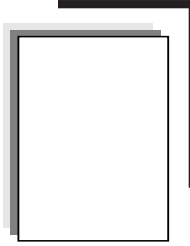
.....
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4. What tenses should be used in reviewing theories?

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.....

Practice:

Make an outline of Review of Related Literature section and discuss with your classmates in class discussion!



Chapter 7

Writing Research Method

Key skills

The objective of writing this section is to be able to describe the materials you used in your experiments and/or the methods you used to carry out for your research, in a way that is sufficiently detailed to enable others in your field to easily follow your method and, if desired, even replicate your work. A key skill is to ensure the descriptions are complete and yet are also as concise as possible, for example by referring to other works in the literature, including your own, that use the same or similar methods.

Another key skill is to write extremely clearly, with generally not more than two steps described in one sentence, and in a logical order. This will then enable your readers to easily follow your description.

Researchers generally agree that the Method is the easiest section to write because your methods have been likely to be clear in your mind, so it may be a good point for you to begin writing your manuscript.

Structure of the method

The method section in the proposal should present the following questions, obviously depending on your discipline:

1. *What/who do I study? What hypotheses am I testing?*
2. *Where do I carry out this study and what characteristics does this location have?*

3. *How do I design my experiment/sampling and what assumption do I make?*
4. *What variable am I measuring and why?*
5. *How do I handle/house/treat my materials/subjects? What kinds of care/precautions are taken?*
6. *What equipment do I use (plus modification) and where does this equipment come from?*
7. *What protocol do I use for collecting my data?*
8. *How do I analyze the data? Statistical procedures? Mathematical equation? Software?*
9. *What probability do I use to decide significance?*
10. *What references to the literature can I give to save me having to describe something in detail?*
11. *What difficulties do I encounter?*
12. *How does my methodology compare with previously reported methods, and what significant advances does it make?*

You should provide sufficient quantitative information, so that other researchers can replicate what you did. Describe everything in a logical order to enable readers to easily follow what you did. This will usually be chronological, namely the order in which you conducted the phases of your tests. It may also help the reader understand if you use subheadings to explain the various stages of the procedure, which you can then use again (perhaps with modification) in the Results.

Your experiments, sampling procedures, selection criteria etc. may have more than one step. It helps your readers see if your description of each step follows the same logical order.

You should ensure that you cover every step required. Because you are very familiar with your method, you may leave out key information, either thinking that it is implicit (and thus not worth mentioning) or simply because you forget.

Beginning of the method

How you begin will very much depend on your discipline. To help you decide, take a look at the Methods section in papers from

your chosen journal, and see how authors start this section. Typical ways include:

1. Making a general statement about your method.
The method described here is simple, rapid, sensitive and
2. Referring to another paper.
The materials used for isolation and culture are described elsewhere. Materials were obtained in accordance with Burgess's method.
3. Stating where you obtained your materials from.
Bacterial strains ... were isolated and kindly supplied by ...
4. Explaining how you found your subjects, i.e. begin with the setting.
Subjects were chosen from randomly selected sample of ...
Participants were selected from students of fifth semester at University of ...
5. Indicating where (i.e. a geographical region) your investigation was focused.
This empirical investigation focused on Tuscany, a central region of Italy, ...
The study was carried out in four boulevards in Athens and...
6. Referring the reader to a figure which shows the experimental set up.
To highlight the design of the research, Fig. 1 shows the...
7. Starting directly with the first step in your procedure.
Core-cell composite materials were prepared by colloidal assembly of ...

The tense

Simple Present is better used in writing Research Method section in your proposal. However, **Past Simple** is required in

reporting the research because you have done the actions you describe.

The passive form is suggested to use in this section because the focus is on what was done rather than who did it. In the Method the passive is both necessary and appropriate (Wallwork, 2011).

Thus, simple present is appropriately used in the proposal, but it should be changed into simple past in the report.

Exercise: Analyze this method and explain its strength and weaknesses!

Classroom action research is used to describe how clustering technique can give improvement on teaching quality and students' ability. This research follows Lewin's model of Classroom Action Research that employs four stages in cycle: planning, acting, observing, and reflecting.

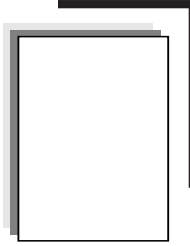
The subject that will be participated in this research is the tenth grade students of SMA Muhammadiyah Jember. They are 30 students of class B.

To collect the data three instruments are used: 1) writing test, 2) questionnaire, 3) field notes, and 4) students' writing documents. Test is used to collect the score of writing that indicates the student's ability. Then, those scores are important to examine whether the criteria of success has achieved or not.

In analyzing the data, I use interpretation from different sources.

Practice:

Describe your own research method in detail illustrating the design, the data and how you collect the data, and the data analysis!



Chapter 8

Citing the Source

In writing the thesis proposal, citing someone's opinions cannot be avoided. Therefore, how to quote ideas and words is presented in the manuals. Citations are also important to avoid plagiarism which means taking others' ideas, opinions, and words without writing the source. It includes plagiarizing your own work that is called self-plagiarism (Wallwork, 2011).

According to Lester (1991: 480):

Plagiarism takes several forms: 1) the presentation of another person's essay or theme as your own, a form of stealing as well as deception, 2) the wholesale copying of sentences and entire paragraph without quotation marks and without credit to the sources, 3) the paraphrasing of sources without credit to the original writers, and 4) giving credit to the source but then copying parts of the original without use of quotation marks.

Thus, quoting other's idea is not prohibited as long as you document the source in your text.

According to Lipson (2006: 3), there are three reasons of citing:

1. To give credit others' work and ideas, whether you agree with them or not. When you use their words, you must give them credit by using both quotation marks and citations.
2. To show readers the materials on which you base your analysis, your narrative, or your conclusions.
3. To guide readers to the materials you have used so they can examine it for themselves. They interest might be to confirm your work to challenge it, or simply to explore it further.

Citations can be divided into *in-text citation* and *list of works cited*. *In-text citation* is used when you borrow facts and opinion in your text. *In-text citation* is also called *parenthetical citation* (Leo, 2007). Quotation from any sources that you take should be corresponded in the reference section (Lindsay, 2011). The *list of works cited* plays an important role in your acknowledgement of sources (Gibaldi & Aichert, 1988: 155). This citation is called *bibliographical citation* in Chicago manual and it is called *reference list* in APA (American Psychological Association) style.

APA style

The APA style is widely used in social sciences, education, psychology, business, and engineering. APA emphasizes the year of publication, which comes immediately after the author's name. It is important to know whether the research was conducted recently and whether it came before or after other research.

Detailed information on the APA system is available in Publication Manual of the American Psychological Association, 6th ed. (Washington DC: American Psychological Association, 2010).

In-text citation in the APA style

The APA style is different from the other manuals. In general, this style includes the year of publication after the writer's name. Here are the following rules of citing source in text.

One work by one author

One work can be cited by writing the last name of the writer followed by the year of publication. Otherwise, you can put the name in the end of the narrative in parentheses separated by a comma.

Kessler (2003) found that among the epidemiological samples

Early onset results in a more persistent and severe course (Kessler, 2003)

One work by multiple authors

A work that has two authors are cited both names. When it has three or more authors, you cite all of the names of authors in the first citation in text and cite only the first name followed by *et al.* (not italicized and with a period after *al*) and the year if it is the subsequent citation of the reference within a paragraph.

Kurtines and Szapocznik (2003) demonstrated

Kisangau, Lyaruu, Hosea, and Joseph (2007) found that

Kisangau *et al.* (2007) found that

Group as authors

Sometimes the authors are groups, for example corporations, associations, government agencies, and study groups. In text group authors are spelled out in the first citation and abbreviated thereafter.

National Institute of Mental Health (NIMH, 2003)

NIMH (2003)

Works with no identified authors or with an anonymous author

Citing a work with no identified author is done only through writing the title of an article, a chapter, a web page, a book, a periodical, or a report. When a work is anonymous, it is used “anonymous” followed by a comma and the date.

