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## APPENDIX

### Students' Thesis Script in Chapter III

#### 1) First Thesis Script

Title : An Analysis on Strategy of Teaching English at ECP (English Conversation Program) in SMP Yimi Full Day School Gresik

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### CHAPTER III METHODOLOGY

This chapter deals with the methodological procedures, which include (3.1) Research Design (3.2) Subject of the study (3.3) Setting of the study (3.4) Research Instrument (3.5) Data Collection (3.6) Data Analysis (3.7) Data Reduction (3.8) Data Display (3.9) Drawing conclusion.

#### **3.1 Research design**

According to Bogdan and Biklen (1982: 54), design is used in research to the researcher's plan of how to process. The research design of this study was descriptive qualitative. This research is intended to describe the natural phenomenon which happens in a certain situation. Qualitative research is frequently associated with the technique of analyzing data and writing research report, Nana and Ibrahim (2007; 197) state that a qualitative research is a research which aims to describe a situation or natural phenomenon and it is done without manipulating or giving special attention to the subject of this research because of all the events and activities grow naturally. Furthermore, nana (2007: 197) says that one of the characteristics of qualitative research is descriptive analytic which mean that the data gained from the research are not presented in the form of statistic or numbers but in the form of the sentence. In this study the purpose were to discribe the strategy of teaching English at ECP in SMP YIMI full day school Gresik. There was some information that was needed in this research to get conclusion.

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#### **3.2 Subject of the study**

According to Millian in Kurniawati (1992: 68) a subject is defined as an individual who participant in research study or someone from whom data are collected. The subject of this study is Ustadz Broto as English teacher who teach English lessons in SMP YIMI full day school Gresik. The researcher observes English teachers to support this thesis. The reseach subject will be the teacher because teacher is the most vital single factor in teaching English conversation program and using appropriate strategies. The researcher observes ustadz Broto because ustadz Broto is English teacher in ECP. Teacher also use English as a second language in the daily teaching and learning process. The researcher needs two weeks to do this observation.

#### **3.3 Setting of the study**

The setting of the research was in "SMP YIMI full day school" Gresik. It is located at Jl. Jaksa agung suprpto 76 Gresik. This school was choosen

because it use a program that was make students at SMP YIMI full day school gresik get high score in UAN at 2010 until 2013 for private school in east java.

### **3.4 Research Instrument**

Since there were problems which have to be answeres in this research, a research instrument is an important equipment to obtain information about the dat of the study, “ in qualitative research, the main instrument collect the data is the researcher herself. As stated by Bogdan & Biklen (1992: 29) that qualitative research has the natural setting as the direct source of data and the researcher is the key instrument

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### **3.5 Data Collection**

#### **3.5.1 Instrument**

The Instrument of this study is observation the class and interview and analyze the strategy that teacher use in teaching ECP (English conversation program) in SMP YIMI full day school Gresik.

The researcher does the observation in the classroom first. The purpose of observation in the classroom is to know what are the strategy that teacher uses to teach the students, and also the responses of the students when teacher teach in English conversation program. Interview gives for teacher, interview for teachers are to know what the response of the students when teacher teach English conversation program use their strategies. From that steps the researcher knows what are strategies can make students most fast to speak in English language. From this research the researcher hopes get the good strategy to make students easy in mastery speaking skill.

#### **3.5.2 Procedure of Collecting Data**

In conducting the study is not easy, if the researcher want to observe and collecting the data, researcher must do it by the procedure. Researcher collecting the data based on procedure, the first step is getting permission from the school that will be researcher observe at the first week, and then researcher comes again in the school next two days for meet the English teachers especially English conversation program’s teachers to get a permission to observe the teachers and also the English conversation program class. After getting the data from the observation, the next step is interview to the teachers. What is the response of the students about the strategy that

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teacher gives to them. After interview finish, the researcher analyzes the strategy of the teacher. And also can know how the strategy uses to teach in English conversation program’s class. To make the data available, below are the steps of data collection procedures:

Observation

Field note

Interview

Analyze data

Recording

From analyze the strategy, the researcher know what are the strategies that uses to teach students in English conversation program, so the strategy can be reference for the other school.

### 3.6 Data Analysis

The data for the study were analyzed qualitatively by using descriptive analysis. The researcher analyzed the information gained in the observation through the result of field note, interview and analyze the strategy. In this study, the researcher want to know what are the strategy that uses in teaching English conversation program. In the observation classroom, researcher record to know what are the teaching strategy that teacher gives to the students, and also what students enjoy and understand with the strategy, use field note were need to write any important activities which were relate to the observation record.

