

Review a Manuscript

Dari: iji@ogu.edu.tr

Kepada: syarif.dahlan@yahoo.co.id

Tanggal: Senin, 28 Oktober 2019 06.39 WIB

Dear Syarifuddin Dahlan

Subject:

“The Levels of Students’ Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems”

We have identified you as one of the most suitable people world-wide to review the above manuscript. We hope that you will find this manuscript of interest. If you want we can send you a review certificate (If you would like a review certificate, **please specify this** when submitting your review). Thank you very much for your consideration and contributions. **Please could you confirm the receipt of this e-mail?**

Note: If it is possible, could you please send your report within two weeks? (Could you please send the files without converting them to PDF)

Sincerely yours,
Editorial
International Journal of Instruction

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IJI Article Evaluation Form 400519f Dahlan.doc
209kB



Article 400519.docx
626.5kB



_IJI_quick_guide_how_to_review.pdf
395.6kB

Re: Thanks

Dari: Syarif Dahlan (syarif.dahlan@yahoo.co.id)

Kepada: iji@ogu.edu.tr

Tanggal: Senin, 18 November 2019 06.38 WIB

Dear Editorial
International Journal of Instruction

I have received the review certificate from you. Thank you very much for your appreciation. I hope this can be useful for our cooperation in the future.

Sincerely yours,
Dr. Syarifuddin Dahlan

Pada Jumat, 15 November 2019 06.22.11 WIB, <iji@ogu.edu.tr> menulis:

Dear Dr. Syarifuddin Dahlan

We received your review of the manuscript. Thank you very much for your valuable contribution in review process. The department highly appreciates your contribution as reviewer. We attached your **RC**.

Sincerely yours,
Editorial
International Journal of Instruction

NOTE: As IJI we suggest our reviewers to register for "Publons". It is because Publons provides a platform that allows researchers to track, verify and be recognised for their peer review and editorial work. A researcher's peer review and editorial contributions can be displayed on their public Publons profile to show the world the impact they have on their research field and enhance their career

(<https://publons.freshdesk.com/support/solutions/articles/12000012231-what-is-publons-and-why-partner-with-us->). If you want to sign in please click <https://publons.com/account/register/>

From: "syarif dahlan" <syarif.dahlan@yahoo.co.id>
To: "iji" <iji@ogu.edu.tr>
Sent: Sunday, November 10, 2019 6:27:43 PM
Subject: Report on the results of the manuscript review

Dear Editorial
International Journal of Instruction

Thank you for identifying you who chose me as a reviewer for the manuscript "The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems". I have found the manuscript and I have evaluated it according to my expertise. I hereby report the results. if you don't mind I need a certificate as a reviewer. Thank you for this opportunity, hopefully it will benefit you.

Sincerely yours,
Dr. Syarifuddin Dahlan



International Journal of Instruction Article Evaluation Form

Mr. /Mrs. Syarifuddin Dahlan

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI
Editor in Chief

Name of the article: The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the issue stated clearly?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the literature review adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Are the references adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
- The article can be published as it is.
 - The article can be published after some revision.
 - The article must undergo a major revision before it can be resubmitted to the journal.
 - The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? Yes No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract-Summary	The title of the article is appropriate and abstract also quite clear.
Introduction and Literature Review	The description on the introduction does not set objectives clearly. Literature review is adequate.
Research Methods	The research design is suitable and the methodology is consistent with the practice
Research Findings	Although not exhaustive, the research findings are clearly stated and presented consistently.

Discussion	Although still poor, discussion of results is also sufficient
Conclusion and Suggestions	The conclusion does not explain the social situation, that is the target of research. Does not describe context sensitivity as a qualitative study. The article does not offer suggestions
References and Citation	The references is adequate.
Language	The language is clear and understandable.
Other issues	The qualitative research title, in general, related to the issue of social situations, such as student inetraction. I see, the title of this article does not describe the situation. Therefore, perhaps the title of this research is more appropriate if it uses quantitative methods.

