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PROPOSAL PENELITIAN



Underlying Various Reading Comprehension Level on Motivational Factor
English Foreign Language (EFL) Learner

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Judul Pengabdian : **Underlying Various Reading Comprehension Level on Motivational Factor English Foreign Language (EFL) Learner**

Kode>Nama Rumpun Ilmu : 742/Pendidikan Bahasa Inggris

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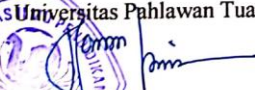
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RINGKASAN

Most of studies related to reading comprehension in a L2 environment highlighted the importance of motivation to reading comprehension. However, very few studies discovered how motivational factors impact EFL reading comprehension. This research involved 83 students who were request to read English passages and answered two types of questions: text-based comprehension and high-order comprehension. Participants were also asked to complete a survey about their motivation for learning English and their perceptions of their abilities. According to multiple regression analyses, students' self-efficacy in English reading had more predictive power on text-based comprehension than higher-order questions. In contrast, extrinsic motivation significantly influenced higher-order questions. These interrelationship between various types of motivation and reading comprehension level are discussed and their implications are discussed

CHAPTER I

Introduction

Foreign speakers have different goals in learning English. Therefore, it requires understanding of cognitive (such as language skill) and affective aspect includes student's motivation. Reading motivation is a significant element in achieving reading success. For teachers, assessing students' reading motivation is often the foundation of instruction (Shakir, [1991](#)) It is crucial in balancing the amount of reading and the degree of comprehension (Schaffner et al., [2013b](#)). Furthermore, this research will be exploring the two dimensions of students' motivation in reading. In order to comprehend reading, affective aspect is needed so that students can comprehend and analyse it using high-level comprehension. Therefore, the teacher must be able to be familiar with the background that affects the motivation of students. The aim of this research is to develop the appreciation in analysing text-based comprehension and higher order thinking. It is important to consider the motivating factors that affect English reading comprehension as a foreign language to process the text in a more substantive and in-depth manner (EFL).

Motivational value and reading motivation

Motivation is an essential affective factor in engaging EFL readers. Intrinsic, extrinsic, or both types of motivation are classified (Conradi et al., [2014](#); Schiefele et al., [2012](#); Wigfield & Guthrie, [1997](#)) and the degree of motivation is classified as low, moderate, or high. (Abrar-ul-Hassan, [2014](#)). These intrinsic and extrinsic motivations are very powerful in motivating students to comprehend reading (Salikin, Zulfiqar Bin-Tahir, et al., [2017](#)). the study conducted by (Schaffner et al., [2013b](#)) which focuses on research on the affiliation among reading volume and reading motivation. Extrinsic reading motivation has an indirect and overt negative impact on comprehension, while reading frequency positively affects intrinsic motivation at higher comprehension levels.

In contrast, one of the leading research models regarding the expectation value theory conducted by (Anmarkrud & Bråten, [2009](#); Wigfield, [2014](#); Wigfield & Eccles, [2000](#)) revealed the background of student motivation and student achievement comes from two sets of beliefs namely self-efficacy and task value. Self-efficacy denotes the individual belief value to successfully complete an academic task, while task value refers to the individual belief value attached to an academic task (assignment value). Therefore, students must have both sets of beliefs. This is in order to complete the task well and give maximum results.

The previous research on reading motivation revealed students who have higher reading motivation with lower reading comprehension are better than students who have lower motivation(Orellana et al., [2020](#)).This is because motivation greatly affects motivation. Students' reading comprehension (Cho et al., [2019](#)).Adolescent reading motivation predicts significant differences in understanding in reading and

summarizing skills, taking into account the speed of reading words and texts. Reading motivation also forecasts an important difference in text reading speed after accounting for word reading (McGeown et al., [2015](#)). In addition, it needs time to calculate the reading speed. In a study conducted by (Suárez-Fernández & Boto-García, [2019](#)) analyze the impact of time spent on reading for work or school (when motivation is extrinsic) and reading for pleasure (when motivation is intrinsic) (when the motivation is intrinsic).

