

APPENDIX I

Presentation 1 (morning class)

- Student A : Assalamu'alaikum Wr.....Wb.
 I will present chapter III of my research proposal the title of my research is the reliability ESP material in Economics student UMG. First of all I will explanation the design of the study is descriptive research because the study use the ESP material in Economic student UMG and the technique of descriptive research is content analysis because, I analysis the content. Yes.....yes. And the second part is the subject is ESP material of course, in Economic student UMG and also the instrument is documentation because, I want to compare the ESP material comment the office ESP of office Economic student UMG. The fourth the data collection will be collected after the middle of the semester because, I consider the research will be use well to face the finally semester and the data analysis, the procedure the data collection, the research in ESP material give the Economic student UMG, measure the reliability....and the last is result of the.....instrument. the data analyses that will be analyze the ESP material and in this case the researcher will sue the test the step of the formula is suggested in your proposal on the last page.
- Student A : Ok, that's all my presentation maybe there is question, suggestion.
- Student B : Ha.....ha.....ha.
- Lecturer : what is the title?
- Student A : the reliability ESP material in Economic student UMG.
- Student C : for the instrument of the study you will use documentation your research?
- Student A : Actually, I think that there is another instrument play group use interview and also question for the student and also the teacher in ESP material and the documentation use here, is compare of ESP material giving to student UMG of course.
- Student B : In ESP material.
- Student A : yes, of course, where.....ESP material for Economic student the afternoon class.
- Student C : afternoon class.
- Student : oh....oh.....you had.....(all students).
- Student A : I haven't but some interview in the CLC office the teacher. Miss Nurul and talk in ESP material for Economic student.
- Student B : How many article are your analyze?
- Student A : Actually, I do know but....I'm still confused.
- Student : ha.....ha.....(all students).
- Student A : You have suggestion.
- Student C : Ok, maybe your planning.
- Student A : My planning, maybe 10 article.
 Ok, there is suggestion. Sir please gives comment.
- Lecturer : good question from Mia the subject use analysis the ESP material of Economic student UMG. So, I think you have see real material how

many chapter your analysing, how many page your discuss, you have to analysis all you just on the type for the type, you have check the teacher.

Student A : I have actually Miss Nurul will give me the book.

Lecturer : you have analyzed book all the chapter. So, the book means 12 chapters that really your subject all the resource. The instrument you also, what?

Student A : documentation.

Lecturer : your instrument documentation the....of ESP material UMG by using method. I think you just measure your instrument documentation, your analyzing investigated the.....I think you stay the instrument, data analysis you put formula just reasons. Ok

Student A : Sir, about Kholidah question for the instrument of the study, actually I about interview.....actually I want to know the.....test of the student.

Lecturer : you want to see the reliability.

Student A : yes....

Lecturer : the reliability of the test so, you make subject.....

Student A : yes.....yes.....kok terus

Lecturer : ok, go on.....

Student A : thanks your attention. Wassalamu'alaikum.

Presentation 2

- Student A : Assalamu'alaikum
 I will present about my research proposal methodology my topic is the student perception English teaching research design can you show hope of the structure research it's important aspect of the research of investigated problem observation of the study. I want to analysis student perception determine the example, choose interview methodology, the great my questioner conduct interview and inter data, and the last analysis the data because, I choose the research can be get the data respondence, persentatif of sample plantation using instrument for word some structure or open ended item. My subject on the research is 8th grade in SMA. Instrument is interview, data collection for example make the questioner and than interview student. Data analysis, the collect the data interview. Ok, there is suggestion or question for me.....
- Student B : In your questioner in the better will just game interest?
 Student A : Ehmmm.....apa.....
 Student B : Your questioner the beginning will be just game.
 Student A : Endi.....oh...oh....
 Student A : Instructing its means that apa.....the question enjoy there is another question.
- Student C : Questioner, interview like that.
 Student A : Yes.....yes.
- Student D : Can you explain what you want to learn.....
 Student A : My goal what I want to learn student perception my research 17 student 2 class in the 8th grade and choose interview so, I apa....apa.....make student questioner.
- Lecturer : What is the title?
 Student A : Student perception language English teaching in.....
 Lecturer : Just ask the beginning. Now, let see together. What is your design?
 Student A : Survey and descriptive survey.
 Lecturer : Descriptive survey, about sample or population, why do you subject?
 Student A : Because 8th grade student.
 Lecturer : why do you subject in your research, how many students?
 Student A : 17 students.
 Lecturer : you take all.
 Student A : Yes take all.
 Lecturer : take all; do you want to generalization in your resource research?
 Student A : No.
 Lecturer : Why not.
 Student A : I take all students.
 Lecturer : Do you want to generalization in your research? What is the generalization? Audience I do know you want to generalization in this case if don't you want generalization.....get the point.....
- Student A : No.
 Lecturer : Why not.

