

P. ISSN: 0235-6546--E.ISSN: 2598-3059

# JELL

JOURNAL OF ENGLISH EDUCATION, LINGUISTICS AND LITERATURE



STKIP PGRI  
J O M B A N G



Volume 4, No. 2 Februari 2018

**BOARD OF ADVISORS:**  
Dr. MUNAWAROH, M.Kes  
Dr. HENY SULITYOWATI, M.Hum  
Dr. NURWIANI, M.Si  
Dr. NANIK SRI SETYANI, M.Pd

**REVIEWER:**  
Prof. Dr. MOH. KHUSNURIDLO, M.Pd (IAIN Jember)  
Prof. Dr. AGUS WARDHONO, M.Pd (Universitas Ronggolawe Tuban)  
ERI KURNIAWAN, Ph.D. (UPI Bandung)  
Drs. ADIB DARMAWAN, M.A (STKIP PGRI Jombang)  
HENDRA DARMAWAN, M.A (UAD Jogjakarta)  
RIF'AH INAYATI, M.A (Universitas Trunojoyo Madura)

**CHAIRPERSON:**  
MUH. FAJAR, M.Pd

**CHIEF OF EDITOR:**  
AANG FATIHUL ISLAM, M.Pd

**SECRETARY:**  
M. SAIBANI WIYANTO, M.Pd

**BOARD OF EDITORS:**  
RUKMININGSIH, M.Pd (STKIP PGRI Jombang)  
YUNITA PUSPITASARI, M.Pd (STKIP PGRI Jombang)  
WARDANI DWI WIHASTYANANG, M.Pd (STKIP PGRI Jombang)  
BANU WICAKSONO, M.Pd (STKIP PGRI Jombang)  
AFI NI'AMAH, M.Pd (STKIP PGRI Jombang)  
DIAN ANIK CAHYANI, M.Pd (STKIP PGRI Jombang)  
ABU FANANI, M.Pd (UIN Sunan Ampel Surabaya)  
DUMARIS E. SILALAH, M.Pd (Universitas HKBP Nommensen Pematangsiantar)  
SUGIANTO, S.Pd, M.PD.B.I. (IKIP Mataram)  
RIKAT EKA PRASTYAWAN, M.Pd (UNIPA Surabaya)  
IHASAN KHALAWI, M.Pd (STKIP PGRI Pacitan)

**LAYOUT & COVER DESIGN**  
M. SYAIFUDDIN S.

# Content

---

THE APPLICATION OF SEMINAR PAPER TECHNIC IN WRITING  
COURSE IN ENGLISH DEPARTMENT IN FACULTY OF ADAB  
AND HUMANITY UIN SUNAN AMPEL SURABAYA

Abu Fanani 1-5

IMPROVING SPEAKING SKILL BY USING MODELING  
STRATEGY AT THE GRADE TEN STUDENTS OF SMK NMC  
MALANG

Akhmad Sidiq 6-10

A BEST PRACTICE OF TWO STAY TWO STRAY IN TEACHING  
READING

Muhammad Farhan Rafi 11-16

LORD VOLDEMORT'S CHARACTER ANALYSIS IN J.K.  
ROWLING'S HARRY POTTER AND THE HALF BLOOD PRINCE

Radik Darmawan 17-19

FEMINIST PERSPECTIVE IN LAUREN WEISBERGER'S THE  
DEVIL WEARS PRADA

Bayu Andika Prasatyo 20-23

GRASPING THE CULTURAL IDENTITY OF BLACKS AND  
WHITES IN TONI MORRISON'S SONG OF SOLOMON (A STUDY  
OF POSTMODERNISM)

Supriyatno 24-28



**THE APPLICATION OF *SEMINAR PAPER TECHNIC* IN  
*WRITING COURSE* IN ENGLISH DEPARTMENT IN FACULTY OF  
ADAB AND HUMANITY UIN SUNAN AMPEL SURABAYA**