Moreover, To develop students' reading performance, (McBreen & Savage, [2020](#)) combine cognitive reading interventions with motivational factors such as emotions, goals and students' self-efficacy beliefs in students who have reading difficulties. By conducting a pre-test that tested phonological awareness, listening comprehension, accuracy, fluency, reading comprehension, and enthusiasm are also affected by the intervention. Finally, this program shows a significant impact in improving students' reading performance. In the research results (Huang & Chen, [2019](#)) which analyzed student motivation factors, student motivational issues (i.e., attitudes reading self-concept, toward reading, and motivation to read), gender, and reading achievement. The results showed that the reading strategy and student motivation were significantly related to student achievement. Besides that, during the reading comprehension, the influence of the mindset can also affect the reader's motivation. (Cho et al., [2019](#)). Similarly, in research conducted by (Melekoglu, [2011](#)) in a Midwestern US state, researchers looked at the effect of reading inspiration and accomplishment on middle school students and one high school. The Youth Reading Incentive Survey was used to measure reading motivation, and the Scholastic Reading Inventory measure reading achievement. This study's results indicate that the affiliation among reading achievement and reading motivation has a significant effect on increasing student motivation. The motivation of English reading can be divided into four sub-parts, namely the intrinsic value of English reading, the acquisition value of English reading, the external utility value of English reading and the expectation of successful English reading (Wigfield & Guthrie, [1997](#)).

In addition, reading interventions may affect intrinsic reading inspiration, reading fluency, and vocabulary skills for reading comprehension. In research (Völlinger et al., [2018](#)) conducted a pathway analytic method to test the direct and indirect effect of cognitive and motivation variables (fluency, vocabulary and intrinsic reading motivation) on reading comprehension. The results of this study indicate that reading strategies have a unique effect on reading comprehension and this also affects cognitive and motivation variables on students' reading achievement. Thus, this motivational factor is very important to improve reading ability and reading achievement in students. To build reading motivation, this motivational factor must be instilled from childhood.

Research conducted by (Nevo et al., [2020](#)) Indicated that oral reading fluency, reading motivation, and reading comprehension was significantly correlated with reading comprehension. However, in research on adolescent reading motivation by examining group comparisons of importance and the affiliation among achievement and motivation standards. Group analyses indicate major disparities between struggling readers and others who are more competent, but little differences based on gender or school class (Wolters et al., [2014](#)). Whereas in the study (Lin et al., [2012](#)),

This revealed that motivation for L1 was slightly higher than reading EFL in terms of self-efficacy, interest, engagement, leisure, and social friend mood, indicating that there was little difference between the two languages.

Reading comprehension

Reading comprehension is defined as the process of creating meaning and understanding from written texts and interactions (Snow, [2002](#)). In the process, the reader is a participant intentionally involved in a text to solve a problem. In addition, to help readers comprehend the text, there are several reading strategies that must be used (Snow, [2002](#)). Several researchers have focused their attention on the role of reading techniques in reading comprehension by Pressley et al., ([1989](#)) and Rosenshine et al., ([1996](#)), the reader is taught techniques including enabling previous information, using chart organizers, tracking comprehension, answering questions, and summarizing, which leads to major changes in reading comprehension and technique used. Additionally, there are (Pressley et al., [1989](#); Rosenshine et al., [1996](#)) Comprehension, answering questions, and summarizing are all necessary skills. As a result of the findings, experienced readers use a range of comprehension techniques when reading and adjust their strategies before, after, and after each reading session.

Several cognitive and linguistic processes are involved in reading comprehension. According to Pressley et al., ([2001](#)) Readers who can predict what the text is about, relate information in the text to prior information, ask questions whereas reading, monitor text comprehension, and summarize have good text comprehension. Whereas (Verhoeven & Perfetti, [2008](#)) distinguish between the process of the word and letter level and the process of understanding the level above the word. At the letter and word level, students must be able to read correctly and fluently. Furthermore, comprehending the text necessitates an appreciation of the context of the text's sentences (Hoover & Gough, [1990](#)) It is essential to retain information from the text at the word level and integrate this information with prior knowledge. This procedure involves the use of working memory (Daneman & Merikle, [1996](#))

Reading comprehension requires complex skills to understand the meaning of text (C. Perfetti et al., [2008](#)) Recent research conducted by (Marzola, [1988](#)) Considers reading to be a two-way conversation between the reader and the text. Strong readers regularly interrogate texts before, during, and after reading, monitoring their comprehension by asking themselves questions, and clarifying their understanding. Poor readers can develop their reading abilities by using the same probing methods used by strong readers. Three inquiry methods for elementary school children were highlighted as empirically validated learning practices (Question-Answer Relationship or QAR, ReQuest, and Reciprocal Teaching).

