

Workshop on Writing a Review of Relevant Literature in a Research Report for English Teachers in Bogor

Pelatihan Menulis Kajian Pustaka pada Laporan Penelitian bagi Guru Bahasa Inggris di Bogor

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ABSTRACT

The workshop on writing a review of relevant literature in a research paper is part of a series of workshops given to English teachers of Bogor Regency. The workshop series is part of the cooperation between the Faculty of Education and Language of Atma Jaya Catholic University of Indonesia and the Faculty of Teacher Training and Education Science of Pakuan University in terms of research and community service. The writer chose the theme because of the needs of the teachers to write and publish their classroom action research report for their professional development. The workshop aims at assisting and guiding the teachers with research report writing, particularly the literature review section. The workshop consisted of an explanation about a literature review of a research article, steps to write a literature review and analysis of one literature review. The participants mostly appreciated the content of the workshop and hoped that the following workshop theme would either extend the given materials or cover the skills of writing other sections of a research article. They also gave some suggestions related to the technique of delivery and duration of the workshop.

Keywords: English teachers; literature review; professional development; academic writing

ABSTRAK

Pelatihan menulis kajian pustaka artikel ilmiah ini adalah bagian dari serangkaian pelatihan yang diberikan kepada para guru bahasa Inggris yang tergabung dalam MGMP Bogor. Seri pelatihan ini merupakan bentuk kerja sama di bidang penelitian dan pengabdian kepada masyarakat yang dilakukan oleh Fakultas Pendidikan dan Bahasa Universitas Katolik Indonesia Atma Jaya dengan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan. Tema di atas dipilih karena kebutuhan guru untuk menulis dan memublikasikan laporan penelitian tindakan kelasnya sebagai upaya pengembangan profesinya. Maka tujuan pelatihan ini ialah membantu dan membimbing guru menuliskan laporan penelitiannya, khususnya bagian kajian pustaka. Pelatihan ini terdiri atas penjelasan definisi, tahap penulisan kajian pustaka, dan analisis contoh kajian pustaka dalam beberapa artikel penelitian. Para peserta mengapresiasi isi materi pelatihan dan berharap pelatihan berikutnya akan berisi pendalaman dari pelatihan ini atau keterampilan menuliskan bagian-bagian lain dari sebuah artikel penelitian. Mereka juga memberikan masukan terkait teknik penyampaian dan durasi pelatihan.

Kata kunci: guru bahasa Inggris; kajian pustaka; pengembangan profesi; penulisan akademik

INTRODUCTION

An ideal teacher views research as a means of developing his or her professional competence. For teachers, research should be conducted regularly in response to the problems in the classroom, to update their knowledge and or to develop their teaching methods. Article 20 Law No.14 Year 2005 about Teacher and Lecturer states that one of the teacher's obligations is to increase and develop his or her academic qualification and competence simultaneously in line with the development of knowledge, technology, and art. Previously, Article 40 Law point 2 Law No.20 Year 2003 about National Education System states that one of the teacher's obligations is to commit to developing the quality of education professionally. Such obligations are not undemanding; they require several commitments and actions teachers should carry out, for instance taking a higher degree (Master and/or Doctoral), joining trainings related to teaching or learning consistently, renewing or developing teaching materials and sources, reading updated materials related to subjects taught or education in general, doing (classroom) research and writing the research reports in addition to their routine teaching loads. Factually, proficiency in designing and following research methods and doing critical analysis to deepen understanding of the field of knowledge is part of a teacher's professional competence (Susilowati, Sutanto, & Daharti, 2003).

Many teachers have developed themselves and have successfully made significant career development by being productive researchers or writers. However, perhaps more teachers have not had or used opportunities to research and write academic papers. Research by Kartowagiran (2011) to certified teachers in Sleman Region, Central Java found that despite being certified, most of the teacher respondents had not managed to upgrade themselves through participation in academic writing competitions, English courses, and instructor or tutor program in the region. Also, most of them have not written books, modules, articles, edited books, made a research proposal and carried out research in line with their fields. Not many have joined workshops, conferences, or seminars to develop themselves either. The reasons for not upgrading their professions can be complicated and vary from one teacher to another (regardless of whether or not they are certified), for instance, heavy teaching loads, lack of motivation, and very little or no support from the school and domestic matters.

