

LEMBAR HASIL PENILAIAN SEJAWAT

4. Artikel Jurnal Internasional

The Writing Teacher is the (Real) Writer Herself:
From Passionate Beliefs to
a Professional Journey

**LEMBAR HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH: ARTIKEL JURNAL ILMIAH**

Judul Karya Ilmiah	:	The Writing Teacher is the (Real) Writer Herself: From Passionate Beliefs to a Professional Journey
Nama Penulis	:	Dhinuk Puspita Kirana
Jumlah Penulis	:	3 Orang
Status Pengusul	:	Penulis Kedua
Kenaikan Pangkat	:	Dari Asisten Ahli ke Lektor Kepala

Identitas Jurnal Ilmiah Nama Jurnal : Journal of Applied Linguistics and Language Research
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 Email: : editor@jallr.com

Kategori Publikasi Jurnal Ilmiah:

Komponen Yang Dinilai	Nilai Maksimum Jurnal Ilmiah : 6				Nilai Akhir yang diperoleh
	Internasional Terindeks Scopus Q4	Internasional	Nasional Terakreditasi Sinta	Nasional Tidak Terakreditasi	
a. Kelengkapan unsur isi artikel (10%)		0,6			0,6
b. Ruang lingkup dan kedalaman pembahasan (30%)		1,8			1,6
c. Kecakupan dan Kemutahiran data/informasi dan metodologi (30%)		1,8			1,5
d. Kelengkapan unsur dan kualitas penerbit (30%)		1,8			1,8
Total= 100%		6			5,5
Nilai Pengusul=					

Catatan Penilaian artikel oleh Reviewer:

It is an interesting article

Note

1. for the variable "Beliefs" in sub-section of Teacher's beliefs in EFL writing
 The writer is able to stand the opinion at this part by stating clearly what is actually the point of teacher's belief according to the writer viewpoint to explain or clarify the examples given in the beginning part of this section

Ponorogo, 23 Desember 2021
Peer Reviewer II,

Dr. Tintin Susilawati, M.Pd

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a. Kelengkapan unsure isi artikel (10%)		0,6			0,4
b. Ruang lingkup dan kedalaman pembahasan (30%)		1,8			1,6
c. Kecakupan dan Kemutahiran data/informasi dan metodologi (30%)		1,8			1,8
d. Kelengkapan unsur dan kualitas penerbit (30%)		1,8			1,8
Total= 100%		6			5,6
Nilai Pengusul=					

CatatanPenilaianartikel oleh Reviewer:

From my standpoint, this article provides a logical construction. The abstract shows the essence of the article by providing its research aims and presenting the results precisely, however, the research method was presented inapparently. In the introduction part, the general issues to the specific area of the research on FFL writing teachers' beliefs are presented, still, it did not show the significant gaps in the previous research and the authors' position in response to this gap occurs. The Method section explains the research design precisely. It mentions references about research design in its reference. The data collection technique, steps for data analysis as well as the triangulation method is deceptively designated. The findings are intensely presented by involving the discussion supported by the subjects' statements related to their beliefs on classroom instruction, teacher writer accomplishment, and teacher writer professional development. The conclusion wraps up the paper appropriately. Furthermore, they provide limitations of this research and some suggestions for further research. Despite some weakness showing significant gaps, this logical construction article provides empirical evidence for researchers and become a reference for educators who are interested in conducting research on teaching EFL writing.

Ponorogo, 19 Desember 2021
Peer Reviewer I,



Pryla Rochmahwati, M.Pd