There are two processes needed in reading comprehension, namely the local text process and the lexical process. (C. A. Perfetti, [1994](#)) to represent the text, local text processes such as word identification, proposition coding, and integration are combined with knowledge. To integrate propositions and assemble them in working memory, the lexical process (word identification) is required (Daneman & Carpenter, [1980](#); Kintsch, [1988](#); Lesgold et al., [1979](#)), Which are required for the development of the text model, along with the reader of knowledge sources.

The previous studies concerning on motivational factor causing difference level of reading comprehension on L2 environment found the interrelationship between motivation component on reading comprehension level (Xu, [2019](#)). However, that research was still limited on the L2 environment so that the finding cannot be generalized in this context where in English is learnt as foreign language. It was necessary to discover how motivational factor impacts on EFL reading comprehension. Therefore, this research was aimed to discover the causing of different level of reading comprehension and how it related to high-level, text-based reading comprehension on EFL learner.

CHAPTER II

Reading the study of comprehension, participants noted a higher score on Text-Based Understanding (TBC) than on Higher-Order Understanding (HOC), indicating that the learner struggled with higher-level comprehension questions (Xu, [2019](#)). Thus, it is essential to facilitate the students to have deep comprehension about the text.

Moreover, self-efficacy is considered as the most essential factor in academic performance. In an academic setting, self-efficacy is useful (Lane & Lane, [2001](#)) and there was a correlation between self-efficacy and academic success among students. (Shkullaku, [2013](#)) According to this study, self-efficacy has a relatively positive effect on reading depth. This result was consistent with previous studies, which found that reading self-efficacy expectations were strongly linked to reading comprehension (Shehzad et al., [2019](#)). It's worth noting, however, that self-efficacy can be related to TBC and HOC. While the correlation between self-efficacy and reading comprehension has been identified, the other motivating influence has been found to have a weaker effect on HOC (Xu, [2019](#)).

The participant should have comprehension level rather than spending a lot of time on English reading. According to the result of table 4, curiosity and involvement had small impact on TBC, with inverse relationship at other variables. It indicated the utility of English reading is slightly negative for HOC items.

Previous research showed Low reading anxiety tended to compensate for reading ineffectiveness caused by low reading motivation, while high reading anxiety tended to compensate for reading ineffectiveness caused by high reading anxiety (Joint et al., [2019](#)). Additionally, it is possible that the relation between reading inspiration and reading ability isn't as clear as previously assumed. In students with a high reading score, extrinsic and intrinsic motivation were related to reading ability variance (McGeown et al., [2012](#)). Intrinsic motivation effected on text comprehension for student. Extrinsic motivation is a form of motivation that comes from outside of yourself. Unless it was linked to intrinsic motivation, it harmed text comprehension (Wang & Guthrie, [2004](#)). Reading for pleasure and reading competence are two areas where intrinsic motivation has a positive impact (Schiefele et al., [2012b](#)).

In addition, Intrinsic and extrinsic motivations both played a role in motivating students to read the English text (Salikin, Bin-Tahir, et al., [2017](#)), and it had a significant positive impact on English Reading Comprehension. (Ahmadi et al., [2013](#)). The majority of those studies, however, concentrated on the general reading method, with little difference between TBC and HOC. In this research, it was discovered that extrinsic encouragement was more predictive of text-based comprehension than HOC. (Xu, [2019](#)) and it has weaker influence on deeper understanding. Besides, intrinsic reading motivation has positive influenced on higher order comprehension mediated reading abundant material, while extrinsic motivation related both direct and indirect negative effects on comprehension (Schaffner et al., [2013a](#)) Dhanapala & Hirakawa ([2016](#)) added only intrinsic motivation positively influenced text comprehension. Chen & Savage ([2014](#)) mentioned intrinsic reading motivation increased reading activity, competence and irrespective of gender

On the other hand, Reading comprehension was strongly and meaningfully linked to self-efficacy, while intrinsic and extrinsic motivation had little impact on

comprehension. Self-efficacy is unaffected by ELL status, and ELL students scored marginally worse on a reading comprehension test than their non-ELL peers (Proctor et al., 2014). It is known that through the mediation of extrinsic reading motivation, intrinsic reading motivation had an indirect effect on reading comprehension (Joint et al., 2019). It informed extrinsic motivation is needed as medium to reach comprehension through intrinsic motivation.

