

Comparison among Three Articles of Instructional Pedagogies : A critical Review on Three Journal Articles Reporting Research about Contemporary Teaching Methods and Current Pedagogical Issues)

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ABSTRACT: *This review is aimed at knowing and extending the content of three journal articles reporting research regarding contemporary teaching methods and current pedagogical issues. Reviewer would like to do a review by responding the positive and negative aspects and conduct the critical review to each of the three articles comparatively to know similarities and differences from the contents of each of the three articles. This review is managed into three components namely introduction, summary of articles, and critical review. The results can be conveyed as follows: (1) the article 1 and the article 3 are better than the article 2, from aspects of research title, abstract and methodology, (2) the article 2 and the article 3 are better than the article 1 from angles of introduction, (3) from the angle of the literature review, the article 3 is better than the article 1 and the article 2, and (4) from the aspects of result and discussion, the article 1 is better than the article 2 and the article 3.*

KEYWORDS: Instructional Pedagogies, Contemporary Teaching Methods, Current Pedagogical Issues.

INTRODUCTION

In this critical review, reviewer would like to do a critical review on the three journal articles reporting research. The articles are about instructional pedagogies in the

context of contemporary teaching method and current pedagogical issues. There are three articles that will be reviewed namely the articles are entitles (1) “Supporting the development of students’ academic writing through collaborative process writing”, written by Mutwarasibo, (2) “The impact of student teaching on discipline referrals in an urban Texas school district”, written by Uriegas, Kupczynski and Mundy, and (3) “Religious private high school students’ perceptions of effective teaching”, written by Dozier, (<https://www.liberty.edu/academics/cte/?PID=24755>). Of the three articles, reviewer will do a critical review to positive and negative aspects, and conduct the critical review to each of the three articles comparatively to know similarities and differences from the contents of each of the three articles.

SUMMARY OF ARTICLES

Article 1.

- a. **Title:** Supporting the development of students’ academic writing through collaborative process writing.
- b. **Writer/Researcher:** Faustin Mutwarasibo
- c. **Name and date of the journal:** Journal of Instructional Pedagogies, 11th May 2013
- d. **Research question:** How is undergraduate university students in Rwanda experience collaborative process writing as an instruction method capable of helping them improve their academic writing abilities in English?
- e. **Methods:**

Settings, Participants and Ethical Considerations

The research was conducted in one higher learning institution in Rwanda in 2009 and involved 34 second-year undergraduate students and one instructor of a Written English II module. All students were enrolled in the discipline of Modern Languages and their participation was entirely voluntary. Other ethical issues pertaining to participants’ anonymity and confidentiality were also observed by using Roman numerals to refer to groups, letters F for females and M for males, followed by numbers.

Design of the Intervention and Implementation Procedures

The academic writing intervention took place in the middle of the Written English II module which is normally offered to second-year undergraduate students in the discipline of Modern Languages. The module comprises 200 hours of student notional learning time. Of the 200 hours, only 10 hours were devoted to the academic writing intervention.

To start writing, the instructor requested the students to propose an argumentative topic to work on in small groups. Groups of students were introduced to the various stages of writing and were then instructed to produce a 400-word essay. All groups were guided to follow the planning, drafting, reviewing, revising and editing stages of writing. The researcher also attended classroom writing sessions to make sure the academic writing intervention was conducted as designed.

Data Collection and Analysis

Beyond the classroom writing sessions, in-depth, open-ended interviews were conducted in English with individual groups of students and on separate occasions. The interview questions focused on the ideas that students had of academic writing. All interviews were audio-recorded, each lasting 20 minutes on average.

To analyze the data, all audio-recorded interview responses were first transcribed. Next, the data were organized according to the original order of interview questions and across the groups of respondents. Then, the data were read, re-read and closely examined until the main categories and sub-categories were derived. Finally, an inductive analysis of the data was applied by interpreting the meanings reflected by those categories and sub-categories and by quoting representative interview responses.

FINDINGS AND DISCUSSION

Finding

The analysis of findings focuses on students' understanding of the academic writing activity before the intervention, how they experienced the introduced writing processes and their new perspectives on writing in an academic context after the intervention.

Students' Understanding of the Academic Writing Activity

With a few exceptions, students' views on academic writing generally meant that it is a very challenging activity. Under this category, three sub-categories were found, namely writing as a thought-provoking and organized activity, an iterative activity and a means to position oneself in a discourse community.

