The 1st Nommensen International Seminar on Language Teaching

NISOLT

"The Nuances of Linguistics and Literature in Language Teaching"

PROCEEDINGS

Issue 2: Genre and Language Teaching

Conducted by English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University, Pematang Siantar
October 5th, 2017

Editors:
Paitoon M. Chaiyanara
David Berthony Manalu


PMC Publisher, Singapore
PREFACE

This book reports the proceedings of the first Nommensen International Seminar on Language Teaching (1<sup>st</sup> NISOLT) themed with “The Nuances of Linguistics and Literature in Language Teaching” held by English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University (NHU) on October 5<sup>th</sup>, 2017. There are 2 issues resulted from the seminar. The first issue is about “Linguistic Issues in Language Teaching” and the second issue is about “Genre and Language Teaching”.

The seminar purpose is to enlighten scholars on a new outlook and issues about linguistics, literature, and language teaching in the ASEAN Economic Community (AEC) platform. The establishment of AEC has been seen as a way to promote economic, political, social and cultural cooperation across the region. The idea is to move South-East Asia towards a globally competitive single market and production base, with a free flow of goods, services, labor, investments and capital across the member of ASEAN states.

The challenge is that language, as the means of communication, plays the most important role in this AEC era. Being able to communicate with all South-East Asia people will realize the aim of AEC. This means that language studies have become more important from now on.

This event is the first, and that means there will be the second, the third, and so on. The commitment of the English Study Program of FKIP Nommensen HKBP University is to keep this International Seminar going annually. And we hope the next events will be attended by International scholars from various countries.

We would like to thank all authors for their contributions to this proceeding. Special gratitude to the keynote speakers: Associate Prof. Dr. Paitoon M. Chaiyanara (Singapore), Associate Prof. Dr. Indirawati Zahid (Malaysia), Prof. Dr. Selviana Napitupulu, M.Hum (Indonesia), and Prof. Dr. Sanggam Siahaan, M.Hum (Indonesia). Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the head and secretary of English Study Program for initiating this scientific program.

Pematangsiantar, October 2017

The Steering Committee of 1<sup>st</sup> NISOLT
CONTENT

PREFACE i

CONTENT ii

PART III. CURRENT STUDIES ON LANGUAGE TEACHING

Future ELT Research, Skim and Praxis: A Philosophical Quest
Dr. Tagor Pangaribuan, M.Pd 188

Critical Thinking and Communication Skills Through Argumentative Speaking on Controversial Topics
Mandra Saragih 198

The Role of Motivation in Learning English as a Foreign Language
Martha Ria Triwanti Hutauruk 204

An Analysis of Students Ability in Research Methodology Classroom
Rina Octavia Simarmata 209

English Language Learning Style of Third Semester Midwifery Students of Poltekes Kemenkes in Pematang Siantar
Elisa Silviani Siregar 214

PART IV. CURRENT STUDIES ON TEACHING VOCABULARY

The Effect of Crossword Puzzle Game to Students’ Ability in Vocabulary Mastery
Delima Putri Harefa 224

The Effect of Crossword Puzzle Media on Students’ Vocabulary Mastery
Prinsiska Kristina Ambarita 230

The Effect of Metacognitive Strategy on the Students’ Vocabulary Mastery
Srimayapati Siboro 237

PART V. CURRENT STUDIES ON TEACHING SPEAKING

The Effect of Self Talk Strategy in Public Speaking as EFL Classroom
Rudiarman Purba 246

The Students’ Speaking Ability through Group Work
Levia Valentina Sirait 257

An Analysis on Students’ Speaking Anxiety
Nehemia Pasaribu 265

The Effect of Talking Chips Technique on Students’ Speaking Ability in Descriptive Text
Nolifiarty Siregar 272

The Students Speaking Ability through Role Play
Rizky Fauziah Agustin 277
PART VI. CURRENT STUDIES ON TEACHING READING

The Effect of Direct Teaching Method to the Students' Speaking Ability
Tio Gohana Sihombing

The Effectiveness of N-H-T in Teaching Interpersonal Speaking
Vanny Hutapea

The Effect of Small Group Discussion Technique on Students' Reading Comprehension Ability
Dumaris E. Silalahi