- Student : loh yoiku.....why not (all student).
- Lecturer : you want to generalization in the resource research.....ok...ok.
 generalization is you want to conclude the small for the bigger....you
 want to see the dialog speaking ability of you take the sample of the
 first student particular your population.....you want
 generalization....., here the role in increasing speaking ability this is
 the role in the whole context the sample in this case you want to
 generalization resource of the research so, your subject just sample
 because, in particular research just like action research in
 generalization they need population and sample use the subject
 because, classroom problem small.....
- Lecturer : get the point.....?
- Student : Yes..... (All student)
- Lecturer : So, what is the generalization?
- Student : yes.....Mia (all students) ha.....ha.....
- Lecturer : Do you say yes.....so....
- Student : Sir, you question Mia because, she say yes.....(all students)
- Student : Generalization is concluding.....
- Lecturer : andakan mencari perception apa ini generalization apa tidak sih...?
- Student : ya....
- Lecturer : Because, the perception is different so, what? Kalau anda
 menyebutkan judulnya sudah begitu ya boleh.....oke lah because
 this is descriptive research tapi secara efisien tidak begitu untuk
 mempermudah anda boleh mengatakan begitu. Penelitian semacam
 ini akan tentu sangat berbeda sekali jika ada peneliti pada kelas yang
 sama tapi sukuanya berbeda tidak biasa digeneralisasikan tapi kalau
 tadi role play baik menambah kemampuan speaking begitu anda
 meneliti menambah kemampuan speaking bisa gak.....
- Student : bisa..... (All students)
- Lecturer : about the instrument, questioner, and interview, letter, example, data
 collection make the questioner, interview its necessary and interview
 just support.
- Student A : Ok, thanks your attention and the last I say wassalamu'alaikum...

Presentation 3

- Student A : Ladies and gentlemen I will explain my methodology of research I.
- Student B : Again.....again.
- Student A : Problem statement how is the attitude English learning among ELC student in UMG and the variable the attitude among learning English and than the design of the study I use descriptive survey because it's mean's find out information the attitude among in English measure in ELC. In subject is there are 12 measure, so there are measure its' University the subject my project the instrument I use questioner because it take some many questioner I will be confuse with them, so, I just questioner open ended questioner it interview. The data collection reading the questioner choose one student it measure to hard data collection is collect month of June the first collecting the data it's means ya.....data collection and the second the analysis and classifying the data I analysis and classifying measure and.....ha.....ha.
- Student : ha.....ha.....(all students)
- Student A : ya.....about maybe based on it student feel or maybe motivation to classifying and analysis and the third is resuming the data I resume all and written done maybe answer all the resume the data collection the giving explanation. Ok that's all my explanation maybe there is suggestion, comment and question.
- Student C: Time's or not up to me....
- Lecturer : Ok, you want to put questioner so, I have double to control your question.
- Student B : Not English measure.
- Lecturer : who...?
- Student A : My friends.
- Lecturer : Subject, try out the student learning experience. Please go on....try out, di luar 20 itu yang akan hadir. How many?
- Student : up to me.....up to you (all students).
- Lecturer : another campus, where?
- Student : ha.....ha...STAI Qomaruddin (all students)
- Lecturer : you can get the subject similarities. You do not just take student not all one next try out diluar 20 itu yang anda ambil try out itu tidak perlu semua jurusan one of two take just you measure question. Understand about it.....you take response....you title is....about the data analysis but you still collect the data.
- Student : podo wae (all students)
- Lecturer : So, I think is not practice some work analysis the data I perhaps the step is.....