In the current study, there are some suggestions for educators. The students tend to be more thinking and learn more productive, when they are engaged. Intrinsic motivation encourages the students to complete the task and get better marks. Still, it is also a good idea to get students more involved with their learning and appreciate the subject better. As a result, educators must consider what motivates EFL students in their classrooms. Educators should also be certain that the testing involves text-based comprehension as well as higher-order comprehension. Assignment and test do not only emphasize on recall information but it should encourage the students to think and discuss process in order to reach the mastery goal.

Moreover, the most essential thing is to boost students' intrinsic motivation by providing relevant material and reading for pleasure and it is suggested that teachers nurture more intrinsically oriented motivation (Komiya, 2018). If the students involve in reading and fun with reading content, they would motivate to read more book and it is potential to the growing of EFL literacy. Students will be more interested if the reading content is interesting to them and the post-reading questions are thought-provoking, inferential, and critical. It influenced personal fulfillment and improved the ability to deal with text effectively.

In a classroom setting, Understanding students' expectations and ambitions, adapting EFL content to their lives and viewpoints, encouraging them to create conclusions and evaluations, scaffolding their way to make their own meaning, and using the practice of challenging and inquiry to encourage deeper thinking are all ways to increase students' reading participation. The primary goal of EFL teaching is the acquisition of mechanics such as vocabulary, sentence formation, and discourse organization. When the task aims to understand the text better, it is considered intrinsic motivation. Intrinsically inspired EFL students will try a variety of methods to gain a deeper understanding.

The present study

In this study, reading comprehension is divided into two different levels, two examples are Text-Based Comprehension (TBC) and Higher-Order Thinking (HOC). TBC applies to text-based questions that rely on context recall and low-level inference used to assess reading comprehension. HOC, on the other hand, is a form of reading comprehension that measures inferential and essential questions and focuses on making correlations, drawing logical conclusions, and making decisions. As a result, this research looks into the connection between reading motivation and comprehension depth, particularly in the sense of EFL.

The expectancy-value hypothesis was used to incorporate components of reading motivation in this research. In the current study, there are five reading motivational constructs adopted from (Xu, 2019) and (Dhanapala & Hirakawa, 2016) : 1. Utility value of English reading (UVER), 2. Self-efficacy of English reading (SEER), 3.

Curiosity and Involvement (CAI), 4. Intrinsic value of English reading (IVER), 5. Extrinsic value of English reading (EVER). This study looks into the relationship between students' reading motivation and their reading comprehension.

This study addresses the following questions:

1. What are causing different level of reading comprehension on EFL learner?
2. How does motivation relate to high-level, text-based reading comprehension on EFL learner?

CHAPTER III

1. Method

Participant Research conducted at local University located in Bangkinang with the number of students approximately 170. The participants were freshman from various areas in Riau and various economic strata. The 83 samples were selected from eight classes, which represent eight different major from two faculties. However, none of the participant studied in English Study Program. Samples were consisted of 56 (68,24 %) females and 27 (31,77 %) males. The range of participant ages was 18 and 22 (M=18,71 years; SD=0,72)

2. Instrument and design

Two kind of questionnaire were utilized to discover motivational data and demographic. The first questionnaire was used to gather information about the participants' backgrounds, including gender, age, major, number of years spent learning English, international experiences, and their English test score. The second questionnaire contained 30 items, which implemented to determine motivational construct. Participants were asked to rate each other on a scale of 1 to 6, with 1 = indicating strong disagreement and 6 = indicating strong agreement. Negative worded items were reversed then, the items were summed for measurement.

The questionnaire was adapted from (Xu, 2019) and (Dhanapala & Hirakawa, 2016) it had been confirmed suitable and clear. Furthermore, calculating Cronbach's Alfa for each construct ensured the items' internal consistency. PCA (principal component analysis) was also used to extract the main motivational construct from many items. Multiple regression analysis was used to determine how each factor calculated different comprehension skills using the PCA's motivational factor (Distefano et al., 2009).