The Effect of 3-2-1 Summarizing Strategy on the Students' Reading Comprehension
Francus Tanjung

The Effect of STAD on Students' Reading Comprehension in Descriptive Text
Irwaati Sitorus

Students' Reading Strategies between Male and Female in Comprehending News Item Text
Ketnia Riwanti Tampubolon

The Effect of Small Group Discussion on Students' Reading Comprehension
Leoncruis Sinaga

Applying Metacognitive Strategy to Improve the Students' Ability in Reading Comprehension
Bella Vista

The Effect of Jigsaw to the Students' Ability in Reading Comprehension
Lidya Gracelia Simanjuntak

The Effect of S-T-A-D Technique in Improving Students Reading Ability
Mirma Siahaan

Using STAD Technique in Improving Students' Reading Comprehension in Narrative Text
Octa Mastaria Nadapdap

The Effect of Jigsaw Technique to the Students' Ability in Comprehending Narrative Text
Reni Farida Sihite

The Effect of SQ4R On Students' Ability In Reading Comprehension
Sarah Sitomput

The Effect of Group Investigation Teaching Method to the Reading Comprehension
Sinya Vally Moan F. Stanipar

Effect of STAD on Students' Achievement in Reading Comprehension
Tety Apriani Siagian
PART VII. CURRENT STUDIES ON TEACHING WRITING

The Effect of Video to the Ability of Students in Writing Procedure Text
Anfitri Kristin Sihombing

Effect of Using Two Stay Two Stray in Students’ Ability in Writing Narrative Text
Anita Roslinda Hastibuan

The Effect of Video to the Ability of Students in Writing a Descriptive Text
Christin Octavia Lumban Gaol

Effect of EGRA Technique In Writing Recount Text
Kristin Asima Lumbantobing

The Effect of Picture to the Ability of Students in Writing a Descriptive Text
Citra Medina Purba

The Effect of Using Think Talk Write Strategy on Students’ Writing Descriptive Text
Dahlia Angelika Lumbanjara

The Effect of Realia on Students’ ability in Writing Descriptive Text
Dest Putri Nola Habeahan

The Effect of Small Group Discussion to Introvert Students’ in Writing Analytical Exposition Text
Dewi Sopia Simbolon

The Effect of Using Picture on the Students Ability in Writing Descriptive Text
Elisabeth Rosiliana Tiorosa Panjaitan

The Effect of Picture to the Ability of Students in Writing a Recount Text
Junita Lasmaria Sinaga

The Effect of C-T-L to the Ability of Grade Ten Students in Writing a Descriptive Text
Emrina Simangunsong

The Effect of Using Pictures Series on Students’ Achievement in Writing Narrative Text
Lonario Manik

Coherence and Unity in the Students’ Writing of Descriptive Paragraph
Esrida Hutahaean

The Effect of Clustering Technique on the Students’ Ability in Writing Descriptive Text
Yeshinta Karsten Purba

The Effect of Cartoon Video Teaching Media in Writing Narrative Text
Valentine Manalu
The Effect of Picture to the Students’ Ability in Writing a Descriptive Text
Natsya Rasta Tarigan

The Effect of Using Pictures on the Students’ Ability in Writing Recount Text
Novita Sari Gultom

The Effect of Using Mind Mapping on the Students’ Ability in Writing Descriptive Text
Rahot Karniati Damanik

The Effect of Video Media on Students’ Ability in Writing Procedural Text
Roduita Cresensia Purba

The Effect of Clustering Technique on the Students’ Ability in Writing Narrative Text
Raju Dermawan Damanik

Using Picture Series to Improve Students Ability in Writing Descriptive Text
Rosaulina Purba

The Effect of Peer Response Technique on Students’ Achievement in Writing Descriptive Text
Rosmiyant Sybolon

Effect of Picture Series in Writing Narrative Text
Wiri Mei Chanlia Aritonang
AN ANALYSIS OF STUDENTS ABILITY IN RESEARCH METHODOLOGY CLASSROOM

Rina Octavia Simarmata
Universitas HKBP Nommensen, Indonesia

Abstract
This study was intended to discover The Application of Teaching English in Research Methodology Research on Students' English Department on Fifth Semester University of HKBP Nommensen Academic Year 2015/2016. The sample of this study was 43 students. In this study the writers analyzed the student's task in making a research Proposal. From the sixth groups of the student's task of the student's task in making a research proposal for chapter I, only one group that didn't make their chapter I that related to their problem of the study. In chapter II like in chapter I only one group that less in making a theories related to their title and the background of the study. The last in chapter III all the members of groupd are able to make research design of their research proposal.

