



(ELTA)

ENGLISH LECTURES & TEACHERS ASSOCIATION



PROCEEDING III

ISSN 2442-9406

6th -7th March, 2020

Seminar and Workshop Seminar on ELT, Linguistics, Literature and Translation

Venue :

Nommensen HKBP University

Editors :

Prof. Dr. Sondang Manik, M. Hum

Dr. Erika Sinambela, M. Hum

Dr. Arsen Pasaribu, M. Hum

Agnes Wianti Tumorang, S.Pd

MAGISTER OF ENGLISH EDUCATION PROGRAM
GRADUATE SCHOOL OF

NOMMENSEN HKBP UNIVERSITY

Medan - North Sumatera - Indonesia

TABLE OF CONTENT

Proceeding Pertemuan Ilmiah Seminar dan Workshop

Seminar on ELT, Linguistics, Literature, and Translation

M.Pd UHN & ELTA Medan, 6-7 March 2020

1	Hate Speech Prof. Dr. Sondang Manik, M.Hum sondang_man1k@yahoo.com	1
2	Classroom Action Research Erika Sinambela erika@sinambela@yahoo.com	26
3	The Effect Using SQ3R Strategis and Insert Strategy to the Students' Achievement in Reading Comprehension at the First Grade of SMA N 5 Medan Edita Susyanti Simamora editasusyanti@yahoo.com	32
4	The Effect of Using Chain History Technique In Writing Descriptive Text For The Grade Students of SMP Negeri 14 Medan Fitri Ramadani Harahap fitrirama94@gmail.com	43
5	The Effect of Applying Drill Method on In Teaching Students' Writing Ability Yohana Serepina Pakpahan .94pakpahan@gmail.com	49
6	Improving Students' Listening Ability With Top Down And Bottom Up Strategis At Eight Grade Of SMP N 37 Medan Theresia Pardosi theresiapardosi19@gmail.com	56
7	An Error Analysis of Grammatical Features in Report Text by The Eleventh Grade Students of Accounting Major at SMK N 1 Jorlang Hataran Nomita Herlyna Manurung nomita2145@gmail.com	67
8	Comparative Study On Students' Dialect Of Batak Karo With Batak Toba In Speaking English Latri Marsely Br. Ginting gintinglatri1@gmail.com	78
9	Politeness Strategies In Ranup Lampunan Lyrics As Perfomed In Saman Dance Cindy Elrene Marlana Sihombing cindyelrene123@gmail.com	85
10	Semiotics Analysis On Color Symbols In Ulos Batak of Toba Bataknese Agnes Wianti Tumorang, JT. Situmorang agnessitumorang369@gmail.com	93

**RUN DOWN OF SEMINAR AND WORKSHOP HELD BY
PASCASARJANA UNIVERSITAS HKBP NOMMENSEN**

DAY 1 : 6th MARCH 2020 (9 A.M. – 4 P.M.)

Time	Activities	PIC	Duration	Note
09.00 – 09.05	Opening and praying	MC : Yohana Pakpahan	5 m	
09.05 – 09.10	Singing National anthem 'Indonesia Raya'	Edita Susiyanti Simamora	5 m	
09.10 – 09.25	Welcoming speech			
	- MC	Yohana Pakpahan	5 m	
	- Director of Pascasarjana Univ. HKBP Nommensen	Dr. Pantas H. Silaban, S.E., MBA	5 m	
	- Head of English Education Department in Pascasarjana Univ. HKBP Nommensen	Dr. Erika Sinambela, M.Hum	5 m	
09.25 – 10.25	Keynote speaker's presentation of "Language Acquisition Stages"	Prof. Dr. Himpun Panggabean, M.Hum	45 m	
	Questioning and answering session	Imarson Hulu	15 m	
10.25 – 10.40	Coffee Break		15 m	
10.40 – 11.20	Panelists' presentation:			
	- An Error Analysis of Grammatical Features in Report Text by the Eleventh Grade Students of Accounting Major at SMK N 1 Jorlang Hataran	Nomita Herlyna Manurung	10 m	
	- The Using of HELLO ENGLISH Software in Teaching English	Cindy Eirene Mariana Sihombing	10 m	
	- The Using of HOT POTATO Software in Teaching English	Putri Delima Sary Siregar	10 m	
	- Improving The Students' Ability in Writing Narrative Text by Using Fairy Tale Story	Igamawati Giawa	10 m	
11.20 – 11.30	Questioning and answering session	Imarson Hulu	10 m	
11.30 – 13.00	Lunch		60 m	
13.00 – 14.00	Keynote speaker's presentation of "Hate Speech"	Prof. Dr. Sondang Manik, M.Hum	45 m	
	Questioning and answering session	Imarson Hulu	15 m	
14.00 – 14.40	Panelists' presentation of:			
	- Comparative Study on Students' Dialect of Batak Karo with Batak Toba in Speaking English	Lastri Marsely Ginting	10 m	