After observation in the classroom the researcher analyze all of the strategy that the teacher gives to students. So the researcher can know what are the best strategies that can teacher uses to teach speaking. Interview for teacher, the researcher just want to know what are the strategy use in English

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conversation program that can make students in SMP YIMI full day school can get a high score in UAN at 2010 until 2013 for private school in east java. And the last is analyzing the strategies. After the researcher analyze the strategies that teacher use to teach student in English conversation program, the researcher can know what kinds the strategies that can make students in SMP YIMI full day school can get a high score in UAN at 2010 until 2013 for private school in east java.

### 3.7 Data Reduction

Data reduction is the process to minimize the quantity of the data. Data reduction can be called as the process of selecting, focusing and simplifying the data. In here, the researcher will remove some data that are inappropriate during analyzing the data. The first data reduction is from the observation recorder. The researcher will make a felt note and transcript the result of the observation recording. The researcher will delete some data from felt note and transcript that inappropriate with the research problems.

The second data reduction is from interviewing the teacher. The researcher will delete some result of the data from interviewing the teacher and the students that inappropriate with the research problem.

### 3.8 Data display

Data display is the process to present the data or the result of the research. In descriptive qualitative research data display will be applied in chapter 4.

The first is the data from observation record, the researcher will describe the data that she get from the observation by using paragraph. The

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field note and transcript data that the researcher took when doing the observations were also join and summarize to answer the research question.

The second is the process from interviewing the teacher. The researcher will make a summary based on the result of interview in order to answer the research question too. The result of interviews also conducts to check the data from recording observation.

The last data display is the result of analyze the strategy in teaching English conversation program. The researcher will analyze the strategy of teaching English conversation program from the data that researcher get from observation recording, interview, and questioner. And the process of analyze the strategy in teaching English conversation program also will describing in chapter 4.

### **3.9 Drawing conclusion**

The last step in analyzing data is drawing conclusion. The aims of this Conclusion is to give clear visualization from analysis the strategy in teaching English conversation program.

The researcher will draw a conclusion based on the analyzed data. The first analyzed data is from observation. The conclusion aims to give clear analyze the strategy of teaching English conversation program and also the kinds of strategy that use in teaching English conversation program. The second analyze is from felt note. The conclusion aims to give a clear data from the important activities which were related to the observation. The third analyze is from interviewing. The conclusion from interviewing the teacher will give a clear explanation about the kinds of strategy that use in teaching

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English conversation program than can make students of SMP YIMI full day school get high scores in UAN, and the last, the researcher will make conclusion based on the analysis of strategy in teaching English conversation program.

The data from all of research tools analysis based on the fact and the researcher's interpretation. All of tools that the researcher uses in conducting this research answer all the research question.

## 2) Second Thesis Script

Title : A Study of Students' Development to Master Vocabulary at Senior High School in Gresik

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## **CHAPTER III RESEARCH METHOD**

In this chapter, the researcher would like to give the description about the methodology of the study .This chapter consist of design of the study, subject of the study, data collection, instruments and data analysis. Research methodology is an essential aspect is conducting research. It is way of general logic and theoretical perspective for a research project.

### **3.1 Design of the Study**

Any scientific writing need to include some research in order to be valid. Nunan (1992: 2) stated that research is carried out in order to get a result with scientific methods objectively, not subjectively. Solve problem, verify the application of theories, and lead on to new insight. Enlighten both researcher and any interested readers. Prove/disprove new or exciting ideas, to characterize phenomena and to achieve personal and community aims. That is, to satisfy the individuals quest but also to improve community welfare. Prove or disprove, demystify, carry out what is

planned, to support the point of view, to uncover what is not known, satisfy inquiry, to discover the cause of the problem, etc. The researcher classified this study into descriptive qualitative research. Qualitative research method which described the detail of the situation and condition in the classroom. Qualitative data concerned with providing description of phenomena that occur naturally, without the intervention of an experiment or an artificially

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contrived treatment (Seliger and Shohamy, 1989; 24). Another statement by Hancock, that qualitative research is research which attempts to increase our understanding of why things are the way they are in our social world and why people act the ways they do. Those theories strengthen the reason for this study categorized as descriptive qualitative research. The researcher describes and explains the data found by her own words, not in the form of numbers or calculations. In this case the researcher uses this method to generate the theory related to the students' mastery of English vocabulary and students' problem in mastering vocabulary at conversation at the class during teaching learning English process.

