

Dissertation Title:	The Long-Term Impact of Learner-Learner Interaction on L2 English Development
Student Name	Feisal Aziez

My Evaluation

I enjoy reading your revised dissertation and I divide my evaluation into three parts. The first one is related to my questions, the second one is about the writing issue in your dissertation and the last one is about what I asked during the mock exam.

Questions for Dissertation

1. In your study, you mentioned on page 36, “from a DUB perspective, the most important driver of L2 development is exposure and use, preferably in the form of whole form-use-meaning mappings, and what is used frequently will become entrenched and automated over time.” This is an interesting research topic as your research site is an Islamic Boarding School (pesantren), my question is: What has motivated you to do research at pesantren on English language learning from the DUB (combination between DST & UBL) perspective?
2. In your study, you used a mixed method, what is your rationale for selecting a design in general and your particular design choice in particular and discuss how these choices are appropriate to answering the questions under study?
3. In terms of your research participants, you had different grades, 7 grade and 8 grade, Do you think that this kind of different grades influences their English ability as they learn different teaching materials and different curriculum?
4. One of your findings is very interesting, you found that peer interaction among learners in the pesantren had lack of interactional features that can promote language learning. What are your recommendations to fix such a finding as each pesantren may have its own curriculum for English subject?
5. Another interesting finding in your study is that you found “ Simplification in English.” Is there any possibility that their local language influences their English language as they may translate from their local language to English?
6. Based on your interesting findings, please share with us your findings in terms of what was previously known and not known about the focus of your research. Did your findings cohere and/or contrast with previous research findings on similar groups, locations, people, etc.?
7. In terms of your position on the generalizability of your findings. Is it possible that your findings may happen in other pesantrens in Indonesia?

8. What do you think the implications your research has for pertinent stakeholders (e.g., future research for other investigators, practice suggestions for practitioners or pesantren, or policy considerations for administrators at national and local levels).

My comments for Dissertation in General

1. I found the inconsistency in writing the names of the authors and the year in the text. One uses “comma” but the other ones do not. For example, on page one, (e.g., Mackey 2012; Loewen 2015) and (Loewen & Sato, 2018). I found these kinds of inconsistency throughout the dissertation.
2. Figures in the dissertation should be revised as some of them are blurred (Figure 1 and 7) while others are small. Figure 5 is a good one, please use it as a sample. Figure 7 should be rewritten.
3. Writing references should be consistent. For Example,

Adams, R., Nuevo, A. M., & Egi, T. (2011). Explicit and implicit feedback, modified output, and SLA: Does explicit and implicit feedback promote learning and learner–learner interactions? *The Modern Language Journal*, 95, 42-63.

Al-Baekani, A. K. & Pahlevi, M. R. (2018). Investigation of English learning model at traditional Islamic boarding school (pondok pesantren salafiyah) Darul Ulum Al-Barokah Karawang. *Jurnal Pendidikan Unsika*, 6(2), 1-5.

The issues that I asked during the mock exam

Chapter I and III

During the mock exam, I recommended that the Candidate added more elaboration for chapter 1, particularly 1.2. *Language learning in a pesantren*. I found that the Candidate had added what I requested on the issue of curriculum and pesantren.

Chapter IV

I also asked the candidate to discuss more on one of the findings that peer interaction among learners in the pesantren had lack of interactional features that can promote language learning. I asked the candidate to look at the different curriculum of each pesantren in its research context as pesantrens in other regions have different curricula.

I also asked the candidate to look at his participants' characteristics consisting of grade 7 and grade 8 in relation to their English ability in his findings.

Another issue that I asked during the mock exam was that why simplifications happened. Is it related to participants' grades and years of study influencing their English ability.

After reading his dissertation, I think that the candidate has made a great effort to address what I requested. I do appreciate him.

Chapter V Conclusion

I asked the candidate to have more discussions on the implications of his findings in relation to what pesantren (and other pesantrens in Indonesia) should do to improve the teaching and learning English. I am glad that the candidate has addressed it.

I enjoy reading the dissertation and thank you.

Jambi, Indonesia, May 12, 2021



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