

The Effect of Guided Questions and Students' Motivation towards Writing Ability

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Abstract

The objectives of this study were to find whether: (1) there is significant difference in writing achievement between the students who are taught using guided questions technique and conventional method; (2) there is significant difference in average score between high motivated students and low motivated students who are taught using guided questions and conventional method; (3) and there is an interaction effect of techniques and students' motivation in writing ability. This research was conducted at SMPN 1 Sekayu. Sample of this research was 70 students of the eighth grade students (35 students were as experimental group and 35 students were as control group). The method of the research was a factorial design. The data were collected through the test and questionnaire and were analyzed by using independent sample t-test and two-way ANOVA. The finding showed that: (1) there was significant difference in writing achievement between the students taught using guided questions; (2) there was significant difference between in average score between high motivated students taught using guided questions and conventional method; (3) there was no significant difference in average score between low motivated students taught using guided questions and conventional method; (4) there was no significant difference between high and low motivated students who taught using guided questions; (5) there was no significant difference in average score between high motivated students and low motivated students taught using conventional method; (6) and there was no an interaction effect of techniques and students' motivation in writing ability.

Keywords: *Influence, Guided Questions, Motivation*

Pengaruh Pertanyaan Panduan dan Motivasi Siswa terhadap Kemampuan Menulis

Abstrak

Tujuan dari penelitian ini adalah untuk menemukan apakah: (1) ada perbedaan yang signifikan pada hasil menulis antara siswa yang diajarkan dengan menggunakan teknik pertanyaan panduan dan yang diajarkan dengan cara biasa; (2) ada perbedaan yang signifikan pada nilai rata – rata antara siswa yang memiliki motivasi tinggi dengan siswa yang memiliki motivasi rendah yang diajarkan dengan menggunakan teknik pertanyaan panduan dan yang menggunakan cara biasa, (3) dan ada dampak interaksi antara teknik dan motivasi dalam keterampilan menulis. Penelitian ini dilakukan di SMPN 1 Sekayu. Sample pada penelitian ini yaitu 70 orang siswa kelas VIII (35 orang siswa sebagai grup eksperimen dan 35 siswa sebagai grup kontrol). Metode pada penelitian ini yaitu *factorial design*. Data dikumpulkan melalui tes dan angket lalu dianalisa dengan menggunakan *independent sample t-test* dan *two-way ANOVA*. Temuan

menunjukkan bahwa: (1) ada perbedaan yang signifikan dalam keterampilan menulis siswa yang diajarkan dengan teknik pertanyaan panduan; (2) ada perbedaan yang signifikan rata-rata nilai siswa yang memiliki motivasi tinggi yang diajarkan dengan teknik pertanyaan panduan dan cara biasa; (3) tidak ada perbedaan nilai rata-rata yang signifikan antara siswa yang memiliki motivasi rendah yang diajarkan melalui teknik pertanyaan panduan dan cara biasa; (4) tidak ada perbedaan nilai rata-rata yang signifikan antara siswa yang memiliki motivasi tinggi dan motivasi rendah yang diajarkan melalui pertanyaan panduan; (5) tidak ada perbedaan nilai rata-rata yang signifikan antara siswa yang memiliki motivasi tinggi dan motivasi rendah yang diajarkan melalui cara biasa; (6) dan tidak ada pengaruh interaksi antara teknik dan motivasi dalam kemampuan menulis siswa.

Kata Kunci: *Pengaruh, pertanyaan panduan, motivasi*

1. INTRODUCTION

The ability to write in English effectively has become increasingly important in global community and as a result the instruction in writing has gained similar importance in language learning as well as of communicative language teaching (Weigle, 2002: 1). However, to achieve a good writing fluency is not easy and especially for EFL (English as Foreign Language) students may experience difficulties in accomplishing this particular skill.

For EFL students of school or university level, writing is taught and learned as one of four language skills (include listening, speaking and reading). But most of them said that writing is a hardest and complex skill since it is not only requiring them to master grammatical rules, but also requiring them to have much more knowledge and information about how they can arrange their idea into words, rich of vocabulary, etc. According to Gebhard (2000:221), the thing usually associated with writing is word choice, use of appropriate grammar (such as subject – verb agreement, tense, and article use), syntax (word order), mechanics (e.g. punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form.

