



**LAPORAN**  
**BEASISWA PENINGKATAN KUALITAS PUBLIKASI INTERNASIONAL/*SANDWICH-LIKE***  
**MAHASISWA S3 TAHUN ANGGARAN 2019**

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## KATA PENGANTAR

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*Alhamdulillahirabbil 'alamin*, segala puji dan syukur kehadirat Allah SWT yang telah melimpahkan segala rahmat dan hidayah-Nya sehingga penulis dapat menyelesaikan laporan kegiatan beasiswa **Peningkatan Kualitas Publikasi Internasional/Sandwich-Like 2019** ini dengan baik. Sejalan dengan tujuan dari program tersebut, kegiatan ini merupakan salah satu kegiatan penunjang bagi dosen yang sedang menempuh pendidikan doktor untuk dapat mempublikasikan bagian dari disertasinya ke jurnal internasional bereputasi. Untuk itu, selama tiga bulan mulai dari bulan Oktober sampai dengan Desember 2019 penulis telah dibimbing oleh salah satu Associate Professor pada perguruan tinggi di Illinois, Amerika Serikat yakni, di Northern Illinois University. Terwujudnya program tersebut tidak terlepas dari bantuan dan dukungan dari berbagai pihak. Oleh sebab itu, ucapan terima kasih yang sebesar-besarnya dan sedalam-dalamnya penulis sampaikan kepada semua pihak yang telah membantu dalam proses kegiatan tersebut dari awal hingga akhir. Pada kesempatan ini penulis mengucapkan terima kasih kepada:

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Dengan kegiatan ini, penulis merasakan dan mendapatkan manfaat yang sangat besar sekali, khususnya dalam hal peningkatan kualitas karya ilmiah pada jurnal internasional bereputasi. Selain itu, penulis juga mendapatkan kesempatan yang luar biasa untuk dapat merasakan langsung suasana akademik maupun non-akademik di universitas tujuan yakni Northern Illinois University. Penulis berharap Direktorat Kualifikasi Sumber Daya Manusia melalui Direktorat Jenderal Sumber Daya Iptek dan Pendidikan Tinggi, Kementerian Riset Teknologi dan Pendidikan Tinggi untuk tetap dapat menyelenggarakan program ini maupun program yang serupa guna mendukung perkembangan SDM dosen-dosen yang sedang menempuh pendidikan doktor di Indonesia. Akhir kata, penulis memohon maaf yang sebesar-besarnya kepada semua pihak apabila dalam melaksanakan program dan pelaporn PKPI ini masih banyak kekurangan dan kesalahan.

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Bandung, 12 Februari 2019  
Peserta PKPI 2019

**Heri Kuswoyo**

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# **BAB I**

## **PENDAHULUAN**

### **1.1 Latar Belakang Kegiatan**

Guru dan dosen memiliki fungsi, peran, dan kedudukan yang sangat strategis dalam pembangunan nasional dalam bidang pendidikan. Namun, dalam konteks pendidikan tinggi, dosen wajib memiliki kualifikasi akademik, kompetensi, sertifikat pendidik, sehat jasmani dan rohani, dan memenuhi kualifikasi lain. Hal tersebut telah diatur dalam undang-undang Republik Indonesia Nomor 14 Tahun 2005 pasal 45. Selanjutnya, pada pasal 46 ayat 1 menyebutkan bahwa kualifikasi akademik minimum dosen adalah lulusan program magister untuk program sarjana dan lulusan program Doktor untuk program pascasarjana. Dalam melaksanakan tugasnya, dosen berhak dan wajib memperoleh kesempatan untuk meningkatkan kompetensi, akses sumber belajar, informasi, sarana dan prasarana pembelajaran, serta penelitian dan pengabdian kepada masyarakat (Pasal 51 ayat 1 poin d). Bahkan seorang dosen yang sudah memiliki jabatan akademik tertinggi pun juga tetap perlu adanya penyegaran kembali (*recharging*).

Langkah percepatan dalam peningkatan kualifikasi dosen perguruan tinggi Indonesia telah dilaksanakan oleh Direktorat Jenderal Sumber Daya Ilmu Pengetahuan, Teknologi dan Pendidikan Tinggi. Salah satu program yang telah dilaksanakan setiap tahunnya adalah program beasiswa pendidikan S2 dan S3 ke luar negeri dan dalam negeri. Khusus mahasiswa S3 yang berstatus dosen di lingkungan Kemenristekdikti pada pascasarjana di dalam negeri diberi kesempatan oleh Direktorat Jenderal Sumber Daya Ilmu Pengetahuan, Teknologi dan Pendidikan Tinggi untuk melakukan magang pada perguruan tinggi atau institusi riset di luar negeri. Program tersebut dinamakan dengan Program Beasiswa Peningkatan Kualitas Publikasi Internasional (PKPI)/*Sandwich like*. Adapun tujuan dari program tersebut yakni meningkatkan kualitas lulusan yang berwawasan global dan berdaya saing internasional, khususnya publikasi pada artikel ilmiah bereputasi seperti jurnal dengan penindeks Scopus. Pada dasarnya kualitas lulusan S3 sudah diatur dalam peraturan Presiden nomor 8 tahun 2012

tentan Kerangka Kualifikasi Nasional Indonesia (KKNI). Peraturan tersebut menyatakan bahwa *learning outcomes* untuk lulusan S3 adalah mampu mengembangkan pengetahuan, teknologi, dan/atau seni baru di dalam bidang keilmuannya atau praktek profesional melalui riset, hingga menghasilkan karya kreatif, original dan teruji; mampu memecahkan permasalahan ilmu pengetahuan, teknologi dan atau seni di dalam bidang keilmuannya melalui pendekatan inter, multi dan transdisipliner; dan mampu mengelola, memimpin, dan mengembangkan riset dan pengembangan yang bermanfaat bagi ilmu pengetahuan dan kemaslahatan umat manusia, serta mampu mendapat pengakuan nasional dan internasional.

Melalui program PKPI/*Sandwich like* tersebut diharapkan mahasiswa S3 semenjak studi pada pascasarjana sudah memiliki artikel yang dipublikasikan pada jurnal internasional yang berkualitas, bereputasi dan berdampak faktor tinggi. Sehingga mereka mampu mendapatkan pengakuan akademik berstandar internasional. Selain itu, publikasi karya ilmiah baik pada jurnal ilmiah nasional maupun internasional juga memang menjadi suatu kebutuhan yang tidak terpisahkan dari kegiatan Tri Dharma (Permen PAN-RB Nomor 17 Tahun 2013).

Penulis yang merupakan mahasiswa Program Studi S3 Ilmu Sastra pada Fakultas Ilmu Budaya, Universitas Padjadjaran, *Alhamdulillah* menjadi salah satu penerima beasiswa PKPI/*Sandwich-like* tersebut. Sebagai mahasiswa di Universitas Padjadjaran, salah satu syarat mengikuti Seminar Hasil Riset (SHR) ataupun sidang tertutup yakni harus memiliki sebuah artikel yang dipublikasikan pada jurnal ilmiah internasional terindeks Scopus. Oleh karena itu, program ini dipandang sangat mendukung sekali dalam proses penyelesaian pendidikan yang sedang ditempuh oleh penulis. Hal ini dikarenakan seperti yang telah dijelaskan di atas bahwa fokus utama dalam program beasiswa ini adalah *research mentorship*. Kegiatan dimana penulis mendapatkan pembimbingan langsung dari mentor perguruan tinggi luar negeri yakni bagaimana menulis artikel ilmiah internasional bereputasi yang baik. Tentunya hal ini sejalan dengan apa yang sedang dihadapi penulis. Selain dari itu, penulis juga mendapatkan pengalaman yang luar biasa baik pada bidang akademik maupun non- akademik.

## 1.2 Tujuan Kegiatan

Berdasarkan latar belakang yang telah dijelaskan pada bab I di atas, tujuan dari kegiatan beasiswa PKPI/*Sandwich-like* ini adalah :

1. Melakukan penulisan artikel ilmiah dengan bimbingan mentor di luar negeri untuk tujuan publikasi pada jurnal internasional bereputasi yang terindeks *Scopus*;
2. Terpublikasinya karya ilmiah dalam jurnal internasional bereputasi pada *Scopus* sebagai pengindeksnya dengan menggandeng pembimbing/mentor di perguruan tinggi luar negeri.
3. Mendapatkan penguatan bukan saja pada *literature review* namun juga pada metode dan teknik penelitian khususnya pengambilan data, analisis data dan penyajian data.
4. Mendapatkan izin akses informasi seperti referensi, koleksi jurnal dan izin akses menggunakan seluruh fasilitas yang ada pada Northern Illinois University.
5. Mengikuti perkuliahan pada kelas *Academic Writing*.
6. Melaksanakan desiminasi hasil diskusi dengan mentor pada seminar akhir di NIU.
7. Menjalin komunikasi dan kerjasama di bidang ilmiah di tingkat internasional (antar universitas).
8. Menambah pengalaman dan wawasan internasional baik pada publikasi internasional maupun pada bidang akademik lainnya.
9. Mendorong setiap perguruan tinggi negeri maupun swasta untuk mampu berkontribusi di jenjang internasional, *the World Class University* (WCU).

## 1.3 Manfaat Kegiatan

Latar belakang kegiatan dan juga tujuan kegiatan yang sudah dijelaskan sebelumnya diharapkan akan memberikan manfaat yang signifikan yaitu sebagai berikut:

1. Memiliki artikel atau paper yang berkualitas yang dapat diterbitkan pada jurnal internasional dengan *Scopus* sebagai pengindeksnya.

2. Manuskript artikel ilmiah yang diterima dan terbit di salah satu jurnal internasional bereputasi dan terindeks *Scopus*.
3. Penelitian dan publikasi karya ilmiah internasional bersama mentor luar negeri.
4. Memberikan kontribusi baik kuantitas maupun kualitas jurnal internasional pada perguruan tinggi tempat penulis menempuh pendidikan S3, yaitu Universitas Padjadjaran.
5. Terbangunnya *network* dengan dosen dan mentor bertaraf internasional dari Northern Illinois University.
6. Adanya penguatan pada *literature review*, metode, dan teknik penelitian.
7. Mendapatkan banyak informasi dan data yang dapat digunakan dalam penyelesaian disertasi.
8. Merasakan dan memahami kehidupan akademik kampus di Luar negeri yang sekiranya dapat diterapkan di kampus dalam negeri, khususnya Universitas Teknokrat Indonesia.
9. Memperoleh pengalaman lintas budaya (*cross-culture*) yang dapat dijadikan bekal saat penulis mengajar di kelas bahasa Inggris.
10. Memperoleh pengalaman secara langsung dalam mempraktekkan dan meningkatkan kemampuan bahasa Inggris dengan penutur asli (*native speaker*).



## **BAB II**

### **RENCANA KEGIATAN**

#### **2.1 Tempat Kegiatan di Luar Negeri**

Penulis melaksanakan Program Beasiswa Peningkatan Kualitas Penulisan Ilmiah/*Sandwich-like* 2019 ini di Northern Illinois University. Kampus ini terletak tepatnya di Dekalb, Illinois, Chicago, USA. Northern Illinois University memiliki mahasiswa internasional yang berasal dari berbagai negara, seperti India, China, Korea, Timur Tengah, Afrika, dan termasuk Indonesia.

#### **2.2 Waktu Kegiatan**

Pelaksanaan Program beasiswa PKPI 2019 ini dilaksanakan sekitar kurang lebih tiga bulan. Kegiatan ini dilaksanakan mulai dari tanggal 15 Oktober 2019 sampai dengan tanggal 30 Desember 2019.

#### **2.3 Lingkup Kegiatan**

Pelaksanaan Program beasiswa PKPI 2019 ini meliputi beberapa agenda kegiatan akademik di Northern Illinois University, Illinois, Chicago, USA dengan rangkaian kegiatan sebagai berikut:

- a. Penjemputan dari Bandara O'hare, Chicago oleh tim koordinator Program PKPI 2019 oleh Ibu Sinta dari *Center for Southeast Asian Studies (CSEAS)* NIU.
- b. Pelaporan Diri ke *International Office (IO)* di NIU untuk selanjutnya mendapatkan rekomendasi penerbitan *One Card* dan Fasilitas kartu lainnya dari Kantor *Founder Memorial Library*
- c. Pelaksanaan Orientasi penggunaan fasilitas perpustakaan NIU oleh Hao Phan sebagai koordinator perpustakaan bagian *Southeast Asian (Southeast Asia Curator)* dan fasilitas kampus lainnya.
- d. Konsultasi dan perbaikan kerangka teori, *grammatical writing, style*, pilihan kata (diksi) dan juga mengenai metode pengambilan data, analisis

- data dan penyajian data dengan mentor di NIU tentang draf artikel penelitian atau proposal disertasi yang sudah diseminarkan.
- e. Pelaksanaan kelas menulis akademik (*Writing Class*) oleh Dr. Paul Wright selama 5 pertemuan dengan alokasi 1 jam setiap pertemuan dengan metode diskusi kelas atas materi yang telah di sampaikan.
  - f. Mengikuti kegiatan akademik mentor di kampus melalui izin *sit-in* dalam kelas perkuliahan di NIU sebagai observer pelaksanaan *classroom management*.
  - g. Mengikuti *Workshop Teaching Methodologi* dengan berbagai pakar dan pembicara dari NIU dan mengikuti kelas Brown Bag yang dilaksanakan setiap minggunya di hari Jumat dengan tema pembahasan dan diskusi terkait dengan *Center of Southeast Asian Studies*.

#### 2.4 Data Singkat Pendamping di Luar Negeri

Selama mengikuti beasiswa PKPI 2019 di Northern Illinois University, penulis dibimbing oleh salah satu dosen terbaik di Department of English, College of Liberal Arts and Sciences. Dia adalah **Associate Professor. Doris Macdonald, Ph.D.**

Associate Professor. Doris Macdonald, Ph.D menyelesaikan pendidikan Sarjananya di University of British Columbia pada tahun 1985. Kemudian, dia melanjutkan pendidikan masternya di Louisiana State



Gambar 2.1. Assoc.Prof. Doris Macdonald, Ph.D

University dan lulus pada tahun 1988. Sedangkan pendidikan doktornya selesai pada tahun 1991 di Louisiana State University. Kepakaran yang dimiliki diantaranya *Linguistics, English as a second language pedagogy, English as a second language pedagogy, especially teaching pronunciation, dan Bilingual and Multicultural Education*. Berbagai macam penghargaan telah diperoleh. Pada tahun 1992, ia memperoleh penghargaan dari ACTFL-MLJ Paul Pimsleur Award Research in Foreign Language Education (with George Yule). Kemudian, tahun 2006, ia menjadi Fullbright Lectureship di department of English Philology,

University of Vilnius, Lithuania. Pada tahun 2007, ia kembali menorehkan prestasinya dengan mendapatkan Patricia L. Francis Award for Service to the Department of English. Terakhir, pada tahun 2018, dia mendapatkan kembali penghargaan untuk kategori Outstanding Faculty Award.

Selain beberapa prestasi yang telah diraihinya, Prof. Macdonald juga aktif dalam mempublikasikan artikel ilmiahnya ke beberapa jurnal bereputasi, diantaranya *Language Learning Journal*, *IRAL: International Review of Applied Linguistics in Language Teaching*, dan *International Journal of English Linguistics*. Berikut karya ilmiah yang telah ia publikasikan di jurnal bereputasi.

