

Students Responses toward Fix-Up Options Strategy Implementation in Comprehending Text Personal Recount

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ABSTRACT

This study aimed to figure out students' responses toward using the fix-up options strategy in comprehending text personal recount. The qualitative method was used to collect the data. The sample was the second grade of *Pos Keadilan Peduli Ummat* (PKPU) junior high school students, which consisted of 22 students. The open-ended questionnaire was distributed as the instrument for collecting the data. It consists of three questions that relate to students' opinions on this strategy. The data was analyzed by using an interactive model. The result of this study indicated that there were positive responses from the students toward fix-up options strategy implementation in comprehending personal text recount. Most students consider this strategy beneficial in supporting their comprehension of reading a text. The students' opinions were categorized into agreeing and disagreeing group participants. The fix-up options strategy was useful in fixing the problem encountered during the reading process. Therefore, the teacher could use this strategy to support students' reading comprehension in other genres of text.

Keywords: *Fix-up strategy, students response, personal text recount*

INTRODUCTION

Reading is an activity that involves learning and comprehending the information contained in a text. It addresses the ability to

comprehend written language to build meaning. According to Riswanto, Risnawati, and Detti (2014), comprehension is the foundation and focal point of the reading process. Its goal is to gather information about the text's substance. Reading comprehension is linked to the reader's past knowledge to understand the message delivered (Duffy, 2009). In English language teaching, reading is the skill that is taught by the teacher to improve students' ability in comprehension. This skill was included in the syllabus based on the material taught in English subject. In the reading activity, the students faced some problems in processing words, sentences, and passages to obtain information. In case, the students read the text but did not understand the message delivered. The reading aspects problem covered the main idea identification, vocabulary interpretation, text summarization, and inferences drawing. The other factor was low students' interest in reading unfamiliar topics. As the result, the students were not enthusiastic and they felt difficult to reach comprehension.

To increase students' understanding, a language instructor should be innovative in picking an effective learning technique. Rereading, linking to past information, picturing, and forecasting are some tactics that may be utilized to improve students' understanding. These reading methods have been combined into a single reading approach called the fix-up choices strategy. The fix-up alternatives technique successfully promotes students to achieve reading comprehension success (Moreillon, 2007). The teacher facilitated the students and independently applied some fix-up options provided. Tovani (2000) mentioned fix-up options strategy is the tool that the reader uses to fix the confusing part of reading. The options apply to solve non-make-sense meanings while the reading process. It can establish the students' center activity and create an independent environment in fixing the comprehension problem.

Some studies have investigated the implementation of the fix-up options as a supporting strategy in solving reading comprehension problems. To find out the effect of university students' reading achievement, Suhermanto (2019) carried out an experimental study using the fix-up options technique. The researcher demonstrated the method and invited the students to use certain alternatives on their own to correct understanding loss. As a consequence, students' reading achievement rose and had a good influence on text comprehension. Muhsin, Annisa, and Hidayati (2021) also applied the fix-up choices technique with Indonesian English Foreign Language (EFL) students. To administer treatments, the researchers separated the students into two

groups. The class that applied the fix-up options strategy while reading activity reached more comprehension rather than the class that used conventional treatment.

Furthermore, Jamila., Said, A. M., and Rasyid (2020) investigated the usefulness of the fix-up choices technique in acquiring information on the reading text. The information received after using the fix-up choices technique as a tool to interpret the text was imaginatively expressed by the students. The study's material was the analytical exposition text.

Those previous studies showed the effectiveness of using the fix-up options strategy on students' reading comprehension. It was focused on the student's achievement but did not specifically investigate the reading comprehension aspects improvement and students' opinions toward the strategy. Some aspects need to be understood such as the main idea, summary, inferences, and vocabulary. Therefore, this research focused on the students' *Pos Keadilan Peduli Ummat* (PKPU) junior high school responses toward the fix-up options strategy implementation in comprehending text personal recount that cover those aspects previously mentioned.

THEORETICAL FRAMEWORK

Reading Comprehension

In gathering the information delivered by the writing passage, the students need to do a reading activity. It is a process to gain a message from the text. The reading activity involved the eyes observing the written word and the brain constructing the meaning. Hamra & Syatriana (2015) stated that "reading is a skill to recognize words, to understand word meaning, to comprehend the reading material, to organize and memorize, to associate information and to read aloud". All elements are the process to obtain the information from the text. The readers assimilate meaning from word to sentence to interpret the information conveyed on the whole.