Presentation 4

- Student A : Assalamu'alaikum Wr...Wb.
 My title is descriptive motivation in learning vocabulary by multimedia.....my problem is how the improving by multimedia. And how multimedia...?variable motivation in learning vocabulary by multimedia...the design descriptive because the research I want to describe the real information media get influence in learning vocabulary subject of this research is 7 grade elementary Muhammadiyah. The procedure collect the data is to the media play. So, the media it's means when the learning process and use in the learning process and than analysis the student motivation in class result of the research. Data analysis collecting the data the data when the researcher analyze the student motivation in class analysis the data classifying random the instrument test because after using multimedia analysis how put get how did it's means the achievement learning vocabulary and than the resume the data I conclude write done the explanation multimedia and the last is conclusion. Ok, that's all my presentation if there is suggestion.
- Student B : Your data analysis.....you put.
- Student A : No Elementary school Muhammadiyah use media to teach English but not all time only several times.
- Student C : You will joint in the class survey or you...
- Student A : Survey, when teacher give multimedia in her class.
- Student B : How about you're....? Because you say that my...the student give you test is same test.
- Student A : Give the teacher to distribution student and from the test part the kinds how deep the student achievement by using multimedia vocabulary.
- Student C : You give in this day....?
- Student A : No, I don't survey from beginning until middle.
- Student C : About the media you say that play the media do you make it the media.
- Student A : No, the teacher already the media.
- Lecturer : What is the action research? The most important thing gives the solution of the classroom the problem very local distribution. Sometimes, the solution the classroom the problem it's related to methodology and than achievement so far for example problem is...because speaking of low have every semester can not good progress speaking and the teacher identify the problem student achievement by reading there are particular the teacher find out there is particular teaching method used by the teacher in class is game role play use the optically improve the speaking achievement speaking achievement the treatment in the class the problem low achievement speaking this is action research.
- Lecturer : Ok, what do you want to investigate?
- Student A: Student in learning vocabulary to the teacher use multimedia.

Lecturer : The relationship multimedia and achievement .ok, do you have authority handle the class?

Student A: No.

Lecturer : So, it's very hard for you authority so, action research ideally....researcher is become teacher you don't authority and it's.....teacher partner. After saying, up to you want to continue or not. Maybe use the change the title may be you change the design only. No more comment because the data analysis.....

Student A: Ok, thank your attention and the last I say Wassalamu'aliakum.

Presentation 5

- Student A : Assalamua'alaikum.
I will present my title is an analysis homonymy in English Kangaroo Magazine ha.....ha...next....go on....engko gantenan. Ok, for the subject Kangaroo magazine so, homophone and homograph in entertainment in Kangaroo magazine. I will analysis...ha...ha.....about entertainment rubric in Kangaroo ayo next.....
- Student B : Karepee.....
- Student A : The next....trut...ya. For the data collectionerror.
- Student B : Because of you.....eh...eh...the instrument I want to documentation the instrument itu....next....so, I will analysis is magazine for the first Kangaroo magazine entertainment rubric so categories homonymy and classifying I identify which one the homophone and homograph and make the summary for the resource analysis ok...many suggestion.....finish there is question?
- Lecturer : What is the title?
- Student A : My title is an analysis homonymy in English Kangaroo Magazine, may be there is suggest for me?
- Student B : How many magazines? Ha....ha...
- Student A : I know take in here three editions so, just there are 3 editions take the entertainment rubric.
- Student A : Only three.
- Student B : Mak titik.....enak yo...
- Student A : In here this edition 2007.
- Student A : Where is the entertainment rubric in Kangaroo Magazine?
- Student C : Gossip?
- Student A : No...no...what the artist how about the artist opinion in English Kangaroo magazine.
- Student A : No question....
- Student B : Gaya....gak iso jawabe.
- Student A : In Indonesia the magazine I don't have another magazine from the...
- Lecturer : So, because do you have another magazine...
- Student A : Because, I know may be you can help my friends looking for kangaroo magazine, but I think about English kangaroo.
- Lecturer : Ok, there is quiet, so I not necessary you have explain, much more theoretical you just have four or three this is proposal so, I think the particular....item of the scope still need sample and population. Sample is of the entertainment rubric.
- Student A : Entertainment sir, actually.....
- Lecturer : Can you describe about.....
- Student A : The opinion from about English Kangaroo magazine.
- Lecturer : oooo...that you want to analysis about....population is all the level entertainment action from the beginning until...sample how many you take the sample? What you talk...how many years? Ada beberapa tahun.
- Student A : Ha.....ha.....

Lecturer : Know about data collection, collecting the data I think you
revise....ok..