The Critical Reading Inventory was the final instrument used in this study this test was used to assess participants' higher-order and text-based comprehension skills. This instrument contained 20 questions: ten text-based and ten higher order questions. Subsequently, the score of text based comprehension derived from text-based question meanwhile the score of higher order questions items were combined to find out higher order comprehension score.

3. Procedure

Questionnaire was distributed to all of participant during class hour. In order to promote the honesty to fill out the questionnaire, teacher did not attend the test administration. Afterward, the participants were given two English reading texts to complete to assess their reading depth. They suggested that they read quietly and use as much time as they needed to read the text. They were allowed to respond the questions with Indonesian so that they could communicate what they were thinking clearly. In conducting the research, researcher provided full point (10) half (5) and without point (0) to participant answer, as result the highest score for TBC and HOC were 100 point. In order to minimize the subjectivity in scoring HOC items, the

grading rubric wrote down the most possible answer. The overall score in each variable is divided by the number of times it happens to get the comprehension score.

4. Reading Item

Four items related to cognitive anxiety were taken from Cheng's (2004) second language writing anxiety instruments. The four items were: I am anxious that I will make grammar mistakes when writing in English, I am worried that my grade will be low when writing in English, I am confused when writing in English within a time limit, and I am worried that I will make mistakes when writing in English. The Cronbach alpha for anxiety items was .931. Demographic and student characteristic information were collected through the survey. Students were asked to give their gender, academic major, L2 proficiency, L2 writing skills, and years studying English. Items were translated from English to Korean by a professional translator and then checked by a second translator. Discrepancies in translations were discussed and resolved.

5. Data Analysis

The data collected through the survey were subjected to both EFA and CFA using structural equation modeling. Data analysis was carried out using the statistical software packages SPSS 23.0 and AMOS 24.0. The data analysis section begins by describing the data screening process and factor analysis used in this study. Figure 1 illustrates the hypothesized path directions for the study variables

CHAPTER IV
PEMBIYAAAN

Honorarium penelitian mengacu pada Peraturan Menteri Keuangan Republik Indonesia Nomor 78 /PMK.02/2019 tentang Standar Biaya Masukan Tahun Anggaran 2020 dengan rincian anggaran sebagai berikut :

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1.	Honorarium				
	a. Honorarium Koordinator Peneliti/Perekayasa	OB	1	Rp. 420.000	420.000
	b. Pembantu Peneliti/Perekayasa	OJ	12	Rp. 25.000	300.000
	c. Honorarium Petugas Survei	OR	30	Rp.8000	240.000
Subtotal Honorarium					960.000
2	Bahan Penelitian				
	a. ATK				
	1) Kertas A4	Rim	1	50.000	50.000
	2) Pena	Kotak	1	50.000	50.000
	3) Map	Lusin	1	50.000	50.000
	b. Bahan Penelitian Habis Pakai	OK	paket		
	1) Bahan Pembuatan soal Writing	Sesuai item		400.000	400.000
	2) Uji Validitas	belanja	paket	500.000	500.000
	3) Analisis Praktikalitas	penelitian	paket	1.000.000	1.000.000
	4) Pengurusan Etik Penelitian	lab, bahan penelitian lapangan dsb,	paket	870.000	870.000
Subtotal Bahan Penelitian					2.770.000
3.	Pengumpulan Data				
	a. Transport	Ok	10	25.000	250.000
	b. Biaya Konsumsi	Ok	10	25.000	250.000
Subtotal biaya pengumpulan data					500.000

4. Pelaporan, Luaran Penelitian					
	a. Foto Copy Proposal dan Laporan, Kuisisioner dsb	OK	200	Rp. 150	30.000
	b. Jilid Laporan	OK	3	Rp. 5000	15.000
	c. Luaran Penelitian	OK			
	1) Jurnal Nasional Tidak Terakreditasi		Con		
	2) Jurnal Nasional Terakreditasi :		Con	2.000.000	2.000.000
	a) Sinta 6-5		Con		
	b) Sinta 4-3		Con		
	c) Sinta 2-1		Con		
	3) Jurnal Internasional		Con		
	4) Prosiding Nasional		Con		
	5) Prosiding Internasional		Con		
Subtotal biaya Laporan dan Luaran Penelitian					2.000.000
Total					6.230.000

