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English Language Teaching: Using Research Paper Writing As a Task for English Language Education Students

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ABSTRACT

This paper aims to improve students' interest and ability in writing a research paper. Many Indonesian students want to join some events abroad, but they have no idea what to do. Here, teachers can help and guide the students by giving them such a task to improve their interest and ability. Using research paper writing (RPW) as a task is a good approach to encourage students' reading and writing skills. Besides the task, the students also need to be more motivated English learners because motivated learners are willing to work hard to achieve their goal and they do not easily give up until they achieve that goal (Renandya, 2015). Thus, it will make the students become easier to reach the goal (join some events abroad). The writer used the qualitative method to accomplish this research. In hopes that the finding of the research can describe the process of teaching English using research paper writing (RPW) can be conducted and many students can be more motivated and join International events. At the end of the research, it can be concluded that teaching English using research paper writing (RPW) can improve students' interest and ability in reading and writing.

Keywords: Research paper writing, task, english language teaching, english language education students.

Introduction

English, as a language subject has four skills. They are speaking, listening, reading and writing. And, writing is the most difficult subject in the school since the students have to produce a text by using English. Writing is a form of communication to deliver thought or to express feeling through written form (Harmer, 2001). Activities are not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. According to Nation (2009) writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. According to Tarigan (1994) the writer's intention is response or answer of the writer wish of readers. From this statement the purposes of writing are to give information or knowledge in the other word is informative discourse, to persuade the reader in the other word is persuasive discourse, to entertain the reader in other word is literary discourse, and to make expression feel or to make a strong emotion of the reader in other word is expressive discourse. writing is one of activity that has benefit for your life, such as writing is train curiosity and care about your around life, with the writing activity, we can arrange our mind and argument as systematically, and writing make to search the new reference such as book, journal, newspaper, magazine or the other.

In this paper, the writer chose one kind of writing that is writing a research paper. Writing a research paper is an essential aspect of academics and should not be avoided on account of one's anxiety. The process of writing a research paper can be one of the more rewarding experiences one may encounter in academics. Many students will continue to do research throughout their careers, which is one of the reasons this topic is so important. Becoming an experienced researcher and writer in any field or discipline takes a great deal of practice. A research paper is the culmination and final product of an involved process of research, critical thinking, source evaluation, organization, and composition. Using research paper writing (RPW) as a task for students are more than just another way to annoy students and bombard them with homework. Writing a research paper is an essential aspect of academic learning because it teaches you how to find information and state where and how you drew your conclusions. Writing a research paper can also be a great opportunity to explore a topic that is particularly interesting to you. The research process allows you to gain expertise on a topic of your choice, and the writing process helps you remember what you have learned and understand it on a deeper level.

Research Question

This research question was:

How can research paper writing affect students' ability and interest in writing a research paper?

Theoretical Framework

Why do research? According to Lester & James D. Lester (2012), instructors ask you to write a research paper for several reasons:

1. **Research teaches methods of discovery.** Explanation on a topic prompts you to discover what you know on a topic and what others can teach you. Beyond reading, it often expects you to venture into the field for interviews, observation, and experimentation. The process tests your curiosity as you probe a complex subject. You may not arrive at any final answers or solutions, but you will come to understand the different views on a subject. In your final paper, you will synthesize your ideas and discoveries with the knowledge and opinions of others.
2. **Research teaches investigative skills.** A research project requires you to investigate a subject, gain a grasp of its essentials, and disclose your findings. Your success will depend on your negotiating the various sources of information, from reference books in the library to computer databases and from special archival collections to the most recent articles in printed periodicals. The internet, with its vast quantity of information, will challenge you to find reliable sources. If you conduct research by observation, interviews, surveys, and laboratory experiments, you will discover additional methods of investigation.
3. **Research develops inquiry-based techniques.** With the guidance of your instructor, you are making an inquiry to advance your own knowledge as well as increase the data available for future research by others.
4. **Research teaches critical thinking.** As you wade through the evidence on your subject, you will learn to discriminate between useful information and unfounded or ill-conceived comments. Some sources, such as the Internet, will provide timely, reliable material but may also entice you with worthless and undocumented opinions.
5. **Research teaches logic.** Like a judge in the courtroom, you must make perspective judgments about the issues surrounding a specific topic. Your decision, in effect, will

be based on the wisdom gained from research of the subject. Your paper and your readers will rely on your logical response to your reading, observation, interviews, and testing.

6. **Research teaches the basic ingredients of argument.** In most cases, a research paper requires you to make a claim and support it with reasons and evidence. For example, if you argue that “urban sprawl has invited wild animals into our backyards,” you will learn to anticipate challenges to your theory and to defend your assertion with evidence.

Process of research paper writing (RPW)

According to Tuyen (2016) RPW has three main stages: 1) prewriting/planning includes sub-processes: text analysis, noting down, generating ideas, organizing and ordering; 2) while-writing includes translating/drafting/writing practice; 3) post-writing includes sub-processes: revising and editing, feedback giving, rewriting/ redrafting, evaluating and publishing. Detailed activities and main objectives of each stage are presented as follows:

Prewriting/Planning

Text analysis: refer to the analysis of writing samples to provide input for students to identify the schematic (or generic) structure, discourse structure, linguistic conventions of a particular genre regarding the purpose and audience of writing. This activity helps writers to select the core content required in their writing and help them know how to present it.