Student A : Ok, I think enough that's all my presentation.

Presentation 6

- Student A : Assalamualaikum Wr. Wb.
 I will to present research by using methodology include design, subject of the study, instruments and data collection. I choose relating to my problem statement here, descriptive research in focus in finding out what is the method I use the teacher SMA Paciran Lamongan in reading and the second I subject the study English teacher and student data collection the data of the study collection give the questioner of the study interview of the teacher instrument my research interview, questioner, observation. That's all my presentation, maybe there are suggestion or common.
- Student B : Data analysis.....
- Student A : Oh.....sudah....sudah.
- Student A : Ha.....ha...
- Lecturer : you more complete about your explanation and ok....go on.
- Student B : Yes, ayo just goes on.
- Student A : Ok, wes ta....Assalamualaikum.

Presentation 7

- Student A : The instrument of the study is test for the data collection ehm....ehm.
- Student B : Loh....loh....eh...eh..
- Student A : For the data collection first I have promotion for the student headmaster of the school I want to conduct the test and the second I also the have relationship both teacher the English teacher and students and for the data analysis first I make summary and write done in the resource give explanation and give to Mr. Anwar.
- Student B : Ha.....ha.....ha.
- Lecturer : You do not suggestion.
- Student A : Why
- Lecturer : you directly were giving me.
- Student : Ha.....ha.....sak karepe dewe
- Student A : Ok, that's all my presentation may be there is suggestion, comment or question.
- Lecturer : Comment please....
- Student B : About the instrument in the research it is true that you will use the test?
- Student A : Test, actually Mr. Anwar said before that.
- Student : Ha....ha....
- Student A : Iyo...iyo....sorry.
- Lecturer : Aku kenek mane.

- Student A : Standard test so, I will take the already conduct. I will the take from the school.
- Student B : Soif you use standard test it's mine that use documentation, yes....
- Student A : Yes, documentation I have to collect the test result from the student'
- Student B : So, you use documentation why you use test the instrument not test but, documentation.
- Student A : Documentation oh.....yes.....ya.....seh.....masalahnya saya mau di standartkan dadi eh.....ehh.
- Student : Ha.....ha...
- Student A : How sir...
- Lecturer : Yes, that's good, you do not need test.
- Student A : Yes, I change my opinion with based your opinion.
- Lecturer : We talk about the resource of test the data resources.....documentation.
- Student A :Ya.....ya..
- Lecturer : The resource the data of test the instrument is documentation now in your chapter 2 you do not explain the way how to the procedure use to measure not explanation to procedure use permission given to in chapter 3 but, necessary here, in chapter 3 just only choose the already selected in chapter 2 procedure you know what I mean.
- Student :Ya.
- Lecturer : I repeated, I know you iya but you not understand.
- Student : Ha...ha...
- Lecturer : Ha.....ha....
- Student A : No....
- Lecturer :Gayae iyo padahal gak ngerti ha.....ha...
- Student :Nanti diluar ngomong ya ngomong.
- Student A : More detail sir?
- Lecturer :Di bab 2 itu andakan variabelnya realibility.
- Student A :Iya....
- Lecturer :Maka jelaskan disini sedetail-detailnya.
- Student A : Yang tad itu.....
- Lecturer :Kalau ada buku yang lain masukkan semua teori realibility, Cuma di sampaikan anda ini mau menggunakan cara apa dari sekian cara disebut itu dipilih.....the procedure, the formula....the procedure the formula and than data collection data analysis still revise and also.
- Student A :Loh.....why sir....?
- Student : Ha.....ha.....
- Lecturer :Gak menjelaskan sesuatu yang real in data analysis you apply the formula there some item in the formula.
- Student A : Eh.....eh.....
- Lecturer :Iya.....you know what I mean?
- Student A :Igak sir.....rumus the formula.
- Lecturer :ini kan terlalu specific hanya reliability apa tidak di tambahkan variable baru.
- Student A : Eh.....

Lecturer : Kenapa tidak validity iya dua-duanya lah.....validity and reliability.

Student A :Iya.

Lecturer : Iya.

Student : Ha.....ha..

Student A :Maksudnya iya.....so make paper again.

Lecturer : Revise you still.....validity and fallibility more complete and chapter 2.

Student A :Insallah....

Student : Ha.....ha.....