Keterangan :

1. OB = Orang/Bulan
2. OK = Orang/Kegiatan
3. Ok = Orang/kali
4. OR = Orang/Responden
5. Con (Conditional) = Disesuaikan dengan biaya yang ditetapkan oleh penerbit

a. Jadwal Penelitian

No	Jenis Kegiatan	September	Oktober	November	Desember	Keterangan
1	Penyusunan Proposal					
2	Penyusunan Instrument					
3	Validasi Instrumen					
4	Pelaksanaan Penelitian					
5	Uji Parktikalitas					
6	Penulisan Hasil Penelitan					
7	Sumbite Journal Nasional Teragreditas					

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iodata Diri, Riwayat Penelitian, PkM dan Publikasi

A. Identitas

1	Nama	:	Dr. Masrul, M.Pd
2	Jenis Kelamin	:	Laki-Laki
3	Jabatan Fungsional	:	Lektor
4	NIP	:	096.542.081
5	NIDN	:	1005048402
6	Tempat dan Tanggal Lahir	:	Sarolangun Jambi 05-04-1984
7	Email	:	Masrulm25@gmail.com
8	No Telepon/ Hp	:	085364940453
9	Alamat Kantor	:	Jl.Tuanku Tambusai No 23 Bangkinang
10	NoTelpon/ Fax	:	(0762) 21677
11	Lulusan yang telah dihasilkan	:	40 Orang
12	Mata Kuliah yang diampu	:	Writing, Language Learning Evaluations

B. Riwayat Pendidikan

	S-I	S-2	S-3
Nama Perguruan Tinggi	Universitas Andalas	Universitas Negeri Padang	Universitas Negeri Padang
Bidang Ilmu	Sastra Inggris	Pendidikan Bahasa Inggris	Ilmu Pendidikan (Kosentrasi Pendidikan Bahasa Inggris)
Tahun Masuk - Lulus	2003-2008	2010-2013	2014-2017

C. Pengalaman Penelitian dalam 3 tahun terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jumlah (juta Rp)
1	2020	<p>'Sentence Crimes': Blurring the Boundaries between the Sentence-Level Accuracies and their Meanings Conveyed</p> <p>http://www.eu-jer.com/</p>	Mandiri	3.000.000
2	2018	<p>Portfolios assessment on learning writing: Investigating the effect</p> <p>http://iraj.in</p>	Mandiri	8.000.000

D. Pengalaman Pengabdian Kepada Masyarakat 3 tahun terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber	Jumlah (jutaRp)
1	2020	Pelatihan Penulisan Ilmiah bagi Tenaga Pendidik di Desa Kuok Kabupaten Kampar Provinsi Riau	Mandiri	2.500.000
2	2019	Workshop penulisan surat Dinas untuk siswa SMK Global Cendekia Kualu Nenas	Mandiri	2.500.000
3	2018	English Course di Desa Kumantan Bangkinang	Mandiri	2.500.000

E. Publikasi Artikel Ilmiah dalam Jurnal 3 tahun terakhir

No	Judul Artikel Ilmiah	Nama Jurnal	Volume/ Nomor/Tahun
1	'Sentence Crimes': Blurring the Boundaries between the Sentence-Level Accuracies and their Meanings Conveyed	European journal of educational research	Volume 9, Issue 1, 395-411. ISSN: 2165-8714 http://www.eu-er.com
2	Portfolios assessment on learning writing: Investigating the effect	International Journal of Management and Applied Science	ISSN: 2394-7926 Volume-4, Issue-5, May-2018 http://iraj.in

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 3 tahun terakhir

No	Nama Pertemuan Ilmiah/ Seminar	Judul Artikel Ilmiah	Waktu dan Tempat

G. Karya Buku dalam 3 Tahun Terakhir

No	Judul Buku	Tahun Penerbitan	ISBN	Penerbit	URL (jika ada)
1	Belajar dari covid-19 : perspektif sosiologi, budaya, hukum,	2020	9786236512319	Kita Menulis	https://kitamenulis.id/2020/07/05/belajar-dari-