	Up Strategies at Eight Grade of SMP Negeri 37 Medan			
	- The Effect of Using Chain Story Technique in Writing Descriptive Text for the Grade Students of SMP Negeri 14 Medan	Yohana Pakpahan	10 m	
	- The Effect of Using SQ3R Strategies and INSERT Strategy to the Students' Achievement in Reading Comprehension at the First Grade of SMA N 5 Medan	Edita Susiyanti Simamora	10 m	
14.40 – 14.50	Questioning and answering session	Imarson Hulu	10 m	
14.50 – 15.05	Coffee Break		15 m	
15.05 – 15.35	Panelists' presentation of:			
	- Teaching and Learning Process of Reading Comprehension to Students with Visual Impairment	Maryani br. Ginting	10 m	
	- Teaching Speaking through Experiential Learning and Cooperative Learning	Imarson Hulu	10 m	
	- The Effect of Applying Drill Method on the Students' Ability in Teaching Descriptive Paragraph	Fitri Ramadani Harahap	10 m	
15.35 – 15.45	Questioning and answering session	Edita Susiyanti Simamora	10 m	
15.45 – 16.00	Closing	MC: Yohana Pakpahan	15 m	

DAY 2 : 7th MARCH 2020 (9 A.M. – 3 P.M.)

Time	Activities	PIC	Duration	Note
09.00 – 09.05	Praying and opening speech	MC : Putri Delima Sary Siregar	5 m	
09.05 – 09.10	Singing National anthem 'Indonesia Raya'	Edita Susiyanti Simamora	5 m	
09.10 – 10.10	Keynote speaker's presentation of "Classroom Action Research"	Dr. Erika Sinambela, M.Hum	45 m	
	Questioning and answering session	Nomita Herlyna Manurung	15 m	
10.10 – 11.10	Panelists' presentation:			
	- The Effect of Think Talk Write Strategy to the Students' Ability in Writing A Descriptive Text	Friska Sidabutar	10 m	
	- Code Mixing in Students' Conversation at Grade VII in SMP N 2 Pematangsiantar	Marojahan Silalahi	10 m	