Furthermore, the readers used two common strategies to manage their reading purpose. The skimming strategy is used to get quick information based on the time limitation. There are some steps to doing this technique; reading the title, reading the first and the last sentence of every paragraph, and reading the keyword in between. Furthermore, (Abdelrahman & Bsharah, 2014) mentions in the formal style of the text, the reader has to use all steps of the technique, while informal style, the reader only needs to read the second step. Meanwhile, another strategy

aimed to find the specific information in every passage in a text was the scanning strategy. In this technique, the reader requires to find the definition of the key term concept, name or date, place, and the list of certain information (Yusuf et al., 2017).

The purpose of the reading activity is comprehension. The readers use their brains to process the words and sentences that they read. Comprehension is the process of acquiring information for developing knowledge. The readers can use their prior knowledge to ease their understanding of the text (McLaughlin, 2012). It covers the activity to interpret the meaning correctly (Grabe, W., & Stoller, 2002). The ability to comprehend a reading text involves the communication process of the writer and the readers in sharing the information.

According to Ngabut (2015), state there are three model categories of reading.

1. Bottom-up

The bottom-up model is the process of mastering the reading component step-by-step. According to Liu (2010), bottom-up emphasizes the printed or written text to get the result of the meaning. The reader tries to translate, decode and encode the text while reading. In this activity, the students learn to read the text from the bottom to the up concept to comprehend the meaning.

2. Top-down

The reader is at the core of this paradigm. The meaning of the text is constructed by the reader's cognitive and language abilities. A top-down paradigm emphasizes what the reader contributes to the text's process (Liu, 2010). The reader's knowledge and expectations must interact to construct the meaning. It suggests that the reader is acquainted with the substance of the text. As a consequence, information in grammatical sentence sense and text meaning may be retrieved.

3. Interactive

This model focuses on the active constructive nature of the reading. The reader is active in forming what the text presented and how its coherence with the information that has been known before. This model combines two techniques, bottom-up and top-down. In this theory, reading can be defined as the interpretation of the text, while comprehension is the interaction between the reader's skill and the perception illustrated by the graphic or symbol in the text.

Moreover, in the reading activity, there are some aspects that the readers should comprehend. Having a good understanding of reading activities facilitated obtaining more information.

a. Main idea

The core concept is the central point of the text's message. The primary idea is a broad concept that conveys the author's major point about the work (Duffy, 2009). To understand the content of the text, the reader recognizes the topic.

b. Inference

Inference refers to the process of deriving meaning from a text. It comprises the capacity to blend explicit textual information with past knowledge to generate new implicit meanings (Kispal, 2008). As a result, forming inferences is related to how readers utilize their experience to interpret the text's content.

c. Vocabulary

Vocabulary is a component of language that demonstrates the foundation for speaking, listening, writing, and reading. In reading comprehension, language serves as a predictor in linking the text's message. Nunan (2003) hypothesized that developing vocabulary mastery through reading engagement is one method of doing so.

d. Summary

The feature of summarizing refers to the action of constructing a new coherent text by extracting the main concept and important information while still adhering to the original text (Dole, J.A., & Pearson, 2015). It means that the readers deduce the comprehension statement and reiterate it orally or in writing.

Recount Text

There are some language genres such as describing, explaining, and narrating. In English language teaching, those kinds of the genre have been taught to students in specific text types. One of the text types that has been taught to students in Indonesia was recount text. This paragraph describes a historical circumstance or phenomenon. According to Knapp and Watkins (2005), a recount text is a basic text that includes multiple events reported and discussed in chronological order. This text exemplified the scenario at the time. There are two types of recount text: personal recount, which is based on personal experience, and historical recount, which is based on an objective

viewpoint, such as a police report or a science experiment report (Knapp & Watkins, 2005). Text personal recall was taught to junior high school students in second grade, according to the 2013 curriculum. Therefore, this research was conducted to find out the students' response in comprehending text personal recount based on fix-up strategy implementation. The recount text was chosen because it related to personal experience.

As the text's objective, the reading text performs the social function of delivering information. Mingsakoon and Srinon (2018) use text personal recount to delight the reader by reviewing an experience or past event and covering the writer's feelings and opinions. Its goal is to provide knowledge about something relevant to history or personal experiences. In brief, the recount text's goal is to repeat previous events that encompass the scenario and historical period while enlightening and entertaining the readers.