On free care (“study Finds,” 2007)

The book *College Bound Seniors* (2008)

(Anonymous, 2008)

Two or more works within parentheses

Two or more works by the same authors in the same order is arranged by the year of publication.

Training materials are available (Department of Veterans Affairs, 2001, 2003)

Two or more works by different authors who are cited within the same parentheses are listed in alphabetical order by the first author's surname.

Several studies (Miller, 1999; Shafranske & Mahoney, 1998)

Table 4. Basic Citation

Type of citation	First citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker & Allen, 2004)	(Walker & Allen, 2004)
One work by three authors	Bradley, Ramirez, and Soo (1999)	Bradley et al. (2006)	(Bradley, Ramirez, & Soo, 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh, 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo, 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al., 2005)	(Wasserstein et al., 2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH, 2003)	NIMH (2003)	(National Institute of Mental Health [NIMH], 2003)	(NIMH, 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

When a work's author is designated as "anonymous," cite in text the word Anonymous followed by a comma and the date.

(Anonymous, 1998)

In the reference list, an anonymous work is alphabetized by the word Anonymous.

Reference list

A reference in the APA style contains the author name, date of publication, title of the work, and publication data. There are some categories of reference list: periodicals; books, reference books, and book chapters; technical and research reports; meetings and symposia; doctoral dissertations and master's theses; reviews and peer commentary; audio visual media; data sets software, measurement instruments, and apparatus; unpublished and informally published works; archival documents and collections; and retrievable personal communications. In most categories, references to electronic downloadable versions of each source type are integrated among references to print or other fixed media versions.

These are some examples of reference list in the APA style.

Journal article with DOI

Herbst-Damm, K.L., & Kulik, J.A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/0278-6133.24.2.225

Journal article with DOI, more than seven authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., ...Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD A1 allele, and depressive traits. *Nicotine and tobacco Research, 6*, 249-267. doi:10.1080/1462200410001676305

Journal article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-journal of Applied Psychology*, 2(2), 38-48.

Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

Book, one author

Mandelbaum, M. (2002). *The ideas that conquered the world: Peace, democracy, and free markets in the twenty-first century*. New York: Public Affairs.

Lundy, C. (2003). *Social work and social justice: A structural approach to practice*. Peterborough, ON: Broadview Press.

Book, several by same authors

Elster, J. (1989a). *The cement of society: A study of social order*. Cambridge University Press.

Elster, J. (1989b). *Nuts and bolts for social sciences*. Cambridge: Cambridge University Press.

Note that the author's name is repeated, do not use dashes for repetition. When the same author has several publications in the same year, list them alphabetically (by the first significant word in the title). Label them as "a", "b", and "c".

Book, edited

Schweder, R.A., Minow, M., & Markus, H. (Eds.). (2002). *Engaging cultural differences: The multicultural challenge in liberal democracies*. New York: Russell sage Foundation Press.

Katznelson, I., & Shefter M. (Eds.). (2002) *Shaped by war and trade: International influences on American political development*. Princeton, NJ: Princeton University Press.

Chapter in edited book

Keohane, R. (1983). The demand for international regimes. In S. Krasner (Ed.), *International regimes* (pp. 56-67). Ithaca, NY: Cornell University Press.

Book, online

Reed, J. (1992). *Ten days that shook the world*. Project Gutenberg. Etext 3076. Retrieved January 12, 2004, from <ftp://ibiblio.org/pub/docs/books/gutenberg/etext02/10daz10.txt>

APA does not put a period after the URL.

Reference book

Vanden Bos, G. R. (Ed.). (2007). *APA dictionary of psychology*. Washington, D.C. American Psychological Association.

Corporate author, government report

U.S. Department of Health and Human Services, National Institute of Health, National Heart, Lung, and Blood Institute. (2003). *Managing asthma: A guide for schools* (NIH Publication No. 02-2650). Retrieved from http://www.nhlbi.nih.gov/health/prof/lung/asth_sch.pdf

Symposium contribution

Muelbauer, J. (2007, September). *Housing, credit, and consumer expenditure*. In S. C. Ludvigson (Chair), *Housing and consumer behavior*. Symposium conducted at the meeting of the Federal Reserve bank of Kansas City. Jackson Hole, WY.

Proceeding published regularly online

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H. & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences* 105, 12593-12598. doi: 10.1073/pnas.0805417105

Proceedings published in book form

Katz, I., Gabayan, K., & Aghajan, H. (2007). A multi-touch surface using multiple cameras. In . Blanc-Talon, W. Phillips, D. Popescu, & P. Scheunders (Eds.), *Lecture Notes in Computer Science: Vol. 4678. Advanced Concepts for Intelligent Vision Systems* (pp. 97-108). Berlin, Germany: Springer-Verlag. Doi: 10.1007/978-540-74607-2_9

Unpublished dissertation or thesis

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)

- Italicize the title of a doctoral dissertations or master's thesis.
- Identify the work as a doctoral dissertation or master's thesis in parentheses after the title.
- If the paper is available through a database, give the accession or order number in parentheses at the end of the reference.

Review of a book

Schatz, B. R. (2000, November 17). Learning by text or context? [Review of the book *The social life of information*, by J. S. Brown & P. Duguid]. *Science*, 290. 1304. Doi:10.1126/science.290.5495.1304

- If the review is untitled, use the material in brackets as the title; retain the brackets to indicate that the material is a description of form and content, not at title.
- Identify the type of medium being reviewed in brackets (book, motion picture, television program, etc.).
- If the reviewed item is a book, include the author names after the title of the book, separated by a comma.
- If the reviewed item is a film, DVD, or other media, include the year of release after the title of the work, separated by a comma.

Music recording

Lang, k.d. (2008). Shadow and the frame. *On Watershed* [CD]. New York, NY: Nonesuch Records.

- In text citation citations, include side and band or track number: "Shadow and the Frame" (lang, 2008, track 10).

Data set

Pew Hispanic Center. (2004). Changing channels and criss-crossing cultures: A survey of Latinos on the news media [Data file and code book]. Retrieved from <http://pewhispanic.org/datasets/>

Measurement instrument

Friedlander, M. L., Escudero, V., & Heatherington, L. (2002). E-SOFTA: System for observing family therapy alliances [Software and training videos] Unpublished instrument. Retrieved from <http://www.softa-soatif.com/>

Software

Comprehensive Meta-Analysis (Version 2) [Computer software]. Englewood, N.J: Biostat.

Apparatus

Eyelink II [Apparatus and software]. (2004). Mississauga, Canada: SR Research.

Unpublished manuscript with a university cited

Blackwell, E., & Conrod, P. J. (2003). A fivedimensional measure of drinking motives. Unpublished manuscript, Department of Psychology, University of British Columbia, Vancouver, Canada.

Informally published or self-archived work

Mitchell, S. D. (2000). The import of uncertainty. Retrieved from <http://philsciarchive.pitt.edu/archive/00000162/>

Informally published or self-archived work, from ERIC

Kubota, K. (2007). "Seeking" model for learning: Analyzing Japanese learning/ teaching process from a socio-historical perspective: Retrieved from ERIC database. (ED498566)

Letter from private collection

Zacharius, G. P. (1953, August 15). [Letter to William Richel (W. Rickel, Trans.)]. Copy in possession of Hendrika Vande Kemp.

Collection of letters from an archive

Allport, G. W. (1930-1967). Correspondence. Gordon W. Allport Papers (HUG 4118.10), Harvard University Archives, Cambridge, M.A.

APA does not permit very many abbreviations in its reference lists. However, there are some words that can be abbreviated as follows.

chapter	chap.
edition	ed.
editor	Ed.
number	No.
page	p.
pages	pp.
part	Pt.
revised edition	Rev. ed.
second edition	2nd ed.
supplement	Suppl.
translated by	Trans.

volume	Vol.
volumes	Vols.

MLA style

The MLA style is widely used in the humanities. Instead of footnotes or endnotes, it uses in-text citation by writing the writer's name followed by the page number, such as (Stier 125). MLA called bibliographies "Work Cited". It contains in sequence name of the writer, underlined title, and publication data.