Writing as a Thought-provoking and Organized Activity

When the groups of students were asked to explain the ideas they had about academic writing before they started to write, some of them clearly mentioned

their worries about the type of information to include, how to obtain and organize it. Other groups of students made it clear that it was actually more difficult for them to organize the information than collecting it.

Most students refer to reading, thinking and organization as prerequisites to any writing activity, which are not easily achievable.

Writing as an Iterative Activity

Through students' responses, it was noted that it was not actually their first time to be exposed to the processes of writing. Another student supported this, saying that "writing is really challenging; you need to follow some stages,...you need to take your time and decide what to keep and what to correct" . To some students, the information and knowledge about the writing stages were evident. But the way they used to translate them into practice was yet to be proven.

Writing as the Means to Position Oneself in a Discourse Community

In a number of ways, students' responses showed how writing can be a means to engage with a discourse community for which they are writing. While reflecting on the writing activity especially when carried out in English, another student pointed out that he is mostly wary of language-related mistakes.

Experiences with the Writing Processes

The explanations for students' planning difficulties is that they found it relatively easy for a group to collect ideas or search for information but difficult to agree on the exact path to follow while developing their essay. Some of their views were expressed as: "The most difficult stage was that of organizing ideas. It happened that one of us wished to put a given idea in the introduction whereas another one said 'no, let's place it in the body [of essay]'"

Students' responses on the most difficult stages of their writing were quite similar to what they deemed most essential, that is, planning, organization or ordering of written information. Two students justified their standpoint arguing that "we need to make sense of all ideas collected so that we know what to keep and what to leave. So the most essential stage for me is the selection of key ideas to develop".

New Perspectives on Academic Writing

Students' new perspectives on academic writing include what they say they gained from the writing exercise, what they see as persistent problems and what they propose to be done so that they are able to overcome them.

Gains from the Argumentative Writing Exercise

A few respondents were keen to highlight its potential to sharpen their mind as well as its important appeal even beyond the academic context. Their views were articulated as: “I find [argumentative] writing a very good exercise because it enlightens your mind and sparks your reflection”. Another respondent added that “writing is an essential skill in our life because when we leave the university, most of what we will be required to do will be centered on writing”.

Specific Academic Writing Problems and How to overcome them

In general terms, persistent academic writing problems pointed out by students themselves were related to structure and organization (how to divide and order paragraphs), cohesion and coherence, content and focus (developing convincing arguments supported by examples), language interference (thinking in Kinyarwanda and writing in English) and grammatical errors (word choice, word order, use of tenses and spelling). To overcome their academic writing problems, students propose a number of strategies mainly centered on the role of the instructor and, to a less extent, on that of their peers. More specifically, students request more practice in process writing under the guidance of their instructor.

DISCUSSION

To gain knowledge about what students understand by academic writing before embarking on their experiences of the technique itself, the challenges it posed and the new perspectives it could open up to them. According to Starfield (2007) it is crucial for instructors to learn about their students’ prior perceptions and assumptions about writing so that they build upon them in an effort to help them become acquainted with the requirements of disciplinary discourses.

Looking at writing as a thought-provoking and organized activity refers to the cognitive approach to learning. In this approach, writing is conceived as an activity which requires thinking processes since it involves seeking ideas in long-term memory (Tynjälä et al., 2001).

Translated into practice, the writing processes involve collecting ideas and converting them into sentences which in the end make up a whole text. These processes cannot be completed at once but rather occur in a number of recurring stages of planning and organization, drafting, revising and editing. Thus,

writing stimulates thinking and reflection which also support learning (Boscolo& Mason, 2001; Tynjälä, 1998).

Writing moves into various recursive processes and some of them require the intervention of more knowledgeable individuals for the final text to be more meaningful. This intervention of other people in an individual's writing processes confers the social nature of writing which is linked to the social constructivist and socio-cultural theories of learning. Both theories emphasize the role of learners' social interaction and their participation in the cultural discourse practices (Starfield, 2007; Tynjälä et al., 2001).

Students found the planning and organization stages of process writing the most difficult while at the same time the most essential of all. After writing, students also mentioned that they were not sure of how to deal with the issues of content, cohesion and coherence and grammar. According to writing researchers and practitioners, the above findings do not actually depict a hopeless situation since more experienced writers normally spend a substantial amount of their time planning and organizing what they are going to write and what to include. The same researchers and practitioners advise writers to avoid being overly concerned with linguistic accuracy unless it affects the meaning of text (Coffin et al.,2003; Fernsten & Reda, 2011; Ivanič, 2004).