	- The Effect of Think Pair Share Technique to The Ability of Grade Eleven Students of SMAN 4 Pematangsiantar in Writing A Hortatory Exposition Text	Sarah Taruliasi Siregar	10 m	
	- The Effect of Problem Based Learning on Students' Ability in Writing Descriptive Text at Grade VII Students of SMP Negeri 2 Tebing Tinggi	Shyndi Putri Glean	10 m	
	- The Linguistic Features in the Conversation of Grade Ten Students of SMA Negeri 2 Pematangsiantar	Sunaryo Siagian	10 m	
	- The Use of Language Variation in Simalungun Parapat : a Sociolinguistics Study	Rizky Khairunnisa Sormin	10 m	
11.10 – 11.25	Questioning and answering session	Edita Susiyanti Simamora	15 m	
11.25 – 11.40	Coffee Break		15 m	
11.40 – 12.40	Keynote speaker's presentation of "Refusal Strategy by Indonesian Male and Female Students"	Dr. Arsen Pasaribu, M.Hum	45 m	
	Questioning and answering session	Cindy Eirene Mariana Sihombing	15 m	
12.40 – 13.40	Lunch		60 m	
13.40 – 14.20	Panelists' presentation:			
	- The Application of Mind Mapping in Teaching Writing Recount Text of Grade VIII SMP N 1 Kisaran	Tina Octaviana	10 m	
	- The Use of Technology in English Language Learning: A Literature Review	Ugen Primo Damanik	10 m	
	- Improving Speaking Ability by Using Series of Picture	Benny Salmon Lumban Gaol	10 m	
	- The Correlation Between Metacognitive Strategies to the Students' Reading Comprehension of Second Grade Students at SMP Negeri 1 Tarutung	Rut Irmawati Gultom	10 m	
14.20 – 14.30	Questioning and answering session	Edita Susiyanti Simamora	10 m	
14.30 – 14.40	Closing	MC : Putri Delima Sary Siregar	10 m	

Classroom Action Research

Erika Sinambela
erika@sinambela@yahoo.com

ABSTRACT

Classroom Action Research is an alternative research application that is easily conducted during teaching and learning processes. Classroom action research will sharpen teachers' skill in teaching with simple methodological research application. Researcher pushed to make notes about classroom activities, doing action, observe and make reflections. Classroom Action Research will sharpen teachers' skill in teaching with simple methodological research application. Researcher pushed to make notes about classroom activities, doing action, observe and make reflections. Scientific research is the only way to know something by scientific ways. Scientific methods firstly developed from natural sciences, and then spread to social sciences and humanities. People generally know two ways of scientific research: qualitative and quantitative methods. Educational sciences also developed by scientific methods for recent years. Educational research is research conducted by educators and other stakeholders. This research area is so wide, teachers, students, learning process, learning outcomes, curriculum, social capital, environment and so on. Education contacted with another disciplines as psychology, sociology, ethics, religions, economic, history, philosophy etcetera, so educational research affected by many research approaches.

Keywords: Classroom Action Research, methodological research application

I. Introduction

The difference between paradigm research, psycho-statistical research and the related with contemporary science research is a method usually called action research. The concept of action research is different with other research. Because the basic concepts and principles used is different. Because the steps of action research is dialect. Although in many developed countries has evolved, in Indonesia it is still a new research. Because the research is related with qualitative research, because the data collection using qualitative approach. Combine between action research with data collection conducted on reciprocal. In the form : planning, act, research and reflection. Action research is the systematic research carried out by the research (in the education by teacher, lecture or conselor) in their activities, collecting data, success or not, then the preparation as well as the implementation and the complete activities. The action research can be called a research to develop the researcher with decision maker about the variables can be manipulation and can be used to development. So, in this discussion of study the action research is an important thing in the education, because one of efforts to interpretation that activities has the urgency of the evaluation in the future. The main characteristic of the action research is aimed to get significant discovery in operation that can be used for the policy of implementation.

The Formulation of the Problem

1. What is the identification of action research?
2. What is the characteristic of action research?
3. How many models of action research?
4. How the patterns of the implementation of research?
5. How to the steps in action research?