1. Yule, G., Macdonald, D. (1990) Resolving Referential Conflicts in L2 Interaction: The Effect of Proficiency and Interactive Role, *Language Learning*, 40(4), pp. 539-556
2. Yule, G., Powers, M., Macdonald, D.(1992) The Variable Effects of Some Task-Based Learning Procedures on L2 Communicative Effectiveness *Language Learning*. 42(2), pp. 249-277
3. Macdonald, D., Yule, G., Powers, M. (1994). Attempts to Improve English L2 Pronunciation: The Variable Effects of Different Types of Instruction. *Language Learning*. 44(1), pp. 75-100.
4. Kailani, T.Z., Yule, G., Macdonald, D.A (1995). Synthesized Pedagogical Methodology For English Classroom Interactions. *IRAL - International Review of Applied Linguistics in Language Teaching*. 33(4), pp. 333-350
5. Doris Macdonald1 Manuel Martinez (2005). Scaffolding and Teacher-talk Variation: a Study of Two Grade Three Art Classes. *Revista Virtual de Estudos da Linguagem – ReVEL*. V. 3, n. 5
6. With M. Martinez. "Scaffolding and Teacher-talk variation: A case study of two grade three art classes." *REVEL: Revista Virtual de Estudos da Linguagem*, 3:5 August 2005.
7. "Reactions to Negotiated Interactions: Looking for Effects on Pronunciation" In Slisshkin, G. G. (Ed.) *Changing Communication in the Changing World, Vol. 2*. Volgograd, Russia: Volgograd Academy of Government Service, Federal Education Agency. Summer 2008.

8. "If English is good enough for me': Revisiting elite and folk bilingualism in the US." Paper presented at the 39th Annual Conference of ACLA/CAAL, Canadian Association of Applied Linguistics. June 2008, Vancouver, BC.
9. "Self-Assessed Professional Competence of the High School EFL Teachers in Toraja Indonesia." *International Journal of English Linguistics*, Vol 8, No 2. Online December, 2017; in print April, 2018. (with Selvy Panggua, Basri Wello and Baso' Jabu)

Prestasi yang membanggakan juga diraih pada pertengahan tahun 2019, yakni menjadi salah satu penerima beasiswa *Fullbright* yang ditempatkan di salah satu Universitas di Indonesia yaitu Universitas Mulawarman di Samarinda, Kalimantan.

## 2.5 Deskripsi Rinci Rencana Kegiatan

Berdasarkan tujuan Program beasiswa PKPI yaitu untuk membimbing *visiting scholar* dalam penulisan draft artikel yang memenuhi standar akademik publikasi internasional bereputasi maka berikut ini adalah deskripsi rinci rencana kegiatan PKPI 2019 di NIU:

1. Konsultasi mingguan dengan mentor untuk mendiskusikan draft artikel/paper.  
Berikut adalah jadwal kegiatan yang penulis kerjakan dengan mentor selama mengikuti program beasiswa PKPI/*Sandwich-like* 2019.

Tabel 2.1 Jadwal kegiatan PKPI 2019

Pertemuan	Tanggal & Bulan	Kegiatan
Ke-1	18 Oktober 2019	Penulis dan mentor membahas jadwal pertemuan & mendiskusikan draft artikel secara keseluruhan.
Ke-2	21 Oktober 2019	Penulis dan mentor membahas kerangka teori ( <i>theoretical framework</i> ).
Ke-3	24 Oktober 2019	Penulis ikut <i>sit in</i> di kelas mentor di gedung DuSable 270 pukul 2 siang.
Ke-4	28 Oktober 2019	Penulis dan mentor melanjutkan membahas <i>theoretical framework</i>
Ke-5	4 November 2019	Penulis dan mentor membahas metode penelitian khususnya teknik pengumpulan data ( <i>data collecting technique</i> )
Ke-6	7 November 2019	Penulis ikut <i>sit in</i> di kelas mentor yang sama di gedung DuSable 270 pukul 2 siang.

Ke-7	11 November 2019	Penulis dan mentor melanjutkan pembahasan tentang teknik pengumpulan data
Ke-8	18 November 2019	Penulis dan mentor membahas tentang analisis data ( <i>data analyzing technique</i> )
Ke-9	21 November 2019	Penulis ikut <i>sit in</i> di kelas mentor yang sama di gedung DuSable 270 pukul 2 siang.
Ke -9	25 November 2019	Penulis dan mentor membahas referensi dan jurnal internasional yg akan dituju
Ke-10	2 Desember 2019	Penulis dan mentor membahas Abstrak dan pendahuluan
Ke-11	9 Desember 2019	Penulis dan mentor membahas seluruh bab abstrak-referensi

- Mengikuti perkuliahan *writing academic paper* mingguan dalam mempersiapkan artikel/paper yang siap dipublikasikan pada jurnal internasional bereputasi.
- Melakukan studi kepustakaan di perpustakaan NIU baik secara online maupun secara langsung tentang artikel dan referensi yang mendukung penulisan draft artikel peserta.
- Menggunakan sumber kepustakaan di Memorial Founder Library NIU untuk kepentingan penelitian penulis.
- Mengadiri *cultural orientations* yang diadakan oleh *the Center for Southeast Asian Studies*.
- Melaksanakan presentasi akhir tentang draft artikel penelitian peserta pada akhir pelaksanaan program.
- Mengikuti kelas diskusi bersama mahasiswa yang ada di NIU.

Berikut adalah jadwal kegiatan secara keseluruhan yang penulis dan peserta PKPI 2019 lainnya lakukan selama program.

Tabel 2.2 Jadwal Seluruh Kegiatan peserta PKPI 2019 di NIU

No.	Kegiatan	Waktu Kegiatan PKPI 2019 (Minggu)														
		Oktober			November					Desember						
		3	4	5	1	2	3	4	5	1	2	3	4	5		
1.	Tiba di kampus NIU, Dekalb, IL, USA															
2.	Orientasi kampus NIU															
3.	Penjadwalan mentoring dengan mentor															
4.	Lapor diri ke KBRI di Chicago															

5.	Konsultasi Artikel/paper																	
6.	Workshop PKPI																	
7.	Mengikuti perkuliahan writing class																	
8.	Seminar akhir presentasi artikel di NIU																	
9.	Kembali ke Indonesia																	

## 2.6 Deskripsi Luaran (*output*) Kegiatan

Luaran (*output*) dari kegiatan beasiswa PKPI 2019 ini adalah sebagai berikut:

- a. Manuskrip artikel ilmiah yang telah *submit* di journal International bereputasi dan terindeks *Scopus* dengan Quartile 2 (gambar 2.1 bukti submit) dan berstatus *Under review*.

The screenshot shows a user account page for 'HERI KUSWOYO'. It includes sections for 'My Account' with options like 'Edit Profile', 'Research Alerts', and 'Follow Management'. Below that is 'DASHBOARD TOOLS' with an 'Author Dashboard' link. The main section is 'LIBRARY PHILOSOPHY AND PRACTICE (E-JOURNAL)' with a sub-section 'ARTICLES' and 'SUBMISSIONS'. The submission table has two columns: 'Title' and 'Status'. One submission is listed with the title 'Let's take a look...': An Investigation of Directives as Negotiating Interpersonal Meaning in Science Lectures and a status of 'under review'.

Gambar 2.2. Bukti submit artikel ke jurnal internasional bereputasi, Scopus (Q2)

- b. Sumber - sumber literatur terkini yang didapat dari Perpustakaan NIU, baik buku -buku teks maupun jurnal-jurnal terbaru.
- c. Pengalaman empirik kehidupan akademik kampus di Northern Illinois University.
- d. Inisiasi Kerjasama antara universitas yang dituju, universitas asal, dan universitas tempat studi lanjut.

## **2.7 Deskripsi Dampak (*outcome*) Kegiatan**

Dampak dari kegiatan beasiswa PKPI 2019 ini mencakup beberapa aspek di antaranya:

- a. Peningkatan kualitas dalam menulis artikel ilmiah bertaraf internasional bereputasi dan berdampak faktor tinggi (*hight impact factor*).
- b. Menambah jumlah atau kuantitas publikasi internasional yang bereputasi dan terindeks *Scopus*.
- c. Penulis dapat segera melaksanakan Seminar Hasil Riset (SHR), Penelaahan Naskah Disertasi, dan Sidang Promosi Doktor sehingga dapat lulus studi dengan segera.
- d. Menambah pengalaman dan memperluas wawasan akan kehidupan akademik kampus di luar negeri khususnya di Northern Illinois University yang dapat diaplikasikan di kehidupan kampus di Indonesia atau kampus *home base* tempat mengjar.
- e. Referensi terbaru dalam tinjauan pustaka untuk penguatan kerja artikel ilmiah dan disertasi.

## BAB III

### PELAKSANAAN KEGIATAN

#### 3.1 Tahap Persiapan Kegiatan

Ada beberapa tahapan yang dilalui penulis dalam persiapan kegiatan mengikuti program beasiswa PKPI/*Sandwich-like* 2019. Tahapan-tahapan tersebut adalah sebagai berikut:

1. **Informasi PKPI 2019:** Setelah penulis mendapatkan informasi dan panduan PKPI/*Sandwich-like* 2019 pada tanggal 20 Mei 2019, penulis segera mempersiapkan hal-hal yang disyaratkan oleh calon penerima beasiswa PKPI untuk tahun 2019. Adapun syarat-syarat tersebut diantaranya draft artikel publikasi, Surat rekomendasi dan juga surat ijin dari perguruan tinggi tempat penulis sedang melanjutkan studi, bukti kemampuan berbahasa Inggris setara IELTS minimal 5.5 atau (TOEFL ITP), surat keterangan lulus ujian, surat penerimaan (*letter of acceptance (LoA)*), calon supervisor/mentor di perguruan tinggi riset luar negeri, *resume* rekam jejak akademik calon pembimbing, dan surat keterangan lulus ujian proposal.
2. **Pendaftaran Daring (*online*):** Penulis kemudian mendaftarkan diri secara daring (*online*) melalui laman <http://beasiswa.ristekdikti.go.id/pkpi> pada tanggal 10 s.d 20 Juni 2019.
3. **Panggilan Wawancara:** Pada tanggal 23 Juli 2019 penulis mendapatkan informasi jika dipanggil untuk mengikuti seleksi tatap muka (wawancara) beasiswa PKPI 2019. Proses wawancara dilaksanakan di Luxton Hotel, Jl. Ir. Juanda No.18, Bandung, Jawa Barat. Pada tahap ini, peserta diminta untuk membawa beberapa dokumen diantaranya, Form EIP (*Enhancing International Publication Program*), LoA, Salinan sertifikat kemampuan bahasa Inggris, surat keterangan lulus ujian, usulan kegiatan PKPI, draft artikel publikasi, resume rekam jejak akademik calon pembimbing, dan bukti komunikasi dengan calon promotor di Luar Negeri.
4. **Pengumuman Hasil Wawancara:** Berdasarkan hasil seleksi wawancara, pada tanggal 23 Agustus 2019, *Alhamdulillah* penulis dinyatakan lolos dan diundang mengikuti tahapan seleksi selanjutnya, yaitu lokakarya pra-



keberangkatan ke luar negeri yang wajib diikuti. Lokakarya ini dilaksanakan di Aston Pasteur Jl. Dr. Djunjunan No.162, Sukagalih, Kec. Sukajadi, Kota Bandung Tahun 2019. Dalam lokakarya tersebut peserta diminta melengkapi berkas dengan membawa surat izin melaksanakan kegiatan PKPI dari direktur program atau dekan sekolah pascasarjana, kemudian *Letter of Acceptance (LoA)* yang mencantumkan tanggal mulai dan berakhirnya program kepada instruktur Pra -Keberangkatan untuk menjadi acuan pembiayaan pelaksanaan PKPI 2019, daftar riwayat hidup, fotokopi Kartu Tanda Penduduk, Pasfoto ukuran 4x6, rencana keberangkatan, dan surat perjanjian.

5. **Pengurusan Paspor dan J-1 Visa:** Persiapan selanjutnya setelah mengikuti rangkaian kegiatan pra-keberangkatan ke luar negeri, yaitu pengurusan paspor dan visa. Dalam hal paspor, penulis tidak menemukan kesulitan sedikitpun, namun untuk mendapatkan Visa Amerika Serikat penulis mengalami kendala yang berhubungan dengan persyaratan yang perlu dibawa saat wawancara di Konsulat US diantaranya surat eligibilitas atau form DS-2019, SEVIS, dan surat persetujuan Perjalanan Dinas Luar Negeri yang dikeluarkan oleh Sekretaris Kementerian Sekretariat Negara. Hal itu terjadi dikarenakan untuk mendapatkan persyaratan itu dibutuhkan waktu yang agak lama dan saling terkait. Oleh karena itu tanggal keberangkatan mundur dari awal yang direncanakan. Rencana awal untuk keberangkatan yaitu tanggal 17 September 2019 menjadi tanggal 15 Oktober 2019.
6. **Wawancara via Skype/AudioWhatsapp:** untuk mendapatkan form DS-2019 yang digunakan untuk keperluan wawancara di Konsulat Amerika, penulis harus melalui proses wawancara dengan direktur English as Second Language (ESL) Center, yaitu Dieter Zeschke, M.A.
7. **Wawancara VISA US:**Setelah penulis mendapatkan Form DS-2019 dari pihak kantor Internasional (*International office*) NIU, penulis langsung membuat janji temu wawancara untuk mendapatkan J1-Visa. *Alhamdulillah*, penulis dapat melaksanakan proses interview dengan baik pada tanggal 3 Oktober 2019 Jam 10 pagi. Berikut adalah surat konfirmasi janji temu yang dikirim pihak Konjen USA di Jakarta.

APPOINTMENT CONFIRMATION			
APPLICANT DETAILS			
Applicant Name:	Kuswoyo, Heri	Visa Class:	J-1
Passport Number:	C4639998	Visa Category:	Study
Appointment Made By:	Heri Kuswoyo	Visa Priority:	Regular
Number of Applicants:	1		
CONSULAR APPOINTMENT DETAILS			
Date:	Thursday October 3, 2019	JAKARTA	
Time:	10:00 (15)	Jl. Medan Merdeka Selatan No. 3 - 5	
		Jakarta,10110	

Gambar 3.1 Konfirmasi janji temu wawancara di Konjen USA, Jakarta

8. **Keberangkatan ke USA:** Penulis berangkat dari Indonesia pada tanggal 15 Oktober 2019 dan tiba di Bandara O'Hare Chicago pada tanggal 16 Oktober 2019. Namun, sebelum keberangkatan, penulis dan peserta PKPI 2019 lainnya melaporkan diri terlebih dahulu di Direktorat Kualifikasi Sumber Daya Manusia, Gedung D Lt.4, Kementerian Ristekdikti, Jalan Pintu satu senayan, Jakarta.



Gambar 3.1 Penulis & kolega bersama Pak Jims saat lapor diri ke DIKTI sebelum keberangkatan

Dalam kegiatan tersebut kami membawa dokumen yang disyaratkan diantaranya

1. Form Biodata penerima Beasiswa PKPI
2. Fotokopi Paspor
3. Fotokopi Visa

4. Fotokopi Setneg
5. SPPD domestik, dan
6. Materai Rp.6000 sebanyak 4 lembar.

Setelah melaporkan, kami mendapatkan Tiket ke negara tujuan, SPPD internasional dan juga melakukan tandatangan kontrak yang telah ditandatangani antara penerima program dengan Direktorat Jenderal Sumber Daya Iptek dan Dikti.

### 3.2 Tahap Pelaksanan Kegiatan

Kegiatan penulis selama di Northern Illinois University berlangsung mulai tanggal 15 Oktober 2019 hingga 30 Desember 2019. Pada pelaksanaan kegiatan, ada beberapa tahapan yang telah dilalui penulis diantaranya kedatangan dan proses registrasi, acara pembukaan (*opening ceremony*), orientasi kampus, dan kegiatan rutin. Berikut penjelasan lebih detailnya:

#### 1. Kedatangan dan Proses Registrasi

Sesampai di bandara O'Hare Chicago, penulis dan peserta PKPI/*Sandwich-like* 2019 lainnya di sambut dan dijemput oleh ibu Sinta Febrina, M.A. Ia adalah PIC (*Person in Charge*) untuk program PKPI di NIU. Kami langsung diantar ke tempat tinggal selama program yakni di NIU residence Hall untuk proses registrasi di DeKalb, Illinois yang terletak tidak jauh dari kampus NIU. Untuk menempuh tempat tersebut, kami membutuhkan waktu sekitar 1 jam perjalanan. Di DeKalb, penulis dan peserta PKPI 2019 lainnya tinggal di salah satu gedung apartemen yang diberi nama *Stevenson Residence Hall*.