Key Words: Research Methodology, Research Proposal

II. Introduction

Education is one of the most important thing in our daily life. To be a good people in society ever one should know everything. Education is one of that people should learn and more know about it. Learning English is one of education in our life. Learning english is the most important thing to learn about education like in school or our society. English is one of the subjects taught in many schools or university. In our daily life we always do the research, it means that every people doing a research in daily life. As we know that when we doing a research automatically that we learn or doing education. Research is how we can show or prove a factual data. Doing a research is about what field that we want learn, and about the process about research. In doing a research we should know what method that we will apply.

Research Methodology is one of subject in HKBP Nommensen University for the fifth semester students. The aim in research methodology is that the students are able to making a good proposal, in here means that they are able to make a basic proposal before they doing their thesis.

The ability in learning English is knowledge to transfer to each other and people are able to understand what we are talking about especially language. In learning English many of ways to learn it but the most important thing is the learners are know what we transfer is. The ability in learning research methodology is that the students more active especially in doing their research. When we are starting a research the most important is we should know what the topic that we are talking about. At the classroom, this subject is important to the students to finish their study at the college, and to learn research methodology in classroom to make them more know about everything in the world and their society.

Many of teachers or lecturer in teaching English is less planned so that make the students more confused in their learning especially for English subject, where this subject is research methodology the students are able to learn about how to make a good proposal for their thesis.

Research methodology is about a questions that we want to answers that question or problem related to what topic we will discuss is, one of subjects in HKBP Nommensen University where in this subject is the students more active to make a good thesis proposal and now them to create their creativity.
The Problem of the Study
The problem of the study is does students able to make a research proposal in research methodology classroom?

The Significance of the Study
Research methodology is how we as a researcher to find out the real or the factual data and make an analysis about our problems or cases with some approaches in doing a research. In this significant that the students more active to find out the factual data. The findings of this study may have two general significances, i.e. theoretical and practical ones, the description of these can be seen in the following:

II. Review of Literature

Theoretical Framework
In doing research, the terms used must be clarified in order to make same perspective of the implementation in the field. The terms may function to give a limited concept which is specifically meant in the particular context. By doing so, the research will be free from unnecessary in this case, it is important to list the following terms for the purpose of the research.

Language
Language is the way how to communicate each other. By using a language to communicate to each other we are able to know what people want to ask or what people want to do. Language is an intensely political issue since it is bound up with identity and power. As a consequence of its lingua franca status, English sometimes finds itself in conflict with more local languages. Many people worry about what English means for the cultures it comes into contact with, seeing its teaching as a form of "cultural imperialism". Most English language teaching in the world is not carried out by native speakers, but despite this, as well as see that English language teaching methodology- especially that imported directly from English-speaking traditions world, just as the contents or the language teaching materials need looking at carefully for the cultural message they may convey. (Harmer 2003:4-5)

Teachers and Learners
Many people in this world or in centuries want to make their children more able to see the ability of them to understand about something, so that they make or they ask their children to go to some place where it place are able to add their knowledge like school or course.

In recent years, under the influence of humanistic and communicative theories, great emphasis has been placed on "learner-centered" teaching that is teaching which make the learners’ needs and experience central to the educational process. In this framework, it is not the learners’ need which should drive the syllabus, not some imposed list; it is the students’ learning experiences and their response to them which should be at the heart of a language course. The measure of a good lesson is the student activity taking place, not the performance of the teacher.

