

**TEACHERS' QUESTIONING STRATEGIES (A STUDY OF ENGLISH
TEACHERS AT SMP N 3 SUKOHARJO)**

THESIS

Submitted as A Partial Requirements

For the Undergraduate Degree



By:

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Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakatuh

Sukoharjo, 12 Mei 2023

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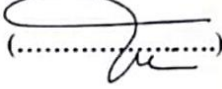


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DEDICATION

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessings. I would like to dedicate to this thesis to people who have been loving yesterday, now, tomorrow and ever after:

1. My beloved parents (Mr. Mujiono and Mrs. Suwarsi)
2. My beloved sister and brother (Wigit Purwati, Rita Amrih Arso, Erni Susilowati, Sri Kuncoro, Kabul Paminto, Titis Rohani)
3. My big family
4. My beloved almamater, UIN Raden Mas Said Surakarta

MOTTO

If you don't go after what you want, you'll never have it.

And if you don't ask, the answer is always no.

Also, if you don't step forward, you're always in the same place.

- Nora Roberts

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled” Teachers’ Questioning Strategies (A Study of English Teachers at Smp N 3 Sukoharjo)” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred to in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 17 April 2023

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The researcher realizes that this is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 16 April 2023
The researcher

Tanggap Samudaya

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ABSTRACT

Samudaya, Tanggap. *Teachers' Questioning Strategies (A Study of English Teachers at SMP N 3 Sukoharjo)*. Thesis. English Language Education Study Program, Faculty of Culture and Languages.

Advisor : Nestiani Hutami, M. A

Key words : Teachers', Strategies, Questioning, Questioning Strategies

This research described about teachers' questioning strategies (a study of English teachers at SMP N 3 Sukoharjo, the objectives of this research were, (1) To find out what teachers questioning strategies of English teacher at SMP N 3 Sukoharjo, (2) To describe how the English teachers used questioning strategies at SMP N 3 Sukoharjo.

In doing this research, the researcher used a qualitative descriptive method. This research was conducted at SMP N 3 Sukoharjo located at Jl. DR. Sutomo No.1, Darmosari, Gayam, Kec. Sukoharjo, Kabupaten Sukoharjo, Central Java. And informants of the research were two English teachers who teach in first grade of SMP N 3 Sukoharjo. The collecting of the data used observation and interviews. The techniques of analyzing the data used data condensation, data display, and drawing conclusion to check the validity of the data. The researcher used methodological triangulation to obtain valid the data of research.

The results of this research were (1) teachers questioning strategies as follows; (a) ask question relevant to students, (b) ask follow-up question, (c) ask for supporting data/ask for evidence to support a particular point, (d) ask different types of question, (e) phrase the question, then call on students, (f) call on specific students to answer question, (g) call students name when asking a student to answer question, (h) select students who dominates in class by asking or answering the question, (i) give students enough time to think about before answering the question, (j) ask questions of the entire class and try to encourage all students to participate, (k) encourage students to consult with classmate before answering teacher, (l) encourage students to initiate questions, (m) move closer to students when asking questions, (n) nominate non volunteers, (o) repeat the question when there is no response, (p) modify the question when it is not understood. (2) teacher can used questioning strategies as follows; (a) T1 and T2 used questioning at the beginning, (b) T1 and T2 used questioning at the middle, (c) T1 and T2 used questioning at the end of class.

CHAPTER I

INTRODUCTION

A. Background of Study

In teaching and learning English activities, teachers and students are the main keys to successful learning. Teaching and learning activities in the classroom are not only centered on a teacher but also must involve students' activities. This is very important because the material to be taught by the teacher must be well received by students. In the learning process, interaction in the classroom is a very important part. Interaction occurs between teachers and students or students with students. The interaction between teachers and students is a reciprocal communication (Fauzi et al., 2019). The interactions that occur in the classroom will help students in developing language learning and communication. According to Brown in Hanum (2017) interaction is the basis of second language learning, where students are directly involved both in improving their own communicative abilities and socially and can build their own identity through collaboration and negotiation.

Through interaction in the classroom the teacher is able to convey knowledge to students and the teacher is able to stimulate students to learn. Therefore, interaction in the classroom is needed to be able to create an interactive class and learning can run well. Mastery of questioning skills for a teacher is important to create a good learning atmosphere. A good teacher

is able to ask questions well. Questioning skills are words or questions asked by the teacher as a stimulus to get a response from students. Therefore, there needs to be a strategy in developing the teacher's questioning skills.

To create an active and interactive class a teacher must have a strategy in teaching English. Strategy is a method used by teacher to attract the attention of students to pay attention and listen to what is conveyed and explained by the teacher. The interactive method is with the teacher questioning strategies. Students will be more active when asked questions by teacher and are required to answer this question. According to Gattis in (Hutabarat, 2021) questions are one of the most important tools in guiding and expanding student learning. To students is a form of interaction and a way of involving students to practice their speaking skills and ensure that they have mastered the material.