**Abu Fanani**

Faculty of Adab and Humanity  
UIN Sunan Ampel Surabaya  
abufanani@yahoo.com

**Abstrak:** Ada tiga permasalahan dalam penelitian ini, yaitu bagaimana proses penerapan teknik *paper seminar* pada perkuliahan *writing*, bagaimana hasil penerapan teknik *Paper Seminar* dalam perkuliahan *writing* serta apa kendala penerapan teknik *Paper Seminar* dalam perkuliahan *writing* di Prodi Sastra Inggris Fakultas Adab dan Humaniora UIN Sunan Ampel Surabaya. Tujuan dari penelitian ini adalah untuk mendeskripsikan proses penerapan teknik paper seminar pada perkuliahan *writing*, menemukan hasilnya serta menemukan kendala dalam penerapan teknik paper seminar pada perkuliahan *writing*. Adapun, metode dalam penelitian ini adalah Penelitian tindakan kelas. Dalam penerapan penelitian ini terdapat dua siklus, dimana dari siklus pertama ke kedua terdapat peningkatan. Sehingga dapat dikatakan bahwa dalam penelitian ini berhasil. Ini dapat dilihat dari indikator utama kesimpulan ini adalah naiknya hasil observasi pada siklus 2. Masing-masing variable amat dominan naik. Hanya ada 2 variabel yang tidak mengalami naik yaitu poin amatan mengenai “menggali ide”, “menulis dan mengembangkan ide”. Adapun kendala dalam penerapan metode ini adalah lemahnya kompetensi mahasiswa dalam bahasa Inggris khususnya keahlian *writing* dan tidak mendukungnya sarana prasarana yang ada.

**Kata Kunci:** *Teknik Paper Seminar, Writing.*

**Abstract:** There three points in this research. These are the proses of the use of paper seminar technic on writing class of English Department, the result of the use of paper seminar technic on writing class of English Department and obstacle of the use of paper seminar technic on writing class of English Department Art and Humanities Faculty, State Islamic University of Sunan Ampel Surabaya. This research method is *Classroom Action Research*. There are two cycles of this research. The enhancement appeared from the first cycle to the second cycle. It can be seen from the main indicator that shows the improvement. There are some variables that are used but only two variables that are not increase, these are prewriting and drafting. So it can be said that this research is success. While the obstacle of this research are the weakness of students competence of English especially writing skill and the infrastructures that are not support.

**Key Word:** *Seminar Paper Technic, Writing.*

**INTRODUCTION**

English learning encovers four skills: listening, Speaking, Writing, and reading, all of which are interconnected and play a very important role in English communication. However, one of the four mentioned skills, writing is very difficult to learn for students. Alwasilah states that writing is something that is very difficult for students to master and for teachers to teach, not to mention, there are no creativities from both the teachers and the students.

As far as the researcher is concerned with writing, the method of teaching writing belongs to the konvensional method in that the lecturer gives theory and then each student applies the theory and then evaluated by the lecturer. Besides, a great deal number of students in writing class makes the lecturer lack of time to make correction of the students' writing plus there is no such scheduled revision that the same mistakes will be undergone. From this fact, the students become passive and bored of learning writing; they are reluctant to advance questions or to discuss in the writing teaching proses, therefore, this conventional method is asimetric.

Accordingly, a different method in the learning process especially in writing class is worth applying. The method of collaboration is an effective one in that the lecturer does not become the students' partner but he/she becomes the facilitator, moderator, and the conclusion taker for the students' discussion. Consequently, the students play very important role in writing process as well as in writing evaluation and cooperating within their group to complete their writing. In this case, collaboration of writing becomes a social process because each member of the group with their difference in capability is interacted one another.

There are some technics in this method of collaboration: *round table, dialogue jurnal, peer editing, paper seminar, collaborative writing*, etc. However, the researcher only uses paper seminar technic. Because this technic is to present and to discuss, *paper seminar technic* is rarely used in writing class, but it is oftenly used in other classes. Hopefully, there is a new value for applying this technic in writing class.

*Paper seminar technic* is a technic of collaboration in which a group of students present their writing in front of the class. Whilst, the other groups of students as audiences will listen and pay attention and then criticize the writing according to the writing requirements: writing content, writing organization, language use, diction as well as good spelling. Questions, comments and evaluations from other groups are also needed for the presented writing so that the presented writing will be subject to correction.