Other reasons that make writing difficult to be mastered is how to focus on the topic, how to make it simple and how to develop the idea dealing with the topic. To start our writing, it will be better if it begins with a good focus on the topic. A good focus will help us to keep our writing manageable. Unno (2000) said that “Taking one idea, one passage, or one image from the text as your main focus can provide a very good focus on your paper”. To make the idea in writing to be understood effectively, it should be made simple and straightforward. Limit to the length of sentences, the number of idea per sentence and don't use too many difficult words (Unno, 2000).

A good writing also begins with a good idea and the idea should be explored. According to Muschla (2006) the one of the best strategies to help the students developing idea is to consider the five Ws and How: Who?, What?, Where?, When?, Why?, and How?. However, not all of these questions can be applicable for every idea, but they are useful for most.

In doing something in life, the willingness of someone will support him/her for getting success. Biehler and Snowman (1993) state that motivation typically defined as the forces that account for the arousal, selection,

direction, and continuation of behavior. Motivation also defines as referring to a combination of effort plus desire to achieve the goal of learning the language plus favorable attitude towards learning the language (Gardner, 1985 in Zang and Wu, 2010). Motivation gives the positive interest to because of the crucial role it plays in student learning.

Motivation in education can have several effects on how students learn and how they behave towards subject matter. Motivation can help the students to enhance their cognitive processing, lead to increase effort and energy, etc. The students' motivation are not usually comes from inside them, but it can come from outside to help them create the positive impact of learning process. Motivation which comes from inside (intrinsic motivation) is aimed at bringing about internally rewarding sequences, namely feeling of competence and self determination but it comes from outside (extrinsic motivation) is carried out in anticipation of a reward from outside and beyond the self (Zang and Wu, 2010). Motivation which comes from inside or outside the students can be high and low. Level of students' motivation of course will give the influence for their learning process.

The students' enthusiasm in learning is affected by the teachers' stimulation, about what should they do to enhance their students' motivation. Lowman, 1984; Lucas, 1990; Weinert and Kluwe, 1987; Bligh, 1971 (in Davis, 1999) offered some of the teaching situations that can do by the teachers or instructors to enhance their students' self-motivation: (1) Give frequent, early, positive feedback that supports students' beliefs that they can do well; (2) Ensure opportunities for students' success by assigning tasks that

are neither too easy nor too difficult; (3) Help students find personal meaning and value in the material; (4) Create an atmosphere that is open and positive; (5) Help students feel that they are valued members of a learning community. The teachers' expectation will give a powerful effect on students' motivation, too. The teachers should set a realistic expectation when they make assignments, grade examinations, etc. *Realistic* in this context means that the teachers' standards are high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet those expectations (American Psychological Association, 1992; Bligh, 1971; Forsyth and McMillan, 1991 -1 Lowman, 1984, in Davis, 1999).

This study was concerned with the application of guided questions technique toward students' writing ability. The motivation only focused on high and low category. And it is also limited to the recount text only.

1.1 Concept of Writing

Writing is not an easy job. It needs much more practice and process. Writing is not a skill which it just arranges the letters of alphabet, but how people can express their mind or idea into words.

Mackey (1965:282) states that writing involving the ability to shape the letters of the alphabet (graphics); knowledge of the right combinations of letters (spelling), and the last is a skill in expressing oneself through the written word.

Different from Mackey who stated the three aspects in writing, Hedge (2000:302) said that writing as the result of employing strategies to manage the composing process, which is one of gradually developing text. Saleh (1991:55) stated that writing was

an activity to express the idea in written form.

In writing, a paragraph is a basic unit. A paragraph is defined as a group of related sentences which develop one main idea. In a paragraph, the number of sentences is unimportant (it may be one sentence until ten sentences), but it will be better if it is long enough to support the main idea.

A paragraph has three major structural parts and two additional elements. The first of three major structural parts is the *topic sentence*. A topic sentence will state the main idea in a paragraph. It is usually found in the beginning or at the end of the paragraph. The topic sentence is a key sentence in a paragraph.

The second, we call as *supporting sentence*. Supporting sentence is a sentence to support the topic sentence by giving reasons, examples, facts, statistics and quotations. The last one of the three major structural parts in a paragraph is a *concluding sentence*. A Concluding sentence is a sentence which summarizes the main idea of the paragraph. It signals the end of a paragraph.

The *unity* and *coherence* is a characteristic of a good paragraph, too. Unity means that in one paragraph it only discuss one main idea. Each sentence in a paragraph should be related to the topic and develop the controlling idea. If in a paragraph, the sentence has no relation or it does not develop the idea, so it means that it is lack of unity, it is irrelevant and should be omitted.

