

**Students' Technological Knowledge on Academic Writing  
English Tadris Study Program at IAIN Curup**

**THESIS**

**This research is submitted to fulfill the requirements for 'Sarjana' degree in  
English Tadris Study Program**



*By:*

**Dina Anggraini**

**NIM. 18551020**

**ENGLISH TADRIS STUDY PROGRAM  
EDUCATION (TARBIYAH) FACULTY  
INSTITUTE COLLAGE FOR ISLAMIC STUDIES  
(IAIN) CURUP**

**2022**

Hal : Pegajuan Skripsi  
Kepada  
Yth. Bapak Rektor IAIN Curup  
Di  
Tempat

*Assalamualaikum Wr. Wb.*

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka kami berpendapat Skripsi atas nama **Dina Anggraini (18551020)** Mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "**Students' Technological Knowledge on Academic Writing English Tadris Study Program at IAIN Curup**", telah dapat dijalankan dalam sidang munaqosah Fakultas Tarbiyah Institute Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Advisor



Dr. Eka Apriani, M.Pd

NIP. 199004032015032005

Curup,

Co-Advisor



Henny Septia Utani, M.Pd.

NIDN. 20160998903

Hal :





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) CURUP**

Jalan Dr. A.C. Gani No. 01 Kota Pks 108 Telp. (0712) 21010-21110 Fax 21010  
Homepage: <http://www.iaicurup.ac.id> Email: [admin@iaicurup.ac.id](mailto:admin@iaicurup.ac.id) Kode Pos: 29115

**A P P R O V A L**

Nomor : 125/In.34/F.T/PP.00.9/8 /2022

**Name** : Dina Anggraini  
**NIM** : 18551020  
**Faculty** : Tarbiyah  
**Departement** : English Tadris Study Program  
**Title** : Students' Technological Knowledge on Academic Writing  
English Tadris Study Program at IAIN Curup

Has been examined by examining board of the English Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

**Day / Date** : Wednesday, August 10<sup>th</sup> 2022  
**Time** : 08.00 Am-10.30 am  
**At** : Munaqasyah Room V IAIN Curup

Has been received to fulfill partial requirements for the degree of strata I in English Study Program of Tarbiyah Departement of IAIN Curup.

**Examiners:**

**Head**

**Dr. Eka Apriani, M.Pd**  
NIP. 199004032015032005

**Secretary**

**Henny Septia Utami, M.Pd**  
NIDN. 20160998003

**Examiner I**

**Dr. Leffi Noviyenti, M. Pd**  
NIP 19761106 200312 2 004

**Examiner II**

**Jumatul Hidayah, M. Pd**  
NIP 19780224 200212 2 002



## PREFACE

All praises to Allah SWT that the writer had finally finished writing his thesis entitled **“Students’ Technological Knowledge on Academic Writing English Tadris Study Program at IAIN Curup”**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 in English study Program of IAIN Curup. the writer realizes that this thesis is far from being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not at least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

Curup, July 2022

Writer



Dina Anggraini

NIM. 18551020

**MOTTO**

“Allah tidak membebani manusia melainkan sesuai dengan  
kesanggupan hamba-Nya”

QS Al Baqarah 286

“YOU DO NOT HAVE TO BE GREAT TO START, BUT YOU  
HAVE TO START TO BE GREAT!”

“Disappointment is normal in our life, but never breaks up with  
our hope”

“Spread love, spread our positive energy”

**Aku Muda Aku Bisa**

## DEDICATION

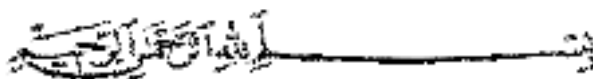
Allah is only reason why I can finish this thesis. Immeasurable grateful for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- My heartbeat, my beloved parents, Mr. Sutarmin and Mrs. Sri Supadmi thank for support me, pray for me, and give me all your love
- My beautiful sister, Asyifa Melodiana thanks for always pray for me
- My grandparents, Mr Marno, Mr Sami, Mrs Ronah and almh Mrs Parjinem thank you for your kind words in my life and your love
- My great advisor Dr Eka Apriani M.Pd who support me to guidance finishing my thesis
- My advisor Miss Henny M.Pd who always give me motivation and guidance finishing my thesis
- My lectures, which always help me when I found a trouble.
- My bestiee Vera Mey leni thank you for always call me almost every day to ask my condition and give support to do my thesis.
- My brother Rachman Prasetio who hear all of my stories, give me support and solution.
- My gorgeous friend Dea Gemvita thank you for always sharing all information and stories about our thesis and our life.
- My best friend Chyka khomala Sary thanks to all support and always accompany me to do my thesis
- My friend Ardian Majid thanks for all of your motivation and your help.
- My positive vibes partners Anggun, Ainul Mardhiyya, Astuti, Eka Sepritawati thank you to be my kind friends and always spread your positive energy

- E-station 2018 members as my comrades in this collage (eka sepritawati,aprilianti tri lestari, astuti, bayu segara, ardian majid, ihsan kamil)
- My english “A” class ( dwi, azlina, amalia, citra, azah,dela, anidia, cheril, abay, arif, dea, anggun, ainul, eka, astuti, ihsan, badai)
- My english tadriss study program 2018, Thank you for nice cooperation.
- My griya 17 squad ( Dea Fatmala, Riska Alvionita, Endang Lestari, Leni Sawitri, Pipin Tri Utami, Siti Khotijah, Nita Aprilia) thank you to be my sisters in curup.
- Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quitting.



## ACKNOWLEDGEMENT



*Assalamu'alikumWr.Wb*

In the name of Allah SWT, the beneficent, the merciful. All praises be to Allah, the lord of the worlds who has given his mercy and blessing upon the writer in completing this thesis. Peace and situation always be upon the propylite Muhammad Shallahu'alaihiwasallam, his family, his relatives and his faithful followers.

However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

1. Prof. Dr. Idi Warsah, M.Pd.I, as the rector of IAIN Curup for his direction and permission of conducting this thesis.
2. Dr. HamengKubowono, M.Pd, as the dean of faculty of Tarbiyah and teachers training.
3. Mrs. Jumatul Hidayah, M.Pd the head of the department English education IAIN Curup.
4. Mr. Sarwo Edy, M.Pd the secretary of the department of English education IAIN Curup.
5. Dr. Eka Apriani, M.Pd, as my advisor in writing this thesis, by providing time, corrections, suggestions and support in completing this final project with good results.
6. Mrs. Henny Septia Utami, M.Pd, as my co-advisor in writing this thesis, by providing time, corrections, suggestions and support and motivation in completing this final project with good results.
7. All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
8. My father, my mother, my sister and my grandmother who have given supports, love, and moral encouragement in motivating the writer to finish her study.

Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

Curup, July 2022

Writer



Dina Anggraini  
Nim: 18551020

## ABSTARCT

### **Dina Anggraini 2022: Students, Technological Knowledge on Academic Writing English Tadris Study Program at IAIN Curup**

**Advisor : Dr. Eka Apriani , M.Pd**

**Co advisor : Henny Septia Utami, M.Pd**

This thesis aims to find out the technological knowledge in English study program at IAIN Curup, the academic writing in English Study Program at IAIN Curup, the technological knowledge help in students' academic writing. This research is a mixed method which is presented descriptively to describe it. The students think that Technology helps in students academic writing. Researchers used a questionnaire, document analysis, and interviews to obtain the required data. In data analysis, the researcher first identifies and examines the collected data. After that, the researcher described all the data obtained. Furthermore, the researchers grouped the data into categories based on the research instrument and the last one interpreted the data that had been obtained. The findings reveal that technological knowledge in academic writing. Students namely students in category A used technology with specifications on its used for academic writing well, such as utilizing technology to find out the realm of research to be carried out, knowing the paraphrasing technology system, using journals originating from official educational institutions both within domestic and international, so that respondent A has an academic score on document analysis and has high technological knowledge. Students in category B do not use too many various technologies, but because they combine reference sources or information obtained from technology sources and manuals, they can still develop academic proposal writing well. Finally, students in the category C uses a lot of technology in writing academic writing proposals, but they do not use it with specifications in its use in writing academic writing proposals, so their academic scores are lower than their technological knowledge.

**Keywords: technological knowledge, academic writing, research proposal**

## Table of Content

<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>STATEMENT OF OWNERSHIP</b> .....	iii
<b>PREFACE</b> .....	iv
<b>MOTTO</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vii
<b>ABSTRACT</b> .....	viii
<b>TABLE OF CONTENT</b> .....	xi
<b>LIST OF APPENDIX</b> .....	xiii
<b>LIST OF TABLE</b> .....	xiv
 <b>CHAPTER 1:INTRODUCTION</b>	
A. Background of the Research .....	1
B. Question of the Research .....	8
C. Objective of the Research .....	8
D. Delimitation of the Research .....	9
E. Operational Definition .....	9
F. Significant of the Research .....	11
G. The Organization of Thesis .....	12
 <b>CHAPTER II:LITERATURE REVIEW</b>	
A. Technological Knowledge	
1. Definition of technological knowledge .....	14
2. Forms of technological knowledge .....	17
3. Level of Technological Knowledge .....	21
B. Academic Writing	
1. Definition of Academic Writing .....	24
2. Writing Research Proposal .....	26

3. Academic Proposal Structure.....	28
4. Criteria of Academic Writing.....	32
C. Review of Related Finding.....	39
D. Theoretical Framework.....	40
<b>CHAPTER III: RESEARCH METHODOOLOGY</b>	
A. Kind of Research.....	41
B. Subject of Research.....	42
C. Techniques of Data Collection.....	44
D. Instrument of Research.....	47
E. Validity and Reliability of Instrument.....	51
F. Data Analysis.....	59
<b>CHAPTER IV: FINDING AND DISCUSSION</b>	
A. Finding.....	64
B. Discussion.....	76
<b>CHAPTER V: CONCLUSION</b>	
A. Conclusion.....	68
B. Suggestion.....	88
<b>REFERENCE.....</b>	<b>89</b>
<b>APPENDIX.....</b>	<b>92</b>

## List of Table

<b>1. Table 2.1</b>	Academic writing proposal' criteria by lynettepretorius .....	36
<b>2. Table 2.2</b>	Academic writing criteria by SMS Khoir .....	37
<b>3. Table 3.1</b>	Total number of English students who had completed their proposals in Eighth semester English tadrис study program of IAIN Curup.....	44
<b>4. Table 3.2</b>	Guttman Scale .....	48
<b>5. Table 3.3</b>	Blue print of questionnaire to measure students' technological knowledge .....	49
<b>6. Table 3.4</b>	Blue print of the document analysis students' academic writing.....	52
<b>7. Table 3.5</b>	Blueprint Interview guidance of students' academic writing .....	55
<b>8. Table 4.1</b>	Result of Students Technological Knowledge on Academic Writing English Tadrис Study Program at IAIN Curup .....	63
<b>9. Table 4.2</b>	Result of students' academic writing types .....	68
<b>10. Table 4.3</b>	Result of document analysis students' academic writing English tadrис study program at IAIN Curup .....	70
<b>11. Table 4.4</b>	Document analysis result .....	71
<b>12. Table 4.5</b>	The level of students' technological knowledge on academic writing English Tadrис Study Program at IAIN Curup.....	72
<b>13. Table 4.6</b>	Interview result .....	72

## **List of Appendix**

- 1. Appendix 1**  
SK Pembimbing
- 2. Appendix 2**  
SK Penelitian
- 3. Appendix 3**  
Kartu Konsultasi Skripsi
- 4. Appendix 4**  
Blue Print of Questionnaire
- 5. Appendix 5**  
Blue Print of Document Analysis
- 6. Appendix 6**  
Blue Print of Interview
- 7. Appendix 7**  
Validity and Reliability
- 8. Appendix 8**  
Students' respond on questionnaire on Google form
- 9. Appendix 9**  
Document Analysis result
- 10. Appendix 10**  
Students' respond on interview
- 11. Appendix 11**  
Documentation
- 12. Appendix 12**  
Biography

# BAB I

## INTRODUCTION

### A. Background of the Research

Writing is the most challenging skill to acquire among the four language skills (speaking, listening, reading, and writing).<sup>1</sup> Writing is a process of creating, organizing, polishing and making revisions of the ideas from the writer.<sup>2</sup> Writing skill is productive skill that introduction and practice of several forms of writing that allow the writer to style the writing, to provide the reader with some tangible evidence of progress in the language.<sup>3</sup> Writing is an activity carried out by someone to produce good writing. Good writing can make the reader seem to see and feel something the author is saying in his or her writing. The author must follow certain rules to ensure good academic writing.

Good academic writing requires critical thinking from the author. The author is the default source of labor in academic writing because the writing task is not unraveled and separate from the author himself. This is in line with the opinion of Eric Gould, Robert Diyanni, and William Smith that writing is a creative act because it requires the ability to interpret or understand something, be it an experience, text, or events. However, look at yourself through the lens of your skills and limitations. Human skills, as

---

<sup>1</sup>lincheung and harijang “*indonesian journal of applied linguistics*” Vol. 10 No. 2, September 2020. 551-561

<sup>2</sup>Hosima, Alice and Ann Hogue. 1999. *Writing Academic English Third Edition*. New York: Longman. P.265.

<sup>3</sup>Bristol Business School. (2006). *Doing it right – Good practice in academic writing for postgraduate students*. Toronto: Pearson Prentice Hall.51



a writer who is good at handling a variety of tasks, but also prone to errors and unable to handle work with consistent results.<sup>4</sup> Therefore, writers are not always the best at handling all their tasks. They need tools or help from others than themselves so that their writing is of high quality. Effective writing means being able to think critically, being good at managing words, influencing readers, and using existing media or technology to develop writing.<sup>5</sup>

To support the idea of the importance of writing performance, Abbas states that one of the Hallmarks of the 21st century is that English has changed its concept in terms of the use of language, as a very dominant spoken language will be followed by a more dominant written language.<sup>6</sup> In keeping with existing technological advances, Byrne says that writing is providing a foreign language and language exposure through skills that are well integrated and effective by relying on media or technology. Therefore, the use of technology for authorship has been widely used in this era.

Technology is the tools (hardware) and activities therein (software) that is used to convert inputs into outputs. Therefore, it can be said that technology includes the entire transformation process that occurs in the

---

<sup>4</sup>Flower, L. (1979). *Writer-based prose: A cognitive basis for problems in writing*. College English, 19-37.

<sup>5</sup>A'amRifaldiKhunaifi. "Penggunaan Media Facebook Untuk Meningkatkan Keterampilan Dan Motivasi Mahasiswa Dalam Menulis Recount Text". *Pedagogik Jurnal Pendidikan* 10.No.1 (March 2015) : 52.

<sup>6</sup>FerdianaDesi. Thesis. " *Improving The Eighth Grade Students' Skills In Writing Recount Texts Through Picture Series At Smp N 3 Pakem In The Academic Year Of 2013/2014*". ( Yogyakarta : Universitas Negeri Yogyakarta.2014).1

organization concerning the machines used, as well as work procedures in the implementation of all activities.<sup>7</sup> Computers, applications, websites, blogs as writing support technology are currently being developed so that they can always help writers according to the times. Therefore, adequate technological knowledge is needed in using the technology that is already available.

Technological knowledge (TK) is the continuity and development of knowledge that includes technological knowledge for information processing, communication, and problem solving, and focuses on the productive application of technology in both work and daily life. The understanding of technology users to use various existing technologies is referred to as technological knowledge (TK). Knowledge of technology, according to Koehler and Mishra is knowledge of certain ways of thinking about how to work with technology, tools, and resources.<sup>8</sup> It means being able to apply all technological tools and resources, including understanding information technology broadly, to be applied productively. So, knowledge technology can help or hinder the achievement of a goal and be able to continue to adapt to technological changes that continue to develop.

Technology has become an increasingly important part of students' lives. Technology knowledge must be mastered because knowing the

---

<sup>7</sup>Perrow, Charles. 1967. "A Framework for the Comparative Analysis of Organizations." *American Sociological Review* 32: 194-208.

<sup>8</sup>Mishra And Matthew J. Koehler.2009. "Technological Pedagogical Content Knowledge (TPACK): The Development And Validation Of An Assessment Instrument ForPreserviceTeachers".Mahwah, NJ: Lawrence Erlbaum Associates.P.131.

existing technology will help students with academic writing easily. The advantages that students can gain by knowing technology will help them find suitable references, check grammar, check plagiarism, and publish articles more instantly and easily. Because of this benefit, it is recommended that researcher applies some form of technology to their academic writing in today's academic writing.

While there are many technologies dedicated to writing, they are not critical thinking networks. The author needs to generate ideas by retrieving them from their long-term memory. Students in the arts of writing academically should not be careless. Academic writing is not allowed to include additional opinions, such as when writing a magazine containing the personified figure of speech to persuade readers or the author's opinion.<sup>9</sup> Opinions are not acceptable because they are subjective statements based on a person's beliefs or attitudes.<sup>10</sup> Therefore, students, as in the process of academic writing, must be careful in reading and analyzing their sentences sentence by sentence. Paragraphs made in academic writing also tend to be longer and more complex than newspaper texts.

Academic writing is usually in the form of theses, articles, essays, and papers. In this case, researcher will focus on writing academic thesis proposals for students in the English tadris study program at IAIN Curup.

---

<sup>9</sup>Monippally and Pawar .2010. *Academic Writing: A Guide For Management Students And Researchers*. Columbia: Sage Response Publications. 78.

<sup>10</sup>Alice Hosima and Ann Hogue. 1999. *Writing Academic English Third Edition*. New York: Longman.40.

Writing research proposals is important in education, especially at the university level. Before writing a thesis, students are required to start with a research proposal because a proposal is like an introduction to a thesis. A thesis is the main requirement to become a scholar. A research proposal is an academic text that has several purposes. This is supported by Kheryadi's opinion that a research proposal is the first step in producing a graduation thesis and intends to convince the supervisor or academic committee that the topics and student approaches are appropriate, so that they get approval to continue the actual research and write the thesis.<sup>11</sup>

Writing a research proposal with several rules in it can come as a big surprise to some students who are writing their first thesis. Research proposals require special thought and attention. This is evidenced by the perception of 8th semester students in 2022 that have completed their first research proposal on the researchers' initial observations of academic writings resulting in their opinion that the research proposal is much different from that found in high school or scientific papers. The rules for writing research proposals are enough to make them continue to revise their writings. They even revised their research proposals more than five times because there were some rules that really had to be applied in academic writing.

Knowledge of technology helps with difficulties experienced by students in writing their research proposals. Writing in the academic field

---

<sup>11</sup>Kheryadi. (2017). *Kemampuan Mahasiswa Dan Masalah Dalam Menulis Pengantar Proposal Penelitian*. EEAL Journal (Jurnal Pendidikan Bahasa Inggris Dan Linguistik Terapan), 1 (1), 7-8.

is a skill that can be learned easily and they have technological knowledge to facilitate their academic writing tasks. However, careful analysis of recent academic writing that has been carried out by previous researcher reveals various difficulties in students' academic writing. In academic writing, there are still errors in background, learning methods, inadequate literature, use of irrelevant sources, and failure to properly refer to sources cited. So that students in academic writing are still detected for plagiarism. This is evidenced by data on English students' class 2017 English tadaris study program at IAIN Curup from 15 students who have completed their thesis. There are 9 students who have more than 20% of the plagiarism rate in their thesis, even though 1 of them found plagiarism as much as 32% and 6 others below 20%.

In the process of academic writing, students are required to have knowledge of technology so that what they write becomes easier and more in accordance with the demands of the times. Academic writing has a significant relationship between critical thinking and academic writing success. In addition to providing the advantages of technological knowledge, it can have a negative impact on students who misuse it. Alhusban explains that the more students rely on technology, the greater the decline in their writing abilities and skills. Students lose the ability to express complete thoughts and cannot think with their own minds. This is because technology confuses and synthesizes it, so that students are not able to think critically and analyze evidence, be informed, write evidence-

based claims, and recognize grammatical errors and appropriate constructions.<sup>12</sup>The point is that knowledge about technology affects the mentality of students, namely that students as academic writers will believe that technology will give them shortcuts to good writing and make their writing more accepted. With their technological knowledge, students tend to copy and paste what has been processed and provided by applications, the internet, and other media they use. Thus, researcher is interested in studying more deeply how technological knowledge has an influence on the quality of students' academic writing.