The entire responsibility to solve their academic writing difficulties was on the instructor. That is why the solution to students' academic writing problems should mainly come from themselves. In this regard, students resolved to dedicate themselves more to collaborative work and to engage more openly in group debates as a means to sharpen their thinking and learning. Tynjälä et al.'s (2001) view that combining writing with other forms of discourse like reading, classroom talks and group discussions is an authentic way to learn because in real life "we do not learn only contents but also modes of action and social and cultural practices"

CONCLUSION

This study has shown that it is possible to improve the way students perceive and do academic writing through collaborative process writing, students have been enabled to spot their academic writing difficulties. Collaborative writing has enabled students to be exposed to and make sense of different views and arguments, which could in the end help shape the individual student's way of thinking and going about academic writing.

From a theoretical perspective, this study has expanded on the existing theories and approaches to the teaching and learning of academic writing. More concretely, the study has demonstrated what students are likely to gain when they shift from the traditional study skills discourse of writing, which is still dominant in the context of the study, to the academic socialization discourse of writing.

Article 2.

- a. **Title:** The impact of student teaching on discipline referrals in an urban Texas school district.
- b. **Writer/Researcher:** Brian Uriegas, Lori Kupczynski, and Marie-Anne Mundy
- c. **Name and date of the journal:** Journal of Instructional Pedagogies, 12th September 2013.
- d. **Research questions:** Is there a relationship between student teaching and the number of discipline referrals written by teachers? , what is a correlation existed between these factors and the number of discipline referrals written by teachers?.

Methodology:

The data in this study were provided by a rural south central Texas school district. All collected data were numerical in nature; the methodology of the study was quantitative. The data on student teaching and discipline referrals were collected through the school district's personnel office at the campus level. The teacher demographic data were collected through the school district's personnel coordinator. The data were then compiled into an SPSS data files.

The district personnel database provided teacher demographic information. The teacher demographic data served as covariates to equate differences between the groups. The discipline data for each teacher were collected by campus. Here, the researchers were the only persons that had access to the identification of the research subjects. SPSS, the Statistical Package for the Social Sciences version 20.0, was the electronic data analysis tool used.

For this study, the researchers used a hierarchical regression to analyze the data. To run the hierarchical regression the researchers input the dependent variable, classroom management as measured by discipline referrals, and then input the block of independent variables.

Results:

In this study, 49 middle school teachers were analyzed. The demographic information for this sample is listed. Overall, an average of 5.27 discipline

referrals were written; participants with student teaching completed an average of 4.96 referrals and those with no student teaching completed an average of 5.34 referrals.

The results show that Model 1 (demographics) accounted for 8.3% of the variance in the participants' discipline referrals. Entry of the student teaching variable (Model 2) resulted in an R Squared change of .000, thus entry of the certification variable did not increase the explained variance in the participants' discipline referrals.

The analysis of variance (ANOVA) represented by Table 4 (Appendix) shows that entry of the set of demographic variables alone (Model 1) yielded an insignificant prediction equation, $F(5, 43) = .78, p = .57$. Addition of the student teaching variable (Model 2) resulted in an overall insignificant equation, $F(6, 42) = .64, p = .70$, this resulted in no significant difference in the number of discipline referrals that were written.

For this study, 39 high school teachers were also analyzed. Demographic information for this sample is listed. Overall, an average of 4.92 discipline referrals were written; participants with student teaching completed an average of 3.82 referrals and those with no student teaching completed an average of 5.36 referrals.

The results show that Model 1 (demographics) accounted for 7.3% of the variance in the subjects' discipline referrals. Entry of the student teaching variable (Model 2) resulted in an R Squared change of .021, thus entry of the certification variable increased the explained variance in the subjects discipline referrals by 2.1% to a total of 9.4%.

The analysis of variance (ANOVA) represented by Table 8 (Appendix) shows that entry of the set of demographic variables alone (Model 1) yielded an insignificant prediction equation, $F(5, 33) = .52, p = .76$. Addition of the certification variable (Model 2) resulted in an overall insignificant equation, $F(6, 32) = .55, p = .77$. This resulted in no significant difference in the number of discipline referrals that were written between the traditional route ($M = 3.82, SD = 4.90$) and the alternative route ($M = 5.36, SD = 8.42$).