Coherence means that a paragraph should be arranged logically and flows smoothly. Logical arrangement refers to the order of our sentences and ideas. Smooth flow refers to how well one idea or sentence leads

into another. It can be achieved through sentence combining and through the use of certain expression, called transitions, that provide the links between ideas, such as: *for example, to begin with, in contrast, however, also*.

There are four steps in writing based on Gebhard (2000:226), they are: pre-writing, drafting, revising, and editing.

a. Pre-writing

Pre-writing is ways or activities to get started our writing such as to find the topic, generate the ideas, focusing, planning content and organization. Some activities that can be chosen to start our writing such as brainstorming (based on a topic of interest), clustering (using a key words), strategic questioning (answer a set of questions), etc.

b. Drafting

Quickly write down a paragraph after we have generate ideas. As a teacher, we ask our students to make draft of their ideas in a number of ways.

c. Revising

After we have generated ideas, we can consider revision of the content and organization of our ideas. Making revision is important after the students make draft. Revising the writing improve the ideas and organization of draft to make the sentences in paragraph clearer.

d. Editing

Editing is another aspect of writing process. Editing is important to do as the final activity in our writing to produce the good writing to avoid grammatical error, syntax and mechanics error. In editing, we should be work hard. However, it does take

much time, knowledge, experience, and commitment to become a good editor.

1.2 Concept of Recount

Recount is one of text types. In recount text, it will tell the readers what happened. It retells us about past event. Based on *Kurikulum Bahasa Inggris 2004* (2004), A recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount text is telling the reader about a story, action or activity. It is indicated of the usage of past tense.

The generic structure of recount is orientation, events, and reorientation. *Orientation* tells about who was involved, what happened, where the events took place, and when it happened. *Events* tell us about what happened and in what sequence. And *reorientation* consists of optional closure of events or endings. When writing recount text, we should:

- Focus on individual people i.e. use the words, I or we
- use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed)
- write in the past tense e.g. had, visited
- use action words e.g. helped, crutched.

1.3 Concept of Motivation

Motivation has an important role to help us to get success in life. Motivation is defined as the internal condition that activates behavior and gives it direction, energizes and directs goal-oriented behavior (Wikipedia, the free encyclopedia). There are two kinds of motivation. Motivation can be *internal/intern motivation* and *external/extern motivation*. Internal motivation comes from rewards

inherent to a task or activity itself. It occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. But the motivation that comes from outside of the performer is called as external/extern motivation. For students, it may come into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

Motivation of the students in learning is very important, too. According to Bomia et al (1997:1) in Brewster & Fager (2000), student's motivation refers to a student's willingness, need, desire and compulsion to participate in, and be succesfull in learning process.

1.4 Concept of Guided Questions

Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, you can improve a whole range of communications skills: for example, you can gather better information and learn more; you can build stronger relationships, manage people more effectively and help others to learn too. According to Traver (1998) "A guiding question is the fundamental query that directs the search for understanding. Everything in the curriculum is studied for the purpose of answering it." Guiding questions help provide focus and coherence for units of study.

Questioning technique can be used to lead the students in writing. Offering some guided questions will help them more focus on the topic and write easily. According to Brown (2004), guided question is a series of questions that essentially serve as an

outline of the emergent written text. The outline helps the writer (in this case the students) through presumably logical development of ideas that have been given some forethought.

2. METHODS

The method used in this research was *factorial design*. This method was the modification of pretest-posttest control group design which permit the investigation of additional independent variables (*moderator variable*). In this design, there were two groups, the first group is as the experimental group, and the other one was as control group. This design can be shown as follow:

| | |
|-------------|-----------------------|
| TreatmentR | $O_1X_1\Upsilon_1O_2$ |
| ControlR | $O_1X_2\Upsilon_1O_2$ |
| Treatment R | $O_1X_1\Upsilon_2O_2$ |
| Control R | $O_1X_2\Upsilon_2O_2$ |

The symbols were interpreted as follow:

R = Random

O_1 = Pretest

O_2 = Posttest

X_1 = Treatment (The application of Guided Questions)

X_2 = The application of conventional method

Υ_1 = Moderator Variable (High Motivation)

Υ_2 = Moderator Variable (Low Motivation)

The purpose of a factorial design is to determine whether the effects of an experimental variable are generalizable across all levels of a control variable or whether the effects are specific to specific levels of the control variable. Also, a factorial design can demonstrate relationship that a single variable experiment cannot.