Revised Manuscript

Dari: iji@ogu.edu.tr

Kepada: syarif.dahlan@yahoo.co.id

Tanggal: Selasa, 19 November 2019 02.50 WIB

Dear Dr. Syarifuddin Dahlan

Subject: "The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems"

Because of your request to see the revised article on IJI Article Evaluation Form, we sent you amended article by author. If it is possible, could you please send your view as soon as possible? Thank you very much for your contributions. **Please could you confirm the receipt of this e-mail?**

*Note: If it is possible, could you please send your report **in a week?** (Could you please send the files without converting them to PDF)*

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IJI Article Evaluation Form 400519f Dahlan_2.doc
209kB



Changes made on Manuscript.docx
25.2kB



Article 400519_revised.docx
565.4kB

The following changes have been made on the Manuscript “...” in accordance with reviewers’ comments

Reviewer’s comments	Changes made	Page (see highlights)
<p>Reviewer 400519c</p> <p>Title- Abstract-Summary: The abstract is not clear, especially the 3rd and 4th sentences.</p>	<p>Thank you for the comments, we have made the following revisions:</p> <p>The subjects of this research were 3 students of 5th grade selected from 77 other students in Indonesia. In uncovering FOR subject of this research, instruments were used in the form of problems about the open-ended polygon perimeter and interview guidelines. The data of this research were the subjects' answers to the problems of polygon perimeter and the results of interviews with subjects related to these answers.</p>	<p>Page 1</p>
<p>Research Methods: It is not clear how the researcher chose the three subjects that were interviewed. This needs to be clarified.</p>	<p>Thank you for the comments, we have made the following revisions:</p> <p>Subject The subjects of this research were 3 students of 5th grade in Indonesia.</p> <p>Procedure 77 students of 5th grade were selected as prospective subjects. 77 prospective subjects were given problems (see figure 1) to be solved individually. 77 students came from three different classes and also from different elementary schools in Indonesia. Giving problems to students in each class was done on different days. All students were instructed not to erase answers that they considered wrong, but it was enough to cross them out. The purpose of these instructions was to detect changes in students’ answers. After completing work, each student was asked to submit the answer to the researchers. Then, the researchers checked the answers of students one-by-one with FOR subject level indicator rubric (Table 1).</p>	<p>Page 4-5</p>

	<p>From the answers of 77 prospective subjects, there were 3 types of FOR. In this research, those 3 FOR types are termed as low FOR level, medium FOR level, and high FOR level. Based on these types of FOR, there were 68 prospective subjects classified as high FOR level, 4 prospective subjects classified as medium FOR level, and 5 prospective subjects classified as low FOR level. Furthermore, from each FOR level, one prospective subject was randomly selected as a research subject. In a more in-depth search regarding FOR of each subject, further interviews were conducted.</p>	
<p>Discussion: The research should clarify more why the results are of high importance.</p>	<p>Thank you for the comments, we have made the following revisions:</p> <p>Furthermore, FOR can be used to predict opportunities for re-analysis and answer changes (Thompson et al., 2011). Meanwhile, in solving problems, the answers generated are always influenced by FOR (Thompson et al., 2011; Thompson et al., 2013). On the other hand, FOR is also influenced by fluency in accessing learning experiences stored in long term memory. For this reason, from the perspective of educators, this FOR leveling can be used as a step to take action in learning problem solving. One of the actions that can be considered for educators based on this FOR level is intervention or schafolding to students in learning to solve problems. When learning to solve problems, students with adequate learning experience, FOR tends to be high, and vice versa. Therefore, with this levels of FOR, the right actions can be chosen by educators so that students do not experience difficulties in solving problems.</p>	<p>Page 13-14</p>
<p>Conclusion and Suggestions: The implication of the research or suggestions for future work must be stated clearly.</p>	<p>Thank you for the comments, we have made the following revisions:</p> <p>Furthermore, by formulating the characteristics of these FOR levels, learning strategies that are in accordance with students' conditions can be chosen to minimize learning difficulties in solving mathematical problems, especially those related to the area and perimeter of polygon. The results of this research can also be used as consideration</p>	<p>Page 14</p>