Lobdell, Jared. England and Always: Tolkien's World of the Rings. Grand Rapids: Eerdmans, 1981.

In text-citation in the MLA style

In-text citation in this style includes the author's name or the author's name and the page number in general.

Book of one author

(Reed 136)

Books, several by same author

(Weinberg, Germany 34; Weinberg, World 456)

Book, multiple authors

(Binder and Weisberg, Literary Criticism 15-26) or

(Binder and Weisberg 15-26)

Book, multiple editions

(Strunk and White, Elements 12) or

(Strunk and White 12)

Book, edited

(Robinson)

Book, anonymous or no author

(Through Our Enemies' Eyes)

Book, online

(Dickens)

- Since this electronic version does not have pagination, cite the chapter numbers. For example: (Dickens, ch. 2)

Work cited**A book by single author**

To cite a book by single author, the general pattern is author's name (reversed for alphabetizing), title (including any subtitle), and publication information (city of publication, publisher, date of publication).

Fairbank, Carol. Prairie Women: Images in American and Canadian Fiction. New Haven: Yale UP, 1986.

- Work cited in this style tolerates abbreviation such as UP (University Press).

An anthology or a compilation

Allen, Robert C., ed. Channels of Discourse: Television and Contemporary Criticism. Chapel Hill: U of North Carolina P, 1987.

Sevillano, Mando, comp. The Hopi Way: Tales from a Vanishing Culture. Flagstaff: Northland, 1986.

Two or more books by the same persons

Borroff, Marie. Language and the Past: Verbal Artistry in Frost, Stevens, and Moore. Chicago: U of Chicago P, 1979.

---, trans. Sir Gawain and the Green Knight. New York: Norton, 1967.

---, ed. Wallace Stevens: A Collection of Critical Essays. Englewood Cliff: Prentice, 1963.

A book by two or more persons

In citing a book by two or three persons, give their names in the order in which they appear on the title page, not necessarily in alphabetical order. Reverse only the name of the first author, add a comma, and give the other names in normal order.

Welsch, Roger L., and Linda K. Welsch. Cather's Kitchens: Foodways in Literature and Life. Lincoln: U of Nebraska P, 1987.

Berry, Jason, Jonathan Foose, and Tad Jones. Up from the Cradle of Jazz: New Orleans Music since World War II. Athens: U of Georgia P, 1986.

- If there are more than three authors, you may name only the first and add et al. (“and others”), or you may give all names in full in the order in which they appear on the title page.

Quirk, Randolph, et al. A Comprehensive Grammar of the English Language. London: Longman, 1985.

or

Quick, Randolph, Sydney Greenbaum, Geoffrey Leech, and Jan Svartvik. A Comprehensive Grammar of the English Language. London: Longman, 1985.

A book by a corporate author

American Freedom Association. Intellectual Freedom Manual. 2nd ed. Chicago: ALA, 1983.

Commission on the Humanities. The Humanities in American Life: Report of the Commission on the Humanities. Berkeley: U of California P, 1980.

An anonymous book

Encyclopedia of Photography. New York: Crown, 1984.

A Guide to Our Federal Lands. Washington. Natl. Geographic Soc., 1984.

A work in an anthology

Hansberry, Lorraine. A Raisin in the Sun. Black Theater: A Twentieth-Century Collection of the Work of Its Best Playwrights. Ed. Lindsay Patterson. New York: Dodd, 1971. 221-76.

A multi-volume work

Churchill, Winston S. A History of the Speaking Peoples. 4 vols. New York: Dodd, 1956-58.

Government publications

United Nations. Centre for National Resources. State Petroleum Enterprises in Developing Countries. Elmsford: Pergamon, 1980.

New York State. Committee on State Prisons. Investigation of the New York State Prison. 1883. New York: Arno, 1974.

A book in a series

Koloski, Bernard, ed. Approaches to Teaching Chopin's The Awakening. Approaches to Teaching World Literature 16. New York: MLA, 1988.

Steward, Joan Hinde. Colette. Twayne's World Authors Ser. 679. Boston: Twayne, 1983.

An unpublished dissertation

Boyle, Anthony T. "The Epistemological Evolution of Renaissance Utopian Literature: 1516-1657." *Diss.* New York U, 1983.

Johnson, Nancy Kay. "Cultural and Psychosocial Determinants of Health and Illness." *Diss.* U of Washington, 1980.

- The title of an unpublished dissertation in quotation marks and not underlined.
- *Diss* is the descriptive label for dissertation.

A published dissertation

Brewda, Lee Aaron. A Semantically-Based Verb Valence Analysis of Old Saxon. Diss. Princeton U, 1981. Ann Arbor: UMI, 1982. 8203236.

Dietze, Rudolf F. Ralph Ellision: The Genesis of an Artist. Diss. U Erlangen-Nurnberg, 1982. Erlanger Beitrage zur Sprach- und Kunstwissenschaft 70. Nurnberg: Carl, 1982.

- If the work has been published by University Microfilms International (UMI), the order number is stated.

An article in a reference book

Chiappini, Luciano. "Este, House of." Encyclopedia Britannica: Macropaedia. 1974 ed.

Brakeley, Theresa C. "Mourning Songs." Funk and Wagnalls Standard Dictionary of Folklore, Mythology, and Legend. Ed. Maria Leach and Jerome Fried. 2 vols. New York: Crowell, 1950.

- When citing familiar reference book, especially those that frequently appear in new editions, only the edition and the year of publication are listed.
- If it is less familiar reference book, full publication information is stated.

An article in a scholarly journal with continuous pagination

Reger, Zita. "The Function of Imitation in Child Language." Applied Pyscholingustics 7 (1986): 323-52.

An article in a scholarly journal that pages each issue separately

Baum, Rosalie Murphy. "Alcoholism and Family Abuse in Maggie and The Bluest Eye." Mosaic 19.3 (1986): 91-105.

An article in a scholarly journal that uses only issue numbers

Bowering, George. "Baseball and the Canadian Imagination." Canadian Literature 108 (1986): 115-24.

An article from a journal with more than one series

Jackson, Harvey H. "Hugh Bryan and the Evangelical Movement in Colonial South Carolina." William and Mary Quaterly 3rd ser. 43 (1986): 549-614.

An anonymous article

"Drunkproofing Automobiles" Time 6 Apr. 1987: 37.

- If no author's name is given for the article, the title is begun.

A Review

Anderson, Jack. Rev. of Don Quixote. American Ballet Theater. Metropolitan Opera House, New York Times 30 May 1987, late ed.: 13.

Television

"Agnes, the Indomitable de Mille." Narr. Agnes de Mille. Prod. Judy Kingberg. Dir. Marril Brookway. Dance in America. Exec. Prod. Jack Verza. Great Performances. PBS. WGBH, Boston. 8 May 1987.

Recording

Beethoven, Ludwig van. Symphony no. 5 in C and Symphony no. 6 in F. Cond. Vladimir Ashkenazy. Philharmonia Orch. London, LDR-72015, 1982.

Ellington, Duke, cond. Duke Ellington Orch. First Carnegie Hall Concert. Rec. 23 Jan. 1943. Prestige, P-34004, 1977.

Films, filmstrips, slide programs, and videotapes

A film citation usually begins with the title underlined, and includes the director, the distributor, and the year. The other data can be included, such as the writer, performers, producer, and physical characteristics (the size and the length of the films).

It's a Wonderful Life. Dir. Frank Capra. With James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946.

What Makes Rabbit Run? Dir. David Chesire and R. Eaton. Centre Productions, 1985. 16 mm, 29 min.

- If you are citing the contribution of a particular individual, begin with that person's name.

Chaplin, Charles, dir. Modern Times. With Chaplin and Paulette Goddard. United Artists, 1936.

Mirfune, Toshiro, actor. Rashomon. Dir. Akira Kurosawa. With Michiko Kyo. Daiei. 1950.