Conclusion

Examining the effects of the presence or absence of student teaching on the number of discipline referrals written by secondary teachers in a rural south central Texas school district found that there were no significant differences or

effects. The results of this study yielded no proof that the presence or absence of student teaching had a significant effect on classroom management as measured by discipline referrals. The researchers make the conclusion that the fact that there are no significant differences between the presence and absence of student teaching is the result of the effects of all other variables such as age and years of experience. For administrators and human resource personnel, the results of this study suggest that hiring practices should not attempt to avoid teachers with no student teaching experience as there is no significant difference in the ability to manage a classroom. Additional research should be done to determine effects of student teaching on student achievement and teacher retention.

Article 3.

- a. **Title:** Religious private high school students' perceptions of effective teaching.
- b. **Writer/researcher:** Cherylann Dozier.
- c. **Name and date of the journal:** Journal of Instructional Pedagogies, 9th October 2012.
- d. **Research question:** What are the student perceptions of effective teaching at religious private high schools?
- e. **Methodology:**
Design

This qualitative study was designed to explore high school students' perceptions of effective teaching. For this study, data were gathered using two methods: questionnaire and focus group interviews. An open-ended questionnaire began with seven demographic questions addressing the students' gender, ethnicity, grade level, grade point average (GPA), homework amount, and years attending private schools. Using a set of semi structured questions, students in the focus groups discussed their perceptions and experiences, and responded to each others' ideas and views regarding effective teaching.

Selection of Participants

Criterion-based purposeful sampling for selecting schools and students was employed in this research to "discover, understand, and gain insight [from] a sample from which the most can be learned". The target population was male and female high school students in grades 9 through 12. The accessible population was 100 students from each of the six schools. From these students, 45 were randomly chosen to participate in the

focus group interviews: one male and one female from each of the four grades in each of the six schools.

Data Analysis

In this study, using three procedures for analyzing data in qualitative research: “preparing and organizing the data, reducing the data into themes, then representing the data in figures, tables or a discussion. And then the constant comparative approach was used throughout the analysis meaning that data from the focus groups were reviewed and cross-compared until no further information or conclusions could be drawn.

Results and discussion

Results

Student responses specially regarding effective Teaching Techniques identified a wide range of activities and methods, taking into consideration the various learning styles, needs, and skills of the students. They recognized homework as important to their learning but wanted it to be monitored. Also, with notes and lectures was the suggestion to incorporate activities.

Overall finding can be conveyed that answers to the research question can be clearly identified by the greatest number of students who gave responses in each of the effective teaching categories. Students clearly indicated that Teaching Techniques, Classroom Environment, and Teacher Qualities were elements of effective teaching.

With fewer answers, students acknowledged to a lesser degree the importance to effective teaching of managing the classroom, knowledge of the subject, and other elements.

Discussion

Several salient overall results indicate differences among some students’ perceptions of effective teaching.

1. A and B average students have a different relationship with their teachers than do C average students: personal versus detached. Additionally, A and B average students view their teachers as more available and accessible to students than do C average students who view teachers as available after school only.

2. The A and B average students view classroom activities as effective teaching methods for the students' learning and reinforcement. In contrast, the C average students' responses did not address learning but seemed to indicate the desire to have fun with others in their classes.
3. Religious private high school students are savvy regarding learning activities and methods and recognize that effective teachers incorporate these tools into lessons to help all students learn.
4. Religious private high school students have definite opinions as to which activities and methods they do and do not like.
5. The religious private high school students emphasized the importance of the student- teacher relationship, indicating it was the basis for effective teaching.
6. Students' responses demonstrated the importance of integrating the Bible, Christianity, and Biblical principles into the student-teacher relationship, teaching techniques (activities/methods), and the school environment.

f. Conclusion

Effective teaching research has impacted the education community both in teacher preparation programs and principal licensure programs. On the basis of this research, characteristics of effective teaching have been established and implemented. While educators acknowledge the significance of effective teaching as it impacts students, few have students' feedback on effective teaching.

Historically, college students have been given a voice in defining effective teaching, but not high school students. College professors have improved their classroom instruction as a result.

CRITICAL REVIEW

Some matters that will be reviewed as follows:

Title of research

Title of research paper/article is the essential quality of any research title. Thus the title should be brief, clear, general, interesting, complete and obvious. It is commensurate with statements of Bruckner and Yashroy. According to Bruckner (2013)“the title must present a clear idea of what the reader can expect from the article”. While Yashroy (2013) states that the title of a Research Paper/title be more general and interesting.