Gambar 3.2 Peserta PKPI (penulis, sebelah kanan & kiri, peserta PKPI lainnya di Stevenson Residence Hall)

Setelah menyelesaikan proses registrasi, penulis dan peserta PKPI lainnya kemudian diantar untuk menuju kamar dan juga dijelaskan peraturan dan fasilitas-fasilitas yang didapatkan penulis selama tinggal di asrama. Setelah selesai dengan proses registrasi dan juga pengenalan asrama, Ibu Sinta kemudian membawa penulis dan peserta PKPI lainnya menuju kantor CSEAS (*Center of South East Asian Studies*) NIU.



Gambar 3.3 Penulis dan peserta PKPI 2019 di depan CSEAS



Gambar 3.4 Peserta PKPI foto bersama Acting director CSEAS, Eric Jones dan Staf KBRI, Ibu Miranda Ekawaty Mukhlis dan Bapak Fajar Yusuf

CSEAS (*Center of South East Asian Studies*) merupakan sebuah pusat kajian untuk wilayah Asia Tenggara yang berasosiasi di NIU. Ada lima bahasa yang ditawarkan dari wilayah tersebut diantaranya Burnese (bahasa Myanmar), Indonesia (bahasa Indonesia), Khmer (bahasa Kamboja), Tagalog (bahasa Filipina) dan Thai (bahasa Thailand). Di kantor CSEAS memiliki empat program unggulan untuk *Exchange Program*. Program tersebut yaitu Young Southeast Asian Leaders Initiative (YSEALI), Southeast Asia Youth Leadership Program (SEAYLP), Philippine Youth Leadership Program (PYLP), dan Indonesia Peningkatan Kualitas Publikasi Internasioanl (PKPI). Di kantor CSEAS itulah, segala keperluan penulis dan peserta PKPI 2019 difasilitasi baik untuk urusan akademik maupun non-akademik, misalnya administrasi, apartemen peserta, pembuatan kartu *visiting scholar*, *courtesy card*, *one card*, kegiatan seminar, keperluan peserta di apartmen seperti selimut, jaket penghangat, sepatu dan lain sebagainya. Keesokan harinya penulis diantar untuk lapor diri ke International Office NIU, untuk bertemu dengan direktur pelayanan mahasiswa internasional, Stephanie Brown untuk mendapatkan form I-94 sebagai bukti telah memasuki zona negara Amerika Serikat.

## 2. Acara Pembukaan PKPI 2019 (*Welcoming Ceremony*)

Seminggu setelah kedatangan peserta PKPI 2019 di NIU, acara pembukaan Program *pkpi/Sandwich-like* 2019 dilaksanakan. Acara ini dilaksanakan pada tanggal 23 Oktober 2019. Dr. Eric Jones selaku *acting Director* dari CSEAS membuka acara tersebut. Acara pembukaan juga dihadiri oleh Dr. David Ballantine menggantikan Judy Ledgerwood selaku Acting Dean for College of Liberal Arts and Sciences, NIU. Selain itu, sambutan dari perwakilan mentor disampaikan oleh Associate Prof. Doris Macdonald dan juga perwakilan dari KBRI yang diwakili oleh Ibu Miranda Ekawaty Mukhlis. Acara tersebut bertujuan sebagai tanda penerimaan pihak NIU untuk pelaksanaan program beasiswa PKPI/*Sandwich-like* 2019.



Gambar 3.5 Sambutan oleh David Ballantine, mewakili Dr. Judy Ledgerwood selaku Acting Dean for College of Liberal Arts and Sciences



Gambar 3.6 Sambutan oleh Assoc. Prof. Doris Macdonald, perwakilan mentor PKPI 2019



Gambar 3.7 Pembukaan acara PKPI 2019 oleh Dr. Eric Jones



Gambar 3.8 Sambutan oleh Ibu Miranda Ekawaty Mukhlis perwakilan KBRI Chicago



### 3. Orientasi Kampus

Orientasi kampus merupakan masa perkenalan untuk mengetahui tempat-tempat yang berhubungan dengan pelaksanaan kegiatan PKPI seperti Kantor urusan internasional (*international office*), perpustakaan, pusat bahasa (*language center*), *writing center*, *bookstore*, dan jalur transportasi kampus, restoran, dan pusat pertokoan. Selain itu kegiatan ini juga bertujuan untuk pengurusan kartu *one card*, *courtesy card*, dan *visiting scholar card* yang digunakan peserta PKPI untuk layanan dikampus seperti fotokopi, print, laundry, pinjam buku, dan lain sebagainya. Terakhir, pengurusan asuransi kesehatan juga dilaksanakan dalam kegiatan orientasi kampus ini.

### 4. Kegiatan Rutin

Berikut adalah kegiatan-kegiatan rutin yang penulis lakukan sesuai dengan tujuan dari program beasiswa PKPI/*Sandwich-like* 2019.

#### a. *Research Mentorship*

Pelaksanaan mentoring artikel ilmiah dilaksanakan berdasarkan jadwal yang telah disepakati bersama antara penulis dengan mentor. Tempat pelaksanaan mentoring rutin dilaksanakan di Department of English, College of Liberal Arts and Sciences tepatnya di gedung Reavis Hall (Gambar 3.9) Ruangan 215. Gedung tersebut terletak tidak jauh dari perpustakaan pusat NIU, *Founders Memorial Library*.



Gambar 3.9. Department of English, College of Liberal Arts and Sciences, Reavis Hall (tampak depan)

Sedangkan waktu pelaksanaan mentoring artikel ilmiah dilaksanakan setiap hari Senin dari jam 4 sampai dengan jam 5.30 sore, namun di beberapa kesempatan dilaksanakan pada hari Kamis karena menyesuaikan perubahan jadwal mentor atas aktivitas akademik beliau di NIU. Di dalam proses mentoring, penulis mempelajari banyak hal dalam konteks penelitian dan penulisan jurnal ilmiah internasional bereputasi, khususnya pada sesi metode penelitian.

### **b. Academic Writing Class**

Selain mentoring, penulis juga mengikuti perkuliahan *writing class for publication* bersama **Dr. Paul M. Wright**. Beliau saat itu menjabat sebagai Presidential Engagement Professor pada College of Education di Northern Illinois University. Adapun tujuan dari kegiatan tersebut adalah untuk penguatan kapasitas dan kompetensi peserta PKPI dalam menulis dan mencari jurnal internasional yang bereputasi.



Gambar 3.10 Dr. Paul Wright sedang menyampaikan materi

Pertemuan dilaksanakan setiap hari Rabu di *Founders Memorial Library* khususnya di ruang FO 297 dan 293. Berikut penjelasan lebih jelas mengenai tanggal dan topik dalam setiap pertemuannya.

Pertemuan Ke-	Tanggal dan Bulan	Topik
Ke-1	10/23/2019	<i>Prioritizing and Scheduling Writing Time</i>
Ke-2	11/06/2019	<i>Publishing Your Research</i>

Ke-3	11/11/2019	<i>Communicating Your Science Broadly</i>
Ke-4	11/13/2019	<i>Collaboration &amp; Managing Teams</i>
Ke-5	12/4/2019	<i>Building your Scholarly Network</i>

Tabel 3.1 Jadwal peserta PKPI 2019 pada kelas *academic writing* di NIU

### c. Observasi Kelas (*Class Observation*)

Dalam kegiatan program PKPI 2019, penulis juga memanfaatkan waktu sebaik-baiknya dengan *Sit in* di kelas Assoc. Prof. Doris Mc. Donald. Kegiatan ini bertujuan untuk mengenal lebih atau menambah wawasan tentang kehidupan di dalam kelas pembelajaran dan pengajaran berbasis multibudaya di NIU. Penulis melaksanakan kegiatan *Sit in* di kelas setiap hari Kamis di DuSable 270 pukul 2 sampai 3 siang.



Gambar 3.11 Assoc. Prof Doris Macdonald menyampaikan materi di kelas

### d. Seminar Mingguan (*CSEAS Brown Bag Seminar*)

Seminar mingguan ini dilaksanakan setiap hari Jumat pada pukul 12.00- 13.00. Kegiatan ini disponsori oleh *Center for Southeast Asian Studies*. Berikut adalah *CSEAS Brown Bag Seminar* yang penulis ikuti:

Tabel 3.2 Jadwal Brown bag seminar

Sesi	Tanggal dan Bulan	Narasumber dan Judul Paper
1	18 Oktober 2019	<b>Nathanael Sumaktoyo, Notre Dame University, Dept. of Political Science, Religion &amp; Society</b> <i>'Double Minority Candidates and Muslim Voting Behavior: Evidence from Indonesia'</i>



2	25 Oktober 2019	<b>Punchada Sirivunnabood, Fullbright Scholar, Mahidol University, Dept. Of Political Science</b> 'Thailand Year Forward: Analyzing the Outcomes and Implications of the 2019 Elections'
3	1 November 2019	<b>Jon Racek, Indiana University Bloomington, School of Art, Architecture and Design</b> 'Umaja:Community Playingground Design/Build as a Tool for Empowerment'
4	8 November 2019	<b>Laura Yoder, Wheaton College, Dept. Of Environment Science</b> 'Piloting Megaprojects and national development Debates in Timor-Leste'
5.	15 November 2019	<b>Stephen Asma, Columbia College, Chicago, Dept.of Humanities, History &amp; Social Sciences</b> 'Animism and Cognition:Souteast Asia and Beyond'

### e. Studi Kepustakaan

Dalam kegiatan ini, penulis melakukan studi kepustakaan di perpustakaan NIU baik secara online maupun secara langsung tentang artikel dan referensi yang mendukung penulisan draft artikel. Di Perpustakaan, *Founders Memorial Library* penulis menggunakan berbagai fasilitas untuk kepentingan penelitian. Perpustakaan tersebut merupakan sebuah perpustakaan yang sangat lengkap dan bila ada buku, artikel atau jurnal yang tidak terdapat di perpustakaan NIU, mahasiswa dapat mengakses perpustakaan perguruan tinggi lain melalui link yang disiapkan oleh kampus.



Gambar 3.12 Penulis berada di dalam perpustakaan *Founders Memorial Library*, NIU



Gambar 3.13 Penulis berada di depan perpustakaan *Founders Memorial Library*, NIU

#### f. Pengabdian Kepada Masyarakat (*Social Services*)

Seperti di Indonesia, program pengabdian kepada masyarakat di NIU juga merupakan kegiatan yang tidak terpisahkan setelah pengajaran dan penelitian. Penulis dan peserta PKPI 2019 lainnya diberi kesempatan untuk melaksanakan kegiatan pengabdian kepada masyarakat yang diadakan oleh Holmes Centre pada program *Feed My Starving Children Mobile Pack Event* di The Suter Company, Sycamore, Illinois, USA.



Gambar 3.14 Kegiatan penulis dalam pengabdian pada masyarakat di The Suter Company, Sycamore, Illinois, USA



Gambar 3.15 Penulis saat packing makanan pada kegiatan pengabdian pada masyarakat di The Suter Company, Sycamore, Illinois, USA

Program ini merupakan kegiatan yang diadakan setiap tahun yang melibatkan seluruh mahasiswa tidak terkecuali mahasiswa internasional. Program ini merupakan bentuk tanggung jawab kampus NIU kepada masyarakat khususnya DeKalb, Illinois.

### 3.3 Tahap Akhir Kegiatan

Tahap akhir kegiatan ini meliputi tiga kegiatan yang harus penulis laksanakan. *Pertama*, presentasi akhir pada kegiatan penutupan PKPI 2019 di NIU, *kedua*, laporan kegiatan dan laporan keuangan atas kontrak beasiswa tahun anggaran 2019 ke Dikti dan *terakhir* seminar hasil kegiatan PKPI/*Sandwich-like* yang akan diselenggarakan oleh Direktorat Jenderal Pendidikan Tinggi.

Pertama, penulis dan peserta PKPI 2019 lainnya berkewajiban mempresentasikan laporan hasil draft paper/manuskript artikel jurnal internasional yang telah didiskusikan dengan mentor maupun dosen *writing class*. Kegiatan ini

dilaksanakan sebelum acara penutupan kegiatan PKPI (*Closing ceremony of PKPI 2019*). Pada acara penutupan kegiatan PKPI pada akhir program tersebut dihadiri oleh para mentor, seluruh peserta PKPI 2019, staf CSEAS, mahasiswa Indonesia yang studi di NIU, Perwakilan dari KBRI dan staf International Office. Kegiatan ini dilaksanakan pada hari Selasa tanggal 5 Desember 2019 Pukul 13.30- 17.00.



Gambar 3.16 Penulis sedang presentasi akhir dari Program PKPI 2019



Gambar 3.17 Penulis menerima sertifikat dari Direktur CSEAS, Dr. Eric Jones

Kedua, sesampai di Indonesia peserta PKPI 2019 melaporkan diri kembali untuk kepelangan dengan menyerahkan SPPD yang sudah disahkan perwakilan resmi pemerintah RI beserta boarding pass asli dan fotokopy tiket pesawat yang telah digunakan. Setelah itu, penulis dan peserta lainnya menyampaikan laporan kegiatan dan laporan keuangan atas kontrak beasiswa tahun anggaran 2019 yang telah ditandatangani antara penerima program dengan Direktorat Jenderal Sumber Daya Iptek dan Dikti. Laporan tersebut diunggah ke laman <http://pak.ristekdikti.go.id/forum> tanggal 17 Februari 2020.



Gambar 3.18 Penulis dan peserta PKPI 2019 foto bersama Pak Jims saat lapor diri kepelangan

Terakhir, peserta PKPI mempresentasikan artikel yang telah dihasilkan selama program berlangsung pada acara seminar hasil kegiatan PKPI/*Sandwich-like* yang akan diselenggarakan oleh Direktorat Jenderal Pendidikan Tinggi sekitar bulan Maret 2020.

## **BAB IV**

### **PENUTUP**

#### **4.1 Kesimpulan**

Program Peningkatan Kualitas Publikasi Internasional (PKPI)/ *Sandwich-like* 2019 ini sangat membantu penulis dalam menambah wawasan internasional, terutama dalam hal penulisan draft manuskrip. Sesuai dengan tujuan utama dari pelaksanaan program ini, yaitu membantu peserta dalam meningkatkan kualitas artikel yang relevan dengan bidang kajiannya sehingga layak untuk dikirim ke jurnal internasional bereputasi di luar negeri. Adapun artikel yang telah dihasilkan berjudul “Let’s take a look...’: an investigation of directives as negotiating interpersonal meaning in science lecture”. Artikel tersebut telah dikirimkan ke Jurnal Internasional bereputasi dan terindeks Scopus (Q2).

Disamping luaran utama tersebut, penulis juga mendapatkan penguatan dari mentor dalam hal kerangka teori, metode penelitian, baik dalam metode dan teknik pengambilan data, analisis data maupun penyajian data. Hal ini tentunya sangat membantu penulis dalam memperdalam bagian – bagian bab yang ada pada disertasi yang sedang dikerjakan. Disisi lain, kegiatan beasiswa PKPI 2019 ini juga membangun jaringan (*networking*) dalam hal kerjasama penelitian yang dapat digunakan selama penyelesaian disertasi dan setelah menyelesaikan kuliah S3. Kemudian, penulis juga mendapatkan sumber - sumber literatur terkini baik buku -buku teks maupun jurnal-jurnal terbaru yang dapat digunakan dalam keperluan penulisan artikel ilmiah maupun naskah disertasi. Terakhir, Pengalaman empirik dalam kehidupan akademik kampus di luar negeri juga sangat dirasakan positif oleh penulis saat mengikuti kelas (*sit in*) di kelas mentor.