Lectures, speeches, and addresses

Give the speaker's name, the title of the lecture, (if known) in quotation marks, the meeting and the sponsoring organization (if applicable), the location, and the date. If there is no title, use an appropriate descriptive label (lecture, address, keynote speech), neither underlined nor enclosed in quotation marks.

Ciardi, John. Address. Opening General Sess. NCTE Convention. Washington, 19 Nov. 1982.

Kristeva, Julia. "Healing and Truth in Psychoanalysis." Div. on Psychological Approaches to Literature. MLA Convention. New York, 29 Dec. 1986.

Letters

There are three general categories of letters: 1) published letters, 2) letters in archives, and 3) letters received by the researcher. Treat published letter like a work in a collection, adding the date of the letter and the number (if the editor has assigned one).

Thackeray, William Makepeace. "To George Henry Lewes." 6 Mar. 1848. Letter 452 in Letters and Private Papers of William Makepeace Thackeray. Ed. Gordon N. Ray. Vol.2 Cambridge: Harvard UP, 1946. 353-54.

Benton, Thomas Hart. Letter to Charles Fremont. 22 June 1847. John Charles Fremont Papers. Southwest Museum Library, Los Angeles.

- In citing an unpublished letter, follow the basic guidelines for manuscripts and typescripts or for private and archival recordings and tapes.
- Cite a letter that you yourself have received as follows. Copland, Aaron. Letter to the author, 17 May 1982.

Manuscripts and Typescripts

In citing a manuscript or a typescript, state the author, the title or a description of the material (Notebook), the form of the material (ms. for manuscript, ts. for typescript), and any identifying number assigned to it. If a library or other research institution houses the material, give its name and location.

Chaucer, Geoffrey. The Canterbury Tales. Harley ms. 7334. British Meseum, London.

Smith, John. "Shakespeare's Dark Lady." Unpublished essay, 1983.

Twain, Mark. Notebook 32, ts. Mark Twain Papers. U of California, Barkeley.

In citing the work, MLA uses some abbreviations. Here are the following abbreviations that are commonly found:

and others	<i>et al.</i>	especially	esp.
appendix	app.	figure	fig.
book	bk.	notes	nn.
chapter	chap.	number	no.
compare	cf.	opus	op.

document	doc.	page	p.
edition	ed.	pages	pp.
editor	ed	paragraph	par.
university	U	part	pt.
press	P	translator	trans.
Volume	vol.	verse	v.
Volumes	vols.	verses	vv.

Exercise: Answer the Following Questions!

1. Why do you cite in writing your proposal? Explain!

.....
.....
.....
.....

2. Mention some manual styles of writing the citation!

.....
.....
.....
.....

3. There are two kinds of citation, mention and

.....
.....
.....
.....

4. What do you know about plagiarism?

.....
.....
.....
.....

5. What do you avoid plagiarism?

.....

.....

.....

.....

Practice: Arrange the following data as your references in MLA and APA styles!

1. Source: book

Title : Phonology: Analysis and Theory
 Author : Edmund Gussmann
 City : Cambridge
 Publisher : Cambridge University Press
 Year of Publication : 2002

2. Source: journal

Title : How to make Effective Ads
 Author : Robert Williams
 Page number : 10-21
 Name of Journal : Effective Marketing
 City : New Jersey
 Publisher : Penguin Publishing House
 Year of Publication : 2001

3. Source: dictionary

Title : An English-Indonesian Dictionary
 Author : John M. Echols & Hasan Shadily
 City : New York
 Publisher : Cornell University Press
 Year of Publication : 1975

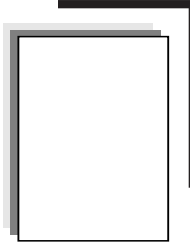
4. Source: book

Title : ESP in Practice: Models for Teachers

Editor : Pat Wilcox Peterson
City : Washington
Publisher : English Language Programs Division
Bureau of Educational and Cultural Affairs
United States Information Agency
Year of Publication : 1986

5. Source: Encyclopedia

Title : Encyclopedia Britannica
Volume : 14
Edition : 15
City : Chicago
Publisher : Encyclopedia Britannica
Year of Publication : 1987



Chapter 9

Revising & Editing

Revising

Revising is the process to make your thesis proposal more perfect. The more you revise it, the more perfect you get. Therefore, revising should be done in the entire writing process. In other words, you do not have to wait until your proposal writing is completed. Even when you are still writing your first draft, revising can be done.

There are many perspectives of revision. Lipson (2005), for instance, divided revision into two types: smallscale and large scale changes. Small-scale changes focus on words, sentences, and paragraphs, while large-scale changes attempt to improve the structure of the proposal such as the order of the sections and their relationship to each other.

Large-scale changes deals with the logic in your written work. The organization of the paragraph must flow smoothly from paragraph to paragraph. Shortly, the paragraphs are required to move in logical presentation. Lester (1991: 42) states that “revising looks at larger aspects of your paper, verifying the structure and strengthening the focus and the details of the paragraphs.” Moreover, Ellison (2010) pointed out that revising not only improves the structure, but it also checks quotations to avoid plagiarism. She (2010: 121) wrote:

Revision often requires changing the structure of your work to achieve a more logical presentation ... More than anything else, it requires that you check all the facts and quotations you used and ensure that you have cited them properly and have not plagiarized a writer.

McCrimmon (1984: 119) stated that “revising is the process of seeing again, of discovering a new vision for the writing you produced during planning and drafting.” The new concept of revision emphasizes its role in discovering and shaping meaning. Based on these opinions, it is clear that revising is a way of developing and shaping meaning not only in terms of content, organization, style, and format, but also word, sentence, and paragraph of the text.

Essentially, when you revise your draft, the following questions are important to bear in mind:

1. *Are the words used properly?*
2. *Are the sentences grammatically correct?*
3. *How can I reword this sentence so it will read more smoothly?*
4. *What example could make this point clearly?*
5. *What is the most logical way to organize my argument?*
6. *How can I construct a more valid and convincing argument?*
7. *How can I make the Introduction more interesting to the reader?*
8. *Is the format well-arranged?*

Editing

Editing is slightly different to revising, but it frequently goes side by side with revising. Unlike revising, editing means to cut unimportant parts in your work. Every changes involving correctness were increasingly referred to editing (Clark, 2003).

According to Lester (1991), editing examines the individual sentences, analyzing sentence sense and word choice and correcting grammar, spelling, and punctuation. More detail, Lipson (2005: 190) states:

Editing is about persistence and perspective. It's about sticking with your writing and your ideas until you've redefined them, making them sharp and clear. ... Editing is also about seeing your work from a different perspective, from the reader's chair as well as the writer's desk. It requires attention to individual sentences as well as to the paper's overall organization. If you pay close attention and stick with it, you'll make good choices and your work will be much stronger. We hold these truths to be self-evident.

Thus, editing is error correction whether it spots the clarity of paragraph meaning as well as the mechanic (Hogue, 2008).

When you edit your work, you are suggested to read aloud and print out your manuscript. By reading out loud you will hear the words. It also makes you read your manuscript in the reader's perspective. Meanwhile, a printed copy will give you a better overview because it allows you to read through the whole paper easily.

The following checklist will be significantly needed in editing (Lipson, 2005):

- Edit your drafts again and again
- Focus on:
 - Strengthening your argument;
 - Adding evidence and examples at weak points;
 - Anticipating objections.
- Read aloud as you edit, or read silently but hear the words
- When editing line by line, eliminate extra words, add variety to sentences, and ensure continuity between paragraphs.
- When editing the overall structure of your proposal, concentrate on the section order and how the sections relate to each other.
- Give each section a descriptive title, or subhead, printed in bold-face.
- Remember to edit the subtitles of each section.
- Keep an up-to-date "to do" list for your thesis, including research you need to complete.

- Check with your department about formatting requirements for the final version of the thesis.

Exercise:

1. Revise the first draft and evaluate your introduction and sections of your thesis proposal. Consider moving ideas, paragraphs, and information around, especially in the body, so the progression of key ideas is logical.
2. Revise the following paragraph to change the point of view from the second person to the third person. Do not replace “you” with “one” or “it.”