6. What is the benefit of action research?
7. What is the principle of the action research?

The Purpose of Problem

1. Explained the identification of action research.
2. Explained of the Characteristic of Action Research
3. Mention models of action research.
4. Explained the patterns of the implementation of research.
5. Explained step by steps in action research.
6. Explained the benefit of action research
7. Explained the principle of action research

2. Discussion

The Identification of Action Research

Action research is a form of research which becoming increasingly significant in language education. (Kemmis and McTaggart, 1988:6) that action research is a group of activities. Cohen and Manion (1985) argued that action research is first and foremost situational, being concerned with the identification and solution of problem in specific content. Robert Rapoport (1970) action research has a goal to contributing directly to the practical problems of the community in the problematic of situation and the goal of social science by participating in collaboration with communities within the framework has agreed with others. Mills (2003:1) that argue action research is the research conducted by teacher and researcher to gathering of information about how the school work, how the students learning and how the teachers teach. Action research is designed to bridge the gap between research and practice (Cohen et al. 2007). According Husni (2015) the argue is the aim of action research is to solve the problem and make improvement of the teacher learning process in the classroom, beside that action research also used to investigate the major problem and how to solve the problem. (Husni, 2015:75) that argue action research may involve collaborations with colleges, clients or professionals. There are two type approaches, Individual and collaborative approach (Wallace, 1998). Individual approach to action research is those which do not directly involve anyone else except the professionals concerned. Collaboration research involved other colleagues in the same institution. Action research may collaborate by observation, acting or making reflection with the researcher. There are two critical thinking, which generally arises from the existence form of research by using the method of action, namely the idea that came out of a group and the commitment of researchers to improve the studied subject for the better. So, the conclusion from above action research is Action research is a research which is done in order to solve the problem and make improvement in the teaching and learning process.

The Characteristic of Action Research

Action research has some different characteristics when compared to other forms of research, some of these differences are:

1. The problem being solved is the practical problem faced by researchers.
2. Researcher gives behavior an act of premeditated
3. Measure planned studies are always shaped cycle
4. Their reflective thinking of researchers both before after the study

3. The Models of Action Research

Hopkins (2008) argued the model of action research is the design of the research can be used to translate a concept into the reality that are more practical. The model of action research serves as the advice to facilitate of communication or as a hint that is the perspective to take a decision or as a clue composed of planning to the activities of the management in doing on research survey/ class. The model of action research good was models who can helped us to all understand the one of the process of research is fundamental and thoroughly. A lot of the model of we can apply as a guideline in design and carry out classroom action research. Model of action research had so many models, so researchers can chose one of the models in accordance with at potensional. There are:

1. Model Kurt Lewind Kurt Lewind explained that there are emphatal should be done in the process of research action namely: a. Planning is the process of repair determined the program that departed from one of the idea of the idea researchers. b. Action is the treatment carried out by the researchers in accordance with the planning has been drafted in by researchers. c. Observation It is the observation conducted to determine the effectiveness of action or gather information about the lack of action that have been carried out. d. Reflection It is analyzed about the observation or planning new. Acting Observing Reflecting Planning
2. Model Kemmis and Mc.Taggart It is development of the concept the basic introduced by Kurt Lewind I. Said so, because in one cycle consists of four parts, a) Planning b) Action. c) Observing d) Reflection After a cycle finished be implemented and reflection then followed by the planning of his carried out in the form of cycle itself.
3. Model Jhon Elliot Model Elliot is more emphasized in the process of to try new things in the learning process. According to Elliot, the first step to do is to determined and develop the idea of public followed by doing exploration of the to sharpen the idea of or the idea. According to Elliot about the model PTK that whatever problems to be raised in the study should remain in the scope of a problem faced by teachers in the implementation of learning every day in the classroom and is something that want to be repaired or changed_ interpretation Elliot against the model PTK that the early in the form of identification problem is a statement that connects the idea of the with idea of the with action. While in the Reconnaissance is an understanding of the situation class who wanted to altered or repaired. It as if compared to other PTK bagan model then there are some differences fundamentally, but still form a activities recurring (cycle).
4. Model Dave Ebbutd Model research this action developed by Ebbutd (1985). A model of this in ilhami by thinking Kemmis and Elliot. In the improvement, Ebbutd less so same with the interpretation of Elliot about the Kemmis, Because Kemmis equate her research with only findings fact. While the fact, kemmis clearly shows that the researh consists of discussion, negisiasi, investigating, and down obstacle constraint that there. Ebbutb (1985) said that a research action should start from the beginning of the idea that driven by the wishes of the researchers to do a repair the process of would generate something more optimally.
5. Model Hopkins Model of this study conducted by forming a downward spiral which starting from the feel of the problem, the planning, carry out the action, making observations and do a reflection and make plans again and so on.