	for developing learning models that refer to this FOR level. In addition, further research related to FOR is important to be carried out at a higher level because FOR determines the success of students in solving mathematical problems, especially when applied in daily life.	
Language: The language needs to be reviewed. A proofreading is strongly advised.	Thank you for the comments, we have made the revisions	
Reviewer 400519g		
Title- Abstract-Summary: It all appropriate and set clearly	Thank you	
Introduction and Literature Review: The literature regarding the similar research that has the same problem was not stated throughly	Thank you for the comments, we have made the following revisions: Similar findings have also been revealed in previous research, including Babai, Younis, &Stavy (2014), Musser, Burger, & Peterson (2011), Kow& Yeo (2008), and Mulligan et al., (2005). However, the research that has been done only focuses on the answers generated by students (the number of correct answers and the number of incorrect answers) and not on the mental process of producing those answers. In fact, the mental process of producing an answer actually becomes the determining factor for producing a right or wrong answer.For this reason, the focus of this research is the mental process of producinganswers.	Page 2
Research Methods: It is appropriate	Thank you	
Research Findings: It was not present the overall data of the all subjects	Thank you for the comment, we have provided an explanation regarding the number of subjects, namely 3 subjects in the method section. So we have described overall data from all subjects in the findings section, where the subjects of this study were 3. The following is an explanation of the number of subjects: Subject The subjects of this research were 3 students of 5 th grade in Indonesia.	Page 4-5

	<p>Procedure</p> <p>77 students of 5th grade were selected as prospective subjects. 77 prospective subjects were given problems (see figure 1) to be solved individually. 77 students came from three different classes and also from different elementary schools in Indonesia. Giving problems to students in each class was done on different days. All students were instructed not to erase answers that they considered wrong, but it was enough to cross them out. The purpose of these instructions was to detect changes in students' answers. After completing work, each student was asked to submit the answer to the researchers. Then, the researchers checked the answers of students one-by-one with FOR subject level indicator rubric (Table 1).</p> <p>From the answers of 77 prospective subjects, there were 3 types of FOR. In this research, those 3 FOR types are termed as low FOR level, medium FOR level, and high FOR level. Based on these types of FOR, there were 68 prospective subjects classified as high FOR level, 4 prospective subjects classified as medium FOR level, and 5 prospective subjects classified as low FOR level. Furthermore, from each FOR level, one prospective subject was randomly selected as a research subject. In a more in-depth search regarding FOR of each subject, further interviews were conducted.</p>	
<p>Discussion: It did not discuss the overall achievement of all the subjects</p>	<p>Thank you for the comments, we have made the following revisions, so we have discussed the overall achievement of all subjects:</p> <p>Meanwhile, at a high FOR level, IR is generated in system 1 in the first stage and is directly selected as the final response without going through the second and third stages. This condition can occur in two possibilities, firstly because the stimulus faced is salience so that it attracts attention unconsciously and a response is directly generated (Babai et al., 2015; Lamy et al., 2004; Lem, 2015; Zink et al., 2004). The</p>	<p>Page 13</p>