Early American Indians knew that corn could crossbreed, but they thought if you planted two different kinds their roots would mingle to produce a third kind. It was not until 1724 that Judge Paul Dudley of Massachusetts saw that if you plant two different kinds of corn on opposite sides of a river you will get hybrid corn, but if you separate the corn with a high fence, still letting the roots grow together, you will not. Dudley realized that you have to allow open air for corn to crossbreed, but he did not know that you need to use pollen from the male corn tassels to fertilize the female corn skills.

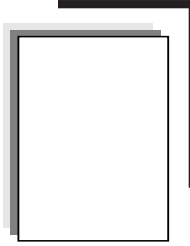
3. Edit every sentence and word of the following paragraph. Change passive constructions to the active voice, combine short sentences, correct discriminatory language, delete unrelated sentences, and cut redundant phrases and deadwood.

A writing notebook should be written in with several written entries every week or otherwise it is wasted and rather useless. Most professionals keep a journal. My aunt used to write in a personal diary every evening. I don't know what happened to that diary; I'd sure love to read it to see what she thought about me.

Anyway, a serious writer will record his ideas and observations so that later, at an appropriate time and place sometime in the future, he can consult this valuable resource of personal thought.

4. Edit the following paragraph for grammatical errors. Correct errors in subject-verb agreement, dangling modifiers, pronoun use and reference, word usage, and comma slices.

I just learned that my roommate of last year has AIDS. I know what your thinking, do I have it to. No, I don•ft think so, but I worry that I might develop the symptoms, which, I understand, appears first as weight loss. To hopefully alleviate the fears of my friends and relatives, a blood test is scheduled for next week. When we will all be assured that I am not carrying the abhorrent germs.



Chapter 10

Finalizing Your Work: Proofreading

Proofreading is the last step in writing process. In this activity, the writer checks the mechanics of writing, such as punctuation, capitalization, spelling, and format. By proofreading, it is also checked the final manuscript from any typological errors (Lester, 1991). It is important to do because small mistakes in your writing will disturb your reader. Besides, when your writing is full of mistakes, you are thought as a careless writer. Thus, proofreading is reading and re-reading the draft as a final check.

In proofreading, you are suggested to read slowly and loudly rather than reading by heart. Reading out loud can make you feel the visual and auditory senses at work (Leo, 2007). The professional writer submits his/her manuscript to editors. For your thesis proposal, you can have your friends, peers, and classmates to proofread. So, you are recommended to send your work to some peer reviewers. Three or four persons are better to review rather than only one reviewer. In this case, you hope from reviewers a critical evaluation.

By proofreading you should be open-minded on the opinions of other people. Give your reviewers some specific questions, such as:

1. Is the main idea expressed clearly?
2. Has your thesis proposal followed the recommended format?
3. Does it have completed-subheads?
4. Are spelling, punctuations, references correct?

Technically, the following lists can be checked carefully in proofreading:

- Spelling
- Grammar
- Punctuation
- Titling
- Formatting
- Section subheads
- References

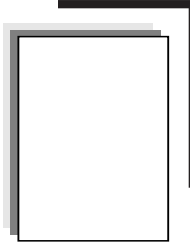
Sample peer review

The following is a simple form for peer review. You can complete the other necessary aspects to review.

Peer review by: Proposal by:

	Poor	Good
I enjoyed reading the proposal.	1	2 3 4 5
Comment:		
.....		
The main idea is clearly expressed.	1	2 3 4 5
Comment:		
.....		
The title is specific.	1	2 3 4 5
Comment:		
.....		
The format is good.	1	2 3 4 5
Comment:		
.....		

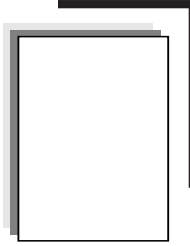
Practice: Proofread your own thesis proposal!



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Appendix

Sample of Thesis Proposal

THESIS PROPOSAL

Proposed by : Fitria Rahmawati
Advisor : Henri Fatkurochman, M.Hum.

TITLE

The Effect of Using Cooperative Integrated Reading and Composition (CIRC) Strategy on Students' Writing Ability

INTRODUCTION

This chapter describes about background, problem, objective, definition of the terms, significance, and scope of the research.

Background of the Research

Based on *Kurikulum Tingkat Satuan Pendidikan* (Education level Curriculum), English instruction aims at developing students' competence to be able to communicate in English, both orally and written. In writing skill, students are able to achieve the competence of mastering genre, understanding as well as producing some kinds of English texts. In fact, problems are frequently emerged in the process of teaching and learning. Firstly, some difficulties are

faced by the learners. They especially find it difficult in generating and formulating ideas to construct the text based on the accepted generic structure and language feature. Secondly, the teachers of English, not few of them, focus on the product rather than on the process of writing. Therefore, an effective strategy is still needed in writing instruction.

Writing is an activity to convey meaning by selecting words and putting them together in a written or printed form (Fairbairn and Winch, 1996) To make students easy in writing is to let them read examples of the kind of thing we want them to do before we asking them to write (Hammer, 2004). In other words, combining reading and writing is an effective strategy to make students produce their writing well. It means that reading and writing have a closely connection.

One of the teaching strategies combining reading and writing that might be effective is Cooperative Integrated Reading and Composititon (CIRC) Strategy. This is one of the strategies in cooperative learning. It enables English teachers to teach reading and writing in integrated way. Slavin (1991) states that CIRC is a comprehensive way to teach reading, writing, and language arts for upper elementary and middle grades. To implement, students are assigned into groups to read and discuss the text. Then, they should analyze, summarize, and compose the text into a piece of paper. In the final activity, they write a text personally.

Numerous studies show that CIRC method is one of the effective ways to teach writing (Slavin,1991; Durukan, 2011; Himawati, 2011; Ariyanti, 2013). Those studies show that CIRC strategy is a comprehensive strategy that can be applied in teaching and learning English as a foreign language. Based on the theory and research result as explained above, it is necessary to know whether the students who are taught by using CIRC have better ability in writing.

Problem of the Research

Based on the background above, the problem that should be answered in this research is as follows. Are students who taught by using CIRC Strategy have better result in their writing ability than students who are not taught by using the strategy?

Objective of the Research

This experimental research is intended to investigate whether there is or not significant effect of using CIRC Strategy on the students' writing ability at SMPN 3 Tanggul Jember in the 2013/2014 Academic year.

Operational Definition of the Terms

There are two terms that are needed to define operationally in order to provide clear illustration about the variables.

1. CIRC

CIRC is one of the strategies in cooperative learning which present reading text to learn composition. In the process, it is implemented by grouping the students into groups of learning consisting of 4-5 heterogeneous students of ability, gender, and races.

2. Writing Ability

Writing ability in this research refers to the writing competency on composing descriptive text by considering the aspects of organization, grammar, vocabulary, and mechanics.

Significance of the Research

This research is expected to be useful for the students, the English teacher, and other researchers.

1. Theoretical Significance

It is hoped that this research can enrich the theory of teaching writing strategy. The result of this research will prove the effect of the integration of reading and writing.

2. Practical Significance

The result of the research gives strategy to solve the problem in teaching writing. It can be an input for the English teacher to use or implement CIRC strategy to increase students' ability in writing English.

Scope of the Research

This research focuses on investigating the effect of using CIRC strategy on the seventh grade students' writing ability focusing on the writing descriptive text at SMPN 3 Tanggul Jember in the 2013/2014 academic year.

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This chapter reviews some theories that related to. CIRC strategy, writing ability, and the relation of using CIRC strategy on writing ability. The hypothesis is also formulated after reviewing related literature.