Furthermore, Dirdjosisworo (1985) states that title for a research must be brief, complete and obvious. Then it can draw attention of someone to read. Title must become the global description about direction, intent, purpose and scope of research. But title must be consistent in the brief, evident and descriptive framework.

In this case, if it is seen from the research titles of the three articles, so reviewer can give views to them comparatively.

The research titles of the article 1 and the article 3 are better than the article 2, because the titles of article 1 and the article 3 are briefer, clearer, more general, more interesting, more complete and more obvious, so both more show characteristics for kind of research and reflect on the research content overall than that of the article 2.

Abstract

Abstract of the article 1 and the article 3 are coherent, brief, and has elements namely the purpose, methods, results and conclusions, and also contain information that are included in the articles. While abstract of the article 2 contains no information that are not included in the paper and is coherent and brief enough, but it just possesses components that comprises the purpose, methods. So according to reviewer, the article 1 and the article 3 are better than the article 2, because both the article 1 and the article 3 are better, because they more indicate the good abstracts. A good abstract is if it is coherent, brief, able to stand by itself a unit of information, and has elements namely the background, purpose, focus, methods, results and conclusions, and also contains no information not included in the paper. It is in accordance with what The University of Adelaide (2014) extends that a good abstract: (1) uses one well-developed paragraph that is coherent and concise, and is able to stand alone as a unit of information, (2) covers all the essential academic elements of the full-length paper, namely the background, purpose, focus, methods, results and conclusions, (3) contains no information not included in the paper.

Introduction

The introduction is the first paragraph of a written research paper/article and in introduction, normally there are two elements namely the general introduction to the topic will be discussed and thesis statement. It is the same as Cambridge Ringe and Latin School (2014) that an introduction is the first paragraph of a written research paper/article, or the first thing you say in an oral presentation, or the first thing people see, hear, or experience about your project.

It has two parts:

1. A general introduction to the topic you will be discussing
2. Your Thesis Statement.

If seen from introduction, the article 2 and the article 3 are better than the article 1, because they show their components that consist of a general introduction to the topic which will be discussed and thesis statement. Whereas the article 1 indicates its component namely a general introduction to the topic which will be discussed, but its thesis statement is not explicitly written by researcher. Consequently, it is ambiguous, whether or not, it has thesis statement. The thesis statement is apart in the introduction which is essential. Because a thesis statement usually appears near the end of the introductory paragraph of a paper, and it offers a concise summary of the main point or claim of the essay, research paper, etc. A thesis statement is usually one sentence that appears at the end of the first paragraph, though it may occur as more than one(Jonathan Culler and Kevin Lamb 2003).

Theoretical Review

The article 1 is entitled,“ Supporting the development of students’ academic writing through collaborative process writing”, written by Mutwarasibo in writing literature review, researcher writes matters to support his research namely concerning context and motivation, role of writing in the academy, and positioning students in academic writing discourses. In reviewer’s opinion, the three matters are general by nature and inadequate, thus it is important to write specially theories about development of students’ academic writing and collaborative process writing in order to be more fervent in supporting his research. The article 2 is entitled, “The impact of student teaching on discipline referrals in an urban Texas school district”, written by Uriegas, Kupczynski and Mundy. In their literature reviews, researchers write to support his research only in the regard with becoming a teacher, classroom management, and pre-service field based experience. If it is seen from the title of the article, exactly, the theories about the impact of student teaching is fundamental and more important to

write in the literature review, than the three mentioned things. The article 3 is entitled “Religious private high school students’ perceptions of effective teaching”, written by Dozier. In his literature review is written about important of effective teaching and studies of effective teaching. Reviewer thinks that it is representative to support his research. Furthermore, if it is seen from aspect of the relevance between theoretical review and research problem (Nurkamto 2014a). According to reviewer, the relevance between theoretical review and research problem from the three articles, researcher has opinion that the article 3 more correlates to the research problem than the article 1 and the article 2. So ,seen from aspect of the literature review, according to reviewer, article 3 is better than the article 1 and the article 2.

Methodology

A good method of research is if it can give the distinct information about place, time of research, source of data, technique of in taking data, technique in analyzing data (Nurkamto 2014b). A good method of research is important, because it produces results that are examinable by peers, methodologies that can be replicated, and knowledge that can be applied to real-world situations. Researchers work as a team to enhance our knowledge of how to best address the world’s problems. (Unite for sight 2009) In the context of this matter, it concludes that researchers for the three articles have set forth some components of a good method of research. Furthermore, if it is looked at the relevance between research method and research problem in the three article are good and evident enough. Because what are conveyed by researchers at the part of results and discussion correlate to the research problems and what become the research problems are explicitly extended at the part of the results and discussions in detail. Only from the aspect of research design, there are differences among the three articles namely in the article 1 and article 3 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. While the research design of the article 2 is not so obvious. So, according to reviewer, the article 1 and article 3 are better than the article 2, because the research design of the article 2 is not so obvious.