In presenting the text, it has a generic structure that explained the information chronologically. The schematic structure of the recount text is divided into three parts. First opening paragraph or known as orientation. It covers the participant, time focusing, and story setting such as when, and where the story happened (Mingsakoon & Srinon, 2018). Second, the events that present after the orientation part and explain the sequence activity that occurred. The information displays in chronological order from the first events to the end (Knapp & Watkins, 2005). The final stage is re-orientation, which includes the writer's opinion or attitude toward the events. This is a piece of the recount text that is optional. Furthermore, a written text has some linguistic elements that depict the succession of events. According to Knapp and Watkins (2005), action verbs (e.g., went, determined, showed) and temporal connectives predominate in recount text (e.g., first, then, after). Furthermore, the linguistic aspect of recount text includes adverbs, nouns, and pronouns (Affendi, 2017). This paragraph also employs the simple past tense and the past continuous tense.

The Fix-up Options Strategy

When reading material, readers should choose the proper method to help them understand the content. The repair technique gives various possibilities to aid comprehension activity. This method is used to remove meaning blocks in the comprehension process (Duffy, 2009). The fix-up choices technique is a tool that assists readers when they become disoriented when reading a text that identifies in the self-

monitoring process (Moreillon, 2007). Furthermore, the fix-up options technique encourages readers who become stopped or confused while reading to continue reading by using the alternatives to solve their problem (Tovani, 2000). When readers get puzzled, they are not permitted to stop reading.

The fix-up options technique is broken into three steps. First, the fundamental level encompasses the activities of rereading, reading ahead, pausing to consider, attempting to envision, asking new questions, making a forecast, illustrating text elements, and seeking assistance. Figure out unfamiliar words, recognizing structure, making conclusions, and linking to previous knowledge are intermediate-level alternatives. The teacher's function in these stages is that of a facilitator. Furthermore, at the advanced level, the reader may read illustrative notes, write complex portions, absorb the message with effort, and define the text's goal. The reader is more focused on the text purpose illustrated by the writer at this level. Moreillon (2007) stated that the minimal alternatives for implementing reading comprehension were stages one through eight. The researcher analyzed students' replies to the intermediated level in this study, such that the alternatives employed by the teacher ranged from one to twelve. Options thirteen through sixteen were not used since the participants were junior high school students.

Furthermore, in applying the fix-up options strategy the readers have followed the steps. Tovani (2000) mentioned three steps of applying a fix-up options strategy:

1. Distribute the material to the students and instruct them to highlight the challenging portions. Motivate them when they become puzzled; even a competent reader can become confused when reading a book. Then, ask students to devise a strategy for clarifying meaning and removing misunderstanding.
2. Distribute a list of repair choices to the students. Request that they select at least one suitable solution to the problem. Assist students in resolving any misunderstanding they may have when reading the class assignment.
3. Inform students that not all alternative strategies can be used in all situations. If one method does not work to lower the difficulty, try another one. It signifies that a skilled reader employs the fix-up choices technique with flexibility.

The teacher's role is as the facilitator to help students determine the appropriate options to fix the comprehension loss. The main point of

identifying the confusing part is that the students should be focused on self-monitoring. Thus, the teacher can guide the students in choosing the options.

RESEARCH METHODOLOGY

This is a qualitative research project. The researcher detailed the students' reactions to the adoption of the fix-up technique. The research participants were second-grade students from PKPU junior high school. It was made up of 22 students that were chosen on purpose. Students who learned the text personal recall utilizing the fix-up choices technique were chosen as participants. According to Cresswell (2012), "the data gathering technique in qualitative data might take the shape of open-ended replies to questions on a questionnaire." In this study, open-ended questions were used as instruments to determine students' attitudes toward the implementation of fix-up alternatives. The questionnaire was adapted from Erickson and Gustafsson (2005) and customized by the researcher to meet the objectives of this study. It consists of three questions on students' perspectives on using the fix-up choices technique to improve their reading comprehension skills. The questions did not have specific answer possibilities and allowed for the recording of any participant's comments (Birmingham & Wilkinson, 2003). This questionnaire was shared after the teacher explained and implemented the fix-up options strategy. The score for the improvement comprehension aspect was gathered from the teacher to support the students' responses.