REVIEW OF RELATED LITERATURE

CIRC Strategy

CIRC is one of the strategies in cooperative learning. This strategy was developed by Madden, Stevens, and Slavin in 1980s. Slavin (1991:12) states that CIRC is a comprehensive program for teaching reading and writing in the upper elementary grades. Furthermore, he notes that in CIRC strategy, students are taught in reading groups to work in a series of activities including reading to one another, making predictions about how a narrative story will come out, summarizing stories to one another, practicing spelling, decoding, and vocabulary. Students work in teams to master main idea and other comprehension skills. During language arts periods, students engage in writing drafts, revising and editing one another's work, and preparing team or class books for publication. In addition, Kagan (2009:17.21) said that CIRC represents a bold attempt of cooperative learning and the areas of reading, writing, spelling, and English language mechanics are integrated, so that instruction in each reinforces the others. It means that CIRC facilitates the students to have more attention in reading in order they do writing well and both reading and writing are taught in integrated way.

In all CIRC activities, students work in heterogeneous learning teams. All activities follow a regular cycle of activities that involves

teacher presentation, team practice, independent practice, peer pre-assessment, additional practice, and testing (Slavin, 1991:58).

CIRC strategy has three principal elements, namely basal-related activities, direct-instruction in reading comprehension, and integrated language arts and writing (Slavin, 1991:58).

1. Basal-Related Activities

Students use their regular basal readers. Basal stories are introduced and discussed in teacher-led reading groups. During this activity, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it. After stories are introduced, students are given a story packet that lays out a series of activities for them to do in their teams when they are not working with the teacher. Slavin (1991:59) explains the sequence of activities are as follows:

a. *Partner reading*

Students read the story silently and then take turns reading it aloud with their partners, alternating on each paragraph. Meanwhile the listener corrects any errors the reader may make. The teacher assesses student performance by circulating and listening in as students read to each other.

b. Story grammar and story-related writing

Students are given questions related to each text emphasizing the grammar, the structure that underlies all the text. Half-way through the text, they are instructed to stop reading and to identify the characters, the setting, and the problem in the text, and to predict how the problem will be resolved. At the end of the text, students respond to the text as a whole and write a few paragraphs on a related topic.

c. Words out loud

Students are given a list of new or difficult words used in the text that they must be able to read correctly in any order without hesitating or stumbling. Students practice these word lists with their partners or other teammates until they can read them smoothly and accurately.

d. Word meaning

Students are given a list of story words that are new in their speaking vocabularies and are asked to look them up in a

dictionary, paraphrase the definition, and write a sentence for each that shows the meaning of the word.

e. Story retell

After reading the story and discussing it in their reading groups, students summarize the main points to their partners.

f. Spelling

Students pretest one another on a list of spelling words and then work over the course of to help one another master the list.

g. Partner checking

After students complete each of the preceding activities, their partners initial a student assignment form indicating that they have completed and achieved criteria on that task.

h. Tests

At the end of the class, students are given a comprehension test on the story, asked to write meaningful sentences for each vocabulary word, and asked to read the word list aloud to the teacher. Students are not permitted to help one another on the tests. The test scores and evaluations of the story-related writing are major components of students' team scores.

2. Direct-Instruction in Reading Comprehension

In this principal, students receive direct instruction in specific reading comprehension skills, such as identifying main ideas, understanding causal relations, making inferences. After each lesson, students work on reading comprehension worksheets or games as a whole team. First gaining consensus on one set of worksheet items and then assessing one another and discussing any remaining problems on a second set of items.

3. Integrated Language Arts and Writing

Slavin (1991:60) explains that in this principle students work as teams on language arts skills that lead directly to writing activities.

The emphasis of this curriculum is on writing; language mechanics skills are introduced as specific aids to write rather than as separate topics. The writing program uses both writers' workshops, in which students write on specific topics of their choice, and the teacher had the students write lessons, focused on such skills as writing paragraphs comparison, newspaper articles, mystery stories, and letters. On all writing assignments students draft compositions after consulting about their ideas and organizational plans with their teammates and the teacher; they work with teammates to revise the content of their compositions; and then they edit one another's work using peer editing forms emphasizing grammatical and mechanical correctness. The peer editing forms begin very simply, but as students cover successive skills the forms are made increasingly complex. Finally, students "publish" their final compositions in team or class books.

Procedures in CIRC Strategy

Based on the principal activities of CIRC, the procedures that can be applied from this strategy in teaching writing are as follows.

1. Leading students to the topic by giving some questions.
2. Introducing the strategy and the procedure on how to implement this strategy in teaching and learning process.
3. Assigning the students to work in groups which consist of 4-5 students heterogeneously (Slavin, 1991:12; Kagan, 2009:7.1).
4. Asking students to read the text model given.
5. Informing students about the things they should do in their groups.
6. Asking students to look for the generic structure and language feature of the text given.
7. Assigning students to start writing their first draft based on the generic structure they found in group,
8. Giving time to review and revise the draft using revising guide,
9. Asking students to submit their final composition. The best score group will be received reward (Slavin, 1991:12).

10. At the end of period, the students are given a writing test dealing with the same genre but different topic individually. The students are not allowed to help each other in the test.
11. Teacher closes the teaching and learning process.

Advantages and Disadvantages of CIRC Strategy

Like other types of cooperative learning, CIRC strategy also has advantages and disadvantages. Slavin (1991:22) points out the advantages of CIRC strategy as follows.

1. Combination of mixed-ability teams and same-ability reading groups that allow students to succeed at their own levels.
In other words, CIRC strategy encourages the lower students group in reading and writing class. The students are grouped heterogeneously based on their reading level. One group consists of higher, moderate and lower students. Therefore, the lower students group will be helped by the others.
2. Reading program replaces workbooks with engaging activities supported by reading research.
It also minimize teacher's domination in teaching and learning process. The teacher's domination is decreased because the students work in their groups.
3. Writing program provides practical approach to the writing process that combines writing and language arts instruction. CIRC strategy helps students to work carefully. CIRC strategy facilitates students to check each other's work that the students can do the tasks carefully.

Besides those advantages, CIRC strategy has also several disadvantages. Slavin (1991:61) notes several advantages of this strategy, namely:

1. The students are gathered in small groups that they might be very noisy.
2. Time consuming. CIRC strategy often needs more additional time than which has been scheduled because CIRC strategy has many activities.

Writing Ability

Writing Skill

Writing is a complex and challenging activity for many students to convey ideas or messages in written form. Wingersky (1999:4) states that writing is a process in which the writer discovers, organizes, and communicates his or her thoughts to a reader. Moreover, Fairbairn and Winch (1996:32) argue that writing is an activity to convey meaning by selecting words and putting them together in a written or printed form.

In other words, writing can be said as a complex skill dealing with transforming ideas into a language by selecting words and putting them together in writing or printed. The principal purpose of writing is to make the reader understand. It means that writing is an important skill as it is an important role in sending information and expressing ideas. Therefore, the teaching of writing, particularly in the classroom, is important for the students. The importance of writing is supported by Harmer (2004:3) who states that in the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge.

However, writing is not a spontaneous activity of transferring the language into written symbols and it involves hard work. Heaton states (1990:135) that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also conceptual and judgement elements. Some skills are needed to compose a clear and understandable writing such as using proper words and arranging the words coherently. People cannot be an excellent writer only in hours, they need some practices overtime to produce a good writing. In line with this opinion, Langan (2011:14) said that writing is skill, the more the writer practice it, the better the writer will become at it.

Aspects of Writing

There are some aspects that should be fulfilled by the writer to create a good writing. They are grammar, vocabulary, mechanic,

and form (organization) as be noted by Hughes (2003:101). All those aspects will be discussed as follows.

1. Grammar

Fairbairn and Winch (1996:108) state that grammar is a set of rules to help us to construct sentences that make sense and are in acceptable English. It deals with how to form and to use words, phrase and sentence correctly. In line with this, Rubens (2001:67) states that grammatical rules give structure to a piece of writing so that the writer's intention is effectively conveyed. It means that grammar plays important role in written communication in order to convey meaning the writer's intention.

Moreover, Hinkel (2004:13) notes that consistent grammar instruction is important to develop learner language awareness and improvement in the quality second language production, in this case dealing with writing product. Concerning this matter, by following grammar instruction, the writers are able to develop their competency in making grammatically correct sentences.