Terakhir, ini dapat disimpulkan bahwa peningkatan kualitas dosen Indonesia dalam publikasi jurnal internasional melalui program pencangkokan/magang ke beberapa pembimbing bertaraf internasional dinilai sudah sangat tepat. Untuk itu diharapkan program beasiswa PKPI/*Sandwich-like* ini ke depan bisa terus diadakan dan dikembangkan dengan jaringan yang lebih luas lagi. Sehingga, Indonesia akan melahirkan sumberdaya manusia (SDM) Indonesia yang berkualitas dan memiliki daya saing internasional.

## 4.2 Saran

Berdasarkan pengalaman penulis dan peserta program PKPI/*Sandwich-like* 2019 di NIU, secara keseluruhan pelaksanaan program beasiswa PKPI 2019 telah berjalan dengan sangat baik. Namun, ada beberapa hal yang perlu diperbaiki dan ditingkatkan sehingga pelaksanaan di tahun berikutnya akan lebih baik. Adapun, saran untuk pelaksanaan program beasiswa PKPI/*Sandwich-like* berikutnya adalah sebagai berikut:

- a. Pengorganisasian jadwal kegiatan yang lebih terencana sehingga kepastian keberangkatan peserta serta lamanya program bisa lebih dipastikan. Contoh sederhana dalam konteks ini adalah waktu keberangkatan. Berdasarkan jadwal kegiatan pada buku panduan, waktu keberangkatan yakni di bulan Agustus. Namun, keberangkatan penulis dan peserta lainnya sampai di pertengahan bulan Oktober.
- b. Pencairan beasiswa program PKPI jika memungkinkan bisa dilaksanakan sebelum keberangkatan sehingga peserta lebih merasa aman dan nyaman dalam melaksanakan program.
- c. Sosialisasi program PKPI agar lebih merata agar calon peserta memiliki waktu yang lebih banyak untuk dapat mempersiapkan persyaratan –persyaratan. Komunikasi dengan Universitas pengelola sekolah pascasarjana juga dilihat sangat penting sebab selama ini informasi mengenai program ini belum terdistribusi dengan baik kepada mahasiswa S3, khususnya dosen yang sedang menjalankan tugas belajar. Harapannya, akan lebih banyak dosen yang sedang belajar mendapatkan kesempatan untuk mengikuti program PKPI tersebut.
- d. Mengingat pentingnya kegiatan ini, perlu dilanjutkan di tahun-tahun berikutnya untuk lebih meningkatkan kualitas publikasi bagi dosen yang sedang menempuh studi S3.

## DAFTAR PUSTAKA

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Sumber: Internet

<https://www.engl.niu.edu/about/faculty-staff-directory/macdonald-doris.shtml> 9  
(di akses tanggal 3 Februari 2019)

<https://www.niu.edu/cseas/programs/pkpi.shtml>(di akses tanggal 4 Februari 2019)



## LAMPIRAN

### 1. Surat-surat ijin yang mendukung keberangkatan melaksanakan kegiatan PKPI tahun 2019

#### a. Izin dari Direktur Pendidikan dan Kemahasiswaan

---

	KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI	
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No	: 3695/UN6.1.1/KM/2019	27 Agustus 2019
Perihal	: Ijin mengikuti Beasiswa Peningkatan Kualitas Publikasi Internasional (PKPI)/Sandwich-like-2019	

Yth.  
Direktur Kualifikasi Sumber Daya Manusia  
Direktorat Sumber Daya Iptek dan Dikti  
Kementerian Riset, Teknologi, dan Pendidikan Tinggi  
Jl. Raya Jend. Sudirman Pintu I Senayan Jakarta 10270

Dengan hormat,

Dengan ini kami memberikan ijin mengikuti kegiatan Program Peningkatan Kualitas Publikasi Internasional (PKPI) kepada mahasiswa sebagai berikut :

No.	Nama	NPM	Fakultas	Tujuan
1	Arining Wibowo	180130160003	Ilmu Budaya	Northern Illinois University, United States
2	Heri Kuswoyo	180130170014	Ilmu Budaya	Northern Illinois University, United States
3	Fitri Ariyanti Abidin	190130160007	Psikologi	Vrije University, Netherland
4	Korry Novitriani	140130160001	MIPA	Osaka Prefecture University, Jepang
5	Dewi Astriany	140130160002	MIPA	Osaka Prefecture University, Jepang
6	Andri Kusmayadi	200130160008	Peternakan	Universiti Putra Malaysia, Malaysia
7	Afrianto	180130170015	Ilmu Budaya	Northern Illinois University, United States
8	Deden Indra Dinata	140130160003	MIPA	Yamagata University, Jepang

untuk mengikuti program PKPI (*Sandwich-Like*) tahun 2019 dengan biaya dari Direktorat Jenderal Sumber Daya Iptek dan Dikti, Kementerian Riset, Teknologi, dan Pendidikan Tinggi.

Selanjutnya kami mohon dengan hormat untuk proses lebih lanjut kepada pihak-pihak yang berwenang. Atas perhatian dan kerjasama Saudara, kami ucapkan terimakasih.

Direktur Pendidikan dan Kemahasiswaan  
Sekretaris Pendidikan dan Kemahasiswaan

  
Arif Sasongko, S.Pd., M.Si.  
NIP. 196704081987011001



b. Surat Kemensetneg



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REPUBLIK INDONESIA**

Jalan Veteran No. 17-18, Jakarta 10110, Telepon (021) 3845627, 3442327  
Faksimile (021) 3813583, Situs : [www.setneg.go.id](http://www.setneg.go.id)

Nomor : B-00021867/Kemensetneg/Set/KTLN/LN.01.05/09/2019  
Sifat : Segera  
Lampiran : 1 Berkas  
Hal : Persetujuan Perjalanan Dinas Luar Negeri

11 September 2019

Yth. Sekretaris Jenderal Sumber Daya Iptek Dan  
Dikti Kementerian Riset Teknologi Dan Pendidikan  
Tinggi  
di Jakarta

Sehubungan dengan surat Sekretaris Jenderal Sumber Daya Iptek dan Dikti Kementerian Riset Teknologi dan Pendidikan Tinggi nomor B/847/D3.2/KD.02.00/2019 tanggal 09 September 2019 hal tersebut di atas, dengan hormat diberitahukan bahwa Pemerintah menyetujui perjalanan dinas luar negeri bagi pejabat/pegawai sebagaimana tercantum dalam daftar terlampir.

Persetujuan Pemerintah ini diberikan dengan ketentuan sebagai berikut:

1. Perjalanan dinas luar negeri dilakukan untuk kepentingan penyelenggaraan pemerintahan yang sangat tinggi.
2. Yang bersangkutan menghubungi Kedutaan Besar RI/ Perwakilan RI di negara setempat untuk menyampaikan maksud kedatangan.
3. Laporan tertulis hasil perjalanan dinas tersebut agar disampaikan kepada Kementerian Sekretariat Negara.

Atas perhatian dan kerja sama yang baik, kami sampaikan terima kasih.

a.n. Sekretaris Kementerian Sekretariat Negara  
Kepala Biro Kerja Sama Teknik Luar Negeri,



Nanik Purwandu

Tembusan:

1. Kepala BPKP
2. Dirjen Anggaran, Kemenkeu
3. Dirjen Perbendaharaan, Kemenkeu
4. Dir. Konsuler, Kemenlu
5. Dubes / Kepala Perwakilan RI Setempat
6. Yang Bersangkutan



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**Lampiran Surat**  
**Sekretaris Kementerian Sekretariat Negara**  
Nomor : B-00021867/Kemensekneg/Set/KTLN/LN.01.05/09/2019  
Tanggal : 11 September 2019

**Daftar Peserta**  
Melaksanakan Kegiatan Peningkatan Kualitas Publikasi Internasional (PKPI)/Sandwich-like di Northern Illinois University, USA  
di Amerika Serikat.

No.	Nama/NIP	Jabatan	Jangka Waktu	Biaya Penugasan
1.	Heri Kuswoyo	Mahasiswa S3 Ilmu Budaya, Universitas Padjadjaran (Unpad)	20 September 2019 s.d. 08 Desember 2019	Kementerian Riset, Teknologi dan Pendidikan Tinggi

a.n. Sekretaris Kementerian Sekretariat Negara  
Kepala Biro Kerja Sama Teknik Luar Negeri,



Manik Durrani

c. *Guarantee Letter*



MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION  
DIRECTORATE GENERAL OF RESOURCES FOR SCIENCE,  
TECHNOLOGY, AND HIGHER EDUCATION  
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Laman: <https://ristekdikti.go.id>

**TO WHOM IT MAY CONCERN**  
B/..392.../D3.2/KD.02.00/2019

Herewith, on behalf of the Directorate General of Resources for Science, Technology, and Higher Education, I would like to notify that the DG-RSTHE has awarded the **Enhancing International Publication Program (EIP)** for :

Name : HERI KUSWOYO  
University Origin : Padjadjaran University  
Enrolled at (University) : Northern Illinois University, United States  
Date of Commencement : September 2019  
Scholarship Duration : 3 months starting from September 2019

The Scholarship will cover the following components :

No.	Components	Amount (USD)	Period
1.	Living Allowance (monthly)	1.800	3 months
2.	Book Allowance (semi-annually)	300	Once
3.	Bench fee	3.500	Once
4.	Consumable fee	-	Once
5.	Health insurance	250	Once
6.	International air-fare	-	Return

Thank you for your kind attention and cooperation.

Jakarta, 5 September 2019

Deputy Director of Qualification for Faculty Members

  
Juniarti D. Lestari  


d. Surat Rekomendasi dari Dekan Sekolah Pascasarjana



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**SURAT REKOMENDASI**  
Nomor : 4508/UN6.H/KP/2019

Yang bertanda tangan di bawah ini :

Nama : Yuyu Yohana Risagarniwa, M.Ed.,Ph.D.  
NIP : 196305251992031002  
Pangkat, golongan ruang : Pembina ,(Gol. IV/a)  
Jabatan : Dekan  
Unit Kerja : Fakultas Ilmu Budaya Unpad

dengan ini merekomendasikan bahwa

Nama : Heri Kuswoyo  
NPM : 18013017014  
Program Studi : S3 Ilmu Sastra/Konsentrasi Linguistik

Untuk mengikuti program Peningkatan kualitas Publikasi International/*Sandwich-like ke Northern Illinois University* bekerjasama dengan *The Division of International Program and the Center for Southeast Asian Studies*.

Demikian surat rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Jatinangor, 17 Juni 2019

Dekan,



Yuyu Yohana Risagarniwa, M.Ed.,Ph.D.  
NIP 196305251992031002



e. Surat Keterangan Lulus Ujian Seminar



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**SURAT KETERANGAN**

Nomor: 2107/UN6.H1/DL/2019

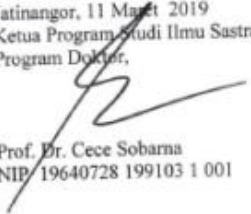
Ketua Program Studi Ilmu Sastra Program Doktor Pascasarjana, Fakultas Ilmu Budaya Universitas Padjadjaran, dengan ini menerangkan bahwa:

Nama : Heri Kuswoyo  
NPM : 180130170014  
Program Studi : Ilmu Sastra  
Peminatan : Linguistik

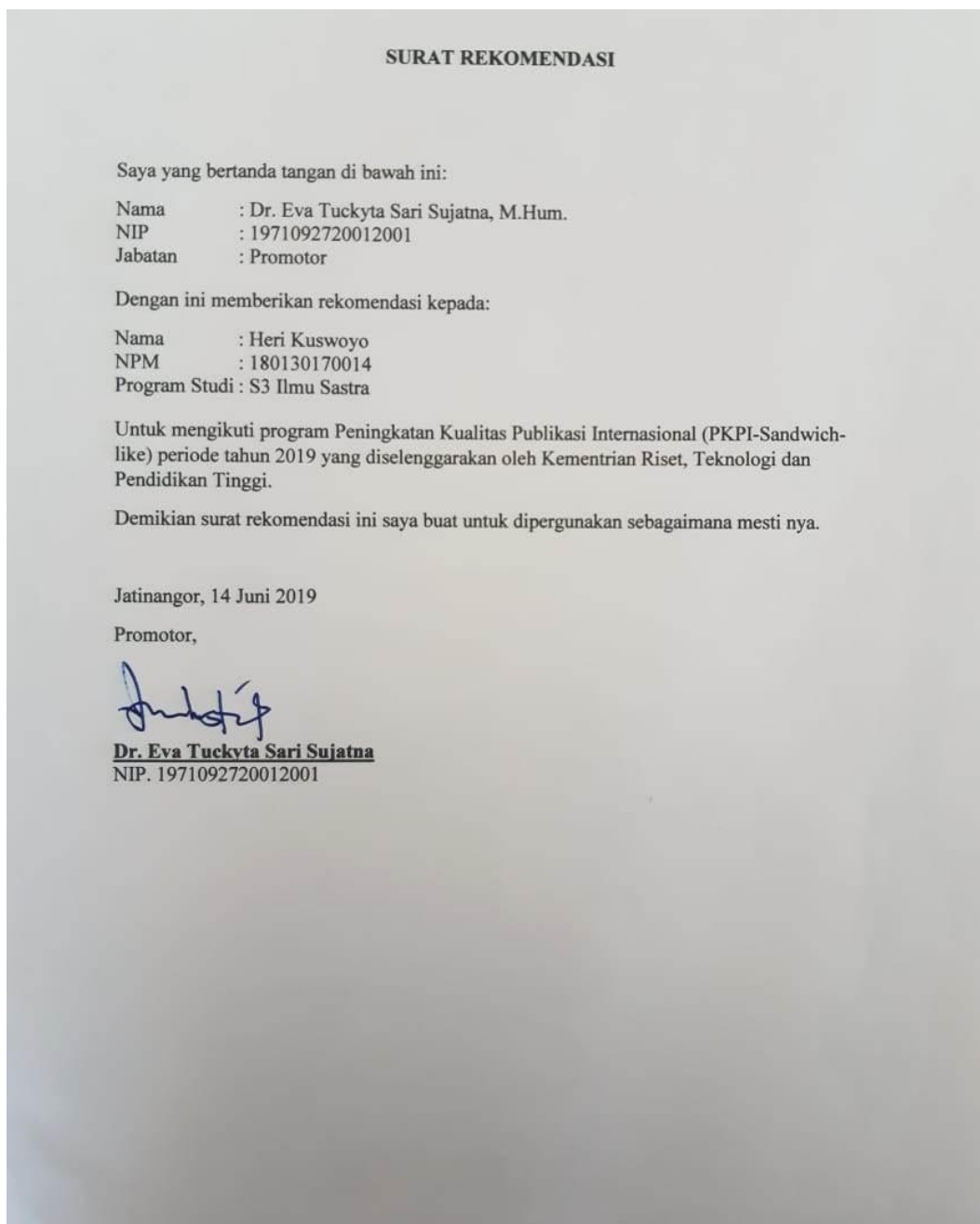
adalah mahasiswa Program Doktor Pascasarjana, Fakultas Ilmu Budaya Universitas Padjadjaran dan telah lulus ujian seminar usulan riset (SUR) yang dilaksanakan pada tanggal, 24 Juli 2018 bertempat di Ruang Sidang Gedung D Program Pascasarjana, Fakultas Ilmu Budaya Universitas Padjadjaran.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jatinangor, 11 Maret 2019  
Ketua Program Studi Ilmu Sastra  
Program Doktor,

  
Prof. Dr. Cece Sobarna  
NIP. 19640728 199103 1 001

f. Surat izin ketua promotor











### 3. Dokumen output kegiatan, antara lain:

- a. Draft manuskrip artikel yang telah diselesaikan untuk publikasi di jurnal Internasional yang bereputasi, sertakan bukti submit jurnal.