Based on the reasons above, the author wants to examine a qualitative study entitled "Students' Technological Knowledge on Academic Writing English Study Program at IAIN Curup". This research is expected to be successful in providing information about the extent to which technological knowledge affects students' academic writing so that students can use their technological knowledge wisely and make their academic writing of higher quality.

---

<sup>12</sup>Alhusban, M. "*Dampak Alat Teknologi Modern Terhadap Keterampilan Menulis Siswa Dalam Bahasa Inggris Sebagai Bahasa Kedua*". David Publishing 6. No 7. (Juli 2018):439.

## **B. Questions of the Research**

Based on the background that has been explained before, the researcher Formulate the questions to obtain the result of this research, it is as follows:

1. How is the technological knowledge in English study program at IAIN Curup?
2. How is the academic writing in English Study Program at IAIN Curup?
3. How does the technological knowledge help in students' academic writing?

## **C. Objective of the Research**

Based on the research questions above, the objectives of this research is to investigate:

1. The technological knowledge in English study program at IAIN Curup
2. The academic writing in English Study Program at IAIN Curup
3. The students' technological knowledge help students' academic writing

#### **D. Delimitation of the Research**

The researcher delimits this research to get more specific data. In this research, the researcher focused on the area of academic writing used by students of English study program at IAIN. The limitation of the research is focused on the students' academic writing in their academic writing proposal. The researcher delimits this study focused on the area of finding out how students' information technological knowledge helps students' academic writing.

Therefore, the researcher choose or focus on Vincenti's theory as a main theory of technological knowledge and theory from SMS Khoir as a main theory of academic writing that used in this research, because it is easy to understand, to access and to apply to the students in the class then other experts.

#### **E. Operational Definition**

The researcher needs definition all of the terms used in this research as follows:

##### **1. Technological Knowledge**

Mishra and Koehler define Technological Knowledge as knowledge of a wide range of technologies that include low technology from pencil and paper to digital technologies such as



computers and the Internet.<sup>13</sup> Knowledge of technology in academic writing is more directed at information technology as a form of writing technology today. In this study, the author focuses on 3 types of technological knowledge, namely descriptive, perspective and tacit. According to Vincenti, Descriptive type is a statement of fact that gives reality according to human design. Perspective type is the result of efforts such as procedures or operations that are improved, changed and added so that the results obtained are greater. And the tacit type is a trick learned by experienced people.<sup>14</sup>

In this study, the author focuses on technological knowledge types because of its ability to effectively discuss what decisions the author will write about. This means that knowledge of technology for integrating written content is still important to improve the quality of writing. So, in this study, the integration of technology as one of the components that enhance students' understanding of certain content should be considered.

## 2. Academic Writing

Academic writing is one of the most demanding tasks facing all academics and researchers. In several disciplines there are guidelines for what it takes to be a productive and successful

---

<sup>13</sup>Mishra, P., & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*. *Teachers College Record*, 108(6), 1017-1054.

<sup>14</sup> Vincenti, W. G. (1984). Technological knowledge without science: The innovation of flush riveting in American, ca. 1930-ca. 1950. *Technology and Culture*, 25(3), 556.

writer.<sup>15</sup>In this study, the student proposal is intended to convince others that the student has a valuable research project and that the student has the competencies and a structured work plan to complete it. Generally, a research proposal should contain all the key elements involved in the research process and include sufficient information for the reader to evaluate the proposed research. Such as introduction, review of related literature, research methodology. A research proposal is a document written by a direct researcher that provides a detailed description of the proposed program.<sup>16</sup> So, that the proposal to be studied is an original proposal written by students and has not been interfered with by other parties, such as supervisors or other lecturers. Therefore, analyzing complex elements from the introduction to the data analysis section to producing a research proposal is a valuable contribution for students.

## **F. Significance of the Research**

The research results can be used theoretically and practically:

### **1. Theoretically Students:**

Students: The results of this study are useful for making students aware of how to improve their academic writing skills using the available technology properly. They can use any application,

---

<sup>15</sup>Rowenna M, Moore Sarah. (2006). *The Handbook of Academic Writing:A Fresh Approach*. New York: Open University Press.11

<sup>16</sup>Anderson and Poole.2001. *Assignmentand Thesis Writing*. Australia: John Wiley & Sons Australia P.4

blog, or academic writing site in their writing process. With advances in technology, they can easily improve their writing, both in terms of vocabulary and grammar, one of which is by using technological knowledge to write effectively. So there is no reason not to develop one's potential in writing because the supporting media is adequate.

Researcher: The results of this study are useful for future researchers to obtain information about students' academic writing strategies with knowledge of technology that students use to process academic writing effectively and wisely. In addition to being a reference in conducting related research, it is also important to increase knowledge about aspects of data collection procedures and data processing techniques.

## **2. Practical**

Writing techniques using effective technology can be done in various ways. Knowledge of academic writing technology turns out to have a good attraction for students to explore. So it can be seen how to improve students' academic writing through several technologies to support students' academic writing.

The results of the research are useful for increasing the awareness of teachers or lecturers. Lecturers can improve the writing learning process to make it more interesting with technological knowledge that must be continuously updated, as well as provide a good understanding of what needs to be avoided in understanding technology for writing assistance. So that students can balance the

two, both using technology and critical thinking to produce quality writing.

### **G. The Organization of Thesis**

The researcher divided the research paper into three chapters. Chapter 1 is the introduction. It consists of the background of the study, statement of the problem, the objective of the study, the significance of the study, delimitation of the study, operational definition, and the organization of thesis. Chapter II, this chapter consists of review of related literature that explains the theories related to the research, related studies review, conceptual framework, and hypothesis of the study. Next is chapter III. This part consists of design of the study, place of the research, population and sample, variable of the study, instrument and data collection, technique data analysis, and the statistical hypothesis.

## **BAB II**

### **Review of the Related Literature**

In this chapter, the researcher provides the literature to support the study. The literature reviews of this study are divided into two points such as academic writing and technological knowledge. Review of related studies, theoretical framework.

#### **A. Technological Knowledge**

##### **1. Definition Of Technological Knowledge**

Technological knowledge comes from knowledge. The human goal is to become knowledgeable. Even in the Quran the first verse and surah of Islam is recommended to read (Iqra') before worshipping. This means it is important to know something. Then, the etymology of the term "technology" is instructive. The word comes from the Greek *technologia*, which refers to the systematic treatment of arts (or crafts). In line with Root's opinion that technology or *techne* is a combination of the meanings of "art" and "technique", which involves knowledge of relevant principles and the ability to achieve appropriate results.<sup>17</sup> Indirectly "technique" involves the practical skill of knowing then doing. In English, the term "technology" gained limited use in the late

---

<sup>17</sup> Wheelwright, 2006, *Thepresocratics*. New York: The Odyssey Press.p.328

19th century as a way of referring to the application of knowledge. In our current century, formal knowledge cannot be separated.

Technology constitutes knowledge, and that all technologies are embodiments of some form of human knowledge. There is a strong belief about technology among students, namely that technology is a type of knowledge that must be possessed because it can help or facilitate students in the process of achieving goals in their education. In this regard Dennis R. Herschbach explains that Technology is organized knowledge for practical purposes. Technological knowledge may seem like a formal discipline, but it is a quality form of knowledge. There is no clear generalization, the representative structure that characterizes all technologies, as found in physics, biology or economics. Technological knowledge acquires form and purpose in a particular human activity; the character of technological knowledge is defined by its use; and efficiency, rather than understanding is the goal.

Knowing the technological knowledge that a person has is not the same as knowing how to create writing content using that technology.<sup>18</sup> Grinager defines educational technology as the use of hardware, software, and other digital technologies to advance learning, teaching and administration in K-12 and secondary education settings. Mishra, Koehler, and Shin define Technological Knowledge as

---

<sup>18</sup>Mishra And Matthew J. Koehler.2009. *“Technological Pedagogical Content Knowledge (TPACK): The Development And Validation Of An Assessment Instrument For Preservice Teachers”*. Mahwah, NJ: Lawrence Erlbaum Associates.131.

knowledge of a wide range of technologies that include low technology from pencil and paper to digital technologies such as computers and the Internet. However, Koehler and Mishra explained that as technological knowledge evolves throughout life, kindergarten is more geared towards information communication technology (ICT) as a form of technology today.

Mishra and Koehler define technological knowledge (kindergarten) as knowledge of standard technologies and more advanced technologies, such as digital video and the Internet.<sup>19</sup> While this is different from the opinion by some experts such as in the study of Angeli and Valanides who stated that, more advanced technology refers more to new technology or ICT in this study.<sup>20</sup> While it is important to know how to use technology to work on something like writing, the important point is how to promote the development of specialized knowledge in writing with the proper application of existing technological knowledge. Kushner and Ward found that a writer with sufficient technological knowledge showed major developments.<sup>21</sup> This is due to his ability to discuss what decisions he writes and technology in an effective way. That is the ability to

---

<sup>19</sup>Mishra, P., & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*. Teachers College Record, 108(6).1017-1054.

<sup>20</sup>Angeli, C and Valanides, N. (2009). *Epistemological and methodological issues for the conceptualization, development, and assessment of ICT-TPCK: Advances in technological pedagogical content knowledge (TPCK)*. Computers & Education, 52, 154-168. <https://doi.org/10.1016/j.compedu.2008.07.006>

<sup>21</sup>Kushner, B and Ward, C. L. (2013). *Teaching with technology: Using TPACK to understand teaching expertise in online higher education*. Journal of Educational Computing Research, 48(2), 153-172. <https://doi.org/10.2190/EC.48.2>.

integrate content or content of writing is still important to improve the quality of writing. So, in current studies, the integration of technology as one of the components that enhance students' understanding of a particular content should be considered.

## **2. The Types of Technological Knowledge**

The defining forms of technological knowledge, it is related to human activity itself. Although technological knowledge is considered to have its own abstract concepts, theories and rules, as well as the structure and dynamics of change, it is essentially an application to real situations. Due to the interrelationships with certain activities, technological knowledge cannot be easily categorized and codified as in the case of scientific knowledge. Technology-nology best finds its expression through the specific application of knowledge and techniques to particular technological activities.

Technological knowledge may seem like a formal discipline, but it is a form of quality knowledge. There is no clear generalization, representative structure that characterizes all technologies, as found in physics, biology or economics. Technological knowledge acquires form and purpose in certain human activities; the character of knowledge technology is defined by its use; and efficiency, rather than understanding is the goal.

With the development of technology, the framework of technological knowledge also continues to develop, therefore the classification of technological knowledge needs to be reconsidered.



Technology constitutes knowledge, and that all technologies are embodiments of some form of human knowledge. There are three forms of technological knowledge based on Vincenti's study, which are as follows:<sup>22</sup>

**a. Descriptive Knowledge**

According to Vincenti, Descriptive knowledge represents a statement of fact that gives reality according to human design. The intended facts are the application of scientific knowledge. Carpenter observed scientifically that using descriptive knowledge is unscientific in the sense that the explanatory theoretical framework is not abstract and general and emphasizes instrumentation and application. Descriptive knowledge is carried out to achieve the desired results.<sup>23</sup>

Whereas Frey observes that while there may be a tacit and descriptive correlation between the two i.e. stemming from existing scientific theories. Furthermore, descriptive knowledge approaches formal knowledge in that it describes things as they really are, it can be expressed in terms of rules, abstract concepts, and general principles, and often have a generalizable structure.<sup>24</sup> Like all

---

<sup>22</sup>Vincenti, W. G. (1984). Technological knowledge without science: The innovation of flush riveting in American airplanes, ca. 1930-ca. 1950. *Technology and Culture*, 25(3), 540-576.

<sup>23</sup> Carpenter, S. (1974). Modes of knowing and technological action. *Philosophy Today*, 18(2), 162-168.

<sup>24</sup> Frey, R.E. (1989). A philosophical framework for understanding technology. *Journal of Industrial Teacher Education*, 27(1), 26.

technological knowledge. However, descriptive knowledge finds its meaning in human activity.

Based on several expert statements above, the researcher concludes that descriptive knowledge is knowledge possessed by individuals about technology that is still basic based on proper procedures so that it can help human activities.

#### **b. Prescriptive Knowledge**

Vincenti said that Prescriptive knowledge results from successive attempts to achieve greater effectiveness. These efforts such as procedures or operations that are improved changed and added so that the results obtained are greater. McGinn said that prescriptive knowledge is proportional to the attainment of new intellectual knowledge.<sup>25</sup> Then Mitcham identifies on the basis of a technical maxim or rule of thumb that perspective knowledge is “pre-scientific work”.<sup>26</sup> This means that prescriptive knowledge generated through experimentation, trial and error, is used in a certain way to make “pre-theoretical” predictions.

Prescriptive knowledge is less tied to scientific principles and is the result of the application of certain technologies, not easily codified in a general form. However Perrin observes perspective knowledge that the easier knowledge is codified, the

---

<sup>25</sup>Houkes, W. (2009). The nature of technological knowledge. in a. meijers (Ed.), Handbook of the Philosophy of Science (Vol.9. pp. 309-350). Amsterdam, Netherland: Elsevier.

<sup>26</sup>Mitcham, C. (1978). Types of technology. Research in philosophy and technology, I, 256

more easily it can be transmitted.<sup>27</sup> So that prescriptive knowledge is a form of knowledge that is used to find out whether something can happen and is accepted as a fact through a trial and error process

**c. Tacit Knowledge**

Tacit knowledge is implicit, largely the result of individual skills, practice, and judgment. Tacit knowledge cannot be easily expressed formally. Descriptions, diagrams, and pictures help explain tacit knowledge. Tacit knowledge is a trick learned by experienced people, and is often protected or restricted knowledge. Tacit and prescriptive knowledge have similarities in practice because in both cases they relate to procedures, meaning that both types of knowledge are procedural. Most tacit knowledge cannot be transmitted through written or oral form. This is personal knowledge, it is subjective knowledge, and it is direct and specific knowledge.<sup>28</sup>

Tacit knowledge is transmitted from one individual to another. This is supported by Perrin who points out that Tacit operational knowledge cannot be articulated fast enough, because it is impossible to articulate all the processes necessary for

---

<sup>27</sup> Perrin, J (1990). The inseparability of technology and work organizations. *History and Technology*, 7(1), 1-13.

<sup>28</sup> Vincenti, W. G. (1984). Technological knowledge without science: The innovation of flush riveting in American, ca. 1930-ca. 1950. *Technology and Culture*, 25(3), 556.

successful performance. Tacit knowledge requires careful attention to every detail.<sup>29</sup>

So this knowledge is procedural and generated based on experience. However, tacit knowledge represents technological activity to a greater extent than is usual and is difficult to transmit to large audiences. A person with tacit knowledge knows the 'how', 'what', 'why' of the technology used.

## **B. Academic Writing**

### **1. Definition of Academic Writing**

Academic Writing is writing that focuses on developing writing skills that help students become familiar with writing genres thereby enhancing skills related to criticism, argumentation, and research-based writing.<sup>30</sup> By writing academically, students will gain awareness and ability to effectively use academic English discourse patterns. Academic writing can improve reading and critical thinking skills, develop the writing process through the creation of creative and innovative ideas from writers, drafting, peer evaluation and teacher assessment, and learning to consider the expectations of their readers regarding conventions of academic discourse. Academic writing allows Students to learn how to incorporate the work of other authors into their

---

<sup>29</sup> Perrin, J (1990). The inseparability of technology and work organizations. *History and Technology*, 7(1), 7.

<sup>30</sup> Kalandadze, Maya. 2000. *English Academic Writing*. Tbilisi Georgia: the Center for Social Sciences. P.3

own writing according to the requirements of existing academic practice.

Every author has a lot of uniqueness in expressing their own ideas and that leaves them with a different perspective to express them. However, writing requires maximum focus and attention; therefore good and true writing is not something that is easy for students to do as an academic writer. Burnet suggests viewing writing as a process with a set of concepts that must be applied so that writing is not just writing what he wants, covering a wider quantity and quality. Through electronic media, everyone can get the material they want on the internet, so that writing activities are done more efficiently in time, cost and energy. This is in line with Hoel's idea of offering a theoretical model for a writing process that emphasizes writing as a tool for the discovery and development of ideas<sup>31</sup>

According to O' Malley, academic writing is writing by focusing on ideas in the right conclusion using the right grammar with varied words and according to the purpose.<sup>32</sup> Additionally, based on research Rizki Islamiah explained that in addition to process, grammar, cohesion, and vocabulary that must be considered the efficiency of time, cost and energy must also be more considered during the writing

---

<sup>31</sup> Hoel.1990.*Composition-Pedagogy in Norwegian: Process Writing in Theory and Practice*. Oslo: Landslaget for norskundervisning and I. W. Cappelen Forlag.20-23.

<sup>32</sup> O'Malley, J. Michael&Pierce, Lorraine Valdes. 1966. "*Authentic Assessment for English Language Learners: Practical Approaches for Teachers*". New York: Addison-Wesley Publishing Company.142.

process.<sup>33</sup> The author expresses ideas or ideas appropriately in the form of writing that is assembled into sentences on both paper and digital media that are continuous between the graphs by utilizing various authorship advocates that have been provided.

This is supported by the opinion of Rowena Muray and Sarah Moore that academic writing is one of the most demanding tasks facing all academics and researchers.<sup>34</sup> This is because several academic writing disciplines are needed to become a productive and successful writer. Academic writing requires clear and precise language, developmental structure, and unity and coherence within each paragraph.

Based on some of the opinions of experts about academic writing above, the researcher concludes that writing is an activity that is usually carried out by academics in the form of pouring several creative ideas that have gone through a systematic process or guideline into a quality work so that it is worthy of publication.

## **2. Writing a Research Proposal**

Research proposal writing is an important academic paper in education, especially at the university level. Before writing a thesis, students are required to start with a research proposal, because a proposal is like an introduction to a thesis. Thesis is the main

---

<sup>33</sup>Izlamiahriski. *The effective of mind maple application on students' writing ability at SMAN 3 Rejang Lebong; thesis*. 14.

<sup>34</sup>Rowenna M, Moore Sarah. (2006). *The Handbook of Academic Writing: A Fresh Approach*. New York: Open University Press. P.11

requirement to become a scholar. A research proposal is an academic text that has several purposes. This is supported by Kheryadi's opinion that a research proposal is the first step in producing a graduation thesis and intends to convince the supervisor or academic committee that the topics and student approaches are appropriate, so that they get approval to continue the actual research and write the thesis.<sup>35</sup>

Writing a research proposal in an educational setting is a very complex process involving many elements. A research proposal is a document written by a researcher that provides a detailed description of the proposed program.<sup>36</sup> Therefore, analyzing complex elements from the introduction to the data analysis section to producing a research proposal is a valuable contribution. The content of the proposal is an outline of the entire research process that provides the reader with a summary of the information covered in a project.

In writing research proposals, students learn how to access, select and evaluate information from various sources and formulate ideas.<sup>37</sup> In other words, writing research proposals can practice the most important language skills for English students whose grades are largely determined by their performance in written assignments, academic reports, semester exams and graduation theses.

---

<sup>35</sup>Kheryadi.(2017). *The Student's Ability And Problems In Writing Introduction Of Research Proposal*. EEAL Journal (English Education And Applied Linguistics Journal), 1 (1), 7-8.

<sup>36</sup>Syed Muhamad Sajjad Khoir.2016.*Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. P.147-148.

<sup>37</sup>Anderson and Poole.2001. *Assignment and Thesis Writing*. Australia: John Wiley & Sons Australia P.4

The preparation of research proposals is necessary because it facilitates the smooth running of various research operations, thereby making research as efficient as possible producing maximum information with minimum expenditure of effort, time and money. In fact a research academic proposal is a conceptual structure in which the proposal includes an outline of what the researcher will do from writing the hypothesis and its operational implications for the final analysis of the data.

### **3. Academic Proposal Structure**

A research proposal is an academic paper that outlines a research program that will be carried out in a structured manner by a researcher. In general, the systematic of writing research proposals between universities vary, according to the type of research being conducted. Based on the academic writing guidelines for students of the Curup State Islamic Institute (IAIN), a good proposal should have the following structure:

#### **a. Introduction**

In this section the researcher needs to justify the importance of the research. This section covers issues that cover about, relevance and importance of research, practical application of study results, new knowledge gained through studies will contribute to the solution of practical problems, as well as study



findings will be useful in policy formulation. Introduction to academic writing includes background problems, problem identification, hypotheses, problem boundaries, research objectives, research benefits.