Presentation 1 (Evening class)

Student A : Assalamualaikum Wr.WB.

I introduce my research proposal the title the influence of personality differences in English.....I present the research method for the first is about the research. Design research proposal is descriptive research that investigate influence student ability in English.....and the subject is use the sample random sampling that take from the 8 semester UMG that sample of population of the English for language student and than about the instrument I use collect the data there area many tool I use collect the data I use the test and interview the test is include the personality test. I use, like such as the majority....analysis the student personality for example I distribution for this test what is the test after that I use analysis result of the test indicate student personality itself and the second instrument is interview in this case I use interview check the learn in learning process such as my questioner student style for example what will do you have many assignment from your lecturer and the valid data collection in this case I use some test the conducting test I explain before identify try out personal test, include the cover the question related to the learning style like what I say before this interview I use to analysis the student learning style after I determine for example Mrs. Yuyun is extra student that include the result the test indicate Mrs. Yuyun Extra student. After that I observed the attitude or characteristic learning process.....for example extra student is.....yes like easy going in doing assignment and the last is presenting the data and the next is data analysis there are many step I data analysis check the item..... I know the item test in the personality test indicate about student personality like this.....identify about result after interview I use know about the attitude, characteristic of the student that different personality and the last my design the conclusion it's means that after I do observation I conclude for example how the changing student in learning process. Result resources indicate changing student...personality. That's all my presentation maybe there is suggestion, comment and question.

Lecturer : My comment is about the instrument in particular on....you have make it clearly, descriptive in your research design because you doesn't make it what the subject in the office design just mention media, interview, survey but, you don't choose which one...

Student A : ...

Lecturer : Why?

Lecturer : More complete research design and till the resume..... about the subject. Samsul the suggestion is good instrument it's random or your mind standard test.

Student A : Instrument is test.....

Lecturer : about instrument.....right.

Student A : Yes, standard test.

- Lecturer : Do you have original test.
 Student A : In journal report, research.
 Lecturer : Just test already.
 Student A : Yes.
 Lecturer : Ok, I'm sure you have the original test.
 Student A : No, I haven't yet.
 Lecturer : What do you say, you know example the test.
 Student A : Yes.
 Lecturer : You have the original test.....test item.
 Student A : No.
 Lecturer :Kamu, test yang bikin oleh peneliti sebelumnya itu sudah dapat ngak yang aslinya.
 Student A :Belum.
 Lecturer :Contoh yang dia bikin.....
 Student A :Itu seperti disagree.
 Lecturer :ada gak.....i'm sure you have.....anda yakin gak dapat standartd test itu?
 Student A : I don't know?
 Lecturer :Loh.....you say yes.....
 Student A : Maybe.....
 Lecturer : You have to, not maybe....
 Student B : From internet gakpapa pak....
 Lecturer : No problem, as long as you know use by the pre test by researcher you may use the pre test again in your resrach.
 Student A :Bikin sendiri gakpapa pak.....
 Lecturer : No...no don't make by yourself. Kalau anda tahu ada standard test jangan buat sendiri and time resuming lagi gakpapa itu lebih aman it's easier. You must have or maybe, you have find in example n your research, data collection not complete don't forget there are two standard test personality. Ok, don't forget presentation again you have the original test because jika tidak ada akan mempersulit anda.ok.