2. Vocabulary

Thornbury (2002:13) said that one can say very little with grammar, but one can say almost anything with word. In writing, vocabulary includes as a vital aspect which has to be fulfilled by writers to complete their writing. It is also supported by Smith (2005:11) that the writer can start to build a text from a word. In addition, the word choice that is used in writing will influence the success in transforming of the message to the reader.

3. Mechanic

Mechanical skill is one of the skills in writing covering the ability to use correctly conventions peculiar to the written language (Heaton, 1990:135). Mechanics refer to punctuation and spelling. Punctuation will help the reader understand the written text. Fairbairn and Winch (1996:81) explain that punctuation is the

name given to a variety of devices that writer uses in order to help readers to understand the meaning of writing. Punctuation helps the readers easily understand the writer's intention. If the writers use the punctuation well, the readers will easily understand what the writer intends. On the other hand, if the writers write with bad punctuation, it will be hard for readers to read and understand the writing.

Besides punctuation, spelling is another part of mechanics that needs to be concerned on writing. Fairbairn and Winch (1996:100) state that spelling is important in writing because poor spelling can make meaning ambiguous and nonsense sentence. Bad spelling creates bad impression, poorly spelled writing can be irritating to read, and its meaning is confusing. Therefore, writers have to write the words in correct spelling to avoid misunderstanding of the message conveyed in their writing.

4. Form (Organization)

Organization also plays important role in composing a good writing. Ruszkiewicz and Dolmage (2010:340) state that organization is such structural concepts help writers keep their emerging ideas on track, giving them shape and consistency. Wingersky (1999:42) explains that a well-organized paragraph should have unity and coherence. They explain that unity means the information in a text clearly and directly relates to the main idea. In addition, Langan (2011:150) argues that unity is achieved when the details in a paper related to the thesis and to the supporting topic sentences. Whereas, coherence is the way all the sentences should be clearly connected to each other (Wingersky, 1999:45). It means that without connecting words or phrases, supporting ideas may be hard to follow and even seem unrelated to the topic sentence and to each other.

According to Hughes (2003:101), the assessment of each aspects above is classified as follow.

Table 2.1 The Assessment of Writing Aspects

Grammar

6.	Few (if any) noticeable errors of grammar or word order.
5.	Some errors of grammar or word order which do not, however, interfere with comprehension.
4.	Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
3.	Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
2.	Errors of grammar or word order very frequent; reader often has not rely on own interpretation.
1.	Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

6.	Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
5.	Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
4.	Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
3.	Limited vocabulary and frequent errors clearly hinder expression of ideas.
2.	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1.	Vocabulary limitations so extreme as to make comprehension virtually impossible.

Mechanics

6.	Few (if any) noticeable lapses in punctuation or spelling.
5.	Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4.	Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3.	Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2.	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1.	Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Form (Organization)

6.	Highly organized; clear progression of ideas well linked; like educated native writer.
5.	Material well organized; links could occasionally be clearer but communication not impaired.
4.	Some lack of organisation; re-reading required for clarification of ideas.
3.	Little or no attempt at connectivity, though reader can deduce some organisations.
2.	Individual ideas may be clear but very difficult to deduce connection between them.
1.	Lack of organisation so severe that communication is seriously impaired.

Process of Writing

According to Wingersky (1999:20), the process of writing is classified into five stages. Those are: (1) prewriting, (2) organizing, (3) drafting, (4) revising, and (5) editing. The explanation of each stages are presented below:

1. Prewriting

Writing is not an easy process for someone to create a good writing only in hours. It includes in hard work. It is agreed by Langan (2011:23) that many people may have trouble getting started with writing. Prewriting is the first major step in the writing process that help writer begin a writing project (Wingersky, 1999:4). He also noted that it is a way to generate ideas, narrow a topic, or find a direction. So, prewriting helps the writers discover they have something to say, motivates them to write, helps them acquire the necessary information and content.

2. Organizing

Organizing is the second major step in the writing process, after having completed one or more of the prewriting activities (Wingersky,1999:12). Hinkel (2004:18) states that organizing writing is used to convey a major and supporting ideas include in top priority in the quality of academic discourse. In short, organizing is important for writers in order to decide which details support the main idea and in what order these ideas need to be presented.

3. Drafting

After having organized the ideas in the form of outline, the next step is drafting. Wingersky (1999:14) state that drafting involves taking the information that you have generated and organized and patiently writing a paragraph or an essay in which the writer consciously start with the main ideas and add supporting ideas that flow smoothly. In addition, Ruskiewicz and Dolmage (2010:342) state that outlines are supposed to make writing easier, not harder, as they help the writers put ideas in manageable form.

4. Revising

According to Wingsky (1999:15), revising means making changes to clarify wording and organization. For creating a better writing, it should be done several times until the writers are satisfied that it is the best they can do. As Langan (2011:33) said that revising is to make the writing stronger.

5. Editing

The next process after having revised the writing is editing. It corrects the errors that may the writers have done. Ruszkiewicz and Dolmage (2010:387) think of revising as making sweeping changes, and editing as finessing the details. Langan (2011:35) notes that editing process covers check for and correct errors in grammar, punctuation, capitalization, sentence structure, word usage, and spelling. So, this process is important to make our writing better and ready for publishing.

The Relation CIRC Strategy in Teaching Writing

As explained before, this strategy is combining two different skills, namely reading and writing skills which is done in heterogeneous group consisting 4-5 students. According to Kagan (2009:7.1), work in group can give mutual support for members to help each others. The number of students which consist of 4-5 is about the efficient and effectiveness of time, and active participation of students are equal. Heterogeneous group is used to equalize educational opportunities, resources, and expectations.

The statement of Smith (2005:19) that most writing is a combination of language-based and referent-based strategies. In addition, Patel (2008:125) notes that writing is the most efficiently acquired when practice in writing parallels practice in the other skills. It means that CIRC as strategy is so useful in teaching writing for students. By connecting reading and writing, it can be a good effect in the students' writing product. It is supported by Elbow (2000:281) stating that reading and writing can work productively together as equals to benefit each other and the profession. Krashen (in Williams, 2003:166) also proposed that writing ability is acquired through reading rather than through listening. It is agreed by Harmer

(2001:251) that a lot of language production (speaking and writing) work grows out of texts that students see or hear, what we write often depends upon what we read. Furthermore, Horning and Kraemer (2013:22) state that the role of reading in the teaching of writing as a key outcome of first year writing instruction, specifically mentioning analysis, synthesis, and evaluating materials students use in their writing.

In English as Foreign Language (EFL) context, making reading as model to facilitate the students's writing proficiency is an effective strategy to help them that initially have limited vocabulary and insufficient knowledge of grammatical structures of English. It also make them easier in their writing process. As Leki and Carson (in Al Buainain, 2006:8) said that what EFL students would like to have learned or learned better in their writing classes was "more language skills". The integrating reading and writing that exist in CIRC is appropriate way. So, it can be implemented in Junior High School in Indonesia in which English as EFL.

The statements above strengthen that CIRC strategy is designed to ease the students in writing by letting the students to read the text in group before asking them to create their own writing. This way is going to make them easy for delivering ideas in written form and study in group make students help each other when the team has difficulties. Moreover, this method is suitable for teaching writing in junior high school.

Hypothesis

Based on the theoretical base in the previous explanation, the hypothesis of the research is formulated as "The students taught writing by using CIRC learn better."

RESEARCH METHOD

Kind of the Research

The kind of this research is an experimental research, because it tries to investigate the effect of using CIRC (Cooperative Integrated Reading and Writing) strategy on the seventh grade students'

writing ability at SMPN 3 Tanggul Jember in the 2013/2014 academic year.

An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s) (Ary, 2010:265). So, experiment research deals with the effect which is effected by independent variable to dependent variable. Arikunto (2010:9) states that experimental research is a way to look for the cause and effect relation between two variables. In addition, Suryabrata (2011:88) says that experimental research is research which involves a study to see the effect of one variable on other variable by giving treatment for experimental group. Finally the research result of experimental and control group will be compared.