The Patterns of Implementation of Research

The patterns is the way or technique of the implementation of the PTK that can be used as a reference in the implementation of the PTK in accordance with the model chosen to consider the condition of the researchers and resources are available. There are a variety of patterns in the implementation of the PTK include PTK teachers researchers, PTK patterns collaborative and PTK patterns simultan integrated. 1. Pattern of The Teachers Researcher In this pattern, the teacher has a lead role in the planning of and action PTK. The purpose of this pattern is to solve the problem of the practical faced by the teacher itself in the learning process. Patterns Kolaboratif Conducted by the outside solving the problem of learning. PTK designed and held by a team usually consists of teachers, head of the school, lecturer LPTK and other people who are involved in the team of researchers. The teacher acted just as a member of the team that function to carry out the action as designed by a team of researchers. 3. Patterns Research Integration On this pattern, the initiative and problems will be scrutinized fully comes from the researchers outside, not from the teacher.

5. Steps in Action Research

1. **Reflect.** Talk to your colleagues. What questions do you have about teaching? What topics are you and your colleagues interested in? Are there problem areas, or aspects of teaching/learning you are all unsure about? Make a list. From your list, decide together the topic for the classroom action research.
2. **Explore.** Reflect on your topic questions. Where can you find information to help you plan the research? Do you need to consult published materials or the Internet for information and ideas? Find out as much as you can about the topic to help you plan how to do the action research.
3. **Plan.** Think about: how long it will the action research take? How will you record the research? There are different ways of doing classroom action research. It can be as simple as just writing down your own reflections relating to the topic after a lesson or sequence of lessons or it could include questionnaires, observations, audio recordings and so on.
4. **Research.** Carry out the action research using your chosen method. Some ideas are: Peer observation, Teacher diary, Learner feedback, Lesson evaluation, Recording lessons, Reflecting on learners' work, Surveys, Choose the method which best suits your topic questions.
5. **Researching together.** It is also helpful to carry out action research with a colleague or group of colleagues. This gives you more data to reflect on, compare and discuss.
6. **Analyze.** This stage helps you to make sense of the data you have collected in your research. It is a process of reflecting on, organizing and reviewing your data to help you answer your topic questions. What have you found out? What insights have you gained from the research? What does your research show you?
7. **Act.** If you have carried out the classroom action research on your own, share your results with your colleagues. Reflect on the results. How do the results help you and your colleagues? What changes will you all make?

8. Review. It is important to review the impact of the changes made. How successful were they? Is any follow-up action needed? Are there any differences amongst your colleagues?

3. The Benefit of Action Research

Wallace (1998) that action research is different from this in that it nearly always arise from some specific problem or issues arising out of our professional practice. There are benefit of action research, as stated below:

1. Creating a system for professional problem solving in educational setting
2. Increasing decision making in solving problem
3. Promoting reflection for researcher in educational setting
4. Considering continuous improvement in teaching process
5. Influencing directly in practices
6. Empowering those who concern in teaching and learning

CAR Principles

Some important principles must be considered before conducting CAR as summarize from Kasihani (1999), Suyanto (1997) and Hopkins (1993) below:

1. CAR don't disturb teacher main activity, instruction process. When teachers did CAR actually they tried to develop their role as professional teacher as one of professional teacher characters is can effectively teach and research.
2. Suggested to spend short time to collect data in CAR, so the researcher must carefully arrange research framework with appropriate research strategy, including initial data collection before CAR started.
3. Methodology used in CAR must be reliable and appropriate. Appropriate methods give chances to teachers to formulate action hypothesis and develop applied strategies in the classrooms.
4. Problems of CAR must be real, factual, interesting, and appropriate to be researched. CAR best started from simple and real problems. So, the cycle started to solve small problems in planning, action performance, observation, and reflection will be more clearly.
5. CAR orientation is to improve education practices by doing some changes conducted in actions. Teacher readiness to transform is an important requirement for improvement.
6. CAR is systematic processes that need capabilities and skills intellectually. When research process conducted, researcher has to think critically from determining problems, action planning theoretically and practically, and then described by actions.
7. CAR required teachers to make some individual notes about: students' progress and change problems experienced, reflections about students' learning processes, and processes in actions implementation.
8. Teacher by CAR can evaluate their self-works during classes. Then they can evaluate the self-performance, make some reflections, make some changes, and improved being more skilled in their professional works.
9. CAR implementation must obey organizational life norms in the environment. CAR implementation must be known by headmaster, teachers, and staffs. Conducted suitably with scientific research frameworks, reported as scientific publish and accentuate students' interests.

4. Conclusion

Action research is a research which is done in order to solve the problem and make improvement in the teaching and learning process. Action research may collaborated by observation, acting or making reflection with the researcher. The difference between action research with other is data collection conducted on reciprocal. The models of action research has five models, they are : model Kurt Lewind, model Kemmis and Mc.Taggart, model Jhon Elliot, model Dave, model Hopkins. The patterns of implementation of research is pattern of the teachers researcher, patterns collaborative. Steps in Action Research, they are: selecting a focus, collecting data, analyzing and interpreting data, taking action. The action research develops through the self reflective spiral, planning, acting, observation, reflection and re-planning further implementation, observing and reflecting. The Benefit of Action Research is: 1. Creating a system for professional problem solving in educational setting 2. Increasing decision in solving problem 3. Promoting reflection for researcher in educational setting 4. Considering continuous improvement in teaching process 5. Influencing directly in practices 6. Empowering those who are concerned in teaching and learning.

REFERENCES

- Elliott, J. (1993). *Action Research For Educational Change*. Philadelphia: Open University Press. Sumber elektronik : <http://www.research-edu.net>. Diakses pada 9 Agustus 2009.
- Hopkins, David. (1993). *A Teacher's Guide to Classroom Research*. Buckingham: Open University Press. Sumber elektronik: <http://www.davidhopkins.co.uk>. Diakses pada 9 Agustus 2009.
- Hopkins, David. *A Teacher's Guide To Classroom Research*. USA : McGraw Hill-Open University Press. 2008. Taniredja dkk. *Penelitian Tindakan Kelas*. Bandung : Alfabeta.2012.
- <https://www.teachingenglish.org.uk/article/classroom-action-research>
- Kasihani, Kasbolah E.S. (1999). *Penelitian Tindakan Kelas*. Jakarta: Proyek Pendidikan Guru Sekolah Dasar (Primary School Teacher Development Project) IBRD : Loan – Ind 1998/1999), Direktorat Jendral Pendidikan Tinggi Departemen Pendidikan Nasional.
- Kemmis, S., & Taggart, R. Mc. (1992). *The Action Research Planner*. Victoria: Deakin University.
- Kemmis & Taggart CAR Cycles (Source : Kusumah & Dwitagama. 2009)
- Suyanto., & Sudarsono, F. X. (1997). *Pedoman Pelaksanaan Penelitian Tindakan Kelas (PTK) bagian I,II, III, dan IV*. Yogyakarta: UP3SD – UKMP SD Dirjen Dikti Depdikbud.

*Seminar and Workshop
Seminar on ELT, Linguistics, Literature
and Translation*

PROCEEDING III



English Departement
Graduate School HKBP Nommensen University
JL. Perintis-Kemerdekaan No. 23, Medan 20234 - Indonesia
Phone : (061) 4522922/4522831/4565635 ext.266

Website : <https://uhn.ac.id/pascasarjana/>
Email : pascasarjana@uhn.ac.id