According to (Cotton, 2015) there are differences between question and questioning; a question is any sentence which has an interrogative form or function, while questioning is an act of asking a question. Generally, in the classroom, the strategy used to get responses from students during the teaching and learning process is by asking questions. Therefore, questions can be identified as one of the instructional strategies in the classroom. Questions are the most frequent interactions between teachers and students in the teaching and learning process in the classroom. By using this question, the teacher will get information from students about whether he is clear in paying attention to learning.

According to (Meng et al., 2012) question and answer activity is viewed as the most common form of communication between students and teacher in the classroom. Questions and answers are not just like chatting or managing a class but rather an interaction between teachers and students where the teacher together with students can build learning in the classroom and develop what students already know. The teaching and learning process between teachers and students in the classroom always needs a strategy. The strategy needed by the teacher is a strategy to create a comfortable class that can make students enjoy and be active in the teaching and learning process in the classroom.

The questioning strategy is one of the techniques that teachers usually use in introducing and creating classroom interactions (Parman et al., 2021). The questioning strategy allows the teacher to ask questions according to the conditions of the students or the classroom environment during learning so as to create a fun interactive class. The questioning strategy is important because it can help students to expand their learning and also help the teacher in developing their work and thoughts. Questioning strategies can also help students improve achievement. In addition, the questioning strategy is also able to train students in critical and realistic thinking (Astrid et al., 2019). The strategy of asking questions in the classroom is important to learn because understanding the strategy of asking questions well will create a more interactive class so that it is easier to achieve learning objectives. The questioning strategy that is suitable for

junior high school students in first grade is in accordance with Blosser. Because this questioning strategy is adjusted to what students need according to levels ranging from managerial questions, rhetorical questions, closed questions, open questions. This type of strategy can be used coherently in the teaching and learning process and is more focused (Blosser, 1979).

Researcher conducted preliminary research at SMP N 3 Sukoharjo twice. First, the researcher made observations on Tuesday, October 11, 2022. From the observations made the researcher found that the teachers who teach in grade 7E use different questioning strategies. The teacher creates a good interaction from the beginning of the class. By using good interactions at the beginning of learning, students will feel comfortable so that teachers are able to use questioning strategies well. The teacher uses two languages when learning and when asking questions, because by using this strategy students will understand better in receiving the material. In the first preliminary research, the researcher has obtained some results from the preliminary research. One of the results is as follows:

T1 : "Andi pakai has atau have ya?"

S : "Has bu"

T1 : "Karena apa ya?"

S : "Karena subjeknya satu"

T1 : "Iya betul, karena Andi satu atau tunggal jadi menggunakan has"

The conversation between the teacher and students in this class is a form of questioning strategies of the Question-planning strategy type and is included in the ask follow-up questions.

The second is the researcher did pre- observation on Wednesday, October 12, 2022. From the observations, the researcher found that even though they teach at the same school, the teachers who teach in grade 7I have different questioning strategies. The teacher starts the lesson seriously and students can follow the lesson seriously and with focus. There is more interaction in this class because the teacher uses two languages, but the teacher uses Indonesian more often when asking students. In the second preliminary research, the researcher has obtained some results from the preliminary research. One of the results is as follows:

T2 : “*Do you understand what i mean?*”

S : “*Yes*”

T2 : “*Beneran pahamkan?*”

S : “*Paham*”

From the conversation between the teacher and students in this class, it is a form of questioning strategies of the Question-planning strategy type and is included in the ask questions relevant to students.

Several studies have been conducted related to questioning strategies. The first research by (Erianti et al., 2018) entitled "An analysis of teachers' questioning strategies in ELT (English language teaching) in classroom interaction at eleventh grade SMA Muhammadiyah 1 Makassar". This research used qualitative method which focused on the teacher questioning strategies analysis used theory from Brown and Wragg's (1993). Previous research focused on English teacher' who teach eleventh grade at SMA Muhammadiyah 1 Makassar, while this research focused on two English teacher who teach first grade at SMP N 3 Sukoharjo.

The second previous study from (Ahmadi & Kurniawan, 2020) with entitled "Teachers' Questions In Indonesian EFL Classroom" This research used qualitative method. This study is carried out to find out the types of questions that dominantly posed by a teacher in the intensive listening course at an institute of Islamic studies in Ponorogo. This research used theory from revised Bloom's taxonomy. However, this research focussed on teachers questioning strategies during the classroom interaction analysis using theory from Xuerong (2012). Therefore, the researcher conducted a study a study entitled **"TEACHERS' QUESTIONING STRATEGIES (A STUDY OF ENGLISH TEACHERS' AT SMP N 3 SUKOHARJO)"**.