### **3.2 Subject of the Study**

The researcher searches the subjects that are study in English to know how is the students acquire vocabulary mastery in learning English. In this case the researcher chooses the X IPA 1 grade 2014 period students of SMA Semen Gresik consist of 20 students. The researcher only takes three students as a subject in this research. The researcher selected the students from the teacher recommendation that is students with the best score in their English lesson. This focuses are to knowing how is the student's acquire vocabulary mastery in conversation at the class during teaching learning English process and the problem faced by the students about the difficulty in mastering vocabulary.

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### **3.3 Data Collection**

To carry out a research, the researcher has several techniques of data collection. The first step to collect the data, the researcher asks permission to the headmaster to allow observation in the school. The second step is the researcher observe the class when the teaching learning English process. The third step is the researcher analyzes the English of student's vocabulary mastery in conversation at the class. The fourth step is the researcher had interviewed the students after observing based on the interview guides.

#### **3.3.1 Instrument**

To do the research, the instrument that used by the researcher is the researcher herself. Therefore, the researcher needed several tools to help her in doing her research, include: observation and interview.

##### **3.3.1.1 Observation**

For getting the data, the researcher conducted the observation. This observation focused on the student's vocabulary mastery in conversation at the class during teaching learning English process. The observation appears in teaching and learning English process at the class by recorded. The teaching learning activities observed and recorded to get the detail of

the student's vocabulary mastery in conversation at the classroom. The researcher observed the first grade students because they are the beginner in senior high school. The researcher only observed three students from the first grade of SMA Semen Gresik.

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### **3.3.1.2 Interview**

Interview is the other way for the researcher to collect the data. The interview was conducted to get information of the student's problem faced in mastering vocabulary. The interview consist of several question related to the difficulty of the students vocabulary mastery in daily conversation at the class during teaching learning English process. The students who interviewed are the first grade students. The researcher only took 3 students as recommended by the teacher that the students who as the subject of this research.

### **3.4. Data Analysis**

To analyzing the data, the researcher used three steps as stated by Karan that there are three steps to analyzing data in qualitative research, they are: data reduction, data display and drawing conclusion. The researcher explains each data analysis more depth in below.

#### **3.4.1 Data Reduction**

Data reduction referred to the process of selecting, focusing, simplifying the data. In here, the researcher will select the data based on their observation and interview.

The first data reduction is from video recording. The researcher replays the recorder then made the transcription, after that the researcher selecting all data. The data reduction that observed related to the students activities. That is about the

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student's vocabulary mastery in conversation at the class during teaching learning process.

The second data reduction is from interview with the students to analyze the problem faced by the students focuses on the difficulty of the student's vocabulary mastery in conversation at the class.

#### **3.4.2 Data Display**

The second data analysis activity was data display. Data display is the process to presenting the data or the result of the research. In qualitative research data display was applied in chapter 4. The first data display was from recording observation. The researcher displays the transcript then rearranges all the data which already selected before. The data displays are about the student's vocabulary mastery in conversation at the class during teaching learning process. The purpose of the observation was to display the activities in the classroom. The second data display is from interview with the students and then the researcher transcript it to make the reader understand clearly. After the all data rearranged, then the researcher correlate those all data.

#### **3.4.3 Drawing Conclusion**

The last step is analyzing data in drawing conclusion. The aim of this conclusion is to give clear visualization from the student's vocabulary mastery in conversation at the class during teaching learning English process.



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The researcher draw a conclusion based on the analysis data. The conclusion hoped that give the brief and clear explanation how the students vocabulary mastery in conversation at the class during teaching learning English process.

All the data that the researcher gets was analyzed based on the fact and the researcher interpretation. It could help the researcher to answer the research questions.

### 3) Third Thesis Script

Title : Analysis on Teacher Questioning Strategy Reading Comprehension for Eight Grade Students at SMPN 2 Semanding

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## **CHAPTER III RESEARCH METHODOLOGY**

In this chapter, the researcher will describe the research methodology that used in this study on analysis of Teacher Questioning Strategy on Reading Comprehension for Eighth Grade Students at SMPN 2 Semanding, as follows: Research Design, Subject, Instrument of the Study, Data Collection Technique, Data Analysis, Data Reduction and Data Display.