Furthermore, the collected data were analyzed using an interactive model (Miles et al. (2014). It consisted of three steps. First, data condensation that covers the activity transcribed the students' responses and did free coding. Second, the data display grouped the data to determine the theme. A narrative description illustrated the last data verification or conclusion. Slavin (2007) mentioned that "the written results of the research often contain quotations from the data to illustrate and substantiate the presentation". The researcher gained information from the students about their opinions on fix-up options strategy implementation in comprehending text personal recount. Then, the data is described in narrating explanation by the researcher.

RESULTS & DISCUSSION

Result

The open-ended questionnaire was given to the participants to find out the responses to fix-up options strategy implementation in comprehending text personal recount. According to the data result, there were various opinions of the students related to this strategy. There are 18 of 22 participants consider this strategy useful for them. Four others claimed those steps were useless to support their comprehension ability. Thus, the description results of students' response analysis are illustrated as follows:

Agree on Group Participants

To get significant information from reading material, children must focus. Nonetheless, the students had several difficulties in comprehending the material, such as recognizing the main concept, summarising, drawing conclusions, and interpreting language. As a result, the teacher instructed and aided the students by providing the fix-up choices technique to aid their comprehension. The students who thought adopting the fix-up alternatives technique was beneficial for grasping the activity on text personal recount, specifically, the agree group's participant. This group was classified based on the students' statements describing the fix-up choices technique as enjoyable and useful. The first participant said, "this method is interesting because if we still do not understand the text, we can imagine the events related to our experience". Based on the students' statements, they can choose the options based on their needs. The terms imagine were visualizing options to illustrate the message explained. For instance, the sentence mentioned going to the beach. The students attempted to recall the action that was frequently associated with the text's story.

Furthermore, the second participant remarked that this technique was intriguing since interpreting vocabulary may be accomplished by matching a word in a phrase with another term. One of the options provided in this strategy was to figure out unknown words. The students underlined the unknown word and tried to reread it to construct the meaning. In case when students still face none make sense meaning they can choose other options such as reading aloud and stopping to think. It is useful for figuring out the meaning of the words in the text. Another participant mentioned that when she tried to apply the reread option after figuring out the confusing part, identifying the meaning was fun and interesting. It eased her to get the meaning related to the message conveyed in the passage. The fix-up strategy provided

some strategies to support comprehension. Therefore, the students are aware of selecting the options strategy based on the problem encountered.

In addition, the student's response to the fix-up strategy implementation showed the usefulness of comprehending the text's recount. It illustrated the application of this strategy was to support them to catch the information in the text. The third participant mentioned that the fix-up options were a great strategy that helped him know the event in the personal recount text. Then, the rereading and predicting options can ease students to find the unknown words meaning interpretation. The students can try the options one by one to reduce their confusion. Moreover, the fourth participant believed that the options provided in the fix-up strategy could encourage meaning interpretation. The fix-up options strategy facilitated the students to select the appropriate options flexibly. Using suitable options in understanding messages in a text can establish the students to be creative in constructing the meaning. Hence, the particular problems detected while monitoring comprehension can identify the supporting options to be applied.

The success of a strategy that was applied in overcoming problems in understanding the text can usually be seen from how the reader can explain the information obtained from reading. The comprehension ability success depends on students' reliable statements on the text that was read. According to the students' replies, there were two major characteristics of their comprehension improvement following the use of the fix-up approach in reading text personal recall. Interpreting words and forming conclusions was a growing component of understanding. According to the fifth participant, the meaning of an unfamiliar term may be deduced by reviewing the phrase and selecting the proper word to fit it. The students attempted to link the unknown word to the constructed word that they had discovered. In the reading process, the students used past information and constructed their reasoning to build the meaning of each phrase. Eventually, word interpretation can deliver comprehension ability and produce inference-making. The students enabled to conclude the reading text based on their understanding. The inference-making was correlated to the vocabulary interpretation.

According to the computed score that was given by the teacher toward the comprehension aspect indicated, most of the students' scores achieved the minimum standard score that the school decided. The dominant aspect of improvement was related to the finding of

students' opinions. Thus, this phenomenon proved the students' response to fix-up options strategy implementation.