When teaching loads is the big problem, teachers seem to find themselves trapped in day-to-day teaching routines and feel difficult to increase their competence. AF and FM (personal communications, December 20, 2018), for instance, admitted that with twenty-four mandatory teaching hours in a week at private schools in Jakarta where they are currently working as English teachers, they did not have time to renew their English teaching knowledge, let alone do a classroom research and write the report. Worse, they were assigned to be substitute teachers and there were also personal likes and dislikes from their superintendents. As a result, they used the same teaching materials, methods, and techniques. They do know that a professional development is necessary, but hardly find time to develop themselves. Another teacher, S (personal communication, December 24, 2018), who teaches Science at one private school in Surabaya informed that in addition to the many teaching hours at her school, she had to give private lessons to several students after school hours, from Mondays to Saturdays. The high amount of tutorial fees she received provided financial security for her family. Similarly, a small survey to twenty high school teachers by Herowati, Widodo, Supriyadi, Sunarti, Keswara, and Purnamasari (2018) found that most of the respondents had never published their work. They were also not familiar with academic journals. Some problems they faced in writing a scientific paper included limited time and knowledge of writing conventions.

Perhaps the participants of the workshop face the same problems. Hence, the purpose of this workshop is to help the participants develop their professional competence, particularly in writing a research report. Another goal is to share the importance of research and research report writing for teacher's professional development.

METHODS OF IMPLEMENTATION

The workshop is part of a community service program of the Master and Doctoral Programs in Applied English Linguistics (AEL) of Atma Jaya Catholic University Indonesia (AJCUI) and School of English Education of Pakuan University. The event is part of the collaboration between the two universities. The program was conducted based on the request from a group of English teachers in Bogor who feel the need to develop their competency in writing research articles. Precisely, they wanted to be able to write reports of their classroom action research. Twenty English teachers participated in the workshop which was held at Pakuan University, Bogor on October 5, 2018. It was expected that the program would help teachers develop their competence as well as build a strong network between Atma Jaya, Pakuan University, and their alumni and the English teachers in Bogor. The title of the event was Workshop on Writing Review of Literature of a Research Article.

The agenda included a lecture, group work, and question-answer sessions. First, the writer introduced herself, including showing her publications to establish her credibility before the audience. Then, she gave a warm-up session by asking the audience to recall the content of the literature review (as the audience had previously written their undergraduate theses). After that, she started her explanation about the literature review, namely the definitions, the purpose, and methods of writing a literature review (see Picture 1). Next, she asked the audience to work in groups to do the exercises given (see Picture 2). One student and one alumni of the Doctoral Program in AEL of AJCUI, one alumni of the Master Program in AEL of AJCUI and one lecturer of the School of Education of Pakuan University became the facilitators for the group work. Finally, the audience and the writer discussed the answers to the exercises.



Picture 1. Introduction of a review of relevant literature



Picture 2. Group work on identifying the content of the review of the literature

RESULTS AND DISCUSSIONS

This section consists of the writer's explanation about the definitions, importance, and steps to do a literature review as well as analyses of several literature reviews in research articles.

What Literature Review Is and Why It Is Important

A literature review is a summary of research related to one's research topic (Turabian, 2007). However, it is more than merely a summary. It is an analysis of what scholars have researched, discussed, debated, and published in monographs, research papers, research reports, books, and other sources about a particular topic. A literature review is critical because of several reasons. First, it shows the researcher's familiarity with the topic researched. Second, it provides some acknowledgment and appreciation to the scholars quoted or cited (Swales & Feak, 1994). Third, a comprehensive literature review provides a robust theoretical framework for the writer to solve research problems (Cargill & O'Connor, 2009; Hartley, 2008).

A comprehensive literature review is like a lamp that 'lightens' a researcher (or teacher-researcher) doing research and reporting the research. A literature review should provide its readers with an A to Z about the topic; research methods did by previous researchers, their research results, and what they lacked in their research. When writing a thesis, the writer was advised by the late Prof. Dr. Anton Moeliono, who requested her to start from making a review of relevant literature (da Silva, 2011). She experienced that doing review was not the same as reading only (though to do a literature review one must read). Reading without doing a critical review can lead one to confusion or to nowhere (perhaps this statement is commonly heard: *I have read a lot of materials, books, articles, but still do not know what to do*).

When a writer does not do a review, he or she may 'loose' what has been read. That is what the writer felt before knowing how to conduct a proper literature review in a book titled *Assignment and Thesis Writing* written by Anderson and Poole (2001). From her thesis advisor and the authors of the book, she learned that a literature review is not

only a historical report of what the scholars or researchers did and said or did concerning her thesis topic. More importantly, (the writer intentionally repeats this) a literature review is an interpretative analysis containing similarities and differences about what the previous authors noted and did with regard to a particular topic. A good literature review reflects the writer's comprehension of what he or she has read.