a. Research Variable

There were three variables in this study, independent variable, dependent variable and moderator variable. *The independent variable* was also frequently referred to as the experimental or treatment variable. The independent variable was the implementation of guided questions as a stimulus technique in teaching recount paragraph writing. *The dependent variable* was the variable which is observed and measured directly to determine the effect of independent variable. In this case, the students' scores in recount paragraph writing using guided questions was as the dependent variable. The students' motivation was a *moderator variable* that is predicted will influence the dependent variable.

b. Population and Sample

In this study, all of the eighth grade students of SMPN 1 Sekayu in academic year 2009-2010 were treated as the population, included six classes. Sample is taken to represent a population in a research. The sample in this research was taken by using *cluster random sampling*. Cluster random sampling is a sampling technique which the samples are chosen from pre-existing groups. Groups are selected and then the individuals in those groups are used for the study. After selected the samples by using cluster random sampling technique, the VIII.4 class was as experimental group (consist of 35 students) and the VIII.6 class was as control group (consist of 35 students).

c. Technique of collecting the data

For collecting the data, the writer used test and questionnaire. *Test* was used to examine the students' ability in recounts writing. Written test was given in the pre-test and post-test

form. The pre-test is a test given before doing the treatment (both of experimental and control group was given the pretest). After give the pretest to experimental and control group, the treatment was given to the experimental group only. After gave the treatment, the writer gave the posttest to the experimental and control group.

To know the effect/influence of students' motivation in writing recount text, the writer used the questionnaire. *Questionnaire* is an inexpensive way to gather data from a potentially large number of respondents. The questionnaire was distributed to experimental and control group. The questionnaire was distributed to the students include ten questions related to motivation.

d. Validity and Reliability

A test is valid if the test measures what must be measured. A test will have high content validity if the test was constructed as to contain a representative sample of the course. The test materials represents recount writing. In line with constructing the test, the specification of test items will be constructed based on the syllabus of KTSP (*School Based Curriculum*) for Junior High School.

Researchers must demonstrate instruments were reliable since without reliability, research results using the instruments are not replicable, and reliability is fundamental to the scientific method. Reliability is the correlation of one item, scale or instrument with a hypothetical one which truly measures what it is supposed to.

The degree to which a test is consistent, or reliable, can be estimated by calculating a reliability coefficient. In this investigation, to estimate the reliability of test, the inter-rater

reliability was used. Inter-rater reliability was used when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived biases (Brown, 2004).

To minimize the subjectivity in scoring students' writing, the writer needs one rater who has the experience in handling teaching and testing writing to get involved in giving scores. So, there were two raters for giving scores. The writer was as the first rater and the other one was as the second rater. The correlation coefficient (r) between two raters was calculated by means of Product Moment Correlation. The correlation calculation of two raters is shown as follow:

The result of reliability of test items

| Correlations | | | |
|--------------|-----------------------------------|----------|----------|
| | | Rater1 | Rater2 |
| Rater1 | Pearson Correlation | 1 | ,979** |
| | Sig. (2-tailed) | . | ,000 |
| | Sum of Squares and Cross-products | 1193,543 | 1146,629 |
| | Covariance | 35,104 | 33,724 |
| | N | 35 | 35 |
| Rater2 | Pearson Correlation | ,979** | 1 |
| | Sig. (2-tailed) | ,000 | . |
| | Sum of Squares and Cross-products | 1146,629 | 1149,886 |
| | Covariance | 33,724 | 33,820 |
| | N | 35 | 35 |

** Correlation is significant at the 0.01 level

Variable result between two raters shown the correlation coefficient value with 35 students with the alpha value $\alpha = 0.01$ or 1% was 0.979 (r obtained). If the r obtained exceeded than r table (0.430), it means that the test instrument was reliable.

e. Technique of Analyzing Data

To analyze the data, the writer used two ways, t-test and two-ways ANOVA. The first is using t-test. This formula was used to know the

significant difference between the students' achievement in the pre-test and the students' achievement in the post-test in recount writing. The second way is using two ways ANOVA. A two ways ANOVA is useful when we desire to compare the effect of multiple levels of two factors and we have multiple observations at each level. All the data will be analyzed by using SPSS (*Statistical Package for Social Science*) program.

3. FINDINGS AND DISCUSSIONS

This research aimed to know whether or not (1) there is significant difference in writing achievement between the students who are taught using guided questions technique and conventional method, (2) there is significant difference in average score between high motivated students who are taught using guided questions and conventional method, (3) there is significant difference in average score between low motivated students who are taught using guided questions and conventional method, (4) there is significant difference in average score between high motivated students and low motivated students who are taught using guided questions, (5) there is significant difference in average score between high motivated students and low motivated students who are taught using conventional method, (6) there is an interaction effect of techniques and students' motivation in writing ability.