Presentation 2

- Student A : Assalamualaikum Wr.Wb.
I want to present to research method and the design is descriptive, study...qualitative teacher in the item focusing content validity the time SMP one semester 2007-2008 and descriptive research to information daily.....so, ok when I data, I use the descriptive study, because when I put data exam to the teacher how she\he good test with SMP one semester and the focus the study of course, conduct the resources the data of the data questioner better. Of course, the many teachers when they test the teacher look for the reliability validity in my research. I want to analysis the test in that's school. Ok, I want to analysis teacher they how make the test for the student SMP Darussalam Cerme. So, many subject is class is have...ok, and the next so the problem teaching method in middle test finally test in SMP Darussalam and answer the teacher English mid test and finally test the student answer and the student score of the teacher make English test and finally test the next the step of data collection the first is the objective in the 24 English follow and give the student in the mid test and finally test of occur and everyday....and step. Data analysis statistic method the analysis the reliability test item.
- Student A : I think when I'm sorry it's wrong not time the level.
- Lecturer : Question.....big suggestion.
- Student B : The teacher make test. Now, the teacher make test? Instrument, descriptive study.
- Student A : Ha...ha.....ha. Gak faham, after subject the teacher.....data collection we can find the teacher analysis.
- Student B : You only analysis the teacher.
- Student A : No...the....the first...what the analysis the teacher when they.....of course, the teacher make the test with the paper the teacher make the test make by the teacher.
- Student C : Oh...so, test dibuatkan Guru.
- Student A : Gimana Guru itu membuatkan tes yang baik.
- Lecturer : Aslinya gimana?
- Student A : Tes buatan Guru itu
- Lecturer : Tes buatan Guru?
- Student C : Lah yo...tes buatan Guru...
- Lecturer : Kamu harus hati-hati.
- Student A : Never mind.
- Lecturer : Ok, because you make confuse, good question.
- Student A : Tapi aku sudah siap kok pak.
- Lecturer : I think suggestion from Agus still consider there are about...test made by the teacher you focus the reliability in validity. You will made teacher test your design. Design what? What kinds of descriptive if you resources the test descriptive content.
- Student A : Descriptive content analysis.
- Lecturer : There are too different test you. Middle and finally there is more investigated complex and its better if you use step reason why the middle and finally in 2006 and 2007 you just focus on mid and the

step collecting data I think...I don't understand. What you mine the student collecting...., I don't know we have...you put clear for procedure the teacher so, where is the most population or sample of subject where is the most suitable.....yes, sample or the subject you don't measure the sample or population and the just about the language if you see analysis the reliability multiple choice and sample test, I don't think you haven't mention the item because it's the middle you ready see real test you sure.....consisting multiple choice what do you think.

Student A : Multiple choices is population.

Lecturer : Yes, so the original test.

Student A : Yes...

Lecturer : Ok. go on.

- Student A : Assalamualaikum.....I will explain about research the title an analysis of teaching speaking strategies by English teacher at ...Darussalam Cerme. Ok, in chapter there design of the study in this analysis I use descriptive qualitative method because the method is use descriptive about communication strategies teacher at....based on IKIP Malang that descriptive research is analysis research variable and descriptive give equally systematic about special population the subject of the study English study I have two subject. (1) The teacher who tech English in this scope. (2) The student as respondent who's study in the test. In instrument of the study I use three instrument interviews the teacher, questioner, and observation to get the data from observation. Data collection in this research I want to collect data and this data most relevant accurate and complete as follow distribution related interview the teacher conducting among teacher and student. Analysis the data.
- Lecturer : Ya, more detail design, the best choice. Now, the subject, you only the subject? What is your subject?
- Student A : Two subject.
- Lecturer : Two subject, how many teacher only one?
- Student A : No....only one.
- Lecturer : What do you think? You choose one subject. Descriptive qualitative you mention the respondent. What is the data? Data itu kamu apain? It's necessary to mention!
- Student B : Only the data.
- Lecturer : Yes, only the teacher. The best instrument is.....
- Student : Observation (all students)
- Lecturer : Observation you joint in the class you see the better teacher speaking, ok what else interview, questioner its necessary, check list n the observation. Ok, the next presentations more complete explanation.

Presentation 4

Student A : Assalamualaikum...my research proposal with the title the improvement of reading achievement by pair reading Nurul.....for research design is use action research and there are three characteristic of action research (1) problem (2) investigation (3) purpose to improve the problem. There are step the cycling action research (1) determine the problem so fine the problem (2) planning action the research find approach the method use the action research (3) collecting the data (4) analysis the data. and the population and sample is use writer is the fourth good MTS Nurul Ngganden consist 44 student according to Arikonto 1987 the subject less than 100% so the subject taken all and if then subject more than 100% so it can be taken about 15% and instrument is test, interview, observation, documentation, at collection. I use interview to the student, analysis the resource of interview and observation. Analysis the data result reading test, analysis the collect the data preventative formula and analysis result by score good or less than.

Student B : So, how many.....to do this action research?

Student A : I think I semester in 6 month.

Student B : 6 month.

Lecturer : Many question.

Student C : How many about the technique.]

Student A :Maksudnya teknik?

Student B : Pair reading.

Student A : Pair reading is which one student reading with pair the teacher and more detail may be?

Student C : INOVA

Student A : I don't know

Lecturer : It's ok....

Student A : Four the student.