Steps in Writing a Literature Review

Typical advice that any researchers or writers receive to start a literature review is to decide a specific topic. That can be the first step. For English teachers who participated in the workshop, it may not be challenging to find topics for research because they can get topics from the classrooms, for instance, the students' low reading or listening comprehension, learning methods, teaching methods, and assessment problems. Topics may also come from the teachers' particular interests, for example, in vocabulary, English grammar, classroom discourse, current English teaching approaches, and many others. Other sources can be obtained from articles on websites, online newspapers, testimonies, and academic journals. It is vital to research and write about topics that are of teachers' interests.

The next thing to do is to set a group of keywords, i.e., the selected topic that will guide teachers to find and select relevant readings (research articles, monographs, book chapters, newspaper or magazine articles, research reports, government documents, and many others). Teachers living in cities or villages with reliable internet access can use Google or other search engines to find reading materials. It is important to remember that the base of a literature review is critical reading. Other teachers who cannot rely on the internet access can go to the public library of the government, state or private universities in their cities and find the readings needed there. Items to read in the initial searching activity are the title, table of content (if it is a book), abstract or summary of the book. Reading those items can help teachers to select only relevant materials.

After searching, finding, and selecting the readings needed, teachers should read the material selectively. Skimming for the main points of the readings is very helpful. When finding research articles, teachers can read the Introduction, Methods, Findings, and Conclusion sections. It is indeed true that teachers must set time to read. Without sufficient reading, they may neither be able to build a robust theoretical framework to answer the research questions (perhaps they may not be able to formulate research questions either) nor design the research plan. Figure 1 shows a summary of the steps of doing a literature review.

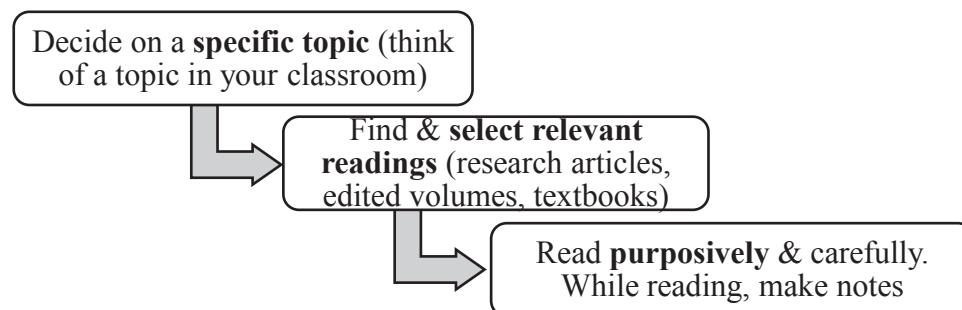


Figure 1. A summary of steps in doing literature review

For compelling reading, teachers can use (manual or electronic) bibliography cards or notes. Because in general human beings limited capacity to store everything they

have read, writing while reading has been an effective method for doing a review of the literature. For some, reading works best when they write what they read. Therefore, when they read, they always write essential notes on cards (see Figures 2 and 3). Figure 2 shows a sample of reference card that contains a list of monographs, book chapters, research articles, or other reading materials about a particular topic. This card can be manually written or typed in a computer then saved. Thus, it is essential always to remember writing or typing each source every time it is cited or quoted into the card (and later into the References in the Microsoft Word).

LIST OF READINGS I QUOTED/CITED
Anderson, J., & Millicent, P. (2001). Assignment and thesis writing. Milton: John Wiley & Sons.
Crystal, David. (2003). English as a global language. Cambridge: Cambridge

Figure 2. A sample of a reference card

Figure 3 presents an example of a bibliography card. Note that the card contains the surname of the author, year of publication, page number, and the quotation or citation. It is a good idea to write the year of publication because one author can write more than one work. The card does not always have to contain a direct citation. However, when it is a direct citation, it is better to write it in quotation markers (see Figure 4) to avoid plagiarism (Cargill & O'Connor, 2009). The writer thinks that it is essential to write things that she reads immediately and marks them (as other people's words or her interpretation) and make that a habit when writing a research paper.

Crystal, 2003, p. 30
"In a sense, the language has always been on the move."

Figure 3. A sample of reference card with a direct quotation

Crystal, 2003, p. 54
"The kinds of English which developed in East Africa were very different from those found in West Africa."