The other two aspects of comprehension that some students consider increased after applying the options strategy were identifying the main idea and summarizing. The sixth participant mentioned the main idea was the first thing we need to know because it covers all messages a text conveys. The students can identify the main idea by applying the four steps of the fix-up strategy such as rereading, reading aloud, stopping to think, and illustrating the text feature. Moreover, the seventh participant expressed her happiness in doing a summary activity. Knowing the whole text content and shortening it using my language was easy. This activity can be done after understanding the reading passage. Therefore, implementing the steps of the fix-up options strategy establishes the students comprehending of the text's recount.

Disagree Group Participants

The fix-up options strategy provided several options that can be appropriate to be used to support the comprehension aspect. However, not all reader can fix their problem easily. According to second-grade students, the use of the fix-up options strategy supports their reading text but sometimes cannot be a problem-solving of comprehension. Four students from twenty-two participants explained this strategy as unsatisfying. One of the students said that although he followed the steps of the fix-up options strategy provided, he still faced difficulty answering the questions related to comprehension. This phenomenon occurred to the students that thought the text was complicated and lengthy when they got the reading sheet. Thus, the attention and motivation to know the information become low.

Moreover, another participant mentioned, "we can comprehend the reading text depending on the topic, familiar or not". If the topics were related to our real-life activity, it would be easy to understand the message. For example, the text personal recount tells about someone's experience of hiking the mountain. Yet the students lived near the sea. When the reading activity, the students found unfamiliar words which make them confused to understand the story conveyed in the text. Therefore, the students deemed the fix-up strategy as an unsatisfying tool because it did not positively impact their comprehension of the text's recount. The students were difficult differentiating how to explain the summary and inferences aspects.

Discussion

The fix-up choices technique was well received by the kids. The majority of students thought that applying the fix-up choices technique in comprehending text personal recollections was beneficial. This method is used to help students with their comprehension problems. Students were instructed to self-monitor to detect comprehension failures. Using the fix-up method taught the students to pay attention to the reading to understand the message. According to Muhassin et al. (2021), the usage of the fix-up alternatives technique might enable students to grasp certain words and phrases. The students concentrated on creating meaning. The prior study was consistent with the student's reactions to this application tool. In sum, the fix-up options strategy provided some options to encourage the students to fix their confusion. The students' opinions toward this strategy were in line with Duffy's (2009) theory. The fix-up trained the reader to look back at the passage when they got stuck and fixed those difficulties using appropriate options. The students were asked to keep reading to gain information and select the options based on the problem that arise (Tovani, 2000). Therefore, it is mentioned as a supporting tool for comprehension success.

Furthermore, Moreillon, (2007) stated that to help and support the comprehension ability to be successful, the reader can apply some options of fix-up strategy. According to students' opinion, this strategy was helpful to remove the misunderstanding meaning of a text. This finding was in line with and supports the research conducted by Suhermanto (2019) that there was a significant effect on reading comprehension after the fix-up strategy implementation. The dominant aspects of improvement were inferences and vocabulary. The students can answer the questions related to the comprehension aspect correctly. This phenomenon was according to the chosen options in fixing the confusing part. The students selected options to figure out unknown words, reread, visualize, and stop to think to interpret vocabulary. Moreover, in making inferences, the prediction, background knowledge involvement, and someone's help options were used. Some of the students considered following the steps of those options beneficial.

In addition, two other reading comprehension aspects were identifying the main idea and summarizing. Some students consider the comprehension ability to increase in those two aspects. (Suhermanto, 2019) found that students become independent and creative in understanding the text. Applying some options provided by the fix-up strategy can allow the students to express their understanding of the

main idea identification. Moreover, the summarizing activity can be done after constructing the meaning of the text. The students can shorten the information in the passage freely by using their creativity to create a new text with similar content.

CONCLUSION

Regarding the finding of this study regarding the students' response, it can conclude that the second-grade students of *PKPU* have a positive opinion toward the fix-up options strategy implementation. Most students considered this strategy is fun and helpful in supporting their comprehension ability. This strategy was beneficial to reduce confusion part by choosing the appropriate options. According to the student's responses, the most important understanding component was forming inferences and interpreting vocabulary increase after applying the fix-up approach alternatives. In conclusion, the fix-up choices technique was enough to improve students' reading comprehension, even though it did not cover the entire reading element.

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Raudhatul Jannah & Sofyan A. Gani: Students' Responses toward Fix-Up Options Strategy Implementation in Comprehending Text Personal Recount 371

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