From the above explanation, on the one hand, it is understandable that seminar paper technic gives something valuable that there is a cooperation between students within one group by helping one another to produce interesting writing. This technic also makes students share knowledge among them, to be critical, to be tolerant against other opinions. Therefore, by applying this seminar paper technic, the students will be more active because they are interacted one another and their relation is symmetric. On the other hand, the lecturer also plays a role by giving solution to their problems.

Further, the object of the writing in this seminar technic is essay argumentative. Essay argumentative is an essay that present an argument about a topic of discussion in order to persuade the reader to give approbation to the result of the writer's thought (ozagac Oya, 2004:46). It turns out that students undergo difficulties through this essay argumentative because they are forced to develop their ideas in accordance with the theme, to choose the right diction, to use the good grammar in each sentence, and to compose the sentences as coherent as possible.

From the above explanation, the researcher then focuses on applying seminar paper technic in writing class because it is applicable and hopefully it develops the students' capability in writing especially in the form of argumentative essay.

## RESEARCH METHOD

This research is a Class Action Research. The subject of this research is the students of the fourth semester who have signed for writing class in English Department, Faculty of Adab and Humanity, UIN Sunan Ampel.

The research data is the data of the process of the use of seminar paper technic and learning product in the form of essay written by the students. Documentation technic is used to collect the research data from the students' argumentative discourse.

The collected data are analyzed using Miles and Huberman's flow model. This model comes up with three stages of analysis: data reduction, data presentation, and conclusion.

Data reduction covers data selection, summary and groups them into a wider pattern. Likewise, data reduction is an analysis process that enforces, shorten, focus, discard the unimportant things, and organize the data in such a way that the conclusion of the research will be well-done. This process of reduction is

conducted during the research to the last research report is composed.

Data presentation is done to organize the data from the reduction result commencing from the planning, action research, observation and reflection in the end of the cycle, and supporting table, all of which are done to get information and in the end to be able to get a good conclusion.

Making a conclusion is done to get the meaning of the data, to record the regulation, and to classify the data. The conclusion is worth verification in order to be fixed and accountable through discussion or data scanning.

## FINDINGS

### Application of *Paper Seminar Technic* in Writing Class in English Department in the Faculty of Adab and Humanity UIN Sunan Ampel Surabaya

Seminar paper technic is a learning technic based on the cooperative learning method. Students play a very important role in this learning process in that they become the core in digging and developing ideas as well as criticizing the work.

There are some stages in this method of learning: digging ideas, writing and developing ideas, editing the content and the language, revising essay, questioning, suggesting and criticizing as well as cooperating which must be done by all groups in cycle 1 and 2.

Digging ideas is the first stage done by all groups with different in ideas for each group that can be seen from the topic of the essay. Some refer to private problems in their writing, whilst, some others refer to social problems such as National Examination, Healthy Lifestyles, the danger of smoking and corruption. The following is the topic table of each group.

Stage "digging ideas" appears in cycle 1. Cycle 2 is only to reanalyze the idea that has been developed in the essay writing. The analysis is to analyze the content of the paragraph whether or not it is coherent and cohesive as well as the increasing of the essay content.

**Table 4.1 Topics of Essay Writing Class**

No	Group	Topic
1	Group 1	<i>Cat for Your Stress Solution</i>
2	Group 2	<i>Broken Heart is not the End of Your Life</i>
3	Group 3	<i>Sad Song as the Therapy of Broken Heart</i>
4	Group 4	<i>Effect of Technology For Children</i>
5	Group 5	<i>The Disadvantages of Online Exam</i>
6	Group 6	<i>Diet is not good for healthy</i>
7	Group 7	<i>Skills vs. Knowledge in Education</i>
8	Group 8	<i>Healthy Lifestyle</i>
9	Group 9	<i>The dangers of smoking and the benefits of quitting smoking</i>

10	Group 10	<i>Argumentative Essay about Corruption</i>
----	----------	---

Some ways are used to come to one idea, one of which is *brainstorming* in that each member of the group write an idea in a piece of paper and share to others and each member give comments. To convince other members for the given idea is through the given data, reflection of the experience and knowledge of the given idea. In other words, the researcher says that the group comes up with ideas and then the ideas are responded by the members of the group.