Bukti Submit Jurnal (Status: *under Review*)



Gambar 4.1 Tampilan OJS Jurnal

A new submission for Library Philosophy and Practice (e-journal) has been uploaded by "Heri Kuswoyo" <[heri17001@mail.unpad.ac.id](mailto:heri17001@mail.unpad.ac.id)>.

The authors are:

"Heri Kuswoyo" <[heri17001@mail.unpad.ac.id](mailto:heri17001@mail.unpad.ac.id)>

The title is:

"'Let's take a look...': An Investigation of Directives as Negotiating Interpersonal Meaning in Science Lectures"

The keywords are:

command, question, negotiating interpersonal meaning, systemic functional linguistics, science lecture

The submission has been assigned #7343. Please refer to this number in any correspondence related to the submission.

Authors may check the status of the submission, submit revisions, and contact administrators via the following link:

<https://digitalcommons.unl.edu/cgi/preview.cgi?article=7343&context=libphilprac>

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| \_ ... . . . | \_ | \_

Gambar 4.2 Submission Received dari Jurnal

**‘Let’s take a look...’: An Investigation of Directives as Negotiating Interpersonal Meaning in Science Lectures**

Heri Kuswoyo\*<sup>1</sup>, Eva Tuckyta Sari Sujatna<sup>2</sup>, Lia Maulia Indrayani<sup>3</sup>,  
Akhyar Rido<sup>4</sup>, Doris Macdonald<sup>5</sup>

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**ABSTRACT**

The aim of this study is to investigate the use and function of directives with command and question speech function as a dimension of interpersonal realization in science lectures. Question and command speech functions in lectures of the Aerospace Engineering Department at the Delft University of Technology in The Netherlands were considered. A chiefly qualitative content analysis of negotiating interpersonal meaning in four content lessons was carried out. The findings showed that science lecturers employed various types of directives. In terms of commands, they used imperative moods, declarative moods, and modulated interrogatives. In addition, for questions, the lecturers used interrogative and declarative mood. However, a modulated declarative was not found. Some implications were also investigated. The lecturers used commands to express their attitudes, to organize their messages, to check students' understanding, and to signal the contents of the exam. Meanwhile, in terms of the question, they function to elicit students' background knowledge, to check on student's comprehension, and to handle classroom management issues. The results of this study can also be used as a platform by stakeholders to enhance foreign language learning in the science classroom context.

Keywords: command, question, negotiating interpersonal meaning, systemic functional linguistics, science lecture

**INTRODUCTION**

Linguists have become increasingly interested in the realization of interpersonal meaning as an expression of opinions and attitudes. While much research has been done on interpersonal meaning (Blum-Kulka & Olshtain, 1989; Goatly, 1995; Dalton-Puffer, 2005; Andriani, 2011; Waring & Hruska, 2012; Sunardi et al, 2018), there is only recently work being done in analyzing various context of language use.

This article explores the speech function of questions and commands as a dimension of interpersonal realization in the classroom where English is used as the medium of instruction (EMI). This study is motivated by two linguistic phenomena. First, both questions and commands are linguistic aspects of interactive lecture discourse that can improve and enhance communicative competence on behalf of students than another speech function. The interactive lectures were found to be characterized by a greater amount of personal pronouns, elicitation markers, display, and referential questions, as well as the presence of negotiation of meaning (Morell, 2004). Second, questions and commands have both textual and interpersonal functions. Morell (2004:328) states that they are textual because they act as referential, cohesive, and organizing devices, and at the same time, they are interpersonal because they are concerned with the lecturer's

stance towards the content and the students. It is furthermore integral to lecturers' pedagogical repertoire, and their efficacy crucial to optimizing learning outcomes (Waring & Hruska, 2012).

In this study, the main focus is the interactive discourse that occurs in lectures for students taking a degree in Aerospace Engineering conducted in English at the Delft University of Technology, Netherlands. As Crystal (2013) in Björkman (2018) points out, English has established for itself a solid place as the dominant lingua franca of science through which most academic and scientific activity takes place. In addition, English is pre-eminent and has become the main foreign language that is used as a means of instruction at universities in Europe and worldwide (Soruc & Griffith, 2017). Yet, in terms of teaching and learning through English, there are two predictable problems: inadequate language skills and the need for training of indigenous staff and students and inadequate proficiency of incoming international students in the host language (Coleman, James, 2006). Dearden (2014) reports that a lack of resources, the changing role of lectures, and a standard level of EMI teachers are still problematic. Lebauer (1984) notes a problem common many students in advanced listening comprehension and note-taking classes is that, in spite of apparent fluency, they still have difficulties understanding the points made in lectures (Olsen & Huckin, 1990).

Negotiating discourse meanings has widely been advocated as a significant means of building talk or dialogue with students in academic settings. According to Xuan & Huang (2017), investigation of interpersonal linguistic resources is of great importance as part of understanding learning in general and language development in particular (eg., Blum-Kulka & Olshtain, 1989; Goatly, 1995; Dalton-Puffer, 2005 Andriani, 2011; Sunardi et al, 2018). Nevertheless, surprisingly little is known about the verbal cues that are indicative of negotiating interpersonal meaning. In an attempt to shed more light on this issue, the present study investigates the use and functions of questions and commands as a dimension of interpersonal realization in the classroom where a foreign language is being used as the medium of instruction. This study also proposes an alternative classification of mood structures realized in the lecturers' utterances.

Thus, the present study, in an attempt to fill a gap in the literature, seeks to examine the following research questions:

1. How are commands and questions speech functions realized in different grammatical moods in science lectures?
2. How do commands and questions enhance negotiating interpersonal meaning in science lectures?

#### A FRAMEWORK FOR ANALYSIS

This section elaborates concepts of mood and speech function, speech role and commodities in interaction, and negotiation of interpersonal meaning. In doing so, we adapt categories from systemic functional linguistics and evaluate their effectiveness in understanding the role and function of directives in spoken academic lecture discourse.

#### MOOD AND SPEECH FUNCTION: BASIC RESOURCE FOR NEGOTIATION

The grammatical system of mood and the relationship between the different moods and the basic speech function categories are interwoven. The four basic move types—statement, question, offer, and command—(Eggins, 2004) group offers and commands together as proposals, with statements and question grouped as propositions (Halliday, 1985; Martin, 1992; Martin, Matthiessen, and Painter, 1997), as presented in Table 1.

TABLE 1. Samples of types of speech function (Halliday, 1985; Martin, 1992; Martin, Matthiessen, and Painter, 1997; Eggins, 2004)

Proposals		
a)	Offer	<i>Can I get you a drink?</i>
b)	Command	<i>Get me a drink, would you?</i>
Propositions		
a)	Statement	<i>There's lots of beer.</i>
b)	Question	<i>Is there any Tooheys?</i>

Proposal is defined as the semantic function of a clause which is used to exchange of goods & services. Meanwhile, when language is used to exchange information, the clause takes on the form of a proposition.

#### SPEECH ROLE AND COMMODITIES IN INTERACTION

Halliday (1994) notes two fundamental types of speech role: giving and demanding. Fundamentally, this distinction means that the speaker or writer either gives something to the listener or reader or demands something from him or her. It should be noted that giving and demanding more discreetly mean “inviting to receive” and “inviting to give” respectively. In this way, the act of speech is an interaction that requires, in a commodities sense, exchange of information.

TABLE 2. Speech role and commodities in interaction (Halliday, 1994; Thompson, 2013)

	Commodity Exchanged	
	Information	Goods and Services
a) Giving	Statement 'We're nearly there'	Offer 'I'll show you the way'
b) Demanding	Question 'Is this the place?'	Command 'Give me your hand'

As seen in table 2, “a statement is any stretch of language that functions to give information to the addressee; a question is any stretch that functions to elicit information from the addressee; a command is any stretch whose intended function is to influence the behaviour of the addressee in some way; and an offer is any stretch whose function is to initiate or accompany the giving of goods-&-services to the addressee” (Thompson, 2014, p 47). Thomson further states that “three of these basic functions are closely associated with particular grammatical structures: statements are most naturally expressed by declarative clauses; questions by interrogative clauses; and commands by imperative clauses” (p. 48).

#### NEGOTIATING INTERPERSONAL MEANING

A theoretical framework that combines speech function and mood system (Ervin-Tripp, 1976; Eggins, 1994, 2004; Dalton-Puffer, 2005; Halliday, 1985, 1994, 2014; Iedema, 1997; Lock, 1996) guides this study. A considerable amount of empirical work regarding a variety of speech function and mood systems has been based on the systemic functional linguistics approach (SFL)

developed by Halliday's (1985; 2004; 2014). SFL views language as a social- semiotic system, i.e., a meaning-making process which includes experiential (ideational), interpersonal and textual meanings (Halliday and Matthiessen, 2014). Based on Bloor & Bloor (2004), these three types of meaning are referred to as metafunctions. They note that language is used to organize, understand and express our perceptions of the world and of our own consciousness. This is known as the ideational metafunction. Language is also used to enable us to participate in communicative acts with other people, to take on roles and to express and understand feelings, attitudes, and judgments. This metafunction is known as the interpersonal metafunction. The last, language is used to relate what is said (or written) to the rest of the text and to other linguistic events. This involves the use of language to organize the text itself. This is known as the textual metafunction.

In addition to interpersonal metafunction, Lock (1996) & Fontaine (2013) argued that interpersonal meaning is the meanings created from the speaker's personal 'intrusion' on the language situation and how the speaker uses language to interact with others. This involves the means by which the speaker's personal views are expressed, such as degrees of doubt, certainty, ability or obligation. Furthermore, these more personal meanings, speakers also express meanings that involve interaction more explicitly, such as asking questions, giving instructions or providing information. Besides, interpersonal meaning explores how the clauses structured so that we can use them to challenge, assert, agree, contradict, offer, refuse, etc (Eggins, 2004). She added that whenever we use language to interact, one of the things we are doing with it is establishing a relationship between us: between the person speaking now and the person who will probably speak next.

## LITERATURE REVIEW

### PREVIOUS STUDIES ON DIRECTIVES IN THE CLASSROOM

An early study by Dalton-Puffer (2005) initially explored directives as a dimension of interpersonal discourse management in classrooms where a foreign language is being used as the medium of instruction. She offered ethnographic studies using inter-language and intercultural pragmatics. In her study, she applied a qualitative analysis of directive speech acts in six content lessons in Austrian upper secondary schools. The result of this study is shown that "requests in the content and language integrated learning (CLIL) classrooms are characterized by a clear division along the lines of request goal and the directives in these CLIL classrooms show a far greater linguistic variety than anticipated" (p.16).

In another study, Andriany (2011) examined the interpersonal utterances in English as a Foreign Language (EFL) classroom in Medan, Indonesia. In her study, she attempted to describe the form of mood system, mood structure, modality and interpretation of social context in classroom discourse. Her analysis was conducted by studying the text according to the lexico-grammatical units that realize the interpersonal utterances by using Halliday's (1985, 1994, 2004) approach of systemic functional linguistics. She also used Martin (1992) and Eggins (1994, 2004) framework to look at closely the relationship between text and genre. Andriany (2011) pointed out that the representation of interpersonal meaning lexico-grammatical in the studied text by clause system focus indicates that the using of mood structure on each text that realized either by teachers or the students. Indicative-declarative mood is used as a consequence of the function of the teacher as the giver of information or knowledge to the information that related to any knowledge aspect especially the Indonesian language can be accepted by the student. Then, the imperative mood is used to establish the motivation and encourage the students to do anything that causes their readiness to begin the action or deed in achieving a certain goal. The last, the results show in the

social context found that the issue of the status shows the inequality status among the parties (teacher-student).

Another study that also looks specifically at directives is that Waring & Hruska (2012). They examined the specific ways in which certain practices of directives can incur difficulty in student understanding and thereby hinder student participation and diminish learning opportunities. Data come from a videotaped tutoring session collected at an after-school early literacy program for kindergarten through second grade English to speakers of other languages (ESOL) students. Methodologically, they tried to synthesize some approaches such as pragmatics, sociolinguistics and some approaches to discourse analysis. Further, conversation analysis (CA) framework and ethnographic details were applied to contextualize, elaborate, and enrich the CA analysis. In their findings, they proposed a further contribution to the existing work on directives as well as that on teacher practices in pedagogical interactions.

In subsequent work, Sunardi et al, (2018) investigated lexico-grammatical realizations of interpersonal meaning in English as a foreign language (EFL) classroom in the Indonesian university context. In this study, video-taped English lectures taken from three English departments in some Indonesian universities were applied. Their findings suggested that interpersonally, the clauses used in the EFL classrooms are predominated by declarative clause, interrogative clause, and imperative clause. The predominance of the declarative clause is influenced by the teacher-centered teaching method used in the classrooms. Besides, the interrogative clause is also used by lecturer to know the students' understanding of the learning materials. Finally, the imperative clause is also used to ask students to do something relating to the understanding of the learning materials.

Based on the studies above, there are three important points which indicate first, the realization of speech functions are considered based on the goal of the learning process. Second, applying the knowledge of interpersonal meaning is really useful for language teaching and learning in the classroom. The last, pragmatic issues of status and power are in focus as the students talk about the ways their lecturers or teachers give commands and the force of those commands. The study of negotiating interpersonal meaning which looks specifically at directives (Dalton-Puffer, 2005; Waring & Hruska, 2012) has been conducted as well. However, studies dealing with the analysis of negotiating interpersonal meaning in the classroom specifically directives using systemic functional linguistics approach are hardly discovered. Concerning the importance of the directive as negotiating interpersonal meaning in the classroom, further the present study is needed.

#### DIRECTIVES: QUESTION AND COMMAND

This study focuses on the realization of interpersonal meaning through the speech functions of directives-question and command. Based on Searle (1976) in Waring & Hruska (2012), directives are defined as an attempt by the speaker to get the hearer to do something, such as questioning, inviting, suggesting, requesting, advising, and the like. The directive is a linguistic construction of authority where background of information such as power is considered. It is in line with Dalton-Puffer (2005). He stated that power, distance, and imposition are the speaker's judgment that they use as the appropriate strategy of speech function. Furthermore, if we wish to make a command, we will use an imperative. Directives are concerned with organizing action in social institutions. Directives contain the obligatory command, i.e. the request for action, and perhaps background information, as well as reasons (Iedema, 1997). Then, if we wish to offer something, we are likely to use a 'would like' interrogative (what we call a modulated interrogative). Furthermore, in the interrogatives, we can see the opposite movement of information; the interlocutor expects to

receive an answer (*yes/no, at nine o'clock, or at school*) from a listener or reader. This shows that the former is a recipient of information, and the latter is a (potential) provider of information. Finally, in the imperatives, the interlocutor demands the information (or goods & services, according to Halliday (White, 2000, p.7) to a listener or reader; the former is a recipient of information, and the latter is a provider of information or service, as in the case of the interrogatives.

Egins (2004) developed a typical and non-typical mood in clauses. She proposed some possibilities, for example, not all demands for goods and services have to be imperatives. The possibilities for both marked and unmarked correlations are considered. Commands are typically expressed by imperative clauses (*Read Henry James*) but they can also be expressed by declarative (*I'm hoping you'll read some Henry James*), or modulated interrogatives (*would you mind reading Henry James, please?*). While questions are usually expressed by interrogatives (*is the Bostonians' by Henry James?*), they can also be expressed by modulated declarative (*I was wondering whether 'The Bostonians' might be by Henry James' last novel*). Questions, statements, directives, and offers are basic categories of speech acts. Meanwhile, Lock (1996), in his findings, urges that the category of directives includes order, prohibition, suggestions, permissions, and request. Yet, some linguists (Halliday, 1994; Egins, 2004; Schleppegrell, 2013, & Thompson, 2013) use different terms. In term of command, Lock uses directives and he differentiates between questions and directives.