	<p>second possibility is a familiar feeling towards the stimulus that is being faced so that the response is generated emotionally without analyzing (Fu et al., 2010; Mihaela&Voica, 2008). Moreover, in previous researches conducted by experts, it is mentioned that at high FOR levels there is no change in answers and no re-analysis (Thompson et al., 2011, 2013; Thompson & Johnson, 2014).</p> <p>Further, at the low FOR level, more than one IR is generated in the first stage. After that, the priority IR enters the second stage before other IRs. Analysis of the priority IR on the second stage occurs and the results underlie decisions in the third stage. In the third stage, it is decided that priority IR is adequate and in accordance with the stimulus. Next, another IR enters the second stage and an analysis occurs. In the third stage, it is decided that IR is adequate and in accordance with the stimulus. Therefore, based on these conditions there is more than one response that results from different IRs that do not support each other. The responses are then analyzed in system 2 and the response that is considered most appropriate to the stimulus is chosen and is realized as the final answer.</p>	
<p>Conclusion and Suggestions: It is appropriate and set according to the findings</p>	Thank you	
<p>References and Citation: It is appropriate</p>	Thank you	
<p>Language: It is understandable</p>	Thank you	

Re: Revised Manuscript

Dari: Syarif Dahlan (syarif.dahlan@yahoo.co.id)

Kepada: iji@ogu.edu.tr

Tanggal: Rabu, 20 November 2019 14.12 WIB

Dear Editorial
International Journal of Instruction

I have received a revised article from you. I've seen it. Apparently, my request on the IJI article evaluation form has been fulfilled. My comments are written on the IJI article evaluation form (attachment to this e-mail). Thank you very much for your kindness.

Sincerely yours,
Dr. Syarifuddin Dahlan

Pada Selasa, 19 November 2019 02.50.40 WIB, iji@ogu.edu.tr <iji@ogu.edu.tr> menulis:

Dear Dr. Syarifuddin Dahlan

Subject: "The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems"

Because of your request to see the revised article on IJI Article Evaluation Form, we sent you amended article by author. If it is possible, could you please send your view as soon as possible? Thank you very much for your contributions. **Please could you confirm the receipt of this e-mail?**

*Note: If it is possible, could you please send your report **in a week**? (Could you please send the files without converting them to PDF)*

Sincerely yours,
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IJI Article Evaluation Form 400519f Dahlan_2.docx
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International Journal of Instruction Article Evaluation Form

Mr. /Mrs. Syarifuddin Dahlan

It is to acknowledge you that the Executive Committee of *International Journal of Instruction* has decided that the article mentioned below would be reviewed by you. Thank you very much for your contributions.

Asim ARI
Editor in Chief

Name of the article: The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems

After reviewing the attached article, please read each item carefully and select the response that best reflects your opinion. To register your response, please **mark** or **type in** the appropriate block.

	Yes	Partially	No
Do you think the title is appropriate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the abstract summarize the article clearly and effectively?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives set clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the issue stated clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the literature review adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the design of the research appropriate, and the exemplary, if any, suitable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the methodology consistent with the practice?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the findings expressed clearly?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the presentation of the findings adequate and consistent?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the tables, if any, arranged well?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the conclusions and generalizations based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the suggestions meaningful, valid, and based on the findings?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the references adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the language clear and understandable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is cohesion achieved throughout the article?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the work contributing to the field?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Evaluation:**
- The article can be published as it is.
 - The article can be published after some revision.
 - The article must undergo a major revision before it can be resubmitted to the journal.
 - The article cannot be published.

Would you like to see the revised article if you have suggested any revisions? Yes No

Please write your report either on this paper or on a spare paper.

REPORT

Section of the Manuscript	Comments and Notes
Title- Abstract- Summary	
Introduction and Literature Review	The issues and objectives are clearly.
Research Methods	
Research Findings	The research findings are clearly.

Discussion	
Conclusion and Suggestions	The suggestions are based on the findings.
References and Citation	
Language	
Other issues	

Re: Thanks

Dari: iji@ogu.edu.tr

Kepada: syarif.dahlan@yahoo.co.id

Tanggal: Sabtu, 23 November 2019 07.12 WIB

Dear Dr. Syarifuddin Dahlan

We received your review of the manuscript. Thank you very much for your valuable contribution in review process. The department highly appreciates your contribution as reviewer.