Writing personal experience is another way. Each member of the group must write their own personal experience and then present before the member. The selected writing will be developed in the group essay.

Writing or developing idea comes next. Based on the selected idea, each group develops or describes their idea in some paragraphs. Some groups are seen to write the outline of the paragraph, whilst, some others write the paragraph directly. This process of writing needs some times to revise; arguments are noticeable about a certain sentence. Grammar and diction are subject to debate, too.

This cycle of developing idea that can be developed into writing is based on the input from other groups. Some writing gets criticisms due to the writing completeness, i.e. the writing of group 1 get criticized for merely developing the positive impacts of cat. The negative impacts should be, too.

The more important stage is to edit the content and the language. Each group takes pain to edit the content and the language as grammatically as possible. Untuk lebih to quicken the editing process, each member has *soft copy* of writing. Then they begin to do what they should do according to the job description they have; one member corrects a paragraph, whilst the other members correct the other paragraphs. After that, they present what they have revised together and then get responds from the audiences.

To correct the grammar, they use the program in the computer and their language competence they get from studying. Thus, they use the two components to correct their language.

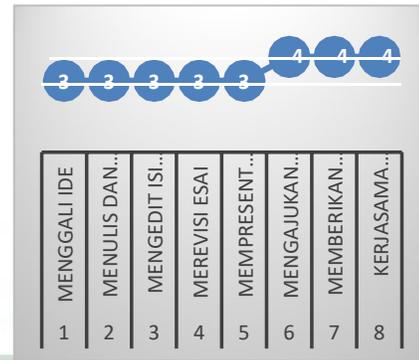
The most important stage is presentation stage. Each group presents their works and then get responds from other groups. Each group is active. Criticism, suggestion, and evaluation are the cores of the responds. Criticism refers to writing mistakes including grammar and diction. Suggestion refers to the completeness of the content of the essay. Each group is active in this stage. The researcher's task is to reinforce and comment to every discussion.

Based on the presentation, each group does the revision which will be represented in session 2. But before they represent, they discuss again in their group plus the responds from other groups.

The following table is the result of the observation by the researcher during the learning

process. The result in the table shows that each group has done well in doing the stages in paper seminar technic. No groups get score under 3. Even, they get 4 for observation point 6, 7 and 8.

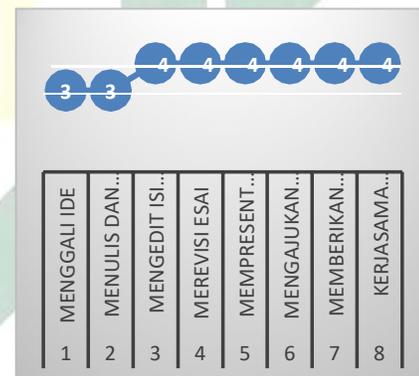
**Diagram 4.1 Table of Observasion Cicle 1**



The result of the observation in cicle 2 is the same with group 1. Each group shows their consistency in doing stages in paper seminar technic. They tend increase in observation point 3, 4, and 5.

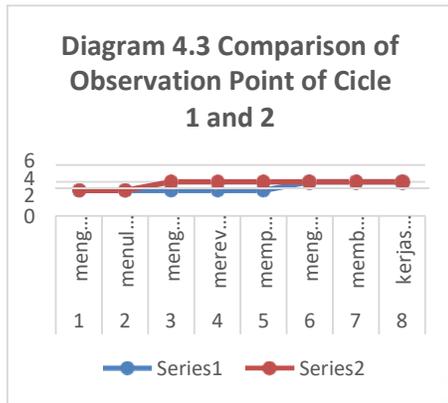
Observation points 1 and 2 does not increase because in cicle 2, they just revise the finished essay. The increase of the score in observation point 3, 4, and 5 is because each group takes pain in revising the writing based on the criticism and the suggestions. Almost all of the responds do not remain in vain.