In analyzing the directive question and command occurring in the science lecture, this study largely uses the framework rooted in Halliday (1985; 1994; 2014)'s theory, developed by (Ervin-Tripp, 1976; Egins, 1994, 2004; Iedema, 1997; Dalton-Puffer, 2005; Thompson, 2013; Martin, 1992). As Table 3 shows, the matrix of negotiating interpersonal meaning in English directive: commands and questions used in this study is elaborated.

TABLE 3. Matrix of English Directives: Command & Question (Halliday, 1985, 1994, 2014; Ervin-Tripp, 1976; Lock, 1996; Iedema, 1997; Egins, 2004; Dalton-Puffer, 2005)

No	Speech function	The typical mood in clause	Ways of interacting	For example
1)	Command (demanding Goods & Services)	a) Imperative mood (typical clause mood)	to get something done directly	'Read Henry James'
		b) Declarative mood (non-typical clause mood)	to get something done	'I'm hoping you'll read some Henry James'
		c) Modulated interrogative mood (non-typical clause mood)	indirect request for information	'Would you mind reading Henry James, please?'
		d) Permission directive (non-typical clause mood)	requires an action	'May I have a match?'
		e) Question Directive (non-typical clause mood)	to get something done indirectly	'Gotta match?'
		f) Hints (non-typical clause mood)	indirect and require considerable knowledge of the situation	'The matches are all gone' I am not really good prepared for'
		g) Need statement (non-typical clause mood)	to mark them as requests by adding 'please',	'I need a match, please!'

	h) Wishes (non-typical clause mood)	to get something done indirectly	' <u>What I would like you to do later is...</u> '
	i) Desires (non-typical clause mood)	to get something done indirectly	' <u>I want you to</u> write a little heading'
	j) Obligation (non-typical clause mood)	to get something done directly	' <u>You must</u> return it according to your catalog number'
2) Question (Demanding information)	a) Interrogative mood (typical clause mood)	to ask for information to encourage someone to think about something	'Is 'The Bostonians' by Henry James?'
	b) Modulated declarative (non-typical clause mood)	to ask for information	'I was wondering whether 'The Bostonians' might be by Henry James'

### MOOD SYSTEM IN ENGLISH: STRUCTURAL PERSPECTIVE

The interpersonal meaning accounts for a different set of meanings which focus on speakers' and listeners' interactions with each other and with the material being conveyed in terms of attitudes and stances expressed in the discourse. As Eggins (2004) cited in Simpson (2011) "the realizations of these meanings occur in terms of mood choices: statement, question, command; and modality realized by modal operators such as 'might', 'could', 'and should'". They are also realized by adjuncts like 'probably', 'usually' or different sentence adjuncts which relate to the whole of the sentence; examples include 'frankly', 'unfortunately'. Halliday and Matthiessen (2014) classify English clauses as three basic types of interact, as illustrated in Figure 1.

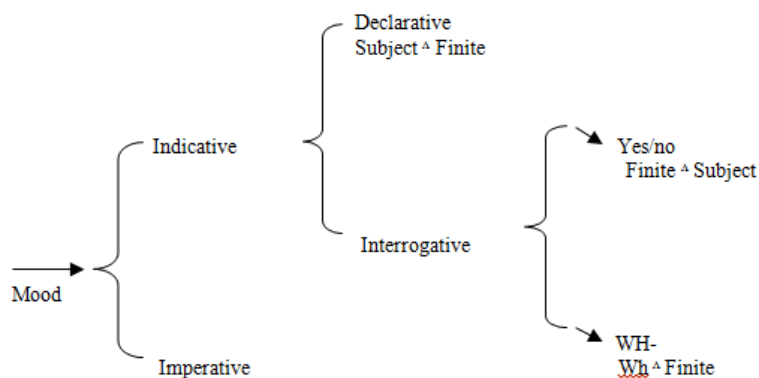


FIGURE 1. System network for English MOOD (Halliday, 1985)

The term Mood refers to the primary interpersonal system of clauses by considering the occurrence of functional Mood elements of the subject and finite in a clause (Martin & Matthiessen, 1997). Based on this system, a clause is considered to consist of two functional elements: Mood and Residue (Sujatna, 2013). The mood is the combination of functional constituents of Subject and Finite of a clause, while Residue is the combination of Predicator, Complement, and Adjunct of a clause.



In terms of the presence of Mood elements, a clause can be declarative, interrogative, or imperative. A declarative clause is a clause in which the Subject occurs before the Finite (Subject ^ Finite, where ^ means 'is followed by'). The following clause is an example of a declarative clause.

Declarative

<b>Subject</b>	<b>Finite</b>	<b>Predicator</b>	<b>Complement</b>	<b>Adjunct</b>
<b>You</b>	should	insulate	yourself	with a sleeve.... (Lock, 1996, p.178)

An interrogative clause is a clause in which the Finite precedes the Subject. There are two types of interrogative clauses: yes/no interrogative and WH-interrogative. The following clauses are examples of interrogative clauses.

Interrogative

<b>Finite</b>	<b>Subject</b>	<b>Predicator</b>	<b>Complement</b>	<b>Adjunct</b>
<b>Did</b>	They	Put	The books	in the boxes?

<b>Wh-/complement</b>	<b>Finite</b>	<b>Subject</b>	<b>Predicator</b>	<b>Adjunct</b>
<b>When</b>	Did	You	Come	here

(Lock, 1996, p.178)

The imperative clause is a clause that typically does not contain the elements of Subject or Finite but consists of only a Predicator, plus any of the non -core participants of Complement and Adjunct. The following is an example of an imperative clause.

Imperative

<b>Predicator</b>	<b>Adjunct</b>
<b>Sit</b>	On your bottom

(Lock, 1996, p.179)

## RESEARCH METHODS

### RESEARCH DESIGN

Krippendorff's (2004) methodology of qualitative content analysis was used in this study. He defines content analysis as 'a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of their use' (p.18). The present study used this method since it provided a systematic and objective means to make valid inference from verbal, visual, or written data in order to describe and quantify specific phenomena (Downe-Walbolt, 1992). In analyzing the data, a latent analysis was required since identifying hidden meanings in text is needed. Further, there are three process of qualitative content analysis from planning to presentation (Bengtsson, 2016). They are planning, data collection, data analyzing and presenting of the result.

## DATA COLLECTION

This investigation was based on the Cosmolearning freely available online (<https://cosmolearning.org>). Cosmolearning is a web platform collection of the educational videos from hundreds of universities, educators, and professionals. Four Aerospace engineering lecturers originating at the University of Delft in the Netherlands form the main resource for this study. These lecturers were chosen because of their scientific content and English was used as the medium of learning for subjects other than English as a foreign language. The lecturers in these videos are all fluent, though non-native, speakers of English, three males and one female. There are two limiting factors in the analysis that should be noted: (1) this study used only transcripts, focusing on analyses of grammatical structures, while recognizing that non-verbal, visual and prosodic clues also part of the complete lecture setting; (2) following Siepmann (2005) and as is typical for research on ready-made corpora, there was no triangulation of data. Thus, our account is based on the judgments of plausibility rather than certainty (Mann and Thompson, 1998, cited in Derooey, Katrien and Taverniers, Miriam, 2012). Table 4 shows a full description of these lectures used in this study.

TABLE 4. Description of lectures used in the current study

Transcripts Number (label)	Participants (initials)	Gender	Topic/title	Duration
L1_AeEn	JH	Male	Ballooning	1:26:13
L2_AeEn	JS	Male	How aircraft fly	1:34:59
L3_AeEn	HB	Female	Aerodynamic fundamentals	1:26:09
L4_AeEn	MV	Male	Flight Mechanics	1:28:19

The lectures were purposively selected under four criteria from Cosmolearning. They are the academic roles of the lecturer, the speech event type, the academic status of the students (audience), and interactivity (Lee, 2009). Qualitative research should purposefully select participants or sites both document and visual material that will best help the researcher understand the problem and research questions (Creswell, 2009). Meanwhile, for research setting, Netherlands was chosen for this study based on two criteria: best global universities for Engineering in Netherlands ([www.usnews.com](http://www.usnews.com)) and first rank of English language skills (<https://www.ef.edu/epi/>).

Regarding the criteria for selected data, the video recording lectures were collected from <https://cosmolearning.org> and distributed across four broad themes: Ballooning, How aircraft fly, Aerodynamic 1: fundamentals, and Flight mechanics. At the time of the study, Mr. JH taught aircraft basic. The video lecture was accessed from <https://cosmolearning.org/video-lectures/introduction-aero-eng-ballooning/>. Mr. JS taught aircraft basic. The video lecture was downloaded from <https://cosmolearning.org/video-lectures/how-airplanes-fly/>. Then, Mrs. HB taught aerodynamic. The video recorded lesson was downloaded from <https://cosmolearning.org/video-lectures/aerodynamics-1-fundamentals/>. The last, Mr. MV taught flight mechanics. It was accessed and downloaded from <https://cosmolearning.org/video-lectures/flight-mechanics-1-introduction/>.

All four video - recorded lessons were firstly transcribed verbatim manually. After that, transcribed into text format using YouTube auto-transcribe service. They were a feature owned by YouTube known as Auto Transcribe. The decision was made to use this feature because it provides highly accurate and quality transcription (Adrina, 2019).

## DATA ANALYSIS

Data analyzing procedure in this present study was undertaken in four steps: (1) decontextualization, (2) recontextualization, (3) categorization, and (4) compilation. Figure 2 shows the process of data analysis.

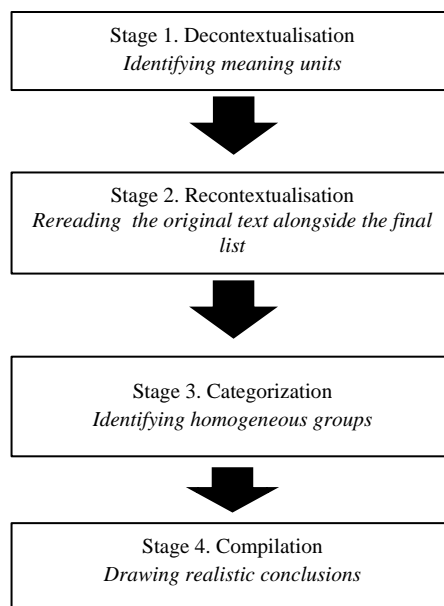


FIGURE 2. Process of data analysis (adapted from Bengtsson, 2016)

In the decontextualization stage, we began by downloading each of the video recordings from [Cosmolearning.org](http://Cosmolearning.org). Next we transcribed the video manually. In order to get a reliable data, then the present writers retrieved the video transcription from YouTube auto-transcribe service. After that we comprehended the results both manual and auto transcriptions. Before the transcription was condensed into smaller meaning units, we read through the transcribed text to obtain the sense of the whole. Next, we identified the relevant meaning units and then coded each of these using an open coding procedure. A sample of coding scheme of transcribed text data is illustrated in Table 5.

TABLE 5. Sample coding of transcribed text data

<b>Data No.</b>	<b>Meaning Unit (Utterances)</b>	<b>Condensed meaning unit (Clauses)</b>	<b>Category</b>	<b>Coding</b>
<b>Im_03/I</b>	So let's change this formula! We know that the air density is by mass divided by volume, which means that the volume is mass divided by density	Let's change this formula	Command	Use imperative (typical clause)

After open-coding the data was done, we then classified or categorized the similar characteristics of data. The transcribed utterances were divided into clauses from which the negotiating interpersonal meaning of directives – questions and commands were identified and classified based on mood system as suggested in Halliday (1998; 1994), Eggins (2004), and Lock (1996).

The second stage is contextualization. In this stage, we reread the original text alongside the final list of meaning units to check whether all aspects of the content have been covered in relation to the research questions. Then we considered the unmarked text whether or not the unmarked text should be included. The third stage is categorization. In this stage, we identified themes and categories which rooted in the data from which they arise. And the last was compilation. In this stage, we presented a summary of theme, categories or sub-themes as a table to allow the reader overview the results easily (Bengtsson, 2016). Table 6 presents the example of data presentation.

Data sample:

‘remember that!’ (I1\_AeEn)

	<b>Mood</b>		<b>Residue</b>		
<b>Function</b>	Subject	Finite	Predicator	Complement	Adjunct
<b>Advice</b>			Remember	that!	

## FINDINGS AND DISCUSSION

In this section, we present the results of our analysis of the speech functions of commands and questions in the four science lectures studies. We examine these relative to the various grammatical moods they typify and dimensions of interpersonal interaction in the science classroom.

Table 7 presents the different categories of command and question functions found in the data relative to various grammatical moods. Commands in these science lectures were found to be done through imperative mood, interrogative mood and declarative mood. The function of each sub-mood types is also presented in this table. A detailed discussion of grammatical moods and functions with examples from the corpus follows in the next sections.

TABLE 7. Sampel English Directives: Commands & Questions ( adapted from Halliday, 1985, 1994, 2014; Ervin-Tripp, 1976; Lock, 1996; Iedema, 1997; Eggins, 2004; Dalton-Puffer, 2005)

Commands	Questions
(Demanding Goods & Services)	(Demanding Information)
1) Imperative Mood (Typical mood in clause) <ul style="list-style-type: none"> <li>a. Advice               <ul style="list-style-type: none"> <li>‘So please also remember these!’</li> <li>‘Remember that! We said that’.</li> </ul> </li> <li>b. Warning               <ul style="list-style-type: none"> <li>‘Don’t ask me why they did it’</li> <li>‘Don’t study it too intensively’</li> <li>‘Please be aware!’</li> </ul> </li> <li>c. Instruction               <ul style="list-style-type: none"> <li>‘Let’s change this formula!’</li> <li>‘So take out your notebook’</li> <li>‘Let’s go to the first force!’</li> </ul> </li> </ul>	1) Interrogative Mood (Typical mood in clause) <ul style="list-style-type: none"> <li>a. WH-Interrogative               <ul style="list-style-type: none"> <li>‘How many passengers do you think travel annually by air?’</li> <li>‘What’s the general principle?’</li> </ul> </li> <li>b. Yes/No Question/ Polar Question               <ul style="list-style-type: none"> <li>‘Does that make sense?’</li> </ul> </li> </ul> 2) Declarative Mood (A typical mood in clause) <ul style="list-style-type: none"> <li>a. Existential               <ul style="list-style-type: none"> <li>‘There are three general principles’</li> <li>‘There is a little functional feeling in the</li> </ul> </li> </ul>

atmosphere but there is another way’.

- 2) Declarative Mood (A typical mood in clause)
  - a. Obligation
    - ‘You have to be able to understand all the forces’
    - ‘So you have to understand all the forces that act on the aircraft’
  - b. Necessity
    - ‘You really should remember it also for the exam’
    - ‘You can use some kind of snowball effects’
  
- 3) Modulated Interrogative Mood (A typical mood in clause)
  - a. Permission Directive
    - ‘Can I now just integrate and do something in general or not?’
  - b. Question Directive
    - ‘Maybe could you please go to the service desk and ask for new batteries for my microphone, please!’

#### COMMAND SPEECH FUNCTIONS

This section not only presents the function and categories of command but also the grammatical moods in science lecturers. The grammatical mood explains how the clauses are structured to enable us to express interpersonal meaning such as challenge, agree, assert, refuse etc. The discussion also tries to uncover the relationship between the semantic organization and grammatical differences in the mood structure of clauses. Then, we identify the functional constituents and their configurations in clauses of different mood types. As it is explained in the previous section, there are two constituents that is established in interpersonal meaning. They are MOOD and RESIDUE. MOOD defines as the primary interpersonal system of clauses by considering the occurrence of functional Mood elements of the subject and finite in a clause. Meanwhile, the RESIDUE is merely what is ‘left over’ once the Mood has been established. RESIDUE is the combination of Predicator, Complement, and Adjunct of a clause.