### **1) Background**

Background is the part that describes the arguments or reasons why the researcher chooses an issue or topic in a study. A good background must be able to describe the problem problematically. So that the background contains the following: introduction to research issues by reviewing theoretical perspectives, presenting relevant data in the research case, and explaining the focus of the research to be carried out.

The background to good research should include the following aspects: the research is based on a larger study, a review that is current and representative of the work in the area, related studies are critically examined and gaps are identified, the review provides a clear rationale for the research, an organized review well, using subsections where appropriate.

The background in the research can be arranged in a pyramid style or deductive style pattern. The description begins with something macro/general towards a more narrow/micro. Besides, if the research is a qualitative

research, it can also use an inductive style pattern. The description of the context of the problem in research is done by showing phenomena, empirical facts that occur in real life, books, previous research results or other sources.

## **2) Problem Limitation**

The problem limitation is derived from the research background. This means emphasizing the problem in the background and limiting the research problem. The research question contains the following aspects: the research question/hypothesis develops a specific focus for the research, the research question/hypothesis supports the problem statement and the background section, the research question is structured in such a way that implies a more complex response than 'Yes/No',

## **3) Research Objectives and Benefits**

The aims and benefits of the research are the part that clearly and concisely describes the results of the research that will be achieved by the researcher through the research that the researcher will do. This objective refers to the problem boundaries and research hypotheses. While the benefits of research is the impact generated by the research. This means that achievements in research are both theoretical and practical as a consequence of answering the research hypothesis.

## **b. Literature Review**

Literature review contains two things, namely theory and previous research. The theory in the literature review briefly explains what theory is used in the research and what the reasons are so that the theory is chosen in the research conducted. While previous research describes the description of various existing studies and has relevance to the research that will be carried out by researcher both in terms of aspects, topics, variables and methodological similarities.

A review of the existing literature on the proposed research should be carried out by the researcher to find out the past research conducted on the subject.<sup>38</sup> This will help identify what was done in the past and knowledge gaps on a particular subject. To help frame the proposal literature: maintain a primary focus on the literature relating to the research problem; Compare the various arguments, theories, methodologies, and findings expressed in the literature.

## **c. Research Methods**

This section describes the research design on how the research will be carried out. So that in this research method section the research can parse things as follows:

---

<sup>38</sup>Syed Muhamad Sajjad Khoir.2016.*Basic Guidelines for Research: An Introductory Approach for All Disciplines. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. P.147-148.*

- 1) **Research Design**, which explains the research design. Is the research using an experimental research design, non-experimental research, or descriptive qualitative if it is a qualitative research.
- 2) **Population and Sample**: namely explaining the subject to be studied. The characteristics of the population are homogeneous or heterogeneous. By knowing the size of the population characteristics, the type and sampling method applied by the researcher can be described, either probability sampling or non-probability sampling.
- 3) **Research Instruments**: this section presents the instruments used to measure the variables studied. Then the procedure for developing the data collection instrument used in the study is described. A good instrument meets the requirements of validity and reliability.
- 4) **Data Collection**: this section describes the steps the researcher will take and the techniques used to collect data, the qualifications and number of officers involved in the data collection process, as well as the time schedule for data collection.
- 5) **Data Analysis**: the researcher in this section describes statistical data analysis if it is a quantitative study, but at least two if it is a qualitative research. Two stages in the qualitative research approach, namely data processing and

the approach in analyzing the data in the form of descriptive, hermeneutical, semiotic, interpretative, or narrative metaphors.

#### **4. Criteria for Academic Assessment of Proposal Writing**

Good writing shows the ability of students or writers in mastering aspects of writing such as in exploring the author's ideas or thoughts about the scientific role in writing. In order to have good academic writing, you must follow the existing writing criteria. A good writing can be seen from the writing criteria that must be met in writing. There are several aspects of academic proposal writing that writers should pay attention to for their writing. According to SMS Khoir, Proposal As one of the productive skills in academic writing the main aspect of academic writing is the idea or the content. Accordance with this idea, the aspect of writing has been outlined by SMS Khoir a good proposal must meet the following criteria:<sup>39</sup>

##### **a. Introduction**

In writing a research proposal, provide background information on the problem with a literature review, an indication of the character of the problem that has not been explored or knowledge gaps or research questions, and reasons for conducting

---

<sup>39</sup>Syed Muhamad Sajjad Khoir.2016.*Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. P.147-148.

the study. In this section, the researcher explains the problem in the research that will be examined. So the introduction provides an overview of the issues surrounding the research. The problem under investigation must be clearly stated by including the evidence used to demonstrate the importance of the problem or phenomenon. Then in the introduction, the related studies are critically examined and gaps are identified and there is a review providing a clear rationale as the basis of the research.

**b. Literature Review**

A review of the existing literature on the proposed research proposal should be carried out by the researcher to find out past research conducted on the subject. This will help identify what has been done in the past and knowledge gaps on a particular subject. In this section, there are current and previous reviews (reviews of related findings) that represent the research to be studied. A well-organized review contains the concept of aspects of the issue or variables that generally a study contains two or more variables. A literature review is a collection of theories and detailed explanations from definitions, and descriptions, to concepts related to research. The collection of several theories in the literature review produces indicators, elements, aspects, characteristics, or dimensions. These indicators are very important because they can be used as indicators of research instruments.

Review of related findings and previous findings related to the study. Usually, it has been briefly reviewed in the research background, but for a literature review, it must be detailed along with an explanation. The explanation can be in the form of a different side between the current research and previous research, in terms of aspects, methods, scope, and participant context.

**c. Methodology**

The methodology is a research design that includes the types of research methods to be used in research. Sampling technique will be followed to select sample units or sample respondents. The sample and the research participants and the sampling plan are appropriate for the study. Data collection procedures and analytical procedures were fully explained and appropriate for the study. What will be the source of information, What methods and tools will be used in gathering information, How the quality of the data will be ensured, How the data will be processed How the data will be analyzed, and what statistical tools will be used are described in this section of the methodology.

Regarding the criteria for writing an academic proposal, Lynette Pretorius and SMS Khoir have explained the criteria and items in writing an academic proposal. The aspects are divided into three major parts, namely introduction, literature review and research methodology. The full description is given as follows:

**Table 2.1**Academic writing proposal' criteria by lynettepretorius<sup>40</sup>

	Aspect	Items	Criteria
1.	Introduction	Provides background information related to the social/ political/ historical/ educational context of the study.	Usually includes details about the context, the starting point for the study, and may also include the author's personal motivation.
		Follows from the background to persuade the reader that the study is necessary, useful, and interesting.	This section identifies the gap in the research literature. Importantly, this section problematizes the issue under investigation.
2.	Literature review	This section also demonstrates that the researcher is able to carefully select relevant issues based on the literature.	This section is not expected to be extensive in a research proposal but will be much more extensive in a thesis. The researcher must survey the key theorists in the area under study; demonstrate critical analysis and synthesis to establish the theoretical orientation of the research.
	Research method	Outlines and describes the research plan (the way in which your research will be conducted).	This section should include an understanding of the nature of knowledge (research paradigms) and how this affects the choice of research approach. Researchers should also include the scope of study in this section. This section describes the research participants, the methods of data collection and analysis, and the procedures to be used to ensure ethical practice, validity, and reliability.

<sup>40</sup> Lynette Pretorius. thesis: *Writing Proposal and Theses in Education*.(Clayton Australia : Monash University.2020)P.27-29.



**Table 2.2**  
Academic writing criteria by SMS Khoir<sup>41</sup>

No	Aspects	Item	Criteria
1.	Introduction	Background of the research	Provide general information about the area under study, phenomena, argumentative theory related to research issues, a brief review of the findings of previous research examining the domain the same as the research area and an explanation that shows the aspects that distinguish this study from the previous studies.
			Provide a thesis statement proposing that the researcher will conduct research with the title “.....”. And Provide a brief review of the merits of your research.
		Research questions	Giving a statement that based on the background, then the researcher formulate the research question as follows. Write down research questions one by one
		Objectives of the research	Write the research objectives in the form of bullets such as research questions, or write the research objectives in paragraph form.
		Operational definitions	Provide a literal, theoretical, contextual definitions related to issues or variables in research
		Significance of the research	Conveys that research will be useful and contributes to the relevant literature and regarding the benefits of research for these parties.
2.	Literature review	Aspect of the issue topic or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed explanation from definition, description, to related concepts)
			Related factors based on theory and their explanations
			Indicators (indicators, elements, aspects, characteristics, domains, or dimensions) based on theory and explanations.
			Give a review about the benefits of the issue, topic or variable or, the benefits of studying

<sup>41</sup>Syed MuhamadSajjad Khoir.2016.*Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. P.147-148.

			the issue, topic or variable or the advantages and disadvantages.
		Hypothesis	A review of which participants will be involved; what sampling technique will be used in selecting participants; How many participants will be involved
		Review of related findings	Provide previous findings related to the study.
			Provide an explanation of the difference between the research to be studied and previous research. (method, scope side, or participant context)
3.	Research method	Kind of the research	A review of the type of research, where it will be researched, and the research planning table.
		Population and sample	A review of which participants will be involved; what sampling technique will be used in selecting participants; How many participants will be involved
		Techniques of collecting data	a review of the data collection techniques you will use to answer the research question
		Instruments	Provide an explanation of the instrument that will be used to answer each research question. Presents a blueprint table for each instrument.
		Validity and reliability	Give a review about reliability and validity how to make instruments to be reliable and valid.
		Technique of data analysis	a review of the techniques used to analyze the data. The way of analysis and explanation must be in accordance with the research method.

The two theories about the aspects of writing an academic proposal above explain the same thing about how to write a good academic proposal. The criteria for writing academic proposals provided by SMS Khoir are clearer where there are more complete indicators and clear criteria. In this case, the researcher uses the theory given by SMS Khoir as an indicator in investigating the writing of academic proposals.

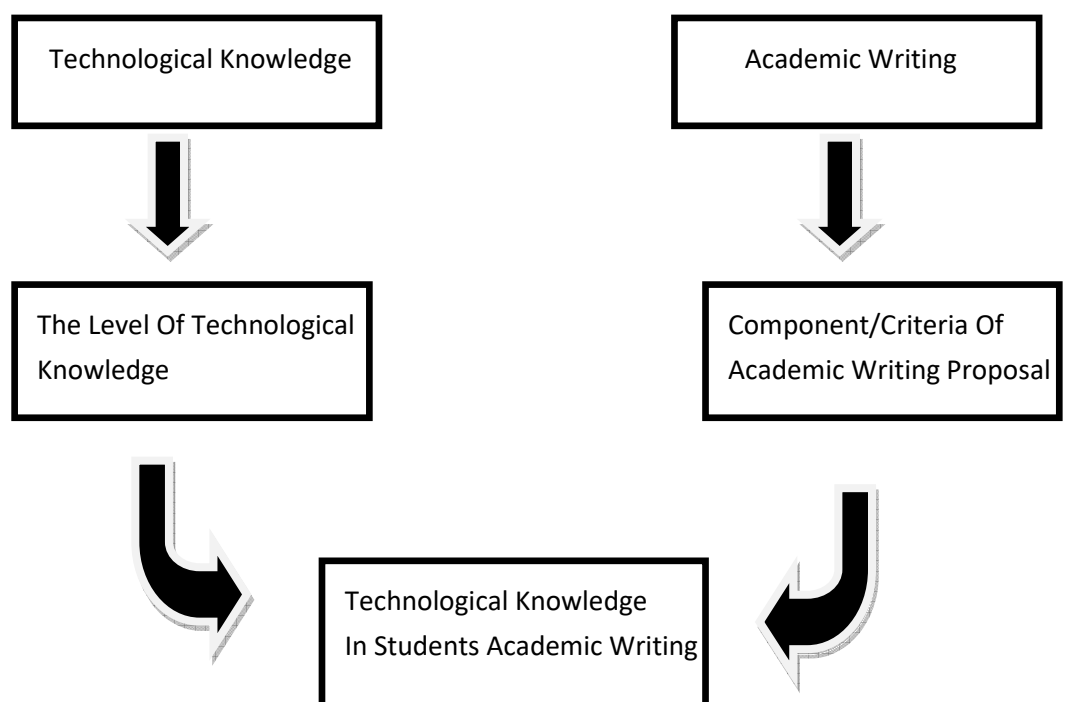
### C. Review of Related Finding

In accordance with assessment study, the researcher found several related studies of this research. The first is a research entitled "Students' Technological Literacy to Improve Academic Writing and Publication Quality" that was analyzed by Tedi Supriyadi (Action Research selected as design research) conducted involving 63 students from high education in Sumedang Regency, consisting of 23 female students and 40 male students from various regions in West Java, Indonesia. In his research he investigated several reasons or factors that cause students to lack technological knowledge about journal publications and one of its findings shows that the lack of commitment in meeting the demands of reviewers in making improvements, such as: requests to use referenced sources of literature. It also impacts a lack of knowledge on how to find and obtain good sources of literature. Research conducted by Tedi Supriyadi tends to be similar to the second researcher's question about the effectiveness of technological knowledge but here both researchers use different theories as indicators. Meanwhile, it tends to be different research by Tedi Supriyadi only focuses on technological knowledge of publication of written products.

Besides the study of technological knowledge about applications has been conducted by Irfan, Soefendi, MachdalenaVianty graduates of Sriwijaya university about technological knowledge about applications in academic writing. This research discusses the level of technological knowledge that students have, how English learning authorship applies

technological and problems in applying technological knowledge to academic writing where the results of the study show that participants have some problems in applying technological knowledge in academic writing, such as in quoting references correctly, avoiding the tendency to copy and paste, errors, structural because it uses automatic correction, and paper formatting. Another case with this study where researchers analyze academic writing conducted by students who have started writing a thesis instead of academic writing learning, and the problem is not part of this study while researchers investigate the influence given technological knowledge in academic writing students.

#### D. The theoretical framework



### **BAB III**

#### **METHODOLOGY OF THE RESEARCH**

This section explains the ways to conduct the research. The section is divided into kind of research design, place of the research, subject of the research, data collection technique, Instrument of the Research, technique of data analysis.

##### **A. Kind of the Research**

The kind of this research was mixed-methods research. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research.<sup>42</sup>Based on Creswell, with the chosen design namely sequential explanatory design. This research combines quantitative and qualitative data approaches in one study and then focuses research on qualitative data to answer research questions.<sup>43</sup>

The purpose of mixed methods research is to build on the synergy and strength that exists between qualitative and quantitative research methods to understand a phenomenon more fully than is possible using either qualitative or quantitative methods alone.<sup>44</sup>Developing explanations

---

<sup>42</sup>John W. Creswell. 2012. *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. Pearson Education Inc: Boston. p.535

<sup>43</sup>*Ibid.*, p.93

<sup>44</sup>GayL.1987. *Education Research: Competencies for Analysis and Application (Third Edition)*.Columbus: Merril Publishing. 481

of social phenomenon, it describes phenomena as they naturally. In this design, there were 2 interactive sequential/sequential phases. The first stage was taking and analyzing quantitative data which has priority to answering the first research question. The next stage, the qualitative data collection phase was carried out following the previous phase. Researchers generally interpret qualitative data to help explain the results obtained in the quantitative phase. In quantitative research, the data was obtained that needs to be explained in more depth, then the researcher explores information more deeply through document analysis and interviews with several sources who were determined by purposive sampling and then performs analysis and interpretation.

The choice of a mixed-method in this study was because researchers wanted to gain a deep understanding of the technological knowledge to students' academic writing in the English study program at IAIN Curup which focused on proposals as a form of fulfilling students' final assignments and developing efforts that could be made to develop academic writing skills for students in the English study program at IAIN Curup.

## **B. Place of the Research**

This research was be conducted in Institute Agama Islam Negeri Curup (IAIN CURUP). This college is located on Jl. AK Gani No. 01, Curup, Dusun Curup, Curup Utara, Kabupaten Rejang Lebong, Bengkulu, Indonesia.

### C. Subjects of the Research

The research subjects were taken during the questionnaire data and document analysis, researchers took all research subjects totaling 30 students. Therefore, in this study, there were 30 English students who had completed their academic writing proposals at the IAIN Curup English tadrís study program. They are 8th semester students consisting of:

**Table 3.1**

Total number of English students  
who had completed their proposals in eighth semester  
English tadrís study program of IAIN Curup

Class	Students
A	16 Students
B	5 Students
C	9 Students

Meanwhile, in the interview the researcher chose the research subject by using purposive sampling. Gay stated that purposive sampling is non-probability sampling, which is a sampling method that is not random and considers the characteristics to be taken as the number of samples. One type of purposive sampling is the criteria. Where, the selected sample is the participant who meets the predetermined criteria.<sup>45</sup> The first subjects were English students who had descriptive type of technological knowledge; the second was students who had perspective

---

<sup>45</sup>Gay, L. R., & Airasian (2003). *Educational Research: Competencies for Analysis and Applications (7th ed.)*. Upper Saddle River, NJ: Merrill/Prentice Hall. p.27

type of technological knowledge in writing academic writing proposals. The third research subject is English students who had a high level of technological knowledge namely tacit type in writing academic writing proposals.

#### **D. Data Collection Technique**

In collecting data, researchers used questionnaires, document analysis and interview as data collection techniques. Students were considered as respondents and die with the research subjects.

##### **1. Questionnaire**

According to Sugiyono questionnaire is a data collection technique that is done by giving a set of questions to the respondents to answer.<sup>46</sup> Questionnaire was conducted to know about students' technological knowledge on their academic writing. The questionnaire used in this research was quantitative questionnaire. The kind of questionnaire that the researcher used in this research was close-ended. This was a group of written questions that had their respective weight provisions and were given to respondents to answer independently. Closed questionnaires are used to produce statistical research. The questionnaire in this study had standard questions so that respondents only need to provide a checklist.

---

<sup>46</sup>Sugiyono.2017. "*Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan RnD)*". Bandung: Alfabeta.27.



## 2. Documents Analysis

Document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.<sup>47</sup> Document analysis is a research that discusses in depth the content of quality assessment documents that produce students' academic writing.

## 3. Interview

Researcher also conducted interviews to obtain in-depth data information. In this study, the interview means a dialogue process between the interviewer and the research subject. The aim was to obtain information about the role of technological knowledge in dealing with problems that students face in writing academic proposals. In this research, researcher used semi structured interview. Catherine said that in semi structured interview the participant is free to talk about what he or she deems important, with little directional influence from the researcher.<sup>48</sup> In the process researcher used an interview guidance and tape recorder. Then, the file recorded was

---

<sup>47</sup> Glenn A. Bowen. 2009. *Document Analysis as a Qualitative Research Method*. Qualitative Research Journal, 9(2):27-40.

<sup>48</sup> Dawson. 2002. *Practical research Method*. United Kingdom: Deer Park production. P.28

change into transcript text. Catherine said that the advantages of using a tape recorder are:<sup>49</sup>

- a. Can concentrate listening to what they have to say.
- b. Able to maintain eye contact
- c. Have a complete record of the interview for analysis, including what was said and the interactions between the interviewer and the interview
- d. Have many benefits for reports. Recording data will be converted into written transcript text.
- e. Can take some notes too helps you jot down important issues and you'll have some notes if the equipment fails.

Because it provides several advantages for researcher, it was used in the interview process so that researcher can play and listen carefully to the results of interviews many times as a tool for describing data. After that, the recorded data was converted into a written transcript text.

## **E. Instrument of the Research**

### **1. Questionnaire**

The questionnaire used in this research was quantitative questionnaire. The kind of questionnaire that researcher used in this research was close-ended The questionnaire instrument that has been used in this study is the Guttman scale. The Guttman scale usually

---

<sup>49</sup>Dawson.*Ibid.*, P.66

contains a firm yes or no answer and the highest score can be 1 and the lowest 0.<sup>50</sup> According to Sugiyono the Guttman scale is a statement of opinion about an object in sequence. This type of measurement scale will give clear (firm) answers, namely: yes-no; True False; never-never; positive-negative; sure-not sure; agree-disagree and others.<sup>51</sup>In this study, the researcher chose yes and no answers so that students' statements in using technology in academic writing were clear.

Researchers distributed questionnaires through social media such as Whatsapp and Google forms, to reach the subjects studied. To obtain information from respondents, the researcher made a questionnaire consisting of 30 questions with two choices with a predetermined Guttman scale.