**Diagram 4.2 Table of Observation Cicle 2**

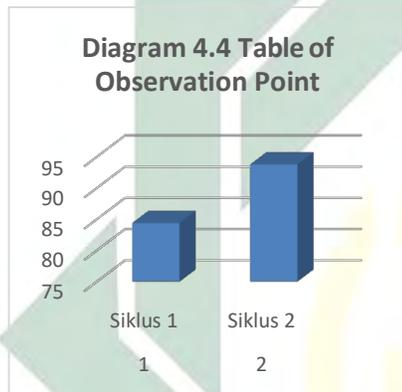


From the two tables of observation above, the application of Seminar Paper Technic turns out to be successful in English Department shown by the fact that there is an increase of the observation result in cicle 2; among the variables of observation, only two variables do not increase, that is, observation point “digging ideas” and “writing and developing ideas.”

The following are tables of Comparison between Cicle 1 and 2 as well as the increasing point of observation.



From the tables above, the scoring rate will be 84, 37 in cycle 1 and 93,75 in cycle 2. It means that Paper Seminar Technic has succeeded in application.

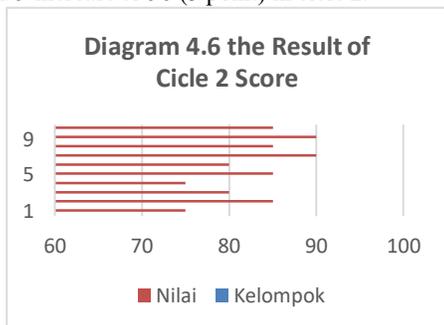


**F.2 The Result of the Application of Paper Seminar Technic in Writing Course in English Department, Faculty of adab and Humanity UIN SunanAmpel Surabaya**

The evaluation of writing course using Seminar Paper Technic is based on the essay product and the essay making process. Therefore, the process of digging and developing ideas to the finishing of the essay are factors that determine the group score.

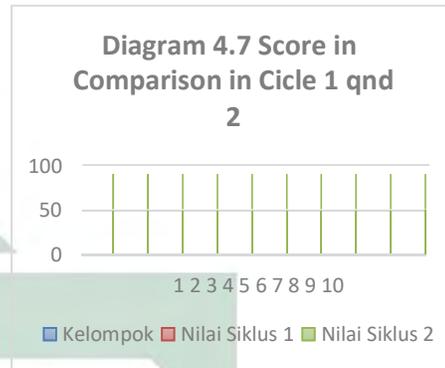
The score in cycle 1 is relatively good. The lowest score is 70 by group 1 and 4 and the highest score is 85 by group 7 and 9. The other groups' score are between 75 and 80.

Score in cycle 2 increases. Almost all groups' score increases. Group 1 and 4 increases 5 point from 70 to 75. Likewise, the groups with the highest point, group 7 and 9 increase to 90 (5 point) in cycle 2.



The increase of the score shown above indicates that the learning process runs as well as possible by gaining the expected target. Problem identification process and the problem solving are good. The increase of the data becomes the indicator.

The following is the score in comparison between the groups in cycle 1 and 2.



**Problems in the Application of Paper Seminar Technic in Writing Course in English Department in Faculty of Adab and Humanity UIN Sunan Ampel Surabaya**

The problems the researcher faces in applying Paper Seminar Technic are as follows:

1. Instead of skill (grammar skill), students need to have *stock of knowledge* to pour in their writing, whilst the researcher finds out that the students lack of it.
2. Most students have low motivation to learn more to the students with high motivation, therefore, the ability of writing do not go to all students as the writing is done in group with different in competence.

Low discipline for students, therefore, the learning process is done not on time.

**CONCLUSIONS**

The application of Paper Seminar Technic can increase the learning process because of the clear stages and the students, job description doing their group assignment. Likewise, the score increases because each group works based not only on their own ideas but also on the criticisms and the suggestions from other groups.