Lecturer : It's clear also the subjects.

Student :Terlalu sulit (all student)

Student A :Ojok ngono.

Lecturer : Ok, yes.....I think you put there are type of action research.

EXPLANATION ACTION RESEARCH

- Lecturer : What is the meaning of action research the similar name action research actually?
- Student : Problem
- Lecturer : Ok, in Bahasa Indonesia what is the action research for.....ya...
- Student :Terjun langsung.
- Lecturer : Action research in Bahasa Indonesia, what is the translation?
- Student :Ya...problem.
- Lecturer :Kaji tindak.
- Student : Apa.....oh.....
- Lecturer :Kaji tindak.....so there is action tindak and research is kaji, kaji tindak if you hear that is action research actually the idea is this case mostly research is done because one of the function of research this is to solve problem that is the biggest contribution of research still remember in the beginning of the research one last time the five semester.
- Student : No...
- Lecturer :In the function objective of the research on the objective is because research is use to solve problem systematically and scientifically now when we see the problems in the field, in the reality if the problem about sociology the men's heed of the people than we will see very universal so the context....society but there we see the problem in the teaching than the resources can be item of the lecturers problem, teaching problem, educational problem in general so the context hear the society in education than not all research problem can be solve by descriptive or experimental research design only the problem just. For example, if the problem is want to know the mastery of student than you can use design of.....descriptive.
- Student : Descriptive.
- Lecturer : Right....if the problem because you want to see the media interaction in the class, need well teacher the student when use descriptive survey.
- Student : Descriptive survey.
- Lecturer : In the problem of the analysis of material teaching use.
- Student : Content analysis.
- Lecturer : That is problem the....what about the problem is.....very specific from the classroom, you know that if you have parallel class you know that parallel.
- Student : A, B, C, D.
- Lecturer :One level Indonesia have A until X or one until six different you class and the time that really have material same teaching you will find really that is of the class is we have different characteristic class is A of course, big more with class B for....now it can be pass A the problem is one the sample grammatical achievement than you see the problem in the class, so many problem grammatical achievement intellection methodology in the teaching obligation all

other problem, right of the student. Document problem in the class A with other class A for example you mostly problem is motivation, how motivation and learning for example and than...achievement English name all the interaction problem or communication problem is now that is the fact that problem always different among teachers panellists and expectation ok, so far understood what are student mind so that is the fact that reality problem always different among teacher student class now it the problem it focuses by the classroom specifically on limited people on the class when they you want to solve the problem where to do it action, right we know that the problem is low motivation for example ok, in the class low motivation we relies based on the references you only the right in the book and the article you want to put for example to solve the problem so many all first give by some expect theory than motivation can be solve from low motivation can be improve by using for example director some motivated reward for example that is based on the references you have acknowledge you do not know yet I...really improve motivation or not than you want tp improve this in the class now you want in the position the employ this action research ok, now, so action research is research which is really problem based, where is specific classroom of course we can not generalize this resources because really specific key term of problem really limited people or limited student in the class now we can not generalize you say understand what general.

Student
Lecturer

: Ha...ha...

:Ayo...experimental research ok, we have experimental apply particular method in teaching for example framework, assessment and than you see that the classroom give you take 30 student as the sample and than you apply framework, assessment in the classroom control group, there is experimental group that should be different group in experimental and than you compare with use different group the experimental process and than you analysis, you try to compare it, the resource framework, assessment can improve...what is it? writing achievement than general framework, assessment is useful for writing that is generalization but discuss generalization can not control, we do not give idea control experimental in action research the subject is control group tidak ada kelompok all experimental group so, because the subject is very limited with specific problem than we can not general for example if we want to improve framework, assessment it the same variable we use in action rserach experimental to improve writing in action research and framework, assessment to improve writing experimental research in experimental rise finding we can say that framework is usually writing but in action research we can not say framework, assessment is only useful in the class, specific class.

Student
Lecturer

: ...

:Ya where is specific class action research. So, this design is quite different research, not only....how the way general and also design

itself is different in action research we use the cycle and experimental research we use control group and experimental group actually I want to asking also experimental research but, than you do not any experimental so, no problem like that , next time you must understand share with me or personal individual, now, what is different action research, descriptive research, experimental research I think is very clear right, now what is in action research? Ok, this call cycle.

Student : Oh....oh....what.