Design of the Research

The design of this research is randomized control group pre-test and post test design. Meanwhile, the subject is divided into two groups, experimental group and control group. The groups are chosen randomly. The experimental group will get a treatment, while the control group do not get treatment as comparison for controlling the effect of treatment. Each group is given the same test, pretest and post-test. The design can be described as follows.

Table 3.1 The Design of the Research

	Group	Pre test	Treatment	Post test
R	Experimental	T_{1e}	X	T_{2e}
R	Control	T_{1c}	-	T_{2c}

(Suryabrata, 2011: 105)

Notes:

X : Treatment by giving CIRC strategy

T_{1e} : Pre-test for experimental group

T_{1c} : pre-test for control group

T_{2e} : Post-test for experimental group

T_{2c} : Post-test for control group

Procedures of the Research

The procedures of the research are as follows:

1. Choose the subject of the research using cluster random sampling.
2. Classify the subjects into two groups namely the experimental group and control group.
3. Give pre-test for both experimental and control group, and then calculate the mean of each group.
4. Give treatment by using CIRC strategy to the experimental group and different treatment to the control group.
5. Give post-test to experimental and control group then calculate the mean of each group.
6. Count the difference of the pre-test result (T_{1e}), and the post-test result (T_{2e}) for each group, so $(T_{2e} - T_{1e})$ and $(T_{2c} - T_{1c})$.
7. Compare the difference between experimental and control groups in order to determine whether the treatment (X) is interrelated with increase of the result of experimental group, so $(T_{2e} - T_{1e}) - (T_{2c} - T_{1c})$.
8. Use the t-test formula in order to determine whether the deviation of score of each group is significant.

(Suryabrata, 2011:106)

Population and Sample of the Research

Population of the Research

The population of this research is the seventh grade students' at SMPN 3 Tanggul Jember in 2013/2014 academic years.

Sample of the Research

According to Ary (2010:148), sample is the small group that is observed. It means that sample is a part or the representative of the population which is being researched. Sample is taken from the population of the research. In this research, cluster random sampling is used as a technique to take the sample. Cluster means groups of

individuals, later on, random sampling is a technique of choosing sample randomly, and it is done without any rule and consideration. So, all of the population has the same chance to be the sample of the research (Suryabrata, 2011:36).

Based on the description above, this research will be determined into two classes as the sample of the research using the technique of cluster random sampling by lottery. At last, based on the result of the lottery, the two classes are VII C and VII F as the sample of the research. Then, to determine the experimental group cluster random sampling is used, and the result is class VII F as the control group and class VII C as the experimental group.

Location of the Research

The research is conducted in SMPN 3 Tanggul Jember that is on Jl. PB. Sudirman No. 30 Tanggul, Jember.

Data Collection Technique

There are several ways to collect data in this research, they are:

1. Give pre-test about writing descriptive text to both groups.
2. Give post-test of writing descriptive text to both experimental and control group.
3. Take the data and compare the result of pre-test and post test between control group and experimental group. The data that is gotten from the students on writing ability.

Instrument of the Research

To make it easier to get data, this research uses test as the instrument of the research. Arikunto (2010:193) says that a test is set of questions to measure skill, knowledge, intelligences and talent of individual or group. In addition, Hughes (2003:13) explains that test is used to measure how successful individual students, group of students, or the course themselves in achieving objective.

In this research, subjective test is used to measure students' writing ability. It is because the test is about writing test that ask students to answer the question by using their own words or interpretation based on their knowledge subjectively. As Heaton (1990:25) stated that subjective test is a series of questions in which the students are asked to explain something subjectively using their own words. Furthermore, he notes that the ability to write can only be satisfactorily tested by a subjective examination requiring the students to perform a writing task similar to that required in real life.

The kind of text that is used in this research is descriptive text with the themes about surrounding students. They are dealing with students' school, family, pet, house, best friend and their hobby.

Development of the Research Instrument

The purpose of the development of instrument is to identify the questions of the test whether they are good or bad question, are the test items valid or not and to know the test items reliable or not.

Validity of the Test

Validity is a measurement to show the validity level of the test items. Heaton (1990:159) states that validity of a test is the extent to which it measures what it is supposed to measure. Therefore, a test is valid if it can measure what should be measured (Purwanto, 2001:137).

This research applies construct and content validity. Both types of validity are categorized as logical validity which is gotten with the carefully effort and by the right way. Purwanto (2001:138) explains that in construct validity, the test item must be suitable with the theory or content that will be measured. While content validity is the suitability of the test item with the curriculum and the ability of the student that will be measured.

The content of the test is hopefully valid, since it contains the representative descriptive writing ability to be measured, which clearly mapped in test mapping. Besides, it also refers to Institu-

tional level curriculum (KTSP 2006) and material given during the try-out to keep the content on the right line. In this curriculum teaching writing in the seventh grade of junior high school involves writing descriptive text and procedure text. The instrument administered is writing descriptive text consisting of 80-100 words.

Table 3.2 The Standard Competence of Writing in the Institutional Level Curriculum

Standart of Competence	Basic Competence	Indicator	Instrument
Menulis 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat	12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk descriptive dan procedure	The students are able to make a descriptive text consisting of 80-100 words by covering: 1. Grammar 2. Vocabulary 3. Mechanics 4. Organization	Subjective test

Based on this argument, it can be proved that the test is valid.

Reliability of the Test

Reliability is the degree of consistency with which it measures whatever it is measuring (Ary, 2010:236). Heaton (1990:162) explains that reliability is necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as measuring instruments.

Arikunto (2010:221), states that reliability is determined by the carefulness of evaluation instrument and the important of reliability consistence, how far of the test or instrument can be believe.

To know whether the test is reliable or not this research uses alpha formula. Arikunto (2010:239) states that alpha formula is used to know the reliability of the instrument, which the score is not 1 and 0, but in range of score 1 to 6.

The formula as follow:

$$r_{11} = \left[\frac{k}{(k - 1)} \right] \left[1 - \frac{\Sigma\sigma_b^2}{\sigma_i^2} \right]$$

Notes:

r_{11} : Instrument reliability

k : Number of the question or items

$\Sigma\sigma_b^2$: Total variants items

σ_i^2 : Total variants

(Arikunto, 2010:239)

The criteria of coefficient correlation

0.00-0.20 : Very low correlation

0.20-0.40 : Low correlation

0.40-0.70 : Enough correlation

0.70-0.90 : High correlation

0.90-1.00 : Very high correlation

(Purwanto, 2001:139)

The reliability of the test is 0.819 (high correlation). So, the test is reliable.

Data Analysis Method

In this research, the sample is divided into two groups, they are experimental group and control group. This research uses ran-

domized control group pre-test and post-test design. This design is used to compare between the experimental class that get treatment of CIRC strategy in certain time and use control group that get different treatment.

The research analyzing the process and analysis the data collecting by employing the formula of t-test conducted by Arikunto. The formula is as follows.

$$r_{11} = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Notes:

Mx : Mean score of experimental group

My : Mean score of control group

Σx^2 : The sum of deviation between pre-test and post-test experimental group

Σy^2 : The sum of deviation between pre-test and post-test control group

Nx : The number of subjects in experimental group

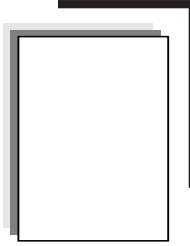
Ny : The number of subjects in control group

(Arikunto, 2010:354)

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Henri Fatkurochman, S.S. M. Hum., born in Jember, graduated from the S-1 program of the English Department, Faculty of Letters Jember University (UNEJ) in 1998. Then he continued to take American Studies Post-Graduate Program in Gajah Mada University (UGM) and graduated in 2003.

In the same year, he joined University of Muhammadiyah Jember and started to teach at English Education Study Program of Faculty of Teacher Training and Education. He has administered several positions in the university, such as the Head of Language Center in 2006-2008, the Dean of Faculty of Teacher Training in the university in 2007-2011, and the Secretary of *Pusat Studi Pengembangan Pendidikan* (PSPP) in 2008-2010. Now, he is one of the internal reviewers for DIDAKTIKA, journal of education published by the faculty.

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