Sincerely yours,
Editorial
International Journal of Instruction

NOTE: As IJI we suggest our reviewers to register for "Publons". It is because Publons provides a platform that allows researchers to track, verify and be recognised for their peer review and editorial work. A researcher's peer review and editorial contributions can be displayed on their public Publons profile to show the world the impact they have on their research field and enhance their career (<https://publons.freshdesk.com/support/solutions/articles/12000012231-what-is-publons-and-why-partner-with-us->). If you want to sign in please click <https://publons.com/account/register/>

From: "syarif dahlan" <syarif.dahlan@yahoo.co.id>
To: "iji" <iji@ogu.edu.tr>
Sent: Wednesday, November 20, 2019 10:12:29 AM
Subject: Re: Revised Manuscript

Dear Editorial
International Journal of Instruction

I have received a revised article from you. I've seen it. Apparently, my request on the IJI article evaluation form has been fulfilled. My comments are written on the IJI article evaluation form (attachment to this e-mail). Thank you very much for your kindness.

Sincerely yours,
Dr. Syarifuddin Dahlan

Pada Selasa, 19 November 2019 02.50.40 WIB, iji@ogu.edu.tr <iji@ogu.edu.tr> menulis:

Dear Dr. Syarifuddin Dahlan

Subject: "The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems"

Because of your request to see the revised article on IJI Article Evaluation Form, we sent you amended article by author. If it is possible, could you please send your view as soon as possible? Thank you very much for your contributions. **Please could you confirm the receipt of this e-mail?**

*Note: If it is possible, could you please send your report **in a week?** (Could you please send the files without converting them to PDF)*

Sincerely yours,
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International Journal of Instruction

Certificate of Reviewing

Date: November 13, 2019

Ref. No.: IJI-19-892

Subject: The review certificate

This is to certify that

Dr. Syarifuddin Dahlan

Subject: “The Levels of Students’ Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems”

We received your review for this article on November 11, 2019. Thank you very much for your contributions.

Regards,

Prof. Asim Ari

Editor in Chief

p-ISSN: 1694-609X

e-ISSN: 1308-1470

<http://www.e-iji.net> & <http://www.gateacademy.ch>

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The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems

Puguh Darmawan

Dr. Candidate, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Malang, puguh.darmawan.1603119@students.um.ac.id

Purwanto

Prof., Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Malang, purwanto.fmipa@um.ac.id

I Nengah Parta

Dr., Fakultas Matematika dan Ilmu Pengetahuan Alam Universitas Negeri Malang, nengah.parta.fmipa@um.ac.id

Susiswo

Dr., Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Malang, susiswo.fmipa@um.ac.id

This research aimed to describe the levels of feeling of rightness (FOR) of students. This research used a qualitative method with an explorative type. The subjects of this research were 3 students of 5th grade selected from 77 other students in Indonesia. In uncovering FOR subject of this research, instruments were used in the form of problems about the open-ended polygon perimeter and interview guidelines. The data of this research were the subjects' answers to the problems of polygon perimeter and the results of interviews with subjects related to these answers. The data were analyzed using the FOR subject level indicator rubric. There were three levels of FOR which were the findings in this research, namely low, medium, and high. Low FOR level was indicated by the answers crossed out and the objectives or goal changed. Medium FOR level was indicated by crossed out answers, objectives or goals changed, problems text read repeatedly, indecisive statements about the truth of the answers that have been generated, and doubts in determining the steps to be taken. High FOR level was indicated by answers that were not crossed and goals that were not changed.

Keywords: dual-process theory, problem-solving, polygon, perimeter, feeling of rightness, learning

Citation: Darmawan, P., Purwanto, Parta, I. N., & Susiswo (2020). The Levels of Students' Feeling of Rightness (FOR) in Solving Polygon Perimeter Problems. *International Journal of Instruction*, 13(2), 549-566. <https://doi.org/10.29333/iji.2020.13238a>