→ *The writer's notes: There are also kinds of English in Asian countries, for example in Singapore, Malaysia, Thailand, Philippines, and Indonesia.*

Figure 4. A sample of reference card with a direct quotation and notes

The collection of direct quotations may be placed in Table 1. A review of definitions is an essential starting point to give teachers clarifications about the topic to research. After collecting the quotations needed for the study, teachers can ask these reflective questions:

1. *Are those definitions similar to one another or are they different? In what way are they similar or different?*
2. *Based on the similarities or differences, how can I group those definitions?*

3. Which definition(s) will I adopt for my study?

Now computers, tablets, or smartphones can help saving or to record such notes. The recording is just a beginning. The next step, which is connecting the notes and writing them in a literature review is more important than reading.

Table 1
Help-myself table of definitions

Author surname, Year	Definition – a direct quotation	My notes

When reading research articles, teachers should select which parts to read, i.e., the abstract, research methods, and findings. It is good to note down important things right away (doing active reading, asking questions while reading the research articles). Again, note what is read and put the notes in Table 2. While reading and noting down, teachers can ask these reflective questions:

1. Are goals or purposes of the previous studies similar or different? In what way are they similar and different?
2. Are the research questions given similar or different? How are they similar or different?
3. What methods and which theories did the research adopt or adapt? Are they similar or different from one to other previous studies?
4. Are the findings (using this or that method) the same or different? In what way are they similar and different?

Table 2
Help-myself table of article summaries

Author surname, Year	Purpose of the study	Research question(s)	Methods	Summary of Findings

After completing the table above, teachers can ask further important questions to design their research:

1. Of all the previous research I read, what has not been done or covered by the researchers?
2. Which gap will I fill in through my study?
3. Of all the previous research, which theories and methods will I adopt or adjust for my research? Why do I choose them?

4. *What contributions will my study give to my field of study?*

All the questions may serve as guidelines for what to write in the literature review later.

Analyzing Samples of Literature Review

After the writer explained the definitions, importance, and steps to do a literature review of a research article or report, she gave three partial samples of literature review of three different research articles published by reputable journals. Along with the samples, she gave several questions to help the audience understand the content. While answering the question, she directed the audience's attention to the format of the literature review. Below several excerpts of a literature review that she took from Wong and Nunan (2011). The article was titled *The Learning Styles and Strategies of Effective Language Learners*. She chose this article because the audience knows the topic. Hence she expected that the article would attract their attention immediately. Besides that, the article provides a comprehensive literature review. In Excerpt 1, the two authors reviewed learning styles. The first sentence shows that the authors have been familiar with the issue of learning styles and strategies and the differences between the two notions, which is proved by the extensive relevant readings they did. The authors continued the first sentence by reviewing the definitions and distinction of learning styles.

Excerpt 1. Wong and Nunan's (2011, p. 145) review of learning styles

Since the mid 1970s, there has been substantial growth in the literature on learning styles (e.g., Oxford, 1993; Oxford et al., 1992; Oxford and Anderson, 1995; Reid, 1987, 1995, 1998; Wintergerst et al., 2001, 2003), on learning strategies (e.g., Anderson, 2005; Cohen, 1998; Naiman et al., 1978; O'Malley and Chamot, 1990; Oxford, 1990a, 1996; Oxford and Burry-Stock, 1995; Oxford and Ehman, 1995; Rubin, 1975; Stern, 1975; Wenden and Rubin, 1987) and on the relationship between learning styles and strategies (e.g., Carson and Longhini, 2002; Ehman et al., 2003; Ehrman and Oxford, 1990; Ely and Pease-Alvarez, 1996; Oxford, 1990b, 2001, 2003; Rossi-Le, 1995). In these studies, learning styles and strategies have been variously described and defined. 'Styles' is the more general term, being "an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills" (Kinsella, 1995, p. 171). These styles appear to be relatively stable and will be deployed by individuals regardless of the subject being studied or the skill being mastered. There are numerous ways of characterizing styles. Christison (2003) distinguishes between cognitive style (field dependent versus field independent, analytic versus global, reflective versus impulsive); sensory style (visual versus auditory versus tactile versus kinesthetic) and personality styles (tolerance of ambiguity, right brain versus left brain dominance).

After reviewing the learning styles, the authors reviewed the definition and elements of learning strategies, as shown in Excerpt 2. Afterward, they reviewed the hypotheses used in the previous research. Note that the authors selected seminal work by prominent scholars that have focused their research on learning styles and strategies, i.e., Chamot and O'Malley. They reviewed previous studies that investigated the effectiveness of language learning strategies for language acquisition.