Results and discussions

- **Results**

There are some matters and critical review that reviewer would like to convey in these results.

Nurkamto (2014c) states that It is important to pay attention in result of research: (1) the relevance between research results and the research questions, (2) ability of research results in answers the research question, (3) how research result is served, whether it is deep, systematic or not and (4) how research result is served, whether or not, it is interesting. Based on Nurkamto's statement, so reviewer extends that firstly, reviewer has a view that what are set forth at each of research results of the three articles, it is correlated to each of the research questions of the three articles. So reviewer has opinion that if it is seen from the relevance between research results and the research questions in each of the three articles, can be said that it is coherent. Secondly, seen from what are extended at each of the research results of the three articles, reviewer evaluates that each of researchers set forth them explicitly and in detail to each of the research questions of the three articles . In other words, it shows that each of researchers have been able to answer the questions of research. Thirdly, after seeing what are conveyed at the results of research, reviewer evaluates that each researchers answer and explain research question deeply, systematically, and explicitly, based on data that are obtained. Finally, the three articles are interesting enough, because the presentation of research results are obvious, coherent and can answer questions of research.

- **Discussions**

In these articles, reviewer sees that system of writing among them are different from one another. In the article 1 has an element or a part of discussion which denotes a things to support findings with the concepts theoretically, based on some experts' opinions, whereas the article 2 and the article 3 do not have an element of discussion.

Thus, if it looks at the elements of result and discussion, the article 1 specially is better than the article 2 and the article 3, because researcher of the article 1 elaborates upon what becomes his findings, and then he supports findings with the concepts theoretically, based on some experts' opinions. Whereas the article 2 and the article 3 do not indicate like what the article 1 elaborates upon.

CONCLUSION

A comparison in the context of similarities and differences of the three articles

1. In the aspects of research title, abstract and methodology , the article 1 and the article 3 have similarities but are different from the article 2, thus it can be explained as follows:
 - The titles of the article 1 and the article 3 are briefer, clearer, more general, more interesting, more complete and more obvious, so both

titles of the article 1 and the article 3 more show characteristics for kind of research and reflect on the research content overall than that of the article 2.

- Abstract of the article 1 and the article 3 are coherent, brief, and has elements namely the purpose, methods, results and conclusions, and also contain information that are included in the articles. While abstract of the article 2 contains no information that are not included in the paper and is coherent and brief enough, but it just possesses components that comprises the purpose, methods. In other words, the article 1 and the article 3 more indicate the good abstracts than the article 2.
 - In the article 1 and article 3 are adequately distinct, because it appears some components which are owned by research design, such as research purpose, types of research that is committed, research population, interval and location of research, technique in taking sample, technique in taking data, technique in analyzing data, instrument in looking for data. Whereas the research design of the article 2 is not so obvious.
2. From angles of introduction, there are similarity between the article 2 and the article 3 but different from the article 1, pay attention the following explanation:
The article 2 and the article 3 show their components that consist of a general introduction to the topic will be discussed and thesis statement. Whereas the article 1 indicates its component namely a general introduction to the topic which will be discussing, but its thesis statement is not explicitly written by researcher.
 3. From the angle of the literature review, the article 3 is different from the article 1 and the article 2:
The relevance between theoretical review and research problem from the three articles, researcher has opinion that the article 3 more correlates to the research problem than the article 1 and the article 2.
 4. In the aspects of result and discussion, the article 1 is different from the article 2 and the article 3, the explanation as follows:
The article 1 elaborates upon what becomes his findings, and then he supports findings with the concepts theoretically, based on some experts' opinions. But the article 2 and the article 3 do not indicate like what the article 1 elaborates upon.

Thus, based what are conveyed above, it may be comparatively stated as follows: (1) the article 1 and the article 3 are better than the article 2, from aspects of research title, abstract and methodology, (2) the article 2 and the article 3 are better than the article 1 from angles of introduction, (3) from the angle of the literature review, the article 3 is

better than the article 1 and the article 2, and (4)from the aspects of result and discussion, the article 1 is better than the article 2 and the article3.

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