### **3.1 Research Design**

According to Anderson (2006) qualitative analysis involves a continual interplay between theory and analysis that the researcher has to analyze the data based on the some theories. In qualitative the researcher must be analyzing the data in form of words in order to get the data in form of words without counting. In this study, the researcher uses Observation Descriptive Qualitative because in this study try to analyze the teacher questioning strategy at the eighth grade students and some of questioning that given by the teacher in the classroom related to the text she would come to the classroom and observe the activities of the teacher when giving some questions for the students. The process of this design is used descriptive design. Researchers use descriptive means in order to fully process the information teaching questioning strategy in descriptive text and teacher's problem to implement questioning strategy and convey it to those interested in the study. Much of the method requires observational

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methods that are then translated into usable data. So, the researcher needs to have the observation to analyze the teacher questioning. The researcher also use interview for the teacher in order to get some data that related to the teacher questioning that the teacher give to the students whether the teacher have some difficulty in giving questions or not.

### **3.2 Subject and Setting**

In this study, the researcher chooses SMPN 2 Semanding that include eighth grade because in this grade the teacher implements teacher questioning strategy The researcher chooses eighth C and also the teacher of C class who already tough reading by questioning strategy. The teacher

will give a text to the students and let the students read it. After that the teacher will ask some questions related to the text whether it is explicit or implicit questions. So, the researcher wants to know whether they can response the teacher's question in explicit and implicit questioning or not.

### **3.3 Instruments of the Study**

According to Wilkinson & Birmingham (2003), research instruments are simply devices for obtaining information relevant to your research project. Based on that statement, the researcher used research instrument in collecting the data to support the research. In this study, there are two instruments of the study to get the data. The explanations are follows:

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#### **3.3.1 Observation**

In this study, observation is one of the instruments that used by the researcher to get the data about teacher activities by giving questioning and the students activities by response the teacher question. The researcher would observe the activity from the beginning until the end. According to Harrell, Melisa & Bradley (2009) Observation is data collection in which the researcher does not participate in the interactions. It means that the researcher only observe the activity in the classroom without any participate of interactions with the teacher or the students. The researcher need three till four meeting. The researcher would observe the activity in the classroom that related in teacher questioning. From the statements above, the researcher conclude that observation is an instrument of collecting the data that did by the observer directly in the class to observe the activity of the teacher when giving explicit and implicit questioning and also the way of the students answer the question by using camera.

#### **3.3.2 Interview**

According to Kvale (1996) interview is question forms, a focus on the dynamics of interaction between interviewer and interviewee in order to get some information. It means that the interviewer will give some question to the interviewee personally. According to Davies (2006) an interview represents a meeting or dialogue between people where personal and social interaction

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occurs in order to ask some questions related to the topic. It will help the researcher to get some information needed. In interviewing, the researcher will interview the English teacher after she taught in the class. The researcher will interview the teacher before observing and after observing in the class in order to get the information about the implementation of teacher questioning strategy and some problem faced by the teacher after implemented teacher questioning strategy.

#### **3.4 Data Collection**

In data collection, the researcher would take several steps to collect the data. They are: First, the researcher will interview the teacher before the teacher teach in the class, then the researcher will come to the classroom to observe directly by herself the activity in the class related to teaching reading descriptive. The second, the researcher will observe the way of the teacher implement teacher questioning strategy. The researcher will observe the teacher questions related to the text both oral and written form

whether the answer is in the text or based on the student's background knowledge. The third, the researcher will observe how the way the students get the answers whether it is explicit or implicit questions. The next step, the researcher interview the teacher about the implementation of teacher questioning strategy and the problem that the teacher faced while implementing questioning strategy. The last, the

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researcher will categorized the questions into explicit or implicit questions and script all the questions. So, the researcher will collect the data needed from the steps above.

### **3.5 Data Analysis**

In data analysis, the researcher needs three steps to analyze the data. They are:

#### **3.5.1 Data Reduction**

In this data, the researcher will select the data needed for answering the problem statements. The researcher takes the data from interview and observation. Then, the researcher will transcribe the script taken from interview, teacher questions and the students answers. The researcher also analyze the data from syllabus and the teacher's lesson plan in order to make sure that the implementation match with the lessons plan and also syllabus.

#### **3.5.2 Data Display**

After the researcher did the data reduction, the researcher shows the data into data display. In this data display, the researcher will describe in detail the data based on the result that taken from the observation in the classroom and also from the teacher's

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interviewed. Here, the researcher will display the texts that given by the teacher to the students. The researcher also will describe in detail and display the teacher questions and the student's answers.

#### **3.5.3 Data Drawing**

In the last steps, the researcher will make a conclusion of the way of teacher implementing questioning strategy and also the problem of the teacher when implementing questioning strategy. Here, the researcher will make a conclusion related to the findings and the theory. The researcher will compare the findings and the theory in order to make a conclusion in teacher questioning strategy.