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, Pematangsiantar
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Editors:
Paitoon M. Chaiyanara
David Berthony Manalu

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PREFACE

This book reports the proceedings of the first Nommensen International Seminar on Language Teaching (1st 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 5th, 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 1st NISOLT

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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 Methododlogy 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*

I. 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 alwas 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 reserach 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 thatt 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 studyat 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 how them to create thier 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 aour problems or ceses with saome approches 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 students' 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 man 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 methodologicval theories something ignore. Where the teachers blindl 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 necessaril mean that the have to abondon 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 gradual . Perhaps, instead of tr ing to get students to sa , 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 anal sis 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 backgroud 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 4.3.1 The Total Number Percentage of Student's Task.

No	Steps of research methodology	Total Group	Percentage
1	Chapter I	5	31.25 %
2	Chapter II	5	31.25 %
3	Chapter III	6	37.5 %
	Total group and percentage	16	100 %

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.

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