#### IMPERATIVE MOOD

The use of imperative in the classroom is influenced by the role relationships between lecturer and students. As the center of the teaching-learning activities, the lecturer is responsible for students' understanding of the learning materials. In this context, the lecturer is entitled to ask students to do something in relation to understanding the learning materials. These roles are consistent with Lock's descriptions (1996). In many contexts, directives expressed by imperative mood function as commands or orders which the speaker expects to be obeyed. We found that the science lecturers used imperative moods for (1) advice, (2) warning, and (3) instruction. As illustrated in Table 6.

**TABLE 8.** Imperative mood used in science lectures

Function	MOOD		RESIDUE		
	Subject	Finite	Predicator	Complement	Adjunct
Advice			<i>Remember</i>	<i>that!</i>	
Warning		<i>Don't</i>	<i>study</i>	<i>It</i>	<i>too intensively: circumstantial</i>
Instruction	<i>Let's</i>		<i>go</i>		<i>to the first force: circumstantial</i>

*Advice*

The lecturers made commands using the imperative mood consisting of only a RESIDUE or no MOOD element at all. As is typical for the imperative, the subject is not specified since it can only be the addressee ('you'). The lecturers used mood types that function as advice using the element of RESIDUE only. For example, in Excerpt 1, the lecturer attempts a demand intended to influence student behavior.

Excerpt 1

- (1) ***Remember that!*** *we said that the pressure inside and outside is approximately the same* (Im\_15/I)

In this case, the lecturers and students are discussing pressure which previously has been explained. The lecturer then directly orders students to review, referring to the earlier lesson, thereby making a connection between the current activity and a specific previous lesson. As Lee (2016) reports such a strategy is important because students will be more confident in performing activities with which they are similar. In addition, by making intertextual links between the current activity and a specific classroom event in the past, lecturers further maintain the notion of course continuity.

*Warning*

In implementing an imperative mood, science lecturers also used it as a warning. This imperative consists of a finite negative MOOD element only, also with no overt subject illustrated in Excerpt 2.

Excerpt 2

- (2) *We can also ask about this but **don't study it too intensively.** Don't don't study it for all the older dates and so on* (Im\_1/II)

In this discussion of the history of aircraft, the command not to study "too intensively" comes as a response to a student's question. The goals of this lecturer's command are predominantly facts concerning content, while the questions asked by students are concerned mostly with exams. Thus, it is natural for the lecturer to use this Mood system since he is in control of the classroom.

*Instruction*

This kind of mood type was the most frequently used by the science lecturers. In Excerpt 3, the science lecturers orders the students, using mood *let's*. The subject is not 'you' but 'you and me'. Halliday and Matthiessen (2014, p. 166) argue that 'let's' itself 'is best interpreted as a wayward form of the Subject'.

Excerpt 3

(3) *Let's go to the first force! I first I would like to talk about the lift, the lift over aircraft.*  
(Im\_24/II)

In excerpt 3, the lecturer and students discuss three main components of force- the empty weights that structure all systems, such as lift, drag, and thrust. In this context, the lecturer tells students they will discuss these components one at a time. It implied that besides the clause is structured to enable to express the speaker's opinion and attitudes; clauses also could be organized as a message. It is in line with Morell's (2004) findings. She found that a command can function as both textual and interpersonal.

### DECLARATIVE MOOD

As mentioned earlier, demands for goods and services are typically (but by no means always) realized by imperatives (Eggins, 2004). It can be also realized by declarative. The findings demonstrate that the lecturers used it as (1) obligation, and (2) necessity.

TABLE 9. Declarative mood used in science lectures

Function	MOOD	RESIDUE					
		Subject	Mood adjunct	Finite	Predicator	Complement	Adjunct
Obligation	Conjunctive adjunct <i>So</i>	<i>You</i>		<i>have to</i>	<i>understand</i>	<i>all the forces that can act</i>	<i>on the aircraft</i>
Necessity		<i>You</i>	<i>really</i>	<i>should</i>	<i>Remember</i>	<i>it</i>	<i>also for the exam</i>

#### *Obligation*

The findings show that the lectures used declarative mood as an obligation. As Ervin- Tripp (1976) stated that any declarative or interrogative is to be interpreted as a command to do if it refers to an action or activity within the obligations of the addressee.

Excerpt 4

(4) *So, you have to be able to understand all the forces that act on the aircraft.*  
(Dec\_27/IV)

Excerpt 4 shows that Mr. MV explained about equations of motion of an aircraft. He then, told that before discussing equations of motion of an aircraft, students must understand all the forces first. In this context, Mr. MV obviously gave a command to students by realizing the proposal in the form of a modulated declarative mood clause *Subject ^Finite*. It can be most clearly seen in his utterances *you have to*. Moreover, for (Iedema, 1997), the obligation is realized incongruently as attribute 'important'. It implied that Mr. MV, in this context makes sure all students understand the topic given before she proceeds to the next discussion.

Besides obligation, in order to demand goods and services, the lecturer also used declarative mood as a necessity. It is indicated by using a modulated finite *should* in the following data.

*Necessity*

The goals of using a declarative with a modal finite expressing necessity are to order the addressee to do something, the speaker is putting forward an opinion about whether or not that something should be done (Butt et al, 2000). It is illustrated in the excerpt 5 below.

Excerpt 5

(5) ***You really should remember it also for the exam*** (Dec\_15/III)

As the excerpt 5 above shows, Mrs. HB explained one of formula that is gas constant. In her explanation, she tried to highlight it using a gray color. Then, she signaled it as important information by associating it with the contents of the exam. Thus, Mrs. HB chose the declarative mood clause to realize the meaning. The modulated finite *should* then, was applied. It is indicated that she expressed meaning, not of probability but necessity (Egins, 2004).

MODULATED INTERROGATIVE MOOD

The findings show that science lecturers not only used imperative mood and declarative mood but also modulated interrogative mood. It refers to types of mood used by the science lecturers in the classroom. In the following data, the lecturer ordered permission and action to the students by using modal finite *Can* and *Could*. In terms of ‘permission’, (Dalton-Puffer, 2005) followed Blum-Kulka et al (1989) to differentiate between actions, goods, permission, and information as types of request goals. Further, they mention research results which show that requests for action are most direct.

TABLE 10. Modulated Interrogative mood used in science lectures

Function	MOOD				RESIDUE				
	Mood adjunct	Finite: modal	Subject	Adjunct: circumstantial	predicator	Conjunctive adjunct	predicator	complement	Adjunct: circumstantial
Permission directive		<i>Can</i>	<i>I</i>	<i>now just</i>	<i>Integrate</i>	<i>and</i>	<i>do</i>	<i>Something</i>	<i>In general or not?</i>
Question directive	<i>Maybe</i>	<i>Could</i>	<i>you</i>		<i>Please go</i>				<i>to the service desk?</i>

*Permission Directive*

Excerpt 6

(6) ***Can I now just integrate and do something in general or not?*** (PerDir\_1/III)

(7)

Excerpt (6) above shows the lecturer and students discussed pressure density and velocity. In this context, Mrs. HB demanded permission to the students to integrate and do something the material into the general. In this case, she used a modal finite *Can*. It is indicated conventionally indirect (speaker based conditions). Egins (2005) stated that imperative is not only types of speech function that demands an action. The second type of modulated interrogative mood found was



question directive. The following data shows how the science lecturer used the finite *could* to demand the actions.

*Question Directive*

Excerpt 7

(8) **Maybe could you please go to the service desk** and ask for new batteries for my microphone please! (ModIn\_1/I)

The excerpt 7 shows that Mr. JH demanded the student's action. He directed students to get some new batteries since, on his explanation, his microphone did not work. After a few minutes, the student returned back to the class & brought the new batteries. As Ervin –Tripp (1976) stated that the question directive gives listeners an out by explicitly stating some condition which would make compliance impossible. It shows that in this context, Mr. JH chose this kind of mood according to his judgment regarding power, distance, and imposition.

QUESTION SPEECH FUNCTION IN SCIENCE LECTURE

Question speech function refers to the types of grammatical mood used by science lecture in Cosmolearning corpus. In terms of question speech functions, the findings show that the science lectures used (1) interrogative mood, and (2) modulated declarative.

TABLE 11. Question speech function used in Science lectures

Function	RESIDUE...	MOOD	subject	.....RESIDUE	Complement	Adjunct: mood	Adjunct: circumstantial
WH-Interrogative	WH/Adjunct: circumstantial <i>How many passengers</i>	finite <i>do</i>	<i>you</i>	predicator <i>think</i>	<i>travel</i>	<i>annually</i>	<i>by air?</i>
Polar/Yes/no Questions		<i>Does</i>	<i>that</i>	<i>make</i>	<i>sense?</i>		

INTERROGATIVE MOOD

*Wh-Interrogative*

Interrogative mood was the most frequent asked by science lecturers. In the following excerpt, the science lecturers asked the students WH-Question with finite *do*.

Excerpt 8

(9) *How many passengers do you think to travel annually by air?* (Inter\_1/I)

The excerpt 8 shows Mr. JH and students discussed transport aeronautics. To build or elicit students' background knowledge, he asked open referential questions with finite *do* and begun by adjunct circumstantial *How many passengers*. He posed the question to the entire class. It is in line with Lee's (2016) findings, as teachers attempt to activate student's knowledge; they invite them to jointly reconstruct this knowledge through a series of teacher-student exchanges. Further, Rido (2017), in his findings, stated that open referential question is not only to evaluate the students reading skills critically but also to elicit unknown information and get longer responses. For WH Interrogatives, the RESIDUE is split, coming in past prior to the MOOD and completing after the mood as in Table 9.

*Polar Interrogative*

The following excerpt shows how the science lectures posed ellipse questions (yes/no question) with adjunct polarity *Yes*, and complement *question*.

Excerpt 9

(10) *Yes, Question?* (Int\_32/II)

Excerpt 10

(11) *Does that make sense?* (Int\_36/II)

Excerpt 9 and 10 shows that Mr. JS asked students with ellipse questions *yes, question?* And yes/no question *does that make sense?* to check on student's comprehension. As Richards & Lockhart (1996) in Lee (2017) stated that they used it to handle classroom procedures and management issues rather than the lesson's content. Besides, it functions as 'punctuation' informing students that the instructions should be clear, so they should be ready to proceed. Asking a display question can identify how far students understand the material. It is also can monitor learning and encourage students to use the target language in the form of verbal responses (Rido, 2017).

DECLARATIVE MOOD

A question refers to any stretch that functions to elicit information from the addressee (Thompson, 2013). In other words, it is usually expressed by interrogative (Eggins, 2004). Typically, it has an ordering of the two elements of Finite^Subject. Eggins added that a question not only is expressed by interrogative but also can be expressed by modulated declarative. However, modulated declaratives were not found in this study.

The study revealed that interrogative moods can also be expressed by declarative mood. It is illustrated in the following data.

TABLE 12. Declarative mood used in science lectures

Function	MOOD		RESIDUE
	Subject	Finite	complement
Question	<i>There</i>	<i>are</i>	<i>Three general principle</i>

(12) *There are three general principles* (ModDec2/I)

As the excerpt (11) above shows, Mr. JH posted open referential to the entire class to ask how to generate lift. After that, a student answered incompletely. In his explanation, Mr. JH then, signaled the answer by uttering *there are three general principles*. As Eggins (2004) stated that it is categorized as a non-typical clause mood because as it is mentioned earlier, commonly question is expressed by Finite^Subject. Meanwhile, the findings show that it is formed in Subject ^ Finite.

#### CONCLUSION AND IMPLICATIONS

Using qualitative content analysis, this study is to investigate the use and function of directives with command and question speech function as a dimension of interpersonal realization in science lectures. This study reveals that science lecturers use various types of directives: command and questions. They involved a type of clause mood and non-typical clause mood. In term of command, the lecturers shared a large number of types of command which comprised imperative moods, declarative moods, and modulated interrogatives. Meanwhile, in term of the question, the lecturers used different types of mood clauses. These are interrogative mood and declarative mood. However, a modulated declarative was not found.

From the findings, some implications of choosing to make questions and commands speech functions in science lectures were also investigated. In terms of command, they seem to fulfill their function as not only to express opinion and attitudes but also to organize a message, to review earlier lesson, to make sure all students understand the topic given before they proceed to the next discussion, to signal an importance information relate to the contents of the exam, to use the judgment regarding power, distance, and imposition. Meanwhile, in terms of question, they function to build or elicit students background knowledge, to jointly reconstruct the knowledge through a series of teacher-student exchanges, not only to evaluate the students reading skills critically but also to elicit unknown information and get longer responses, to check on student's comprehension, and to handle classroom procedures and management issues rather than the lesson's content.

The results of this study are useful in many ways. First, this study can contribute a pedagogic discourse that can be realized in two sets of language choices: (a) regulative register, having to do with the goals, purposes, and directions of the teaching-learning activity and (b) instructional register, having to do with the "content" to be taught and learned. Second, the results of this study also can be used as a platform by stakeholders to enhance foreign language learning in the science classroom context.

This study has a few limitations that need to be addressed. The first limitation is the number of participants. The participants involves in this research only four lecturers. It means that the numbers are considered small. A future research might use a larger corpus such as BASE, COCA, BNC etc to get more comprehensive results. Second, this study focuses exclusively on the lecturers. There are many aspects that can be elaborated from students. Lastly, this study uses a standard orthography for transcription convention that suitable with the research objectives. However, further studies might consider including orthography with modification, or phonetic symbols. So that they could investigate another variable deeper both from lecturers'and students.

#### ACKNOWLEDGEMENTS

We would like to thank Universitas Padjadjaran and Northern Illinois University for their supports, which have facilitated the preparation of this work. Our thanks also go to the ministry of education and Culture of the Republic Indonesia for BPP-DN Scholarship and PKPI Program. Thanks are

also due to Universitas Teknokrat Indonesia for administrative supports. We would also like to thank anonymous reviewers for their fruitful comments and constructive feedbacks.

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#### 4. Surat-surat pendukung dari Perguruan Tinggi/Institusi Riset di Luar Negeri:

##### a. Fotocopy LoA



NORTHERN ILLINOIS UNIVERSITY

Center for Southeast Asian Studies

April 15, 2019

Mr. Hery Kuswoyo  
Padjajaran University  
Indonesia

Dear Mr. Kuswoyo

With this letter I extend to you an invitation to conduct research and scholarly activity at Northern Illinois University (NIU), in cooperation with the Division of International Programs and the Center for Southeast Asian Studies. Your program will take place during the Fall 2019 semester, from approximately mid-September through mid-December.

The estimated total cost of this program will be US\$ 10,175 as follows:

Housing and Meals	US\$ 6,000*
Health Insurance	US\$ 250*
J-1 Visa Interview Fee	US\$ 25**
Local transportation	US\$ 400 (including a trip to report to the Indonesian Consulate)
Program fee to NIU	US\$ 3,500

\*Once we know your arrival and departure dates, we can determine the costs for housing and meals and health insurance.

\*\*As required by U.S. Department of State for J-1 visa applicants pursuant to 22 CFR 62.10(a)(2). The interview will be conducted by NIU English as Second Language (ESL) Center.

While you are here you will have an NIU faculty mentor, **Dr. Doris MacDonald**. You will meet on a weekly basis to discuss developments in your field as well as the research and readings you will be conducting. You may also be advised to choose individual course lectures to audit, and we anticipate you will have opportunities to discuss your research and reading with other faculty.

As part of your program, you will also be expected to attend a weekly class that prepares you to publish an academic journal. You will also have the opportunity to participate in various cultural and educational activities. Details will be arranged after your arrival.

Please let us know if you have any questions regarding the program that we have tailored to meet your needs. I look forward to welcoming you to NIU soon!