	kebijakan dan pendidikan				covid-19-perspektif-sosiologi-budaya-hukum-kebijakan-dan-pendidikan/
2	Manajemen sumber daya manusia dalam organisasi	2020	9786236512296	Kita Menulis	https://kitamenulis.id/2020/07/02/manajemen-sumber-daya-manusia-dalam-organisasi/
3	Pandemik Covid-19: persoalan dan refleksi di Indonesia	2020	9786237645719	Kita Menulis	https://books.google.co.id/books/about?id=Zi7eDwAAQBAJ&redir_esc=y
4	Media Pembelajaran	2020	978-623-6512-56-2	Kita Menulis	https://kitamenulis.id/2020/07/28/media-pembelajaran/
5	Belajar dan Pembelajaran: Konsep dan Pengembangan	2020	978-623-6512-58-6	Kita Menulis	https://kitamenulis.id/2020/07/29/belajar-dan-pembelajaran-konsep-dan-pengembangan/

H. Perolehan HKI dalam 5 tahun terakhir

No	Judul /Tema HKI	Tahun	Jenis	Nomor P/ID
1	Platform Asesmen Untuk Pembelajaran Daring: Teori & Praktik	2020	Buku	000203128

I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 10 tahun terakhir

No	Judul/ tema/ jenis rekayasa yang telah diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat

J. Penghargaan dalam 5 tahun terakhir (Pemerintah, Asosiasi Atau Institusi)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggung jawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidak sesuaian dengan kenyataan, saya sanggup menerima sanksi berdasarkan peraturan perundang-undangan yang berlaku. Demikian biodata ini saya buat dengan sebenarnya sebagai syarat dalam pengajuan proposal penelitian Universitas Pahlawan Tuanku Tambusai.

Bangkinang, 25 September 2020
Pengusul,



Dr.Masrul, M. Pd

NIP.TT 096 542 081

Anggota 1**A. Identitas Diri Anggota Tim Pengusul**

1	Nama Lengkap (dengan gelar)	Wida Rianti, M.Pd.
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Lektor
4	NIP/ NIK/ Identitas lainnya	096542150
5	NIDN	1023038302
6	Tempat dan Tanggal Lahir	Siring agung, 23 Maret 1983
7	E-mail	19aurora@gmail.com
8	Nomor Telepon/ HP	082388243502
9	Alamat Kantor	Jl. Tuanku Tambusai No.23 Bangkinang
10	Nomor Telepon/ Faks	(0762)
11	Lulusan yang Telah Dihasilkan	S-1 = - orang, S-2 = - orang, S-3 = - orang
12	Mata Kuliah yang Diampu	1. Grammar I
		2. Grammar II
		3. Grammar III
		4. Bimbingan Konseling

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	UIN SULTAN SYARIF KASIM RIAU	UNIVERSITAS NEGERI PADANG	
Bidang Ilmu	Pendidikan Bahasa	Pendidikan Bahasa	

	Inggris	Inggris	
Judul Skripsi/Tesis/Disertasi			
Nama Pembimbing/Promotor		1.	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1				

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	Tips dan Trik dalam Menghadapi Ujian Nasional	Perguruan Tinggi	800.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
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	2016	Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe <i>Think Pair Share</i> Dengan Pendekatan <i>Heuristik</i> Terhadap Kemampuan Pemecahan Masalah Matematis Siswa MTs Negeri Naumbai Kecamatan Kampar	Jurnal Pendidikan Matematika STKIP Pahlawan Tuanku Tambusai	Volume. 4, Nomor. 2, September 2016
2	2017	Analisis Kesalahan Peserta didik Pada Materi Persamaan dan Pertidaksamaan Nilai Mutlak Linear Satu Variabel di Kelas X SMA Negeri 1 Bangkinang Kota	Jurnal Cendekia: Jurnal Pendidikan Matematika	Volume.1, Nomor 1, Mei 2017

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

N o	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat

G. Karya Buku dalam 5 Tahun Terakhir

N o	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1				
2				

H. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
1				
2				

26

I. Pengalaman Merumuskan Kebijakan Publik/ Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya	Tahun	Tempat Penerapan	Respon Masyarakat
1				
2				

J. Penghargaan dalam 10 Tahun Terakhir (dari Pemerintah, Asosiasi, atau Institusi Lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			
2			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penugasan Penelitian Dosen Pemula

Bangkinang, 25 September 2020
Anggota Pengusul



(Wida Rianti, M.Pd.)