**Table 3.2**  
Guttman Scale

Option	Score
Yes	1
No	0

---

<sup>50</sup>Sugiyono. 2013. *“Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D”*, (Bandung: Alfabeta), p.107

<sup>51</sup>Widyoko, S. 2004. *“Penilaian Hasil Pembelajaran Di Sekolah”*, Yogyakarta: Pustaka Pelajar,

**Table 3.3**

Blue print of questionnaire to measure students' technological knowledge

No	Name of technological knowledge level	Indicators	Sub indicators	Questions
1.	Descriptive knowledge	Knowledge possessed by individuals about technology that is still basic based on proper procedures	Basic technology	I use technology in academic writing
				I know about technology in academic
				My knowledge of technology sufficient in academic writing
				I use hardware and software for academic writing
				I am able to take advantage of every feature in the software I use for academic writing
			Structured according to procedures	I use technology when writing academics systematically
				I use technology in academic writing according to its use
				I describe or present actual academic writing with technology
				My knowledge of technology make your academic writing structures
				I have a pattern, structured time as recommended using technology in academic writing
2.	Perspective knowledge	A form of knowledge that is used to find out whether something can happen and is accepted as a fact	Result of experiment/trial and error	I am trying new technologies to make my academic writing easier
				I am trying modifying the software I use in academic writing
				I use certain technologies to predict whether my academic writing is good
				I compare the academic tools I use with other tools to determine the quality of my academic writing
			Useful /	I combine multiple technologies to get

		through a trial and error process	effective	<p>good academic writing</p> <p>The technology I use effective in academic writing</p> <p>My academic writing been checked by my technological knowledge</p> <p>I use academic writing tools based on the situation you need</p> <p>I use several software tools such as features on the internet, and web for my academic writing</p> <p>My knowledge of technology help me modify my academic writing to be better</p>
3.	Tacit knowledge	Tacit knowledge is implicit and procedural, so a person with Tacit knowledge knows the 'how', 'what', 'why' of the technology used	High-technology trial	<p>I have technology that no one else has</p> <p>I have ever managed to combine multiple technologies for good academic writing</p> <p>I have/found my own suitable technology to support good academic writing?</p> <p>I understand every detail of my technology in writing academic research proposal</p> <p>My knowledge of technology be difficult to teach to many people</p> <p>My knowledge about academic writing technology can be taught to individuals only</p> <p>My technology knowledge has to use Descriptions, diagrams, and pictures to help explain my academic writing</p> <p>I know what technology I use in my academic writing, what is it, how and why</p> <p>My knowledge of technology in academic writing more practical</p> <p>My tech-savvy able to figure out the right words and know specific content based on the need I am going to express to attract and engage readers</p>

\*Because this is a quantitative questionnaire, this research instrument has been declared valid because it has gone through several stages such as:

1. This research instrument has been declared valid through the validation process at the initial stage of validation by professional judgment, namely the English lecturer at IAIN Curup. (See appendix)
2. Researchers have carried out the stages of validation and reliability testing by conducting Try Out on participants of the population who were not used as research samples as many as 16 participants. Furthermore, the test data is calculated using statistical calculations with validity and reliability formulas using Microsoft excel so that the results are more accurate. All indicators on the instrument are valid with r count exceeding the predetermined r table for 16 participants, namely 0.4. The table for calculating the validity and reliability tests is presented in the appendix.
3. Validity test (see appendix)
4. Reliability test (see appendix)

## **2. Document Analysis**

The researchers took the data by using document analysis that requires the data examined and interpreted to obtain meaning, obtain understanding, and develop empirical knowledge. In this study, to find out students' academic writing by looking at the existing data. To know the students' academic writing, the researcher used their proposal as the documentation. The data was collected from the students eight semester of English tadriss study program at IAIN Curup

**Table 3.4**Blue print of the document analysis students' academic writing<sup>52</sup>

No	Aspects	Item	Criteria	Exist	Not	Notes
1.	Introduction	Background of the research	Provide general information about the area under study, phenomena, argumentative theory related to research issues, a brief review of the findings of previous research examining the domain the same as the research area and an explanation that shows the aspects that distinguish this study from the previous studies.			
			Provide a thesis statement proposing that the researcher will conduct research with the title ".....". And Provide a brief review of the merits of your research.			
		Research questions	Giving a statement that based on the background, then the researcher formulate the research question as follows. Write down research questions one by one			
		Objectives of the research	Write the research objectives in the form of bullets such as research questions, or write the research objectives in paragraph form.			
		Operational definitions	Provide a literal, theoretical, contextual definitions related to issues or variables in research			

<sup>52</sup>Syed MuhamadSajjad Khoir.2016.*Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. P.147-148.

		Significan ces of the research	Conveys that research will be useful and contributes to the relevant literature and regarding the benefits of research for these parties.				
2.	Literature review	Aspect of the issue topic or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed explanation from definition, description, to related concepts)				
			Related factors based on theory and their explanations				
			Indicators (indicators, elements, aspects, characteristics, domains, or dimensions) based on theory and explanations.				
			Give a review about the benefits of the issue, topic or variable or, the benefits of studying the issue, topic or variable or the advantages and disadvantages.				
		Hypothesi s	A review of which participants will be involved; what sampling technique will be used in selecting participants; How many participants will be involved				
		Review of related findings	Provide previous findings related to the study.				
Provide an explanation of the difference between the research to be studied and previous research. (method, scope side, or participant context)							
3.	Research method	Kind of the research	A review of the type of research, where it will be researched, and the research planning table.				
		Population and sample	A review of which participants will be involved; what sampling technique will be used in selecting participants; How many participants will be involved				
		Technique s of collecting	a review of the data collection techniques you will use to answer the research question				



		data				
		Instruments	Provide an explanation of the instrument that will be used to answer each research question. Presents a blueprint table for each instrument.			
		Validity and reliability	Give a review about reliability and validity how to make instruments to be reliable and valid.			
		Technique of data analysis	A review of the techniques used to analyze the data. The way of analysis and explanation must be in accordance with the research method.			

\*This research instrument has been declared valid because it has gone through several stages such as:

1. This research instrument has been declared valid and ready to be used through a validation process based on its compatibility with the theory in the literature review at the initial stage of validation by professional judgment, namely an English lecturer at IAIN Curup. (See appendix )
2. Researchers have carried out the stages of validation and reliability testing on the instrument being tested by triangulating sources, methods. And using reference materials in the form of interviews.
3. There are more than one assessor of this document analysis, namely 3 raters:
  - Professional Judgment 1 qualified as an academic writing lecturer
  - Professional Judgment 2 qualified as an academic writing lecturer
  - Researcher

### 3. Interview

In this study, interviews were used by researchers to investigate the role of students' technological knowledge in writing academic writing proposals. The interview used by the researcher was a semi-structured interview.

**Table 3.5**  
Blueprint Interview guidance of students' academic writing<sup>53</sup>

No	Categories	Problem
1.	Introductions	Basic knowledge 1. What technologies do you use in academic writing? 2. How do you use technology to write the introduction to your research proposal? 3. How do you use your knowledge of technology to achieve your desired results in writing an introduction?
		Structured and procedures 4. How do you use technology according to the correct procedure in writing your proposal introduction? 5. How do you use technology according to its proper use in writing the introduction to your proposal? 6. How do you make your academic writing structured and systematic?
		Result of trial and error 7. Why did you try other technologies to write your introduction? 8. How do you do trial and error with technology to write your introduction effectively? 9. How do you combine multiple technologies to write your introduction? 10. What do you do if the technology you use in writing introduction doesn't work well?
		Useful and effective

<sup>53</sup> Mishra And Matthew J. Koehler.2009. *“Technological Pedagogical Content Knowledge (TPACK): The Development And Validation Of An Assessment Instrument For Preservice Teachers”*. Mahwah, NJ: Lawrence Erlbaum Associates.131

		<p>11. How can the technology you use get a good quality introduction to your proposal?</p> <p>12. How effective is the technology you use in writing your introduction?</p> <p>13. How do you check the quality of your introduction using technology?</p>
		<p>High technology trial</p> <p>14 How can you understand every detail of the technology used in writing the introduction?</p> <p>15 Why is the technology you used in your introduction more practical than others?</p> <p>16. How does the technology that you use in writing introduction work?</p>
2.	Literature review	<p>Basic knowledge</p> <p>1. What technologies do you use in academic writing?</p> <p>2. How do you use technology to write the literature review to your research proposal?</p> <p>3. How do you use your knowledge of technology to achieve your desired results in writing an literature review?</p> <p>Structured and procedures</p> <p>4. How do you use technology according to the correct procedure in writing your proposal literature review?</p> <p>5. How do you use technology according to its proper use in writing the literature review to your proposal?</p> <p>Result of trial and error</p> <p>6. Why did you try other technologies to write your literature review?</p>

		<p>7. How do you do trial and error with technology to write your literature review effectively?</p> <p>8. How do you combine multiple technologies to write your literature review?</p> <p>9. What do you do if the technology you use in writing literature review doesn't work well?</p> <hr/> <p>Useful and effective</p> <p>10. How can the technology you use get a good quality literature review to your proposal?</p> <p>11. How effective is the technology you use in writing your literature review?</p> <p>12. How do you check the quality of your literature review using technology?</p> <hr/> <p>High technology trial</p> <p>13. How can you understand every detail of the technology used in writing the literature review?</p> <p>14. Why is the technology you used in your literature review more practical than others?</p> <p>15. How does the technology that you use in writing literature review work?</p>
3.	Research methodology	<p>Basic knowledge</p> <p>1. What technologies do you use in academic writing?</p> <p>2. How do you use technology to write the research methodology to your research proposal?</p> <p>3. How do you use your knowledge of technology to achieve your desired results in writing a research methodology?</p>

		<p>Structured and procedures</p> <p>4. How do you use technology according to the correct procedure in writing your proposal research methodology?</p> <p>5. How do you use technology according to its proper use in writing the research methodology to your proposal?</p>
		<p>Result of trial and error</p> <p>6. Why did you try other technologies to write your research methodology?</p> <p>7. How do you do trial and error with technology to write your research methodology effectively?</p> <p>8. How do you combine multiple technologies to write your research methodology?</p> <p>9. What do you do if the technology you use in writing research methodology doesn't work well?</p>
		<p>Useful and effective</p> <p>10. How can the technology you use get a good quality research methodology to your proposal?</p> <p>11. How effective is the technology you use in writing your research methodology?</p> <p>12. How do you check the quality of your research methodology using technology?</p>
		<p>High technology trial</p> <p>13. How can you understand every detail of the technology used in writing the research methodology?</p> <p>14. Why is the technology you used in your research methodology more practical than others?</p> <p>15. How does the technology that you use in writing research methodology work?</p>

\*This research instrument has been declared valid and ready to be used through a validation process based on its compatibility with the theory and indicators in the literature review at the initial stage of validation by expert professional judgment, namely an English lecturer at IAIN Curup. (See appendix )

## **G. Technique of Data Analysis**

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis was the process of systematically searching and compiling the data obtained from interviews, document analysis and others.

### **1. Data from Questionnaire**

To analyze the data from questionnaire, the researcher used the statistical analysis. The researcher input the data and analyzed the data using the Microsoft excel Software. Calculated statistics such as the average calculation of the frequency and percentage of the data taken in the study.

Therefore the researcher made a summary of all the data and made a conclusion by analyzing the transcript of the questionnaire to get the information about students' level of technological knowledge. The researcher used Microsoft excel to analyze the data generate from questionnaire that would be collected from the respondents. The researcher used formula to know about the average of students' technological knowledge. Here is the formula of mean or average:

$$P = \frac{F}{n} \times 100\%$$

P: Percentage

F: Frequency

N: Number of Sample<sup>54</sup>

After that the researcher classified and identified the answer of respondents by using interval score of the level of technological knowledge. Then, the researcher interpreted the data from results all of the data as researcher reports.

## 2. Data from Interview and Document Analysis

To analyze the data from document analysis and interview, the researcher analyzed it by these steps, they were indentifying, description, classifying and interpreting.<sup>55</sup>

### a. Identifying

Data identifying involve creating and organizing the data collected during the study. First, the data from interview were managed by envisioning what the data from the interview look like. The researcher divided the data based on the resources. From checklist, they saved in one folder and the interview in others folder.

---

<sup>54</sup> Adam Malik, *Pengantar Statistika Pendidikan*, (Yogyakarta: Deepublish Publisher, 2018).p.87

<sup>55</sup> John W. Creswell, *Qualitative Inquiry & Research Design Choosing among four Approaches*, (USA: University of Nebraska, 2007),p.152

**b. Description**

After identifying the data, researcher made the description. Description was based on the interview which was to provide the true pictures of the settings and events that took places in it. So, the researcher and the reader had an understanding of the context in which the study took place.

In this step, the researcher described all the data from the observation and the result of interview. It aims to help the researcher to do the next step in analyzing the data.

**c. Classifying**

Next step was classifying the data. Classifying is ordering field notes or written text into categories that represent different aspects of the data. So, after the previous step have finished, the researcher starts to classified each of data into several categories based on kinds of technique used by the technology and the problem faced by the students in academic writing proposal.

**d. Interpreting**

The last step in analyzing the data was interpreting. It was also a part of process of writing result of a study. Interpreting was reflective, integrative and explanatory aspects of the connections, common aspects, and link ages among the data, especially the identified categories and pattern. The researcher was interpreting the data whenever he or she used some conceptual basis or understanding to cluster a variety of data pieces into a category. To



aid interpretation, it was important to make explicit what the conceptual basis or understandings of the categories are, and what made one category different from another. After the researcher interpreted the data, It wrote become result of this research in form table and verbal data.

## CHAPTER IV FINDINGS AND DISCUSSION

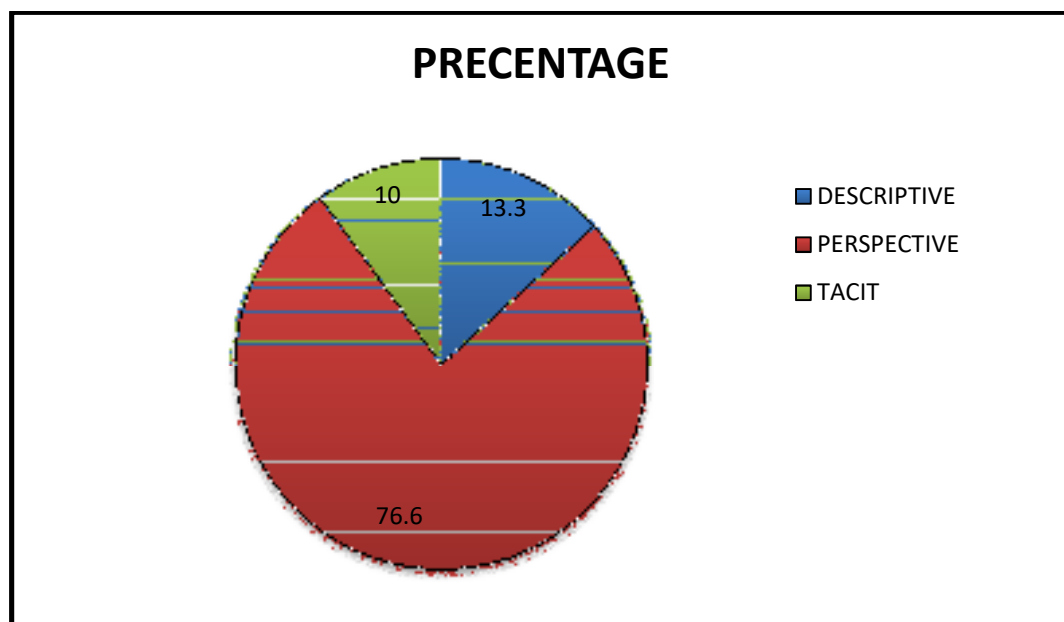
### A. Findings

In this chapter, the researcher presented the findings and discussion from questionnaire, document analysis and interview. The goals of this research were to investigate how is the technological knowledge in English study program at IAIN Curup, how the academic writing in English Study Program at IAIN Curup is and how the technological knowledge help in students' academic writing is.

#### 1. The Technological Knowledge in English Study Program at IAIN Curup

**Table 4.1**

Result of Students Technological Knowledge Types on Academic Writing English Tadris Study Program at IAIN Curup



In order to know the students' technological knowledge on academic writing in English tadrís study program at IAIN Curup, the researcher used questionnaire to know the types of students' technological knowledge. The questionnaire consists of several indicators which based on the theory. This part of chapter served the findings of research that has been conducted on June 10th until 12th 2022 by Google form. The researcher gave the link to the students in order to fulfill the questionnaire by online. The questionnaire, which was distributed to 30 respondents and the questionnaire, contains 30 items.

The chart shows that the scores percentages of the 30 participants' tacit knowledge, prescriptive knowledge, and descriptive knowledge based on their responses to the questionnaire and according to chart above the result of the type of students' technological knowledge is Perspective Type which consist of tacit mean of 13.3%, perspective of 76.6%, and descriptive of 10% respectively. Respondents in this study had to choose two alternative options for each item, namely: Yes and No. The frequency types of students' technological knowledge can see in the table below.

**Table 4.2**  
Result of Students' Technological Knowledge Descriptive Type

<b>No</b>	<b>Types</b>	<b>Percentage</b>	<b>Frequency</b>
1	Descriptive	13.3%	4
2	Perspective	76.6%	23
3	Tacit	10%	3
<b>Total</b>		<b>100</b>	<b>30</b>

From the table above, the researcher had met the result of the type students' technological knowledge on academic writing English tadrís study program at IAIN Curup in the Perspective Type was 76.6%.

## **2. The Academic Writing In English Study Program at IAIN Curup**

In this case, the researcher used document analysis to answer the second research question about how academic writing is in the English Tadrís Study Program at IAIN Curup. In conducting the analysis process, the researcher used the documentation checklist in the blueprint chapter 3 based on the criteria for the academic writing proposal. The document analysis was conducted on June 15-21, 2022. Researchers conducted an analysis by combining the analysis of the two professional judgments. The analysis was carried out by counting the number of 18 indicators that must be met in the blue print contained in chapter 3 in the introduction, literature review and methodology, each of which consists of 6 indicators.

Then the analysis documents, respondents in this section were divided into 3 categories by purposive sampling as described in chapter three. The first respondent who had descriptive typewas categorized into "A" category. The second respondent who had perspective typewas categorized into the "B" category and the last respondent who had tacit typewas categorized in the "C" category. The results can be mentioned in the table below:

**Table 4.3**

Result of document analysis students' academic writing English tadriss study  
program at IAIN Curup

No	Aspects	Respondents			Notes
		A (descriptive type)	B (perspective type)	C (Tacit type)	
1	Background of the Research	-	-	-	There were not provide a brief review of the findings of previous research examining the domain the same as the research area,also an explanation that shows the aspects that distinguish study from the previous studies.
2	Questions of the research	✓	✓	✓	Stated Clearly
3	Objective of the research	✓	✓	✓	Stated Clearly
4	Kind of the research	✓	✓	✓	Stated Clearly
5	Subjects of the research	✓	✓	✓	Stated Clearly
6	Technique of collecting data	✓	✓	✓	Stated Clearly
7	Technique of analysis data	✓	✓	✓	Stated Clearly

From 13 aspects of academic writing, the researcher found that respondents in the first category A, B, and C experienced the same error, namely not writing down the research background correctly. The second researcher found that 6 aspects had been written correctly and clearly,

namely research questions, research objectives, research types, research subjects, data collection techniques, and data analysis techniques.