Lack of skill, lack of stock of knowledge, low motivation, and low discipline are things the researcher faces in the application of Paper Seminar Technic. Besides, in writing, students must read many books in order that they can pour their ideas. Unfortunately, they also lack of ambitions of reading which has been hinted by Allah in His first revelation in Al Ajaq 1-5,

قَالَ عِنْدَ حَنُوفِ اسْمُكَ الْفَجْرِ, قَالِ يَنْزِلُكَ بِرَمْسِ الْوَقْرِ  
 مَرْكُوكُكَ الْوَقْرِ وَالْوَقْرِ الْوَقْرِ  
 مَرْكُوكُكَ الْوَقْرِ الْوَقْرِ الْوَقْرِ  
 مَرْكُوكُكَ الْوَقْرِ الْوَقْرِ الْوَقْرِ

Read! With the name of thy God that creates the men from 'Alaq. Read thy God the merciful, teaching men with pens, teaching man things they do not know yet.

## REFERENCES

- Alwasilah, A. Chaedar. (2000). *Membenahi perkuliahan MKDU Bahasa Indonesia di Perguruan Tinggi. Dalam Kajian Serba Linguistik untuk Anton Moeliono Pereksa Bahasa*. Jakarta: BPK Gunung Mulia dan Univeristas Katolik Atma Jaya.
- Alwasilah, A. Chaedar dan Senny Suzanna Alwasilah. (2005). *Pokoknya menulis: Cara Baru! Menulis dengan metode kolaborasi*. Bandung: Kiblat.
- Aryanti & Indawan Syahri .(2010). Skripsi. *Efektifitas Metode Kolaboratif dalam Menulis Korespondensi Bisnis pada Mahasiswa Politeknik Sriwijaya*. Universitas Sriwijaya
- Barkley, Elizabeth E., Cross, K. Patricia & Major, Clair Howell. (2012). *Collaborative Learning Techniques: Teknik-teknik Pembelajaran Kolaboratif*. Penerjemah: Narulita Yusron. Bandung: Penerbit Nusa Media.
- Barkley, F. Elizabeth, et.al. (2005). *Collaborative Learning Technique*. USA: John Wiley&Sons, Inc.
- Best, John W. (1977). *Research in Education*.New Jersey: Prentice-Hall.
- Brown, H. Douglas. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains: Adison Wesley Longman.
- Bogdan, R. & Taylor, S. J. (1975). *Introduction to Qualitative Research Methods A Phenomenological Approach to the Social Sciences*. New York: John Wiley & Sons
- Gorys Keraf. (2007). *Argumentasi dan Narasi*. Jakarta: Gramedia Pustaka Utama.
- Harmer, Jeremy. (2004). *How To Teach English*. Malaysia: AddisonWesley Longman Ltd.
- Harnish, Jim. (1995). *Seminars ( A Collection of Materials on Seminar Approaches and Evaluation Strategies*. The evergreen State college.
- Izaac, Stephen dan Michael, William B. (1984). *Handbook in Research and Evaluation for Education and the Behavioral Sciences*. California: Edits Publishers.
- Mc Cartney, K. Ann. (1995). *Seminars (A Collection of Materials on Seminar Approaches and Evaluation Strategies*. The evergreen State college.
- Miles, M. B. & Huberman, A. M.. (1984). *Qualitative Data Analysis A Sourcebook of New Methods*. London: Sage Publications.
- Nuryatna, Shinta. (2010). *Pembelajaran Menulis Puisi dengan Menggunakan Metode Quantum Writing*. Skripsi. STKIP Siliwangi Bandung.
- Oshima and Ann Hogue. (1997). *Introduction to Academic Writing*. Addison Wesley Longman: New York
- Richards, J.C., & Renandya, W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Wijayanti , Sri Hapsari. (2012). Efektifitas Metode Kolaboratif dalam Pembelajaran Menulis. *Jurnal Bahasa dan Seni*. Nomor 2, Agustus 2012. Universitas Katolik Indonesia Atma Jaya Jakarta,
- Tarigan, Henry Guntur. (1986). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung:Angkasa.