Based on the data analysis, the students' writing ability taught using guided questions technique has a significant increase. It is indicated that the students' average score taught using guided questions (81.53) is higher than the students' average score taught using conventional method (65.21). The following descriptions are made to

interpret the statistical analysis related to findings.

First, from the t-test analysis of the students' posttest scores (both in experimental and control group), the p-output was 0.000. it is lower than mean significant difference value at the 0.05 level. It is interpreted that the teaching writing ability using guided questions technique is effective to be applied in one of the groups. Or in the other word, it can be interpreted that there is significant difference in writing achievement between the students taught using guided questions and those taught using conventional method. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected.

Second, the t – test analysis of the high motivated students taught using guided questions and those taught using conventional method. The result of p – output using independent sample t – test is 0.000. it s lower than means significant difference value at the 0.05 level. I can be interpreted that there is significant difference in average score between high motivated students who are taught using guided questions and those who taught using conventional method. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Third, the t- test analysis of the low motivated students taught using guided questions and those taught using conventional method. The result of independent sample t – test analysis shows that the p-output is 0.067. it is higher than mean significance difference at the 0.05 level. It can be interpreted that the techniques which are applied to develop students' writing ability effective to e taught to low motivated students. In the other words, low motivation doesn't have significant difference in students' writing average

score both in experimental and control group.

Fourth, the t-test analysis of high motivated students and low motivated students taught using guided questions. From the statistical calculation using independent t-test, it is found that the p-output 0.884. it is higher than the mean significant difference at the 0.05 level. It can be interpreted that there is no significant difference in writing average score between high motivated students and low motivated students who taught using guided questions. Or in the other words, the null hypothesis is accepted and the alternative hypothesis is rejected. It means that guided questions technique can be applied both in high motivated students and low motivated students.

Fifth, the t-test analysis of high motivated students and low motivated students taught using conventional method. From the statistical calculation using independent t-test, it is found that the p-output 0.924. It is higher than the mean significant difference at the 0.05 level. It can be interpreted that there is no significant difference in writing average score between high motivated students and low motivated students taught using conventional method. It can be said that the null hypothesis is accepted and the alternative hypothesis is rejected. It means that conventional method also can be applied both in high motivated students and low motivated students.

Sixth, the calculation analysis using a two-way ANOVA to measure an interaction effect between the teaching of writing ability using guided questions and conventional method toward the students' motivation. The p-output of a two-way ANOVA is 0.909. It is higher than 0.05 as the mean significance difference. Based on its result, it can be interpreted that there is no interaction

effect between teaching writing ability using guided questions technique and conventional method toward students' motivation. In the other words, guided questions technique can be taught to each students' motivation level.

In analyzing the data, the writer found some disputes. They are found when the writer analyzed the independent sample t-test between high motivated students taught using guided questions and those taught using conventional method. The p-output result is 0.000. It is lower than the mean significant difference at 0.05 level. It means that, there is significant difference in students' average score between high motivated students taught using guided questions and conventional method. The significant difference of the students average score also can be proved by seeing their means score (81.59 and 66.10). in contrast, the p-output of independent sample t-test (between low motivated students taught using guided questions and those taught using conventional method) is 0.067. It is higher than 0.05 as the mean significant difference. It can be interpreted that there is no significant difference in low motivated students' average score taught using different technique (guided questions and conventional method). But, if we see to the mean score between low motivated students taught using guided questions and conventional, there is significant difference (81.00 and 65.87).

However, observing the achievement in experimental group and comparing to control group, it is identified that techniques used is effective to increase the students' writing ability.

4. CONCLUSION

Based on the findings of the study, the writer concludes that:

- a. There is a significant difference in students' writing average score between the students who taught using guided questions and those taught using conventional method;
- b. There is significant difference in writing average score between high motivated students taught using guided questions technique and those taught using conventional method;
- c. There is no significant difference in writing average score between low motivated students who taught using guided questions and those taught using conventional method;
- d. There is no significant difference in writing average score between high motivated students and low motivated students taught using guided questions;
- e. There is no significant difference in writing average score between high motivated students and low motivated students taught using conventional method;
- f. There is no interaction effect between teaching writing ability using guided questions technique and conventional method toward students' motivation.

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