In additional to make further explanation, the data of document analysis students' academic writing English tadris study program at IAIN Curup are served on the table below:

**Table 4.5**

Document Analysis result

No	Respondents	Stated clearly	Unstated clearly	Notes
1	A	<ul style="list-style-type: none"> <li>• Research questions</li> <li>• Objectives of the</li> <li>• Review of related findings</li> <li>• Kind of the research</li> <li>• Subjects of the research</li> <li>• Techniques of collecting data</li> <li>• Technique of data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Background of the research</li> <li>• Operational definitions</li> <li>• Significances of the research</li> <li>• Aspect of the issue, topic or variable</li> <li>• Instruments</li> <li>• Validity and reliability</li> </ul>	There were aspects that were not clearly written in the introduction, literature review and research methodology
2	B	<ul style="list-style-type: none"> <li>• Research questions</li> <li>• Objectives of the research</li> <li>• Significances of the research</li> <li>• Review of related findings</li> <li>• kind of the research</li> <li>• Subjects of the research</li> <li>• Techniques of collecting data</li> <li>• Instruments</li> <li>• Technique of data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Background of the research</li> <li>• Operational definitions</li> <li>• Aspect of the issue, topic or variable</li> <li>• Validity and reliability</li> </ul>	There were fewer aspects that were not clearly written than that is clearly written. However, in the introduction, literature review, and research methodology, there are always aspects that are not clearly stated
3	C	<ul style="list-style-type: none"> <li>• Research questions</li> <li>• Objectives of the research</li> </ul>	<ul style="list-style-type: none"> <li>• Background of the research</li> <li>• Operational definitions</li> </ul>	Respondent C had written all aspects of the

	<ul style="list-style-type: none"> <li>• Kind of the research</li> <li>• Subjects of the research</li> <li>• Techniques of collecting data</li> <li>• Instruments</li> <li>• Validity and reliability</li> <li>• Technique of data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Significances of the research</li> <li>• Aspect of the issue, topic or variable</li> <li>• Review of related findings</li> </ul>	research methodology clearly.
--	--	---	-------------------------------

### 3. The Technological Knowledge Help In Students' Academic Writing

In order to know the technological knowledge help in students' academic writing. The researcher interviewed the students from the English tadris study program at IAIN Curup. Based on chapter III, the researcher used interviews and a tape recorder as collecting the data. The interview has been held on July 1st and 2nd 2022. In the interview, the researcher used English and Indonesian language so the researcher got the information more fully. In this part, the researcher put the result of the finding from the interview.

**Table 4.6**

Result of the technological knowledge on academic writing  
English Tadris Study Program at IAIN Curup

No	Technology	The role of technology
1.	Google Translate, Google Document, Bing Translate.	Technology helps students in translating words
2.	Google Scholar, Academia Edu, Browser, Eric, Zatero, Online Journal From Official Educational Institutions, Mendeley, Library Genesis, Taylor And Francis	Technology helps in finding theories and references

3.	Grammarly, Google Doc, Ms Word Grammar Checker	Technology helps in checking grammar on student proposal academic writing
4.	Quillbot, SeoMagnifier,Pharafrasing Tool	Technology helps in paraphrasing
5.	Sci Hub, Document Downloader, Scribd	Technology helps in downloading the references needed in academic research proposals
6.	Youtube And Google	Technology helps students in understanding more deeply about what is being researched, how to design good research, methods, instruments, validity reliability, data analysis techniques and data collection techniques.

These results can be seen from the results of interviews given directly with questions and those given by researchers directly or through the Whatsapp application. Respondents answered it directly while the interview was via WhatsApp with a Whatsapp recorder and Whatsapp messages. Respondents in this section are divided into 3 categories by purposive sampling as described in chapter three. The first respondent who has a descriptive type is categorized into the "A" category. The second respondent who has perspective type is categorized into "B" category and the last respondent who only has tacit type is categorized in "C" category. The results can be mentioned in the table below:



**Table 4.7**  
Interview result

No	Category Respondent	Technology	Description
	A	Google scholar, grammarly, quillbot,	<p>-Respondents said that technology helps them in translating words because they feel their vocabulary is still limited so technology makes it easier for them to write research proposals.</p> <p>-Respondents can only mention a few technologies because they not only use Google scientist to find references, but they also combine the references they get from libraries, teacher suggestions, or other sources.</p>
	B	Google scholar, grammarly, quillbot, academia edu, eric, google chrome, google doc, youtube, journal penelitian online, google form	<p>-Respondents said that they need Google translate as a translator from Indonesian to English or from Indonesian to English.</p> <p>-Respondents said that they used youtube as their source of information to find out about good instruments, and how to calculate validity and reliability</p> <p>-Respondents said that a lot of reference sources were obtained through the help of technology, namely by google scholars or other online journals</p> <p>-Respondents said that they needed the help of google documents to help understand the content of educational journals that use academic english which is difficult for them to reach.</p>
	C	Google scholar, google translate, grammarly, Online journal from official educational institutions, quillbot, seo magnifier,	<p>-Respondents said that the role of technology helps them in finding theories, and references that are not found in books, they combine the references they seek from other sources and from sources obtained using technology</p> <p>-Respondents said that technology helps them to define the research area and understand all that will be done in the research well.</p> <p>-Respondents said they still feel unsure about</p>

		pharafrasing tool, ms word grammar checker, youtube, scihub,library genesis	their English skills so technology helps them check and translate their writing to get maximum results.  -Respondents understand how to paraphrase so they use several websites to improve the quality of their writing.
--	--	---	--

From the table above, the researcher found that the role of technology in respondent A, Respondent B, and Respondent C played a major role in finding theory in the introduction, literature review and research methodology, besides that they still needed technology in translating English into English. Indonesian or Indonesian to English. Then there are differences in the use of technology from the table above, namely Respondent A does not use various technologies too much, but because it combines reference sources or information obtained from technology sources and manuals, they can still develop academic proposal writing well. Respondent B uses technology a lot in writing academic writing proposals, but they do not use it with specifications in its use in writing academic writing proposals, so that their academic scores are lower than their technological knowledge. Finally, respondent C uses technology with specifications for its use for academic writing well, such as using technology to find out the realm of research to be carried out,

knowing the paraphrasing technology system, using journals from official educational institutions both at home and abroad, so that respondent C has academic value in document analysis and has high technological knowledge.

## **B. Discussion**

Research findings on technological knowledge, academic writing of proposals written by eighth semester English tadaris students at IAIN Curup show that third types of descriptive, perspective and tacit technology knowledge have similarities and differences in the use of technological knowledge in writing research proposals. Some of the technological knowledge already mentioned is quite similar to that applied in academic proposal writing. However, the variation of technological knowledge mentioned by respondents with tacit technology level is more varied. In this section, the findings are discussed more specifically based on previous findings:

### **1. The Technological Knowledge in English Study Program at IAIN Curup**

To find out about the level of technological knowledge of students in academic writing proposals at the English Tadaris Study

Program at IAIN Curup, researchers have distributed questionnaires to all respondents by distributing a Google form link. In this section, the researcher discusses the level of technological knowledge of students in academic writing proposals. Questionnaires have been distributed to 30 eighth-semester students at the English Tadris Study Program at IAIN Curup, and the researchers managed to collect all the questionnaires completely. The questionnaire contains 30 statements, items 1 to 10 for descriptive knowledge and items 11 to 20 for perspective knowledge. Items 21 through 30 are for Tacit knowledge.

Based on the findings of the type of technology, the researcher found that the eighth semester English students at IAIN Curup mostly had technology knowledge with the Perspective Type, with a percentage of 76.6%.

The perspective type is the second type of technological knowledge. According to Vincenti, said that prescriptive knowledge resulted from successive efforts to achieve greater effectiveness.<sup>56</sup> This means that the technology students' use comes from their experience in academic writing, and is primarily formulated on a trial-and-error basis. In this case, students apply their knowledge in scientific writing. This means that in academic writing, writers with perspective type can generalize their writing skills technically or vice

---

<sup>56</sup>Vincenti, W. G. (1984). *Technological knowledge without science: The innovation of flush riveting in American*, ca. 1930-ca. 1950. *Technology and Culture*, 25(3), 556.

versa based on their writing experience using technological knowledge to get better writing effectiveness.

## **2. The Academic Writing In English Study Program at IAIN Curup**

By analyzing documents in the form of research proposals, researchers collect in full the required data, academic writing in the form of student research proposals written by eighth semester students of the English Tadris Study Program at IAIN Curup. By analyzing documents in the form of research proposals, researchers collect in full the required data, academic writing in the form of student research proposals written by eighth semester students of the Tadris English Study Program at IAIN Curup. Researchers found.

First, all respondents in categories a, b and c get difficulty in writing background. According to Syed Muhammad Sajjad khoir, background explains the problem in the research that will be investigated.<sup>57</sup> This means the researcher has difficulty in providing an overview of the issues surrounding the research. The problem being investigated must be clearly stated by including the evidence used to show the importance of the problem or phenomenon. Writing is a difficult skill to learn or teach because writing a proposal is not a simple cognitive activity but a complex mental production. Grammi

---

<sup>57</sup>Syed Muhamad Sajjad Khoir.2016.*Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. P.147-148.

said that writing a proposal not only has to be written, but requires careful thought, discipline, and concentration.<sup>58</sup> then this is in line with kheryadi's opinion which states the need to increase research-based knowledge about students' abilities and problems in writing research proposals because researchers found in the research location many students had difficulty writing research proposals.<sup>59</sup> So there are still many students who have difficulty writing proposals.

### **3. The Technological Knowledge Help In Students' Academic Writing**

From the interviews, the researchers concluded that the technology used by the respondents was divided into 6 uses. The first is technology as a translator in writing academic proposals. of respondent a, respondent b, and c still need technological assistance in the form of translation to write unknown words and help them understand articles or journals as references for their proposals. Translation became a tool that students depended on to complete assisting them in writing proposals. This will have implications for the practice of writing academic language. Based on Michael Groves, the resulting English text is analyzed for grammatical errors capable

---

<sup>58</sup>Grami. 2010. *The Effects of Integrating Peer Feedback into University-Level ESL Writing Curriculum: A Comparative Study in a Saudi Context*. Newcastle University, Retrieved from <https://theses.ncl.ac.uk/dspace/bitstream/10443/933/1/grami>.P.6

<sup>59</sup>Kheryadi. (2017). *The Student's Ability And Problems In Writing Introduction Of Research Proposal*. EEAL Journal (English Education And Applied Linguistics Journal), 1 (1), 8.

of producing error-free text.<sup>60</sup> However, the translation, especially from Google Translate, is widely used by respondents in research, which is still not in accordance with the rules of writing scientific papers in English. So additional tools are needed, namely Grammarly which can help structure translations from Google Translate. Translations, especially Google Translate, are freely available and easy to access. In writing this development has the potential to trigger a major transformation in the academic writing process, as students can use technology to avoid mistakes that are commonly made in the traditional way.<sup>61</sup>

Second, technology plays a big role in finding references. In the introduction, literature reviews, and even research methodology require proper and strong references to build the foundation of a good proposal. According to Murniaty, students write references in addition to being used as a barrier later on against plagiarism in other people's work.<sup>62</sup> However, in academic writing, it is used to strengthen and support an argument or theory put forward in writing. The technology used in finding student references is; Google Scholar, Academia Edu, Browser, Eric, Zatero, Online Journal From Official Educational Institutions, Mendeley, Library Genesis, Taylor And Francis

---

<sup>60</sup> Michael Groves. 2015. *Friend or foe? Google Translate in language for academic purposes*. Elsevier journal, P.112-121

<sup>61</sup> Klaus Mundt & Michael Groves (2015). "Double-edged sword: benefits and policy implications of Google Translate in higher education" *European Journal of Higher Education* (6) 1, 28.

<sup>62</sup> Murniaty (2016). "kemampuan menulis yang harus dimiliki siswa di era digital" *medan:uwais*, p 16

The third, as has been said before that the use of translate alone is not enough in academic writing. Because translate does not understand the context that the author wants, so the author needs a checker technology such as grammarly to ensure the writing. The students' grammatical ability is actually the biggest difficulty faced by students so it is found that they are not sure about the quality of their own writing. They often encounter grammatical errors or grammatical errors in their writing so that it makes students themselves feel difficult. One solution to the problem is to apply the Automatic Grammar Checker in the process of writing an academic research proposal.

The fourth is assistive technology in paraphrasing. Students have difficulty in understanding how to paraphrase to avoid plagiarism. According to Thao Rinhi It is important in academia in higher education where students individually integrate source texts into their own texts using technology to reduce plagiarism due to lack of ability to paraphrase.<sup>63</sup> So that the use of paraphrasing technology makes it easier for students to write academic writing proposals. Specifically, paraphrasing is a writing strategy to put the ideas generated in a particular section in a different way, but change the meaning of the original source. It has been discussed in the research

---

<sup>63</sup>ThaoRinh hi (2022). " *The effects of paraphrasing on EFL students' academic writing*" *Journal of Language and Linguistic Studies* (18)1, 28



findings that the paraphrasing tools used by students are Quillbot, Seo Magnifier, and Paraphrasing Tool.

The fifth is in writing academic research proposals, students encounter several obstacles, such as difficulty in downloading certain files, so students must find ways using technology such as Sci Hub, Document Downloader to download online journals needed for research references.

The last is technology helps students in understanding more deeply about what is being researched, how to design good research, methods, instruments, validity reliability, data analysis techniques and data collection techniques. Technology has become a new learning concept in this digital era, including learning about how research will be carried out. Students in this case use Google and YouTube as their source of information about what they don't know about their research. From the statements above, it can be concluded that the technical knowledge of academic writing in the English Tadris Study program at IAIN Curup brought a positive response to students.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After analyzing and interpreting the data obtained in the previous chapter, conclusions and suggestions are the last part of this research. The conclusions below are the answers to the research questions of this study, while the suggestions are intended to provide information to researchers who are interested in conducting further research in this field.

#### **A. Conclusion**

First, the type of technological knowledge possessed by eighth semester students of the English Tadris Study Program at IAIN Curup in writing academic proposals is the Perspective Type. The second academic writing proposal for the eighth semester students of the English Tadris Study Program at IAIN Curup still has many errors, resulting in more fair and poor categories than excellent and good categories. The last is that technological knowledge helps students in overcoming some difficulties in writing academic proposals, such as; Technology helps in finding theories and references, Technology helps in checking grammar on student proposals for academic writing, Technology helps in paraphrasing, Technology helps in downloading the references needed in academic research proposals, Technology helps students in understanding more deeply about what is being researched, how to design good research, methods, instruments, validity reliability,

data analysis techniques and data collection techniques. Various technologies are used. Researchers found technologies used by students, such as: Google Translate, Google Document, Bing Translate, Google Scholar, Academia Edu, Browser, Eric, Zatero, Online Journal From Official Educational Institutions, Mendeley, Library Genesis, Taylor And Francis Grammarly, Google Doc, Ms Word Grammar Checker Quillbot, Seo Magnifier, Pharafrasing Tool Sci Hub, Document Downloader, Scribd, Youtube And Google.

## **B. Suggestion**

Based on the result, the researcher wants to give some suggestion to:

### **1. The English Students**

In accordance with technological advances, it would be better if students use technologies in academic writing to get academic writing that is more effective both in terms of time and quality. So that the quality of academic writing will be even better in the future. In accordance with its use, it would be better if students study the technologies contained in the research results in the hope that they will be technology literate and can make improvements to certain parts needed in academic writing.

### **2. The Other Researcher**

For other researchers, the study about is not limited only in this scope. This research is useful in finding the phenomenon that in

academic writing proposals there are still many students who have difficulty in writing. The researcher suggests to research more specifically about the difficulties in academic writing.

## REFERENCES

- Alhusban, M. “*Dampak Alat Teknologi Modern Terhadap Keterampilan Menulis Siswa Dalam Bahasa Inggris Sebagai Bahasa Kedua*”. David Publishing 6. No 7. (Juli 2018):439.
- Anderson and Poole.2001. *Assignment and Thesis Writing*. Australia: John Wiley & Sons Australia P.4
- Angeli, And Valanides, N. (2009). *Epistemological and methodological issues for the conceptualization, development, and assessment of ICT–TPCK: Advances in technological pedagogical content knowledge (TPCK)*. *Computers & Education*, 52, 154-168. <https://doi.org/10.1016/j.compedu.2008.07.006>
- Arikunto, S. (2010). *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Jakarta: Rineka Cipta.
- Brown, C., DeHayes, D., Hoffer, J., Martin, E., & Perkins, W. (2012). *Managing information technology (7th ed.)*. Upper Saddle River, NJ: Prentice Hall.64
- Carpenter, S. (1974). Modes of knowing and technological action. *Philosophy Today*, 18(2), 162-168.
- Ferdiana Desi. Thesis. ” *Improving The Eighth Grade Students’ Skills In Writing Recount Texts Through Picture Series At Smp N 3 Pakem In The Academic Year Of 2013/2014*”. ( Yogyakarta : UniversitasNegeri Yogyakarta.2014).1
- Flower, L. (1979). *Writer-based prose: A cognitive basis for problems in writing*. *College English*, 19-37.
- Frey, R.E. (1989). A philosophical framework for understanding technology. *Journal of Industrial Teacher Education*, 27(1), 26.
- GayL.1987. *Education Research: Competencies for Analysis and Application (ThirdEdition)*.Columbus: MerrillPublishing. 481
- Glenn A. Bowen. 2009. *Document Analysis as a Qualitative Research Method*. *Qualitative Research Journal*, 9(2):27-40.
- Herschbach, D. R. (1995). *Technology as knowledge: Implications for instruction*. *Journal of Technology Education*, 7(1):31-42.
- Hoel.1990. *Composition-Pedagogy in Norwegian: Process Writing in Theory and Practice*. Oslo: Landslaget for nor skunder visning and I. W. Cappelen Forlag.20-23.
- Hosima, Alice And Ann Hogue. 1999. *Writing Academic English Third Edition*. New York: Longman. P.265.
- Houkes, W. (2009).The nature of technological knowledge.in a. meijers (Ed.),

- Handbook of the Philosophy of Science (Vol.9. pp. 309-350). Amsterdam, Netherland: Elsevier.
- Izlamiahriski. *The effective of mind maple application on students' writing ability at SMAN 3 Rejang Lebong; thesis*.14.
- Kalandadze, Maya. 2000. *English Academic Writing*. Tbilisi Georgia: the Center for Social Sciences. P.3
- Kheryadi. (2017). *The Student's Ability And Problems In Writing Introduction Of Research Proposal*. EEAL Journal (English Education And Applied Linguistics Journal), 1 (1), 8.
- Kheryadi. (2017). *Kemampuan Mahasiswa Dan Masalah Dalam Menulis Pengantar Proposal Penelitian*. EEAL Journal (Jurnal Pendidikan Bahasa Inggris Dan Linguistik Terapan), 1 (1), 7-8.
- Klaus Mundt & Michael Groves (2015). "Double-edged sword: benefits and policy implications of Google Translate in higher education" *European Journal of Higher Education* (6) 1, 28.
- Kushner, B and Ward, C. L. (2013). *Teaching with technology: Using TPACK to understand teaching expertise in online higher education*. *Journal of Educational Computing Research*, 48(2), 153-172. <https://doi.org/10.2190/EC.48.2>.
- lincheung and harijang "indonesian journal of applied linguistics" Vol. 10 No. 2, September 2020. 551-561
- Lynette Pretorius. thesis: *Writing Proposal and Theses in Education*. (Clayton Australia : Monash University. 2020) P.27-29.
- Mishra And Matthew J. Koehler. 2009. "Technological Pedagogical Content Knowledge (TPACK): The Development And Validation Of An Assessment Instrument For Preservice Teachers". Mahwah, NJ: Lawrence Erlbaum Associates. 131
- Mitcham, C. (1978). Types of technology. *Research in philosophy and technology*, I, 256
- Monippally And Pawar .2010. "Academic Writing: A Guide For Management Students And Researchers". Columbia: Sage Response Publications. 78.
- O'Malley, J. Michael & Pierce, Lorraine Valdes. 1966. "Authentic Assessment for English Language Learners: Practical Approaches for Teachers". New York: Addison-Wesley Publishing Company. 142.
- Perrin, J (1990). The inseparability of technology and work organizations. *History and Technology*, 7(1), 1-13.
- Perrow, Charles. 1967. "A Framework for the Comparative Analysis of Organizations." *American Sociological Review* 32: 194-208.
- Rowenna M, Moore Sarah. (2006). *The Handbook of Academic Writing: A Fresh Approach*. New York: Open University Press. 11

- Sugiyono, *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p. 199
- Syed Muhamad Sajjad Khoir. 2016. *Basic Guidelines for Research: An Introductory Approach for All Disciplines*. Book Zone Publication, ISBN: 978-984-33-9565-8, Chittagong-4203, Bangladesh. P.147-148.
- Thao Rinh hi (2022). " *The effects of paraphrasing on EFL students' academic writing*" *Journal of Language and Linguistic Studies* (18)1, 28
- Vincenti, W. G. (1984). *Technological knowledge without science: The innovation of flush riveting in American, ca. 1930-ca. 1950*. *Technology and Culture*, 25(3), 556.
- Wheelwright, 2006, *Thepresocratics*. New York: The Odyssey Press.328