Lecturer : In action research there is five atlasses, every cycle consist is always five step identification problem.....data collection, data analysis, plane of future.....data collection where, when you collect the data understood.

Student : Ya.....ya.....

Lecturer : Ok, let's explain Bahasa Indonesia kalalu anda sudah identifikasi masalh merumuskan, mau menerapkan pengajaran foreign correction and juga merencanakan dalam progress pengajaran, apa lagi yang anda gunakan untuk mengetahui pengajaran menggunakan foreign correction anda. Dampak kepada grammatical achievement what, where, when, you collect the data kalau problemnya seperti punya paulina kira-kira instrumentnya apa? Tes pertama, tes diawal anda harus mengeteskan kira-kira.....kalau framework correction, memperbaiki grammatical achievement dalam speaking berarti tes apa?

Student : Speaking.

Lecturer : Tes speaking diawali untuk mengetahui kemampuan awal, kemudian tes diakhir untuk mengetahui kemampuan diakhir selebihnya anda butuhkan tes lagi.

Student :Butuh...

Lecturer :Butuh, apa observasinya in the classroom checklist is observasi di kelas anda juga butuh apa-apa yand anda obseravasikan harus detail jangan anda sebagai pengajar and juga observasi and butuh asisten siapa....satuorang dibelakang untuk mengamati setiap pertemuan kalau observasi belum cukup and pakai questioner setiap akhir sesi dikasih questioner yang isi-isinya di ukur apakah ada dampak framework and grammatical achievement itu yang disebut data collection.

Student : Journal

Lecturer :Journal juga boleh, tanpa ketiga data collection dilakukan bersama dokumentasi berdua dan tahap keempat data analysis berapa, kapan, anda mengumpulkan, sampai kapan, sampai anda merasa cukup informasis bahwa untuk menyatakam framework correction biasanya memperbaiki grammatical achievement tidak perlu satu semester, yang boleh satu semester, boleh tidak sampai satu semester.ketika anda mengoleksi data pada tahap keempat ini setelah dikumpulkan setiap pertemuan hari senin dapat data.....kanitu dikumpulkan sampai hari kamis. Misalnya satu minggu bagaimana hasilnya ada dampak yang baik atau tidak dari framework correction ini.

- Student :Ehm....yes.
- Lecturer :Setelah analysis dari observasi, Questioner ada dampak atau tidak?kalau sudah satu minggu, misalnya data sudah dikumpulkan ternyata sudah dikasih ada dampaknya...anda boleh berhenti dan mengatakan paln future.....kalau anda sudah melakukan itu anda boleh berhenti, kemudian tidak meneruskan pada cycle berikutnya,anda boleh menutup cycle itu.kalau dalam periode satu minggu, dua minggu,,ya anda sudah mengetahui analisis.jangan-jangan ada hal yang keliru, baru anda memutuskan, ok,saya akan terapkan ulang mungkin procedure menggunakan framework correction yang salah, baru ditata ulang diterapkan lagi, berarti baru anda menggunakan more than one cycle itu ya.....
- Students : More than one berarti.....
- Lecturer :Ya.....satu, dua cycle, one cycle itu ada lima cycle ini kalau anda setelah beberapa pertemuan, tidak ada dampak.
- Student :In cycle.
- Lecturer :Iya....anda koreksi lagi, ada lagi yang salah, baru anda koreksi lagi instrumentnya tetap pakai apa yang anda pakai dalam instrument. Ok, inilah action research. Penjelasan selebihnya anda bisa baca sendiri. Kalau pakai tes, harus di pre test kan kapan akan diuji cobakan, apa jenis instrument yang biasa dipakai tergantung dari variabelnya.
- Student :Cenderung.....
- Lecturer :Cenderung itu apa?
- Student :Itu pak e.....
- Lecturer :Ada observer lain, itu byangan kalau anda menggunakan observasi dilakuakn dikelas, anda menunjuk orang lain sebagai bayangan.
- Student : Shadow...
- Lecturer : Future actionnya, kapan anda berhenti selama data yang anda kumpulkan ada bukti bahwa perbaikan variable anda sudah dijawab, anda boleh berhenti, nah....kalau sudah begitu, maka ini contoh-contoh anda. Boleh anda melakukan laporan.any question? This is action research, very simple?
- Student : Ye.....very simple, tapi sempel,,,ha ha haha