Noting down: involve noting down keys words, collocations and core ideas, etc.

Generating: include activities which help writers find out what they are going to write about. It is effective if a practical purpose for discussion is provided to help learners share their experiences leading to motivation enhancement for writers.

Organizing: include activities which help writers identify priorities in what they have to say and help writers emphasize the most important parts of their arguments to ensure what is being written about is relevant to potential readers.

Ordering: refer to a review of the way in which writers organize their texts for communication with potential readers effectively.

While Writing

Translating/drafting/ writing practice

This stage includes activities such as practicing writing in groups, in pairs or individually. A set of writing tasks is provided. It focuses on controlled writing and free writing tasks. The writers then translate plans and ideas into the provisional text.

Post-Writing

Revising and Editing: Revising refers to reading back over the text, which helps maintain an overall coherence of the text. Good writers should tend to concentrate on getting the content right first and leave details such as correcting spelling, punctuation and grammar until later. The checklist of guidelines for writers to edit their work is provided. Students practice in pairs in this activity.

Feedback: include peer feedback and teacher feedback. Peer feedback provides input and authentic audience. Teacher feedback reduces mistakes on content and organization of the text, word choice, language use and mechanics use.

Rewriting/ redrafting: After getting feedback, writers attempt to rewrite based on feedback provided.

Evaluating: Writers learn how to evaluate their writing based on the checklist provided for the assessment of their writing. Students can work in pairs in this activity.

Publishing: involve teaching students to know how to determine and select potential journals or conferences to submit their papers.

Methodology

In this study, the writer used interview method to accomplish this research. According to McNamar (1999) interviews are particularly useful for getting the story behind a participant's experiences. The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task while interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). A qualitative research interview seeks to cover both a factual and meaning level, though it is usually more difficult interview a meaning level (Kvale, 1996).

Findings and Discussion

This research had been conducted in Teaching Methodologies class that consisted of 22 students. 15 from 22 students in the class said that it was useful, can be a reference to write a paper, can be a foundation, increase their interest and ability. 7 from 22 students said that they are not interested yet to write a paper due to some reasons, such as: don't understand how to start, don't know what to write, etc. Writing research paper according to Aaron Hertzmann (2016) as follows:

Why should you care about writing?

You must communicate your work to the world

- If people don't know about it, they won't use it
- Increase probability of adoption

Clear writing requires clear thinking; muddled writing is a sign of muddled thought

Be kind to your readers

- good writing can be a joy; bad writing is agony

These skills transfer to other endeavors

Goals of your paper

1. *Communicate ideas and experiments*
2. *Persuade people of the approach*
3. *Describe experiments and results*
4. *Allow others to reproduce your results precisely*
5. *Be honest*

Abstract

- *Summarize the paper in a paragraph or two*
- *Include: contributions, approach, results, advantages.*
- *As short as possible, and no shorter*
- *Goal: encourage reader to read the paper*
- *First sentence: summarize the paper*
- Don't make me read an essay before saying what you do.
- "In this paper, we introduce a new algorithm for computing the bounding box of a penguin."
- *Rest of paper should stand alone without abstract; repeating text is OK.*

Introduction

Goal: provide context and encourage reader to read the paper

The introduction has several parts:

1. **Background and motivation** (1 paragraph)
2. **Overview of the paper and contributions** (1-2 paragraphs)
3. **More details and summary of the approach**
4. **Summary of the results and conclusions**

Body

Organize the paper with a logical flow

Provide sufficient signposting to explain where you're going and to dive in

Provide experiments and demonstrations to justify all of your main claims

Compare with all relevant existing methods (and obvious, trivial extensions)

Discussion/Conclusion

What can you say about the work that you couldn't before? What are the broader implications of the work?

- **Don't just repeat the introduction/abstract**
- **If you cannot think of anything to say, just skip it** (or keep it brief).

Limitations and Recommendation

This study was limited due to a short range of time (deadline). The teacher needs to give the students more clear directions and show the students the way how to write an abstract properly so the students will get a clear overview. EFL/ ESL undergraduate students for this study are those who major in English and study four skills of English: listening, speaking, reading, writing. unfortunately, they haven't learned basic academic writing skills and academic writing language in the previous years. So, it will be quite difficult for the students to write an abstract that contains academic writing skill.

Conclusion

There is another way to make students interest with research. For English Language Education (ELE) students, writing is such a usual thing. But, since the students haven't got academic writing course, it will be quite difficult for them to do a research paper writing (RPW). Teachers need to encourage students to do research since the beginning, it can motivate and inspire students how to write it. Many ELE students want to go abroad to present their ideas in a conference. This paper shows that many students interest in writing a research paper starting from writing an abstract, however, some of them interest too but they don't understand how to write it properly.

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