Excerpt 2. Wong and Nunan's (ibid) review of learning strategies

Learning strategies are the specific mental and communicative procedures that learners employ in order to learn and use language (Chamot, 2005; O'Malley and Chamot, 1990). Every task and exercise will be underpinned by at least one strategy, although in most classrooms learners are unaware of these strategies. One of the hypotheses being tested by learning strategy researchers is that awareness and deployment of strategies will lead to more effective language acquisition (Macaro, 2001).

In Excerpt 3, the authors reviewed the difference between learning styles and strategies based on the previous research conducted by the scholars who pioneered research on learning strategies, for instance, Oxford and Cohen. Then they cited Oxford's study to highlight the importance of learning styles for learners. It can be seen that Wong and Nunan showed consistency in the order of explaining styles and strategies. The explanation of styles always comes before strategies. This is one writing technique that the audience can also learn besides the convention of tenses used for literature review, i.e., Present Perfect Tense, Past Tense, and Simple Present Tense.

Excerpt 3. Wong and Nunan's (2011, p. 146) review of the distinction between learning styles and strategies

Learning styles are general approaches to language learning, while learning strategies are specific ways to deal with language tasks in particular contexts (Cohen, 2003; Oxford, 2003). The research perhaps most closely related to the links between learning styles and strategies is Oxford's (1993) study on the five learning styles contrasts identified in her Style Analysis Survey (SAS): visual versus auditory (the use of physical senses for study and work), extroversion versus introversion (dealing with other people), intuitive-random versus concrete-sequential (handling possibilities), closure-oriented versus open (approaching tasks), global versus analytic (dealing with ideas). Each of the five style contrasts constitutes a comparative style continuum. It is important for learners to identify these learning styles and recognize their strengths and thus expand their learning potential. Oxford (1993) notes that once learners are aware of their own learning styles, it enables them to adapt their learning strategies to suit different learning tasks in particular contexts. Learners can take advantages of their learning styles by matching learning strategies with their styles; similarly, learners can compensate for the disadvantages of their learning styles to balance their learning by adjusting learning strategies.

In Excerpt 4, the authors reviewed the arguments about whether or not it is beneficial for students to learn styles and strategies. Again, they cited prominent scholars in the field, i.e., Nunan, who supported the importance of knowing and learning about learning styles and strategies.

Excerpt 4. Wong and Nunan's (ibid) review of the importance of learning strategies

Incorporating a learning-how-to-learn dimension into language pedagogy has been argued for in a range of pedagogical contexts and situations. In his overview of research into learning-how-to-learn, Nunan (1999: 171–2), for example, argues that knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective. ... Research shows that learners who are taught the strategies underlying their learning are more highly motivated than those who are not. Research has also shown that not all learners automatically know which strategies work best for them. For this reason, explicit strategy training, coupled with thinking about how one goes about learning and experimenting with different strategies, can lead to more effective learning. Cohen (1998), and Wenden (2002), also advocate the incorporation of learner strategy training into learning programs.

In Excerpt 5, the authors presented a chronological and topical review of previous studies on the effect of reflections, preferences, and training of learning strategies in reputable journals. At the end of the section, they provided a summary of the reviews they made and the gap of the previous studies they found.

Excerpt 5. Wong and Nunan's (2011, p. 147) summary and a gap at the end of the review

In summary, there is some evidence to support that notion that incorporating a learning-how-to-learn dimension into the language curriculum has a positive impact on second language acquisition, although the evidence of a direct relationship is relative scant. Training has a significant impact on motivation, aptitude, knowledge of strategies, and the perceived usefulness of directly applying strategies to language learning and use. What is uncertain is whether all strategies have an equal impact on these constructs and, ultimately, on acquisition, or whether some strategies are more potent than others.

CONCLUSIONS AND RECOMMENDATIONS

To sum up, writing a literature review encompasses critical reading and writing. A literature review needs an intensive reading of relevant materials to the research topic, particularly in Social studies, including English teaching and learning research. Reading is the beginning, but reading alone is not enough. Reading should be done while noting essential points to be included in the research as theoretical foundations or research procedure guidelines. Putting what one has read into written literature review is another complicated step because there is a convention to follow in English academic writing. Writing itself is not an easy task; let alone writing academic work in English. However, doing analyses of the structure and content of literature reviews published in respectable journals can assist teachers in writing their reviews as well as give them models that they can adopt.

The English teachers joining the workshop appreciated the materials given and expected that the organizer would extend it. They required more and scaffolding to write a real literature review. They also hoped that another workshop on writing other parts of a research article. Some suggestions given to the writer included a more detailed explanation of the literature review samples and more samples of the literature review to discuss during the workshop.

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