# A P P E N D I C E S



## Appendix 1

## SK PEMBIMBING

 <b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI CURUP</b> <b>FAKULTAS TARBIVIAH</b> <small>Jalan : Jalan DR. A.K. Gani No 1 Kotak Pos 198 Curup-Bengkulu Telpn. (0732) 21010  Fax. (0732) 21010 Homepage (http://www.iaincurup.ac.id) E-Mail : iaincurup@iaincurup.ac.id</small>	
<b>KEPUTUSAN DEKAN FAKULTAS TARBIVIAH</b>	
Nomor : 19p/Tabur.2022	
Tentang	
<b>PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI</b> <b>INSTITUT AGAMA ISLAM NEGERI CURUP</b>	
<b>Membina</b>	<ul style="list-style-type: none"> <li>a. Bekerja untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;</li> <li>b. Bekerja sesuai yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk ditunjuk tugas sebagai pembimbing I dan II;</li> </ul>
<b>Mengingat</b>	<ul style="list-style-type: none"> <li>1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional;</li> <li>2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;</li> <li>3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;</li> <li>4. Keputusan Menteri Pendidikan Nasional RI Nomor 1843/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;</li> <li>5. Keputusan Menteri Agama RI Nomor B.113/1544/ tanggal 18 April 2018 tentang Peningkatan Rektor IAIN Curup Periode 2018-2022;</li> <li>6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Tata Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup;</li> <li>7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 April 2022 tentang Peningkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.</li> </ul>
<b>Memperhatikan</b>	<ul style="list-style-type: none"> <li>1. Surat Rekomendasi dari Tadris Bahasa Inggris Nomor: 162/PT 2/PP/00 9/TD/2022</li> <li>2. Berita Acara Seminar Proposal Hari, Senin, 18 April 2022</li> </ul>
<b>MEMUTUSKAN :</b>	
<b>Menetapkan</b>	
<b>Pertama</b>	<ul style="list-style-type: none"> <li>1. <b>Dr. Eka Apriani M.Pd</b> <b>199004032015032015032005</b></li> <li>2. <b>Henny Septia Utami, M.Pd</b> <b>2016098903</b></li> </ul> <p>Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :</p> <p><b>N A M A</b> : <b>Dina Anggraini</b>  <b>N I M</b> : <b>18551020</b>  <b>JUDUL SKRIPSI</b> : <b>Students' Technological Knowledge On Academic Writing English Tadris Study Program At IAIN Curup</b></p>
<b>Kedua</b>	Proses bimbingan dilakukan sebanyak 4 kali pembimbing I dan 1 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi;
<b>Ketiga</b>	Pembimbing I bertugas membimbing dan mengontrol hal-hal yang berkaitan dengan substansi dan bentuk skripsi. Untuk pembimbing II bertugas dan mengontrol dalam penggunaan bahasa dan metodologi penulisan;
<b>Keempat</b>	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku;
<b>Kelima</b>	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya;
<b>Keenam</b>	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan;
<b>Ketujuh</b>	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku;
<p>Ditetapkan di Curup,  Pada tanggal 25 April 2022</p> <p><b>Dekan,</b></p>  <b>Huda Nural</b>	
<b>Tembusan :</b>	
1.	Rektor
2.	Bendahara IAIN Curup;
3.	Kabag Akademik kemahasiswaan dan kerja sama;
4.	Mahasiswa yang bersangkutan;

## APPENDIX 2

## SK PENELITIAN



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
 Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : S/01 /In.34/FT/PP.00.9/06/2022 02 Juni 2022  
 Lampiran : Proposal dan Instrumen  
 Hal : Permohonan Izin Penelitian

Kepada Yth. **Rektor IAIN Curup**

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S. 1 pada Institut Agama Islam Negeri Curup :

Nama : Dina Anggraini  
 NIM : 18651020  
 Fakultas/Prodi : Tarbiyah / Tadris Bahasa Inggris  
 Judul Skripsi : Students' Technological Knowledge on Academic Writing English Tadris Study  
 Program at IAIN Curup  
 Waktu Penelitian : 02 Juni 2022 s.d 02 September 2022  
 Lokasi Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
 Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,






















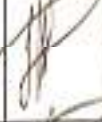




  
 Sakut Anshori, S.Pd.I., Hum

NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth :

1. Rektor
2. Wakil 1
3. Ka. Biro ALIAK
4. Arsip

## APPENDIX 3

 IAIN CURUP					 IAIN CURUP				
NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa	NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	25/04/2022	Rearrange the specific title	✓		1	25/04/2022	3 research questions		
2	29/04/2022	ESQ map about theory	✓		2	26/04/2022	Make title to use first source		
3	28/05/2022	Change rubric of academic writing	✓		3	27/05/2022	Experience research member		
4	30/05/2022	Validasi	✓		4	29/05/2022	fixed about subject research		
5	18/06/2022	Validity & Reliability	✓		5	30/05/2022	Validasi		
6	16/06/2022	Partner & Instrument	✓		6	10/06/2022	Validity & Reliability		
7	28/07/2022	Ace Sidang	✓		7	16/06/2022	bab 1-5		
8			✓		8	22/07/2022	Ace Sidang		

## APPENDIX 4

## Instrument Validated

## Blue Print of Technological knowledge questionnaire

No	Type knowledge	Criteria	Questions
1.	Descriptive knowledge ( <del>pengetahuan teknologi mendasar dan terstruktur, sebagaimana semestinya</del> ). (knowledge possessed by individuals about technology that is still basic based on proper procedures)	Basic technology	I use technology in academic writing
			I know about technology in academic
			My knowledge of technology sufficient in academic writing
			I use hardware and software for academic writing
			I am able to take advantage of every feature in the software I use for academic writing
		Structured according to procedures	I use technology when writing academics systematically
			I use technology in academic writing according to its use
			I describe or present actual academic writing with technology
			My knowledge of technology make your academic writing structures
			I have a pattern, structured time as recommended using technology in academic writing
2.	Perspective knowledge ( <del>Pengetahuan teknologi yang ada karena proses uji coba / trial and error agar lebih efektif, sehingga kurang terikat pada prinsip-prinsip ilmiah</del> ) (a form of knowledge that is used to find out whether something can happen and is accepted as a fact through a trial	result of experiment/ trial and error	I am trying new technologies to make my academic writing easier
			I am trying modifying the software I use in academic writing
			I use certain technologies to predict whether my academic writing is good
			I compare the academic tools I use with other tools to determine the quality of my academic writing
			I combine multiple technologies to get good academic writing
		Useful / effective	The technology I use effective in academic writing
			My academic writing been checked by my technological knowledge
			I use academic writing tools based on the situation you need
			I use several software tools such as features on the internet, and web for my academic writing
			My knowledge of technology help me modify my

	and error process)		academic writing to be better
3.	<p>Tacit knowledge</p> <p><del>(Pengetahuan teknologi yang bersifat procedural dan implicit sehingga orang yang mempunyai pengetahuan tacit adalah orang yang benar benar tahu teknologi dibanding pengetahuan teknologilainnya.)</del></p> <p>(Tacit knowledge is implicit and procedural, so a person with Tacit knowledge knows the 'how', 'what', 'why' of the technology used)</p>	high-technology trial	<p>I have technology that no one else has</p> <p>I have ever managed to combine multiple technologies for good academic writing</p> <p>I have/ found my own suitable technology to support good academic writing?</p> <p>I understand every detail of my technology in writing academic research proposal</p> <p>My knowledge of technology be difficult to teach to many people</p> <p>My knowledge about academic writing technology can be taught to individuals only</p> <p>My technology knowledge has to use Descriptions, diagrams, and pictures to help explain my academic writing</p> <p>I know what technology I use in my academic writing, what is it, how and why</p> <p>My knowledge of technology in academic writing more practical</p> <p>My tech-savvy able to figure out the right words and know specific content based on the need I am going to express to attract and engage readers</p>

### Notes from Validator:

1. The instruments had been validated.
2. The validator validated the instruments into two things;  
*The first* is content, including the coherence between the statements and indicators stated in theory.  
*The second* is the accuracy of grammatical aspects used in the instrument. The **blue** colour phrases are added or revised to be coherent with the theory in chapter II.
3. Be careful to put the footnote to your instrument
4. Furthermore, the test data must be calculated using statistical calculations with an accurate validity and reliability formula. If later the calculation results show that there are several items that are invalid or unreliable, then the researcher is obliged to delete these items or revise them with new items until they are valid.

June, 2022

Validator



Nastiti Handayani, M.Pd

## APPENDIX 5

### Blue print of Document analysis for academic writing proposal

No	Aspects	Item as regards	Indicators
1.	Introduction	Background of the research	Provide general information about the area under study, phenomena, argumentative theory related to research issues, a brief review of the findings of previous research examining the domain the same as the research area and an explanation that shows the aspects that distinguish this study from the previous studies.
			Provide a thesis statement proposing that the researcher will conduct research with the title “.....”. Provide a brief review of the merits of research.
		Research questions	Giving a statement that based on the background, and then the researcher formulates the research question as follows. Write down research questions one by one
		Objectives of the research	Giving a speech that based on the formulation of research questions, the research objectives are as follows. Write the research objectives in the form of bullets such as research questions, or write the research objectives in paragraph form.
		Operational definitions	Provide a literal definition of the issue or variables in the study. Provide a theoretical definition of the issue or variables you raised in your research, Provide contextual definitions related to issues or variables in research
		Significances of the research	Conveys that research will be useful and contributes to the relevant literature. Giving speech that research will be useful for several parties. Provide an explanation regarding the benefits of research for these parties.
2.	Literature review	Aspect of the issue, topic or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed explanation from definition, description, to related concepts)
			Related factors based on theory and their explanations
			Indicators (indicators, elements, aspects, characteristics, domains, or dimensions) based on theory and explanations.
			Provide a review of the benefits of the issue, topic or variable, the benefits of studying the issue, topic or variable or the advantages and disadvantages.
		Hypothesis	Provide hypothesis referred to from element
Review of related findings	Provide previous findings related to the study and explanation of the difference between the research to be studied and previous research. (method, scope side, or participant context)		
3.	Research method	kind of the research	A review of the type of research, where it will be researched, and the research planning table.
		Population and sample	A review of which participants will be involved; what sampling technique will be used in selecting participants; How many participants will be involved
		Techniques of collecting	a review of the data collection techniques you will use to answer the research question

		data	
		Instruments	Provide an explanation of the instrument that will be used to answer each research question. Presents a blueprint table for each instrument.
		Validity and reliability	Give a review about reliability and validity how to make instruments to be reliable and valid.
		Technique of data analysis	a review of the techniques used to analyze the data. The way of analysis and explanation must be in accordance with the research method.

**Notes from validator :**

1. This instrument has been validated and is ready to be used for data collection studies.
2. Parts that are validated include:
  - a) synchronization of theory from chapter 2 to the formulation of indicators, and synchronization of indicators as a blueprint for each item from the checklist and items from the interview.
  - b) adding items in order to obtain sufficient data in accordance with the research objectives and inserted indicators.
  - c) improve the linguistic area of each item (vocabulary, spelling, grammar)

June, 2022

Validator



Nastiti Handayani, M.Pd



## APPENDIX 6

## Blue print of interview

No	Categories	Problem
1.	Introductions	<p>Basic knowledge</p> <p>1. How do you use basic technology to write the introduction to your research proposal?</p> <p>2. How do you use your basic knowledge of technology to achieve your desired results in writing an introduction?</p> <hr/> <p>Structured and procedures</p> <p>3. How do you use technology according to the correct procedure in writing your proposal introduction?</p> <p>4. How do you use technology according to its proper use in writing the introduction to your proposal?</p> <p>5. How do you make your academic writing structured and systematic?</p> <hr/> <p>Result of trial and error</p> <p>6 Why did you try other technologies to write your introduction?</p> <p>7. How do you do trial and error with technology to write your introduction effectively?</p> <p>8. How do you combine multiple technologies to write your introduction?</p> <p>9. What do you do if the technology you use in writing introduction doesn't work well ?</p> <hr/> <p>Useful and effective</p> <p>10. How can the technology you use get a good quality introduction to your proposal?</p> <p>11. How effective is the technology you use in writing your introduction?</p> <p>12 how do you check the quality of your introduction using technology?</p> <hr/> <p>High technology trial</p>
		<p>13 How can you understand every detail of the technology used in writing the introduction?</p> <p>14 Why is the technology you used in your introduction more practical than others?</p> <p>15. How does the technology that you use in writing introduction work?</p>



2.	Literature review	<p>Basic knowledge</p> <p>1. How do you use basic technology to write the literature review to your research proposal?</p> <p>2. How do you use your basic knowledge of technology to achieve your desired results in writing an literature review?</p> <hr/> <p>Structured and procedures</p> <p>3. How do you use technology according to the correct procedure in writing your proposal literature review?</p> <p>4. How do you use technology according to its proper use in writing the literature review to your proposal?</p> <hr/> <p>Result of trial and error</p> <p>5. Why did you try other technologies to write your literature review?</p> <p>6. How do you do trial and error with technology to write your literature review effectively?</p> <p>7. How do you combine multiple technologies to write your literature review?</p> <p>8. What do you do if the technology you use in writing literature review doesn't work well ?</p> <hr/> <p>Useful and effective</p> <p>9. How can the technology you use get a good quality literature review to your proposal?</p> <p>10. How effective is the technology you use in writing your literature review?</p> <p>11. how do you check the quality of your literature review using technology?</p> <hr/> <p>High technology trial</p> <p>12. How can you understand every detail of the technology used in writing the literature review?</p> <p>13. Why is the technology you used in your literature review more practical than others?</p> <p>14. How does the technology that you use in writing literature review work?</p>
3.	Research	Basic knowledge

	methodology	<p>1. How do you use basic technology to write the research methodology to your research proposal?</p> <p>2. How do you use your basic knowledge of technology to achieve your desired results in writing anresearch methodology?</p>
	Structured and procedures	<p>3. How do you use technology according to the correct procedure in writing your proposal research methodology?</p> <p>4. How do you use technology according to its proper use in writing the research methodology to your proposal?</p>
	Result of trial and error	<p>5. Why did you try other technologies to write your research methodology?</p> <p>6. How do you do trial and error with technology to write your research methodology effectively?</p> <p>7. How do you combine multiple technologies to write your research methodology?</p> <p>8. What do you do if the technology you use in writing research methodology doesn't work well ?</p>
	Useful and effective	<p>9. How can the technology you use get a good quality research methodology to your proposal?</p> <p>10. How effective is the technology you use in writing your research methodology?</p> <p>11. How do you check the quality of your research methodology using technology?</p>
	High technology trial	<p>12. How can you understand every detail of the technology used in writing the research methodology?</p> <p>13. Why is the technology you used in your research methodology more practical than others?</p> <p>14. How does the technology that you use in writing research methodology work?</p>

**Notes from validator :**

Based on the results of professional judgment, there were several points that were corrected by the validator.

That is:

1. Improve grammar and word choice according to each word item
2. Adding several items to be more focused in negotiating technological knowledge on academic writing based on theoretical outlines or indicators used as instrument frameworks.

June, 2022

Validator



Nastiti Handayani, M.Pd



## REABILITY CHECK

Respondent																															total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Respondent 1	3	3	4	4	4	1	3	4	3	3	3	3	3	1	3	3	2	4	4	1	3	2	4	3	1	3	1	3	3	4	86
Respondent 2	3	3	4	4	5	4	4	4	3	2	4	4	4	4	4	4	4	4	5	4	4	4	4	3	4	4	4	4	4	116	
Respondent 3	4	3	3	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	5	2	4	4	4	3	2	3	2	4	4	109	
Respondent 4	5	4	4	3	5	5	4	4	4	2	5	4	4	5	4	3	4	5	5	4	5	4	4	5	5	4	3	5	4	126	
Respondent 5	4	4	4	3	4	4	4	4	4	2	4	3	5	5	2	4	4	4	1	2	4	2	2	2	2	2	4	3	4	100	
Respondent 6	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	5	5	3	4	4	4	4	4	4	4	4	4	4	136	
Respondent 7	4	4	5	3	5	5	3	4	4	2	4	3	2	2	3	4	4	5	2	2	3	2	3	4	2	2	4	3	4	101	
Respondent 8	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	4	4	2	5	3	4	4	4	4	4	4	4	4	120	
Respondent 9	3	2	4	4	5	2	4	4	4	4	4	3	4	4	3	4	4	5	2	4	5	3	3	2	4	2	1	2	3	101	
Respondent 10	3	4	3	4	4	3	3	4	4	1	4	2	5	2	3	3	4	4	2	3	4	2	3	3	3	4	3	4	4	98	
Respondent 11	3	3	4	4	5	5	4	4	3	4	4	4	4	4	4	4	4	4	2	5	4	4	4	4	3	4	4	4	4	117	
Respondent 12	4	4	3	3	4	5	4	4	3	5	3	2	2	4	2	4	4	4	4	4	4	2	2	4	2	2	5	5	4	106	
Respondent 13	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	2	5	5	5	5	145	
Respondent 14	4	4	4	3	4	5	3	3	4	5	3	3	5	4	3	5	5	5	5	5	4	2	3	3	3	4	3	3	4	115	
Respondent 15	4	4	4	3	5	5	4	4	3	4	3	2	2	2	2	4	4	4	4	5	4	2	2	4	2	2	5	4	4	105	
Respondent 16	5	5	5	4	5	5	5	5	4	5	5	5	5	2	5	5	4		5	4	5	5	5	5	4	4	4	5	5	135	
<b>Varian Butir</b>	0.595833333	0.6	0.5	0.5	0.3	1.5	0.4	0.3	0.4	1.9	0.5	1.1	1.3	1.7	1.1	0.5	0.5	0.3	2.3	1.7	0.5	1.4	0.9	0.9	1.2	1	1.6	0.8	0.3	0.3	255
<b>Jmlh Varian Butir</b>	26.53214286																														
<b>Varian Total</b>	255																														
<b>r11</b>	0.926706407																														
<b>Reliabilitas</b>	Sangat Tinggi																														
<b>Koefisien Reliabilitas</b>	Interpretion																														
<b>0,926</b>	<b>Sangat Reliable</b>																														

Kategori Koefisien Reliabilitas	
Koefisien	Kategori
$0,90 \leq \alpha \leq 1,00$	Sangat Reliabel
$0,70 \leq \alpha \leq 1,00$	Reliable
$0,40 \leq \alpha \leq 1,00$	Cukup Reliable
$0,20 \leq \alpha \leq 1,00$	Kurang Reliable
$\leq 1,00$	Tidak Reliabel

## Appendix 9

### Document Analysis

Name : AinulMardiyya

NIM :

Title : The Effect of English Song Towards Students' Integrated Islamic Vocational High School KhoiruUmmah Motivation in Learning English

No	Aspects	Item as regards	Indicators	Exist	Not	Notes
1.	Introduction	Background of	provide general information about the area under study (big issues that accommodate the research review, a brief definition, and why important to study)	✓		
			provide theories of the relationship between independent variable and dependent variable if quantitative research		✓	There is no theory about the relationship between independent and dependent variable. The theory should be included to strengthen the variables to be studied.
			provide argumentative theory related to research variables	✓		
			Provide a brief review of the findings of previous research examining the same as the research area.		✓	There is no review of the findings of previous research examining the domain the same as the research area.
			Provide an explanation that shows the aspects that distinguish this study from previous studies.		✓	There is no explanation that shows the aspects that distinguish this study from the previous studies.
			Provide a thesis statement proposing that the researcher will conduct research on the title ".....".	✓		
			Provide a brief review of the merits of your research.	✓		
		Research question	Giving a statement that based on the background, and then the researcher formulates the research question as follows.	✓		
			Write down research questions one by one	✓		
		Objectives of the	Giving a speech that based on the formulation of research questions, objectives are as follows.	✓		
			Write the research objectives in the form of bullets such as research objectives and write the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.	✓		
			Provide a theoretical definition of the issue or variables you raise in your research	✓		

			Provide contextual definitions related to issues or variables in research	✓		
		Significances research	Conveys that research will be useful and contributes to the relevant literature		✓	In significant writing, the researcher did not explain that research will be useful and contributes to literature, research will be useful for several parties. an explanation regarding the benefits of research for these parties.
			Giving speech that research will be useful for several parties.		✓	
			Provide an explanation regarding the benefits of research for these parties		✓	
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provides theory and explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or based on theory and explanations.	✓		
			Provide a review of the benefits of the issue, topic or variable or, the advantages and disadvantages of studying the issue, topic or variable or the advantages and disadvantages	✓		
		Hypothesis	Provide hypothesis referred to from element		✓	The researcher did not write the hypothesis in the literature review
		Review of related literature	Provide concept of Aspect of the issue or Variable (Provides theory and explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
3.	Research methodology	kind of the research	A review of the type of research, where it will be researched, and planning table.	✓		
		Population and sample	A review of which participants will be involved; what sampling techniques used in selecting participants; How many participants will be involved	✓		
		Techniques of data collection	a review of the data collection techniques you will use to answer the research question	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer the research question.	✓		
			Presents a blueprint table for each instrument.	✓		

		Validity and reliability	Give a review about reliability and validity how to make instruments testable and valid.	✓		
		Technique of data analysis	a review of the techniques used to analyze the data. The way of data analysis explanation must be in accordance with the research method.	✓		



Name : Amallia Agustina

NIM : 18551004

Title : The Correlation between Students' Self – Regulated learning Motivation and Their Speaking Skill

No	Aspects	Item as regards	Indicators	Exist	Not	Notes
1.	Introduction	Background of	provide general information about the area under study (big issue that accommodate the research review, a brief definition, and why the issue to study)	✓		
			provide theories of the relationship between independent variables with the variable if quantitative research	✓		
			provide argumentative theory related to research variables	✓		
			Provide a brief review of the findings of previous research examining the same as the research area.		✓	The research should provide information brief review of the findings of previous examining the domain the same as the area.
			Provide an explanation that shows the aspects that distinguish this study from previous studies.		✓	The research should provide information explanation that shows the aspects that distinguish this study from the previous studies
			Provide a thesis statement proposing that the researcher will conduct research with title “.....”.	✓		
			Provide a brief review of the merits of your research.	✓		
		Research question	Giving a statement that based on the background, and then the researcher the research question as follows.		✓	The research should write a statement that based on the background, and then the researcher the research question as follows.
			Write down research questions one by one	✓		
		Objectives of the	Giving a speech that based on the formulation of research questions, objectives are as follows.	✓		
			Write the research objectives in the form of bullets such as research questions, the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.		✓	The research should provide information literal definition of the issue or variables in the study.