The physical manifestation of this trend is to be found in classroom where learners are given tasks to work on and where in the process of performing these tasks (with the teacher’s help), real learning takes place. In these situations the teacher is no longer the giver of knowledge, the controller and the authority, but rather a facilitator and a resource for the students to draw on. One writer has suggested that teachers in such learner-centered
classroom need special qualities including maturity, intuition, educational skills (to develop students' awareness of language and learning), an openness in students input, and a greater tolerance of uncertainty. (Harmer, 2003: 56-57)

Methodology

With so many approaches and methods available, man teachers are unsure of which to choose and how to go about making that choice. These are some of realities of the classroom which methodological theories something ignore. Where the teachers blindly follow one or other method or procedure even in the face of students resistance or incomprehension, we get the kind of problems which we have discussed.

Teaching and learning is a contrast between two parties for which the both need to agree the terms. It is not a one-sided affair. Teachers need to understand students wants and expectations just as much as the are determined to push their own methodological beliefs.

However, this does not necessarily mean that the have to abandon their own theories because the students are not used to what their teachers want to do. It means, instead that some accommodation has to be reached what the two parties want and expect. If students are not used to giving instant opinions in class, for example teachers can introduce the procedure gradually. Perhaps, instead of trying to get students to say, in front of their classmates, what the think is beautiful. (Harmer 2013: 95)

Research

There have been many controversies about research methods stemmed from a philosophical positivism promise to distinguish the science from other practices (especially religion) by its method. This promise leads to methodological hegemony and methodology wars where diverse researchers, often coming from opposing paradigms, try to impose their own methodology on the entire field or even on the science practice in general as the only legitimate one.

Research is to find out the factual data and its can be prove with some procedure and some theories. To answer the problem that research is collecting the information, some data and find out the answer of data, and doing the data analysis of the problem.

The essentials of action research design follow a characteristic cycle whereby initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of interventionary strategy. Then the intervention is carried out (the "action" in Action Research) during which time, pertinent observations are collected in various forms. The new interventional strategies are carried out, and this cyclic process repeats, continuing until a sufficient understanding of (or a valid implementation solution for) the problem is achieved. The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and evaluations.

Research Proposal

In research proposal there are three steps, chapter I, chapter II and chapter III. In chapter one, there are background, tells about why the writer or students choose their title, second one is the problem of the study based on the background the writer found a problem that connect to the background of the study. After that, the objective of the study that related to the problem of the study. The next is scope of the study, its means that the writer make a scope or limited her/his research proposal to make more clear about the title. After that significance of the study. Here means that the research proposal have a significance to the others. The last is hypothesis where the writer have an assumption about her/his research proposal.
Research Finding

After checking and analyzing the student’s task in making a research proposal we have seen that the students are able to make a research proposal, that show in table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Steps of research methodology</th>
<th>Total Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter I</td>
<td>5</td>
<td>31.25 %</td>
</tr>
<tr>
<td>2</td>
<td>Chapter II</td>
<td>5</td>
<td>31.25 %</td>
</tr>
<tr>
<td>3</td>
<td>Chapter III</td>
<td>6</td>
<td>37.5 %</td>
</tr>
<tr>
<td></td>
<td>Total group and percentage</td>
<td>16</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Discussion

From the finding above, the students that are able to make a research proposal in research methodology subject in English department university of HKBP Nommensen. From the sixth of the student’s task in making a research proposal for chapter I, only one group that didn’t make their chapter I that related to their problem of the study. In chapter II like in chapter I only one group that less in making a theories related to their title and the background of the study. The last in chapter III all the members of groupd are able to make research design of their research proposal.

V. Conclusion

Based on background, problem, data analysis, finding and discussion above that from the research methodology subject the students are able to make a research proposal where in the research proposal conclude three steps, chapter I, chapter II, and the last is chapter III.. To answer the problem of the study from this research where, the problem of this research is does students able to make a research proposal in research methodology class? From the finding of the research conclude that the students are able to make a research proposal in research methodology subject for of the fifth grade students of university of HKBP Nommensen Medan. From the percentage of the student’s task conclude that the students are able to make a research proposal, chapter I, chapter II, and chapter III in application of research methodology subject. The last that answered the problem of this research is the students are able to practice or apply these steps in their practice at the classroom.

References