Very truly yours,

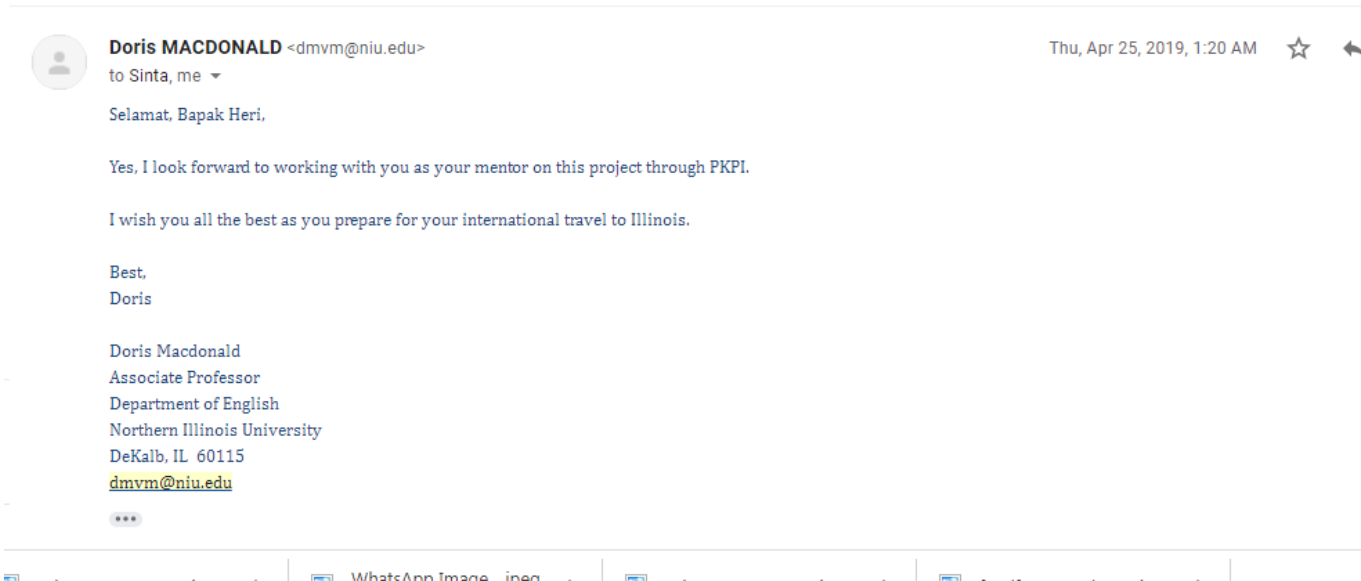
Eric Jones,  
Director, Center for Southeast Asian Studies

cc: Bradley Bond, Interim Associate Vice President for International Affairs  
Stephanie Brown, International Student & Faculty Office

Pottenger House • DeKalb, Illinois 60115-2828 • 815-753-1771 • Fax 815-753-1776 • cseas@niu.edu • www.cseas.niu.edu

NORTHERN ILLINOIS UNIVERSITY IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION.

b. Fotocopy rekomendasi/surat keterangan dari Supervisor/Mentor di Luar Negeri



c. Sertifikat –serifikat seminar di Luar Negeri





# Northern Illinois University

CENTER FOR SOUTHEAST ASIAN STUDIES

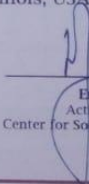
This is to certify that

**Heri Kuswoyo**

Has presented her paper titled:

**"Let's Take a look...: An Investigation of Directives as Negotiating Interpersonal Meaning in Science Lecture"**

At the Final Presentations of  
Peningkatan Kualitas Publikasi Internasional Program  
December 5, 2019  
Northern Illinois University, DeKalb, Illinois, USA

  
Eric Jones  
Acting Director  
Center for Southeast Asian Studies

# Northern Illinois University

CENTER FOR SOUTHEAST ASIAN STUDIES  
DEKALB, ILLINOIS, USA

Presents this

**CERTIFICATE OF PARTICIPATION**

to


***Herri Kuswoyo***

*For attending the CSEAS Brown Bag Seminar*

*delivered by Nathanael Sumaktoyo*

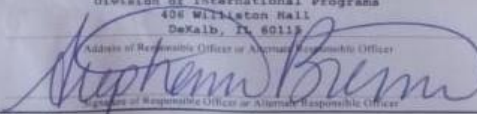

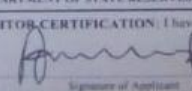
*on October 18, 2019, with the topic:*

*"Double Minority Candidates and Muslim Voting Behavior: Evidence from Indonesia"*

  
Eric Jones  
Acting Director



d. Certificate of Eligibility for Exchange Visitor Status (J-Nonimmigrant)

U.S. Department of State					OMB APPROVED
CERTIFICATE OF ELIGIBILITY FOR EXCHANGE VISITOR STATUS (J-NONIMMIGRANT)					EXPRESSES ESTIMATE
					*See Page
Surname/Primary Name: <b>Kuswoyo</b>	Given Name: <b>Heri</b>	Gender: <b>MALE</b>	NO		
Date of Birth (mm-dd-yyyy): <b>03-02-1985</b>	City of Birth: <b>Karang Anyar</b>	Country of Birth: <b>INDONESIA</b>	Citizenship Country Code: <b>ID</b>	Citizenship Country: <b>INDONESIA</b>	
Legal Permanent Residence Country Code: <b>ID</b>	Legal Permanent Residence Country: <b>INDONESIA</b>	Position Code: <b>214</b>	Position: <b>UNIVERSITY GRADUATE STUDENTS</b>		
Primary Site of Activity: <b>Center for Southeast Asian Studies Center for Southeast Asian Studies Northern Illinois University DeKalb, IL 60115</b>					
Program Sponsor: <b>Northern Illinois University</b>			Program Number: <b>P-1-03087</b>		
Participating Program Official Description: <b>PROFESSOR; RESEARCH SCHOLAR; SHORT-TERM SCHOLAR; STUDENT ASSOCIATE; STUDENT BACHELORS; STUDENT DOCTORATE; STUDENT INTERN; STUDENT MASTERS; STUDENT NON-DEGREE</b>					
Purpose of this Form: <b>Begin New Program - Financial Data Modified</b>					
Form Covers Period:		4. Exchange Visitor Category: <b>SHORT-TERM SCHOLAR</b>			
From (mm-dd-yyyy): <b>10-15-2019</b>	To (mm-dd-yyyy): <b>12-30-2019</b>	Subject/Field Code: <b>16.0102</b>	Subject/Field Code Remarks: <b>Mentoring program for Indonesian Scholars. EVs are paired with U.S. faculty to complete a</b>		
During the period covered by this form, the total estimated financial support (in U.S. \$) to be provided to the exchange visitor by: Indonesian Ministry of Higher Education : <b>\$9,410.00</b> Total : <b>\$9,410.00</b>					
RESPONSIBLE OFFICER OR ALTERNATE RESPONSIBLE OFFICER ATTESTATION: I attest that prior to issuing this Form I-9015, the Program Sponsor organization identified above, for which I serve as the Responsible Officer or Alternate Responsible Officer, has verified, in accordance with the requirements of 22 CFR 62.120(b), that each prospective exchange visitor: (i) is eligible and qualified for, and accepted into, the program in which he or she will participate; (ii) possesses adequate financial resources to participate in and complete his or her exchange visitor program; and (iii) possesses adequate financial resources to support an accompanying spouse and dependents, if any. I also attest that upon printing and signing this form, I am physically present in the United States or in a U.S. territory. A notification copy of this form has been provided to the U.S. Department of State.		5. <b>Stephanie Brown</b>		Responsible	
		Name of Official Preparing Form: <b>Division of International Programs 408 Williston Hall DeKalb, IL 60115</b>			
		Address of Responsible Officer or Alternate Responsible Officer: 			
		Telephone: <b>815-</b>			
		Date: <b>09-24</b>			
Statement of Responsible Officer for Releasing Sponsor / FOR TRANSFER OF PROGRAM: I (have date/mm-dd-yyyy) Transfer of this exchange visitor from program number _____ sponsored by _____ to the program specified in item 2 is necessary or highly desirable and is in conformity with the objectives of the Mutual Educational and Cultural Exchange Act of 1961, as amended.					
Signature of Responsible Officer or Alternate Responsible Officer		Date (mm-dd-yyyy) of Signature			
PRELIMINARY ENDORSEMENT OF CONSULAR OR IMMIGRATION OFFICER REGARDING SECTION 213(b) OF THE IMMIGRATION AND NATIONALITY ACT AND PL 94-484, AS AMENDED (see item 1(a) of page 2)		TRAVEL VALIDATION BY RESPONSIBLE OFFICER (Maximum validation period is 2 years)			
Is Exchange Visitor on the above program: <input type="checkbox"/> Not subject to the two-year residence requirement. <input type="checkbox"/> Subject to two-year residence requirement based on: A. <input type="checkbox"/> Government financing and/or B. <input type="checkbox"/> The Exchange Visitor Skills List and/or C. <input type="checkbox"/> PL 94-484 as amended		*EXCEPT: Maximum validation period is up to 6 months for Scholars and 4 months for Camp Counselors and Scouts. (1) Exchange Visitor is in good standing at the present time. Date (mm-dd-yyyy): _____ Signature of Responsible Officer or Alternate Responsible Officer: _____ (2) Exchange Visitor is in good standing at the present time. Date (mm-dd-yyyy): _____ Signature of Responsible Officer or Alternate Responsible Officer: _____			
Signature of Consular or Immigration Officer:  Name: _____ Title: <b>Vice Consul</b> Date (mm-dd-yyyy): <b>10/4/19</b>					
THE U.S. DEPARTMENT OF STATE RESERVES THE RIGHT TO MAKE FINAL DETERMINATION REGARDING 212 (b).					
EXCHANGE VISITOR CERTIFICATION: I have read and agree with the statement in item 2 on page 2 of this document.					
Signature of Applicant: 		Place: <b>Jakarta</b>		Date: <b>October</b>	
9-2019 6-2011					

e. Visiting Scholar ID Card



f. Housing & Dining Card



g. Courtesy Card



h. *Boarding pass* Keberangkatan dan Kepulangan



i. Curriculum Vitae

**CURRICULUM VITAE**

Nama Lengkap : Heri Kuswoyo  
NIK : 023080701  
Tempat & Tanggal Lahir : Karang Anyar, 2 Maret 1985  
Jenis Kelamin : Laki-laki  
Alamat : Jl. Arif Rahman Hakim No.4 Lk.1  
Gang Rahayu, Way Halim Permai  
Way Halim, Bandarlampung  
Lampung  
No. HP : 085369732424  
Email : [hery@teknokrat.ac.id](mailto:hery@teknokrat.ac.id), [heri17001@mail.unpad.ac.id](mailto:heri17001@mail.unpad.ac.id)  
Agama : Islam  
Instansi : Universitas Teknokrat Indonesia  
Alamat Kantor : Jl. Z.A Pagar Alam No. 9-11  
Labuhan Ratu, Kedaton, Bandarlampung  
Lampung  
PPs Tempat Studi : Universitas Padjadjaran  
Fakultas : Ilmu Budaya/Ilmu Sastra/Linguistik  
Alamat Pps Tempat Studi : Jln. Raya Bandung Sumedang KM.21,  
Hegarmanah, Kec. Jatinangor, Kabupaten  
Sumedang, Jawa Barat 45363  
Bahasa Asing yang dikuasai : Bahasa Inggris  
Riwayat Pendidikan :  
2017 -sekarang S3 Ilmu Sastra, Fakultas Ilmu Budaya,  
Universitas Padjadjaran, Bandung  
2012 - 2014 S2 Linguistik Inggris, Fakultas Ilmu  
Budaya, Universitas Padjadjaran,  
Indonesia, Bandung  
2003 – 2007 S1 Sastra Inggris, Sekolah Tinggi  
Bahasa Asing Teknokrat Lampung,  
Indonesia  
Penghargaan  
2016-2017 Hibah Penelitian dari Directorate of Higher Education of  
the Ministry of Research, Technology and Higher  
Education of the Republic of Indonesia  
Pengalaman Penelitian  
2013 The effectiveness of song Technique in Teaching Paper  
Based TOEFL (PBT)'s Listening Comprehension Section

- 2013 A Systemic Functional Grammar Analysis of Perception Verb as Found in Jane Austin's
- 2014 Ungrammatical Collocation Analysis in ESL debater's Speeches

#### Pengalaman Publikasi

- 2013 Theme of Imperative clause in Political Advertising Slogan , *Journal of English Language and Literature*, Vol. 1 No (4)
- 2013 Moral messages in Indonesian Folklores, *Teknosastik Journal* , Vol. 11 (2)
- 2014 Hedges Used by President Barack Obama at the 2013 Press Conference, *Teknosastik Journal*, Vol. 11 (1)
- 2014 Declarative Sentence Pattern in "Laskar Pelangi" and "The Rainbow Troops": A Translation Study of Indonesian to English, *Advances in Language & Literary Studies (AL&LS)*, Vol. 5 (1)
- 2015 Redefining western fiction portrayed In Garrett touch of Texas, *Teknosastik Journal*, Vol. 12 (2)
- 2016 Thematic Structure in Barrack Obama's Press Conference: A Systemic Functional Grammar Study, *Advances in Language & Literary Studies (AL&LS)*, Vol. 7 (2)
- 2017 Problems on SFG Thematic Progression in ESL Academic writing, *Leksema Journal* Vol. 2 (1)
- 2018 Thematic progression in EFL Students' Academic Writing: A Systemic Functional Grammar Study, *Teknosastik Journal* Vol. 14 (2), 39-45
- 2019 Process types of Transitivity System in Engineering Lecture Introduction: A Pedagogic Discourse, *Lingua Jurnal Bahasa dan Sastra*, Vol 19 (2), 85-96
- 2019 Interpersonal Metadiscourse Markers as Persuasive Strategies in Oral Business Presentation, *Lingua Cultura*, 13 (4), 297-304

#### Pengalaman Seminar/Conferences

- 2013 The 1<sup>st</sup> International Seminar on Linguistics (ISOL- I) Universitas Andalas Padang

2013	The 6 <sup>th</sup> International Conference on Applied Linguistics UPI Bandung
2013	The 3 <sup>rd</sup> International Conference on English Language Teaching (ICELT) UPM, Malaka, Malaysia
2016	Maranatha International Conference on Language, Literature & Culture Universitas Maranatha, Bandung
2016	ASEAN Comparative Education Research Network Universitas Negeri Padang Conference
2017	The fourth Asia-Pacific Education Conference Universitas Muhammadiyah Purwokerto
Negara yang dituju	: Illinois, Chicago, Amerika Serikat
Keperluan ke luar negeri	: Program PKPI/ <i>Sandwich-like</i> 2019
Lama di luar negeri	: 3 Bulan

Bandung, 12 Februari 2019

Heri Kuswoyo



5. Foto-foto kegiatan (akademik) yang penting dan relevan



Gambar 4.4 Penulis mempresentasikan makalah/artikel pada acara penutupan program PKPI 2019



Gambar 4.5 Penulis menerima sertifikat dari perwakilan KBRI Chicago, Bapak Fajar Yusuf



Gambar 4.6 Penulis foto bersama Bapak Fajar Yusuf, Perwakilan KBRI Chicago



Gambar 4.7 Penulis menerima sertifikat dari direktur CSEAS, Dr. Eric Jones



Gambar 4.6 Penulis foto bersama mentor, Assoc.Prof. Doris Macdonald pada saat penutupan program PKPI 2019



Gambar 4.6 Penulis dan peserta PKPI 2019 mengikuti kelas *Academic Writing* dengan mentor Dr. Paul Wright



Gambar 4.6 Penulis dan peserta PKPI 2019 mengikuti kuliah umum dengan pembicara Assoc.Prof. Doris Macdonald



Gambar 4.6 Penulis dan peserta PKPI 2019 foto bersama Dr. Paul Wright



Gambar 4.6 Para mentor saat antusias bertanya pada acara presentasi akhir PKPI 2019



Gambar 4.6 Bersama mentor saat proses bimbingan di Reavis Hall