			Provide a theoretical definition of the issue or variables you raised in your research		✓	The research should provide information on the theoretical definition of the issue or variables raised in your research
			Provide contextual definitions related to issues or variables in research		✓	The research should provide information on contextual definitions related to issues or variables in research
		Significances of research	Conveys that research will be useful and contributes to the relevant literature	✓		
			Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties.	✓		
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or dimensions) on theory and explanations.	✓		
			Provide a review of the benefits of the issue, topic or variable or, the advantages and disadvantages of studying the issue, topic or variable or the advantages and disadvantages.	✓		
		Hypothesis	Provide hypothesis referred to from element	✓		
		Review of related literature	Provide concept of Aspect of the issue or Variable (Provides theory and explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
3.	Research methodology	kind of the research	A review of the type of research, where it will be researched, and the research table.	✓		
		Population and sample	A review of which participants will be involved; what sampling technique in selecting participants; How many participants will be involved	✓		
		Techniques of data collection	a review of the data collection techniques you will use to answer the research question.	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer each research question.	✓		
			Presents a blueprint table for each instrument.	✓		

		Validity and reliability	Give a review about reliability and validity how to make instruments to be valid.		✓	The researcher should give a review about reliability and validity how to make instruments to be reliable and valid
		Technique of data analysis	a review of the techniques used to analyze the data. The way of explanation must be in accordance with the research method.	✓		

Name : Ardian Majid

NIM : 18551009

Title : The Correlation between Self-confidence and Speaking Ability

No	Aspects	Item as regards	Indicators	Exist	Not	Notes
1.	Introduction	Background of	provide general information about the area under study (big issue or area that accommodate the research review, a brief definition, and why the issue is study)	✓		
			provide theories of the relationship between independent variables with the variable if quantitative research	✓		
			provide argumentative theory related to research variables	✓		
			Provide a brief review of the findings of previous research examining the same as the research area.	✓		
			Provide an explanation that shows the aspects that distinguish this study from previous studies.		✓	The researcher should provide an explanation that shows the aspects that distinguish this study from the previous studies.
			Provide a thesis statement proposing that the researcher will conduct research with the title ".....".	✓		
			Provide a brief review of the merits of your research.	✓		
		Research question	Giving a statement that based on the background, and then the researcher formulates a research question as follows.	✓		
			Write down research questions one by one	✓		
		Objectives of the	Giving a speech that based on the formulation of research questions, the objectives are as follows.	✓		
			Write the research objectives in the form of bullets such as research questions and the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.	✓		
			Provide a theoretical definition of the issue or variables you raised in your research	✓		
			Provide contextual definitions related to issues or variables in research	✓		
		Significances	Conveys that research will be useful and contributes to the relevant literature	✓		

		research	Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties.	✓		
2.	Literature re	Aspect of the is variable	Concept of Aspect of the issue or Variable (Provides theory and detailed from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or dimen on theory and explanations.	✓		
			Provide a review of the benefits of the issue, topic or variable or, the benefits the issue, topic or variable or the advantages and disadvantages.	✓		
			Hypothesis	Provide hypothesis referred to from element	✓	
		Review of relat	Provide concept of Aspect of the issue or Variable (Provides theory explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
3.	Research me	kind of the rese	A review of the type of research, where it will be researched, and the resea table.	✓		
		Population and	A review of which participants will be involved; what sampling technique in selecting participants; How many participants will be involved	✓		
		Techniques of data	a review of the data collection techniques you will use to answer the research	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer ea question.	✓		
			Presents a blueprint table for each instrument.		✓	The researcher should presents a blu for each instrument
		Validity and rel	Give a review about reliability and validity how to make instruments to be valid.	✓		
		Technique of da	a review of the techniques used to analyze the data. The way of analysis and must be in accordance with the research method.	✓		

Name : Astuti

NIM : 18551011

Title : The Correlation between Students' Autonomous Learning Towards Students' Achievement in Online Learning

No	Aspects	Item as regards	Indicators	Exist	Not	Notes	Score
1.	Introduction	Background of	provide general information about the area under study or area that accommodate the research review, a brief definition, issue is important to study)	✓			
			provide theories of the relationship between independent with the dependent variable if quantitative research	✓			
			provide argumentative theory related to research variables	✓			
			Provide a brief review of the findings of previous studies examining the domain the same as the research area.	✓			
			Provide an explanation that shows the aspects that distinguish study from the previous studies.	✓			
			Provide a thesis statement proposing that the researcher will conduct research with the title ".....".	✓			
			Provide a brief review of the merits of your research.	✓			
		Research question	Giving a statement that based on the background, a researcher formulates the research question as follows	✓			
			Write down research questions one by one	✓			
		Objectives of the	Giving a speech that based on the formulation of research questions, the research objectives are as follows.	✓			
			Write the research objectives in the form of bullet points, research questions, or write the research objectives in paragraph form.	✓			
		Operational definition	Provide a literal definition of the issue or variables in your research		✓		The researcher should provide a definition of the issue or variables in your study.
			Provide a theoretical definition of the issue or variables in your research		✓		The researcher should provide a definition of the issue or variables in your research

			Provide contextual definitions related to issues or research	✓			
		Significances research	Conveys that research will be useful and contribute relevant literature.	✓			
			Giving speech that research will be useful for several parties.	✓			
			Provide an explanation regarding the benefits of research parties.	✓			
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provide detailed explanation from definition, description, concepts)	✓			
			Related factors based on theory and their explanations	✓			
			Indicators (indicators, elements, aspects, characteristics or dimensions) based on theory and explanations.	✓			
			Provide a review of the benefits of the issue, topic or the benefits of studying the issue, topic or variables advantages and disadvantages.		✓	The researcher should provide the benefits of the issue, topic or the benefits of studying the issue variable or the advantages disadvantages.	
		Hypothesis	Provide hypothesis referred to from element		✓	The researcher should provide referred to from element	
		Review of related	Provide concept of Aspect of the issue or Variable theory and detailed explanation from definition, description, related concepts)	✓			
Related factors based on theory and their explanations	✓						
3.	Research methods	kind of the research	A review of the type of research, where it will be used in the research planning table.	✓			
		Population and sample	A review of which participants will be involved; which technique will be used in selecting participants; participants will be involved	✓			
		Techniques of data collection	a review of the data collection techniques you will use to answer the research question	✓			
		Instruments	Provide an explanation of the instrument that will be used to answer each research question.	✓			

			Presents a blueprint table for each instrument.	✓			
		Validity and reliability	Give a review about reliability and validity of instruments to be reliable and valid.	✓			
		Technique of data analysis	a review of the techniques used to analyze the data. analysis and explanation must be in accordance with method.	✓			



Name : Azah Sari Veronica

NIM :

Title : Introvert and Extrovert TBI Students' Learning Strategies of Speaking Skills

	Aspek	Item as re	Indicators			Notes
1.	Introduction	Background of	provide general information about the area under study (big issue or accommodate the research review, a brief definition, and why important to study)	✓		
			Provide phenomena (problems found in the realm of issues. Phenomena in the form of contextual problems or problems that arise from previous research)		✓	The researcher should provide phenomena found in the realm of issues
			Provide argumentative theory related to research issues		✓	The researcher should provide argumentative theory related to research issues
			Provide a brief review of the findings of previous research examining the same as the research area.		✓	The researcher should provide a brief review of the findings of previous research examining the same as the research area
			Provide an explanation that shows the aspects that distinguish this study from the previous studies.		✓	The researcher should provide an explanation of the aspects that distinguish this study from the previous studies
			Provide a thesis statement proposing that the researcher will conduct research with the title ".....".	✓		
			Provide a brief review of the merits of your research.		✓	The researcher should provide a brief review of the merits of your research
		Research question	Giving a statement that based on the background, then the researcher should state the research question as follows. Write down research questions one by one.	✓		
		Objectives of the study	Write the research objectives in the form of bullets such as research objectives or write the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.	✓		
Provide a theoretical definition of the issue or variables you raise in your research	✓					

			Provide contextual definitions related to issues or variables in research	✓		
		Significances research	Conveys that research will be useful and contributes to the relevant literature		✓	The researcher should explain that the research is useful and contributes to the relevant literature
			Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties	✓		
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provides theory and explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, dimensions) based on theory and explanations.	✓		
			Give a review about the benefits of the issue, topic or variable or, the advantages and disadvantages of studying the issue, topic or variable or the advantages and disadvantages		✓	The researcher should give a review about the benefits of the issue, topic or variable or, the advantages and disadvantages
		Review of related research	provide previous findings related to the study.	✓		
			Provide an explanation of the difference between the research to be conducted and previous research. (method, scope side, or participant context)	✓		
3.	Research methods	kind of the research	A review of the type of research, where it will be researched, and planning table.	✓		
		Subjects of the research	A review of which participants will be involved; what sampling techniques will be used in selecting participants; How many participants will be involved	✓		
		Techniques of data collection	a review of the data collection techniques you will use to answer the research question	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer the research question.	✓		
			Presents a blueprint table for each instrument.		✓	The researcher should presents a blueprint table for each instrument

		Validity and reliability	Give a review about reliability and validity how to make instruments reliable and valid.		✓	The researcher should give a review about reliability and validity how to make instruments to be reliable
		Technique of data analysis	a review of the techniques used to analyze the data. The way of explanation must be in accordance with the research method.	✓		

Name : BayuSegara

NIM : 18551014

Title : Using ICT to Increase Students' Creativity in Learning Process of Speaking for Daily Communication

No	Aspects	Item as regards	Indicators	Exist	Not	Notes
1.	Introduction	Background of	provide general information about the area under study (big issue or area that accommodate the research review, a brief definition, and why the issue is study)	✓		
			provide theories of the relationship between independent variables with the variable if quantitative research	✓		
			provide argumentative theory related to research variables	✓		
			Provide a brief review of the findings of previous research examining the same as the research area.		✓	The researcher should provide a brief the findings of previous research examining the domain the same as the research area.
			Provide an explanation that shows the aspects that distinguish this study from previous studies.		✓	The researcher should provide an explanation shows the aspects that distinguish this study from the previous studies
			Provide a thesis statement proposing that the researcher will conduct research titled ".....".	✓		
			Provide a brief review of the merits of your research.	✓		
		Research question	Giving a statement that based on the background, and then the researcher formulates a research question as follows.		✓	The researcher should give a statement based on the background, and then the researcher formulates the research question as follows.
			Write down research questions one by one	✓		
		Objectives of the	Giving a speech that based on the formulation of research questions, the objectives are as follows.	✓		
			Write the research objectives in the form of bullets such as research questions, then the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.		✓	The researcher should provide a literal definition of the issue or variables in the study.
			Provide a theoretical definition of the issue or variables you raised in your research.	✓		

			Provide contextual definitions related to issues or variables in research	✓		
		Significances research	Conveys that research will be useful and contributes to the relevant literature	✓		
			Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties.	✓		
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or dimensions) on theory and explanations.	✓		
			Provide a review of the benefits of the issue, topic or variable or, the benefits of the issue, topic or variable or the advantages and disadvantages.		✓	The researcher should provide a review of the benefits of the issue, topic or variable or the advantages and disadvantages
		Hypothesis	Provide hypothesis referred to from element		✓	The researcher should provide hypothesis to from element
		Review of related literature	Provide concept of Aspect of the issue or Variable (Provides theory and explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
3.	Research methodology	kind of the research	A review of the type of research, where it will be researched, and the research table.	✓		
		Population and sample	A review of which participants will be involved; what sampling technique in selecting participants; How many participants will be involved	✓		
		Techniques of data collection	a review of the data collection techniques you will use to answer the research question.	✓		
			Provide an explanation of the instrument that will be used to answer each question.	✓		
		Validity and reliability	Presents a blueprint table for each instrument.	✓		
			Give a review about reliability and validity how to make instruments to be valid.	✓		
		Technique of data analysis	a review of the techniques used to analyze the data. The way of analysis and	✓		

			must be in accordance with the research method.			
--	--	--	---	--	--	--

Name : Citra Kusumawati

NIM :

Title : Students' and Lecturers' Problems in Online Learning Speaking Class

	Aspek	Item as re	Indicators			Notes
1.	Introduction	Background of	provide general information about the area under study (big issue or area to accommodate the research review, a brief definition, and why the issue is study)	✓		
			Provide phenomena (problems found in the realm of issues. Phenomena in form of contextual problems or problems that arise from previous research)	✓		
			Provide argumentative theory related to research issues	✓		
			Provide a brief review of the findings of previous research examining the domain the same as the research area.		✓	The researcher should provide a brief review of findings of previous research examining the domain the same as the research area
			Provide an explanation that shows the aspects that distinguish this study from previous studies.		✓	The researcher should provide an explanation that shows the aspects that distinguish this study from the previous studies.
			Provide a thesis statement proposing that the researcher will conduct research in the title ".....".	✓		
			Provide a brief review of the merits of your research.	✓		
		Research question	Giving a statement that based on the background, then the researcher formulates research question as follows. Write down research questions one by one	✓		
		Objectives of the study	Write the research objectives in the form of bullets such as research objectives, then write the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.		✓	The researcher should provide a literal definition of the issue or variables in the study
Provide a theoretical definition of the issue or variables you raised in your study	✓					

			Provide contextual definitions related to issues or variables in research	✓		
		Significances research	Conveys that research will be useful and contributes to the relevant literature	✓		
			Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties.	✓		
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or based on theory and explanations.	✓		
			Give a review about the benefits of the issue, topic or variable or, the studying the issue, topic or variable or the advantages and disadvantages.		✓	The researcher should give a review benefits of the issue, topic or variable benefits of studying the issue, topic or the advantages and disadvantages.
		Review of related	provide previous findings related to the study.	✓		
			Provide an explanation of the difference between the research to be previous research. (method, scope side, or participant context)	✓		
3.	Research methods	kind of the research	A review of the type of research, where it will be researched, and planning table.	✓		
		Subjects of the	A review of which participants will be involved; what sampling techniques used in selecting participants; How many participants will be involved	✓		
		Techniques of data	a review of the data collection techniques you will use to answer the research	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer the question.	✓		
			Presents a blueprint table for each instrument.	✓		
		Validity and reliability	Give a review about reliability and validity how to make instruments to and valid.		✓	The researcher should give a review reliability and validity how to make in



						be reliable and valid
		Technique of data	a review of the techniques used to analyze the data. The way of explanation must be in accordance with the research method.	✓		

Name : Dea Gemvita Sukma

NIM :

Title : English Study Program Pre-service Teachers Abilities to Develop Integrated English Lesson Plan based on K13

	Aspek	Item as re	Indicators			Notes
1.	Introduction	Background of	provide general information about the area under study (big issue or area accommodate the research review, a brief definition, and why the issue to study)	✓		
			Provide phenomena (problems found in the realm of issues. Phenomena form of contextual problems or problems that arise from previous research)	✓		
			Provide argumentative theory related to research issues	✓		
			Provide a brief review of the findings of previous research examining the the same as the research area.		✓	The researcher should provide a brief the findings of previous research ex domain the same as the research area
			Provide an explanation that shows the aspects that distinguish this study previous studies.		✓	The researcher should provide an that shows the aspects that distinguish from the previous studies
			Provide a thesis statement proposing that the researcher will conduct research the title ".....".	✓		
			Provide a brief review of the merits of your research.	✓		
		Research questi	Giving a statement that based on the background, then the researcher formulate research question as follows. Write down research questions one by one	✓		
		Objectives of the	Write the research objectives in the form of bullets such as research objectives write the research objectives in paragraph form.	✓		
		Operational def	Provide a literal definition of the issue or variables in the study.	✓		
Provide a theoretical definition of the issue or variables you raised in your	✓					

			Provide contextual definitions related to issues or variables in research	✓		
		Significances research	Conveys that research will be useful and contributes to the relevant litera	✓		
			Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties	✓		
2.	Literature review	Aspect of the is variable	Concept of Aspect of the issue or Variable (Provides theory and detailed from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or based on theory and explanations.	✓		
			Give a review about the benefits of the issue, topic or variable or, the studying the issue, topic or variable or the advantages and disadvantages.		✓	The researcher should give a review benefits of the issue, topic or variable benefits of studying the issue, topic or the advantages and disadvantages
		Review of relat	provide previous findings related to the study.	✓		
			Provide an explanation of the difference between the research to be previous research. (method, scope side, or participant context)	✓		
3.	Research metho	kind of the rese	A review of the type of research, where it will be researched, and planning table.	✓		
		Subjects of the	A review of which participants will be involved; what sampling techn used in selecting participants; How many participants will be involved	✓		
		Techniques of data	a review of the data collection techniques you will use to answer t question	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer e question.	✓		
			Presents a blueprint table for each instrument.	✓		
		Validity and rel	Give a review about reliability and validity how to make instruments t and valid.		✓	The researcher should give a re reliability and validity how to make

						to be reliable and valid.
		Technique of data analysis	a review of the techniques used to analyze the data. The way of explanation must be in accordance with the research method.	✓		

Name : Fratiwi Nanda Dwiwahyuni

NIM : 18551025

Title : Correlation between EFL Students' Metacognitive Awareness and English Reading Comprehension

No	Aspects	Item as regards	Indicators	Exist	Not	Notes
1.	Introduction	Background of	provide general information about the area under study (big issue or area that accommodate the research review, a brief definition, and why the issue is study)	✓		
			provide theories of the relationship between independent variables with the variable if quantitative research	✓		
			provide argumentative theory related to research variables	✓		
			Provide an explanation that shows the aspects that distinguish this study from previous studies		✓	The researcher should provide an explanation that shows the aspects that distinguish this study from the previous studies
			Provide an explanation that shows the aspects that distinguish this study from previous studies.		✓	The researcher should provide an explanation that shows the aspects that distinguish this study from the previous studies
			Provide a thesis statement proposing that the researcher will conduct research with the title ".....".	✓		
			Provide a brief review of the merits of your research.	✓		
		Research question	Giving a statement that based on the background, and then the researcher formulates a research question as follows.		✓	The researcher should give a statement based on the background, and then the researcher formulates the research question as follows
			Write down research questions one by one	✓		
		Objectives of the study	Giving a speech that based on the formulation of research questions, and then the researcher formulates research objectives as follows.		✓	The researcher should give a speech on the formulation of research questions and then the researcher formulates research objectives as follows
			Write the research objectives in the form of bullets such as research questions, and then the researcher formulates the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.		✓	The researcher should provide a literal definition of the issue or variables in the study

			Provide a theoretical definition of the issue or variables you raised in your research		✓	The researcher should provide a definition of the issue or variables you raised in your research
			Provide contextual definitions related to issues or variables in research		✓	The researcher should provide definitions related to issues or variables
		Significances research	Conveys that research will be useful and contributes to the relevant literature.	✓		
			Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties.	✓		
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed explanation, definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or dimensions) on theory and explanations.	✓		
			Provide a review of the benefits of the issue, topic or variable or, the benefits of the issue, topic or variable or the advantages and disadvantages.		✓	The researcher should provide a review of the benefits of the issue, topic or variable or the advantages and disadvantages
		Hypothesis	Provide hypothesis referred to from element		✓	The researcher should provide hypothesis referred to from element
		Review of related literature	Provide concept of Aspect of the issue or Variable (Provides theory and explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
3.	Research methodology	kind of the research	A review of the type of research, where it will be researched, and the research table.	✓		
		Population and sample	A review of which participants will be involved; what sampling technique will be used; selecting participants; How many participants will be involved	✓		
		Techniques of data collection	a review of the data collection techniques you will use to answer the research question.	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer each research question.	✓		
			Presents a blueprint table for each instrument.	✓		

		Validity and reliability	Give a review about reliability and validity how to make instruments to be valid.	✓		
		Technique of data analysis	a review of the techniques used to analyze the data. The way of analysis and must be in accordance with the research method.	✓		

Name : Teti Febrianingsih

NIM :

Title : Investigating EFL Student's Phonological Knowledge

No	Aspects	Item as regards	Indicators	Exist	Not	Notes
1.	Introduction	Background of	provide general information about the area under study (big issue or area that accommodate the research review, a brief definition, and why the issue is study)	✓		
			provide theories of the relationship between independent variables with the variable if quantitative research	✓		
			provide argumentative theory related to research variables	✓		
			Provide a brief review of the findings of previous research examining the same as the research area.		✓	The researcher should provide a brief the findings of previous research examining the domain the same as the research area
			Provide an explanation that shows the aspects that distinguish this study from previous studies.		✓	The researcher should provide an explanation that shows the aspects that distinguish this study from the previous studies
			Provide a thesis statement proposing that the researcher will conduct research titled ".....".	✓		
			Provide a brief review of the merits of your research.		✓	The researcher should provide a brief review of the merits of your research
		Research question	Giving a statement that based on the background, and then the researcher formulates a research question as follows.	✓		
			Write down research questions one by one	✓		
		Objectives of the	Giving a speech that based on the formulation of research questions, the objectives are as follows.	✓		
			Write the research objectives in the form of bullets such as research questions and the research objectives in paragraph form.	✓		
		Operational definition	Provide a literal definition of the issue or variables in the study.	✓		
			Provide a theoretical definition of the issue or variables you raised in your research		✓	The researcher should provide a theoretical definition of the issue or variables you raised in your research



			Provide contextual definitions related to issues or variables in research		✓	The researcher should provide definitions related to issues or research
		Significances research	Conveys that research will be useful and contributes to the relevant literature.		✓	The researcher should give the information that research will be useful and contribute to relevant literature
			Giving speech that research will be useful for several parties.	✓		
			Provide an explanation regarding the benefits of research for these parties.	✓		
2.	Literature review	Aspect of the issue or variable	Concept of Aspect of the issue or Variable (Provides theory and detailed explanation from definition, description, to related concepts)	✓		
			Related factors based on theory and their explanations	✓		
			Indicators (indicators, elements, aspects, characteristics, domains, or dimensions) on theory and explanations.	✓		
			Provide a review of the benefits of the issue, topic or variable or, the benefits of the issue, topic or variable or the advantages and disadvantages.		✓	The researcher should provide a review of the benefits of the issue, topic or variable or the advantages and disadvantages.
		Hypothesis	Provide hypothesis referred to from element		✓	The researcher should provide hypothesis to from element
		Review of related concepts	Provide concept of Aspect of the issue or Variable (Provides theory and explanation from definition, description, to related concepts)		✓	The researcher should provide concept of the issue or Variable (Provides detailed explanation from definition, to related concepts)
			Related factors based on theory and their explanations		✓	The researcher should give the information related factors based on theory explanations
3.	Research method	kind of the research	A review of the type of research, where it will be researched, and the research table.	✓		
		Population and sample	A review of which participants will be involved; what sampling technique will be used; How many participants will be involved	✓		
		Techniques of data collection	a review of the data collection techniques you will use to answer the research question	✓		
		Instruments	Provide an explanation of the instrument that will be used to answer each research question	✓		

			question.			
			Presents a blueprint table for each instrument.	✓		
		Validity and reliability	Give a review about reliability and validity how to make instruments to be valid.	✓		
		Technique of data analysis	a review of the techniques used to analyze the data. The way of analysis and must be in accordance with the research method.	✓		

**Appendix 10**

**Interview Transcripts Result**

	Teknologi	Manfaat	Cara kerja
<b>Ainul Mardhiyya</b>	<ul style="list-style-type: none"> <li>- Teknologi yang digunakan responden dalam background adalah Google scholar, google translate, grammarly.</li> <li>- Teknologi yang digunakan dalam literature review adalah paraphrasing tool, scihub, library genesis</li> <li>- Teknologi yang digunakan di bab 3 adalah jurnal online dan youtube.</li> </ul>	<p>Peran teknologi yang utama menurut respondent adalah membantu mendapatkan referensi atau teori yang dibutuhkan setelah dilakukan pencaharian di library. Teknologi membantu respondent untuk menambah teori dan mendapatkan beberapa ide baru dalam mengembangkan tulisan akademik proposalnya serta untuk membantu mendesign research methodology</p>	<p>Perbandingan antara pencarian dengan penggunaan teknologi dan sumber manual adalah 1:1. teknologi sangatlah membantu namun untuk mendalami konteks, dan ranah penelitian yang lebih baik dan sesuai yang diinginkan respondent perlu membaca thesis-thesis alumni juga.</p>
<b>Astuti</b>	<ul style="list-style-type: none"> <li>- Teknologi yang digunakan responden adalah website resmi pendidikan, dan terkadang menggunakan google translate sebagai fasilitas untuk membantu menterjemahkan.</li> <li>- Teknologi yang digunakan selain dari website resmi dr lembaga pendidikan responden menggunakan google sarjana, , seo magnifier dan google search enginee.youtube dan</li> </ul>	<ul style="list-style-type: none"> <li>- Pengetahuan teknologi yang baik digunakan oleh responden untuk membantu dalam teori pengetahuan dan penentuan ranah studi sedangkan google translate mendukung dalam kata diam _ saat terbatas menulis proposal akademik .</li> <li>- Pengetahuan teknologi yang baik digunakan oleh responden untuk membantu menemukan teori-teori</li> </ul>	<p>-responden dapat memahami materi yang belum selesai _ dipahami karena video youtube menyajikan penjelasan yang baik . _ Browser online secara keseluruhan juga menyajikan banyak informasi.</p> <p>Sulit memahami istilah akademik jika di dalam referensi yang dapat digunakan bahasa akademik tinggi.</p> <p>_ Sehingga responden perlu memahami konteks dan menterjemahkan kembali</p>

	browser.	terkait terhadap penelitian responden.	
<b>Fratiwi Nanda Dwiwahyuni</b>	-Teknologi yang digunakan adalah Google scholar, google translate, grammarly, quillbot, zatero, ms word grammar checker.	Teknologi membantu dalam memahami tentang proposal penelitian yang diteliti. Pola-pola penulisan dari youtube dan jurnal-jurnal penelitian online.	-teknologi bekerja dalam paraphrase, dan penulisan footnote. Respondent mempelajari masalah yang dihadapi dengan menonton youtube tentang penulisan yang bervariasi dan menarik.
<b>Teti Febrianingsih</b>	- Teknologi yang digunakan responden adalah quillbot , grammarly, google, dan youtube - Teknologi yang digunakan fokus pada google scholar.	- Teknologi yang disebutkan membantu responden untuk memparafrasekan dan grammar membantu grammar check agar lebih yakin dengan tulisan di tulis responden. - Teknologi tersebut membantu responden dalam mencari ikan teori yang dibutuhkan. _	-responden menggunakan teknologi untuk membuat penulisan proposal akademik lebih berkualitas. Responden merasa kemampuan dalam menulis belum cukup sehingga perlu quillbot untuk parafrase kalimat dan youtube untuk mempelajari hal-hal yang belum diketahui dalam menulis proposal.
<i>Citra Kusumawati</i>	-- Teknologi yang digunakan respondent 1 berupa google chrome saja. -- Teknologi yang digunakan oleh respondent 1 memfokuskan pada google scholar literature review - Teknologi yang respondent 1 gunakan juga google chrome saja,	- Teknologi yang yang respondent 1 gunakan ini adalah website yang mampu memberikan informasi untuk mengembsngksn kajian teori pada proposalnya.	- Teknologi bagi respondent 1 hanyalah opsi kedua setelah respondent 1 tidak menemukan jurnal atau referensi yang respondent 1 cari di library.
<i>Ardian majid</i>	- Teknologi yang digunakan 12 responden adalah Pendahuluan adalah quillbot , google sarjana dan tata bahasa. - Teknologi yang digunakan dalam literature review adalah website dan	- Teknologi membantu responden 7 dalam mencari teori - Teknologi membantu responden 12 untuk menambah teori dan mendapatkan sejumlah ide baru dalam pengembangan	-responden 12 mengatakan tidak adanya akun premium menjadi kesulitan dalam penulisan proposal akademik, seperti akun premium grammarly . Responden yang membuat akun baru tinggal dapat menggunakan aplikasi trial.

	<p>_ aplikasi</p> <p>- Teknologi yang digunakan dalam metodologi penelitian oleh responden 12 adalah website dan _ aplikasi</p>	<p>- Teknologi membantu dalam mencari formula untuk proposal penelitian dan memahami prosedur penelitian.</p>	
Dea Gemvita	<p>- Teknologi lain yang digunakan responden 7 adalah google translate dan grammar.</p> <p>- Teknologi membantu dalam menerjemahkan ucapan dan memeriksa tata bahasa - teknologi yang digunakan responden 7 adalah google scholar dan google chrome secara luas untuk mencari teori-teori, Kemudian academia edu.</p> <p>-teknologi bagi respondent sangat membantu lebih effective dalam membuat introduction. Pengecekan kualitas tulisan dilakukan dengan pengecekan grammar menggunakan grammarly.</p> <p>-respondent sudah memahami teknologi yang dipakai.</p> <p>- Pengetahuan teknologi yang digunakan oleh responden 7 adalah, youtube, google form.</p>	<p>- basic of knowledge ms.word dimanfaatkan dengan baik, untuk mencari teori pada introduction khususnya background</p> <p>- Teknologi yang digunakan oleh responden 7 membantu dalam mencari teori-teori yang mendukung.</p> <p>-google scholar lebih lengkap dibandingkan google chrome secara keseluruhan jadi harus mengkombinasikan keduanya.</p> <p>- Pengetahuan teknologi membantu responden 7 dalam menghitung validasi instrumen dalam metodologi penelitian. Youtube membantu dalam memahami research design dengan baik. Kemudian google form membantu dalam try out kelayakan instrument agar valid dan reliable.</p>	<p>-teknologi yang digunakan membantu dalam mendapatkan hasil hitungan lebih pasti.</p> <p>-cara kerjanya tidak langsung copy paste tapi menerjemahkan perkalimat baru memindahkan ke ms word. Cara kerjanya mencari tahu dulu secara luas di google chrome jika tidak menemuinya di dalam google chrome maka responden akan mencari ke google scholar, academia edu. Kemdiaan respondent mengecek apakah sudah menemukan semua teori yang ia butuhkan</p>
Bayu Segara	<p>- Teknologi yang digunakan adalah grammarly dan google translate, jurnal online dari website dan</p>	<p>- Teknologi yang digunakan mampu menemukan banyak teori untuk tinjauan literature,</p>	<p>- teknologi berperan penting bagi penulisan akademik proposal karena teori yang dibutuhkan dalam menulis</p>

	mendeley	membantu responden dalam menggabungkan teori yang berhubungan dengan penelitian..	akademik harus sangat kuat jadi teknologi bekerja dengan baik jika diaplikasikan di dalam menulis proposal.
Amallia Agustina	- Teknologi yang digunakan responden adalah aplikasi grammarly , google doc, wps dan microsoft word, google scholar, dan mendeley	- teknologi yang disebutkan membantu responden dalam mengumpulkan teori tentang tinjauan pustaka, Teknologi yang disebutkan mampu membantu keterbatasan kata yang dimiliki responden saat ini telah menulis proposal akademik, sedangkan ms word dan wps membantu responden dalam menulis menggunakan android atau laptop dimanapun responden berada.	- Google Cendekia, Mendeley , SPSS, dan MS Excel -setelah mengetahui prosedur dari jurnal yang diperoleh dari _google sarjana atau Mendeley responden menggunakan excel dan spss sebagai pengetahuan teknologi yang membantu responden untuk menguji coba instrumen yang akan digunakan dalam proposal penelitian.
Azah Sary Veronica	- Teknologi yang digunakan adalah google , youtube , jurnal penelitian.	- Teknologi membantu dalam memperkuat teori dalam menulis proposal, memahami tentang proposal penelitian yang sedang dipelajari.	- Teknologi yang digunakan adalah google dan link yang tersedia di dalamnya. Respondent mencari referensi yang di dapatkan sebagian besar dari teknologi yang dimiliki.

## Appendix 11

### Documentation

1. I know about technology in academic writing ( Saya tahu tentang teknologi dalam penulisan akademik) \*

YES

NO

...

2. My knowledge of technology sufficient in academic writing (pengetahuan saya tentang teknologi cukup dalam penulisan akademik)

YES

NO

3. Do you use technology in academic writing? (Apakah Anda menggunakan teknologi dalam penulisan akademik?) \*

YES

NO

3. I use hardware or software for academic writing ( saya menggunakan perangkat keras atau perangkat lunak untuk Penulisan akademik)

YES

NO

...

5. I able to take advantage of every feature in the software that I use for academic writing ( Saya dapat memanfaatkan setiap fitur dalam perangkat lunak yang saya gunakan untuk penulisan akademik)

YES

NO

6. I use technology when writing academic systematically ( Saya menggunakan teknologi saat menulis akademik secara sistematis)

YES

NO

...

7. I use technology in Academic Writing according to it's use. ( Saya menggunakan teknologi dalam Penulisan Akademik sesuai dengan kegunaannya ) \*Maksudnya adalah dengan attitude yg baik dan benar. Hasilnya tidak untuk plagiasi, salin dan tempel semuanya dll)

YES

NO

8. I describe or present actual academic writing with technology. ( Saya menggambarkan atau menyajikan tulisan akademis aktual dengan teknologi)

YES

NO

#1

9. My knowledge of technology make my academic writing structures ( Pengetahuan saya tentang teknologi membuat penulisan akademik saya terstruktur)

YES

NO

10. I have a pattern, structures like as recommended using technology in Academic Writing. ( Saya memiliki pola struktur karya seperti yang disarankan untuk menggunakan teknologi dalam menulis Academic Writing)

YES

NO

Pertanyaan Jawaban 9/3 Setelan

1. I'm trying a new technology to write my Academic Writing proposal ( Saya mencoba teknologi baru untuk membuat Tulisan Akademik proposal saya)

YES

NO

2. I'm trying to modify the software I use in academic writing. (Saya mencoba memodifikasi perangkat lunak yang saya gunakan dalam penulisan akademik.)

YES

NO

3. I use certain technologies to predict whether my academic writing is good. (Saya menggunakan teknologi tertentu untuk memprediksi apakah tulisan akademis saya bagus)

YES

NO

4. I compare the academic writing tools I use with other tools to determine the quality of my academic writing technology. (Saya membandingkan alat tulis akademik yang saya gunakan dengan alat lain untuk menentukan kualitas teknologi menulis akademik saya)

YES

NO



7. Combining several technologies can be in the form of software or hardware to get good academic writing. (Saya menggabungkan beberapa teknologi bisa berupa software ataupun hardware untuk mendapatkan tulisan akademis yang baik).

YES

NO

8. The technology I use is effective in Academic Writing. (Teknologi yang saya gunakan, efektif dalam Academic Writing).

YES

NO

9. In writing an academic proposal, my academic writing has been checked by my Technology. (Dalam menulis akademik proposal, tulisan akademik saya telah diperiksa oleh Teknologi saya).

YES

NO

10. I use academic writing tools based on the situation I need. (Saya menggunakan alat penulisan akademik berdasarkan situasi yang saya butuhkan).

YES

NO

11. I use several software, such as Grammar on the Internet, and the web for my academic writing. (Saya menggunakan beberapa perangkat lunak, seperti Grammar di Internet, dan web untuk penulisan akademik saya).

Opsi 1

12. My technological knowledge helps me change my academic writing for the better. (pengetahuan teknologi saya membantu saya mengubah tulisan akademik saya menjadi lebih baik).

YES

NO

1. I have ever managed to combine multiple technologies for good academic writing. (saya pernah menggabungkan beberapa teknologi untuk penulisan akademik yang baik)

- YES
- NO

2. I have technology that no one else have? (Saya memiliki teknologi Khusus dalam menulis akademik proposal yang tidak dimiliki orang lain)

- YES
- NO

3. I have or find my own suitable technology to support good academic writing? ( Saya memiliki atau menemukan sendiri teknologi kesukaan saya yang cocok untuk mendukung penulisan akademik/ proposal yang baik bagi saya)

- YES
- NO

4. I understand every detail of your technology in academic writing? ( Saya memahami setiap detail teknologi yang saya gunakan dalam menulis akademik/proposal saya?)

- YES
- NO

5. My knowledge of technology will be difficult to teach to many people ( pengetahuan saya tentang teknologi akan sulit diajarkan kepada banyak orang)

- YES
- NO

6. My technological knowledge about academic writing can be taught to individuals only ( pengetahuan teknologi saya tentang penulisan akademik dapat diajarkan kepada individu (hanya individu tidak bisa diajarkan secara bersamaan)

- YES
- NO

7. My technology knowledge have to use descriptions, diagrams, and pictures to help explain my academic writing. (pengetahuan teknologi saya membantu dalam menggunakan Deskripsi, diagram, dan gambar untuk membantu menjelaskan tulisan akademik (proposal) saya)

YES

NO

---

8. I know what technology I use in my academic writing, what is it, and why. (Saya tahu teknologi apa saja dan mengapa menggunakan teknologi tersebut dalam penulisan akademik saya)

YES

NO

9. My knowledge of technology in academic writing more practical. (pengetahuan saya tentang teknologi dalam penulisan akademik merupakan lebih praktis)

YES

NO

---

10. With my tech savvy able to figure out the right words and know specific content based on the need I am going to express to attract and engage readers? (Dengan pengetahuan teknologi saya, dapat membantu saya menemukan kata-kata yang tepat dan mengetahui konten tulisan yg saya mau untuk menarik dan melibatkan pembaca?)

YES

NO

## Interview Documentation





## Appendix 11

### Biography



The researcher's full name is Dina Anggraini. Her nickname is Dina. She was born in Oku timur, Sumatera Selatan on January, 27th 2000. She lives in Nusa Jaya village. She is the first daughter from Mr. Sutarmin and

Mrs. Sri Supadmi. She has the only sister whose name, Asyifa Melodiana. She finished her elementary school at SDN Nusa Jaya and continued to SMP Negeri 01 Belitang 3 in 2014. In 2015. Next, she was graduated from SMA Negeri 1 Belitang 3 in 2018. Next,. In 2018, she entered to IAIN Curup and chooses English Tadris Study Program in Education (Tarbiyah) Department. Alhamdulillah hirabbil 'alamin, she has done her study succesfully and has followed the last examination. Another words, she finished her 'Sarjana' degree (S-1) in this year (2022)