B. Identification of the problems

Based on the background of the study, there are many problems that arise. Some problems that can be identified are as follows:

1. In learning English, teachers often fail to apply questions properly.
2. Students fail to answer the teacher's questions because they are unable to understand the teacher's explanations and questions.
3. Teachers was less able to interact with students so that the class became passive.

C. Limitation of the problems

After identifying problems above, many problems were found in the research. Therefore, researcher will conduct research on two English teachers who teach in first grade at SMP N 3 Sukoharjo and researcher need to focus on the teachers' questioning strategies during the classroom interaction and how the English teachers used questioning strategies during the classroom interaction.

D. Formulation of the problems

1. What questioning strategies are used by the English teachers at SMP N 3 Sukoharjo?
2. How do the English teachers implement questioning strategies?

E. Objective of the study

1. To find out what teachers questioning strategies of English teacher at SMP N 3 Sukoharjo.
2. To describe how the English teachers used questioning strategies at SMP N 3 Sukoharjo.

F. Benefit of the Study

The result of this research hopefully can give benefit as follows:

1. Theoretically

The results of this research are expected to be useful information for many people in the field of education. This research is expected to add information about the teacher's questioning strategy during class interaction.

2. Practically

a. For the Next Researcher

The researcher hopes that this research can be a reference for future researcher. Researcher hope that the next researcher can be more creative, innovative in solving problems regarding teacher questions.

b. For the Teacher

The researcher hopes that this research can provide information and insight about good teacher questions that teachers use in teaching English in the classroom.

c. For the Readers

This research is expected to add insight and information to readers about the teachers' questioning strategies during class interactions.

G. Definition of Key Terms

1. Questioning Strategies

Questioning is a tool used to elicit student's cognitive skills and has been a major tool for centuries. The questions asked by the teacher are questions that can be classified into the revised Bloom Taxonomy the cognitive field as remembering, understanding, applying, analysing, evaluating, and creating (Astrid et al., 2019).

2. Teacher

The teacher is the person plans the learning process in the classroom, arranges the schedule, becomes a partner in education and becomes a source of knowledge for students. Being a teacher must have a basic of sincerity, passion, and love for students. And still has practice in this profession. Therefore, the task and role of the teacher is not only to educate, teach and train, but also how the

teacher can also read the class situation and condition of students on receiving lessons (Abida Ferindistika Putri et al., 2019).

CHAPTER II

LITERATURE REVIEW

A. Theoretical description

1. Questioning Strategies

a. Definition of Questioning

Questioning is a form of communication used in class (Lestari, 2018). Questioning is the ability to get answers. Basically, the teaching and learning process is a process of asking and answering. Questioning reflects individual curiosity. In the teaching and learning process, questioning is an important component in supporting teachers to know the needs of students so that teachers can guide and direct students (Yulia Putri, 2021). Questioning is one way of active teaching, namely the way teachers and students channel their thoughts, examine learning, and condense knowledge in order to achieve learning objectives. Questioning will also challenge students to think critically and practice reasoning (Siti Aisyah Ginting, 2018).

b. Definition of Strategies

Strategy is a method or technique used by teachers in the teaching and learning process. Strategy can also be called a long-term plan that is drawn up to lead to the achievement of certain goals and objectives. Strategy is a map of actions in achieving certain

goals. Strategy consists of the important actions necessary to realize these directions (Nickols, 2012). Strategy is a specific way of solving problems, achieving certain goals, designing designs, controlling and manipulating certain information. It means strategy is a teacher approach using several methods (Fatkhurrohman et al., 2018). Strategy is a carefully crafted plan that contains a sequence step designed to achieve a specific goal.

c. Definition of Questioning Strategies'

Questioning strategies are one of the most important tools for extending student learning, which can help teachers develop their own learning strategies to improve students' work and thinking. This means that we cannot ignore the fact that questioning strategies are very important for both teachers and students. The Most Effective Questioning Strategies Teachers must think about the types of questions that can be asked of students if they are to enable students to fully participate in the learning process. Also, it should be clear what the desired outcome of the question and-answer session is. This means that questioning techniques can help teachers effectively plan question and answer sessions if teachers ask questions effectively based on student needs and the types of questions that need to be included are fully increased (Yulia Putri, 2021).

The questioning strategy is a key strategy to develop critical thinking skills, creative thinking skills, and advanced thinking skills.

This shows that the questioning strategy can improve students' critical thinking in interactive English classes. Students know how to use the information they receive to solve problems, so they seek out relevant sources of information to share with themselves. The purpose of the questioning strategy is to give students more opportunities to think and understand the teacher's questions and to give them time to answer the teacher's questions. This creates interactive communication between teacher and students. The teacher should consider the questioning strategy in terms of the types of questions and the level of asking behaviour, especially when applying the questioning strategy, because students' answers are strongly influenced by the teacher's questions (Yulia Putri & Reflinda, 2021).

d. Type of questioning strategies

According to (Xuerong, 2012) there are two type of questioning strategies, namely as follows:

Question-planning strategy	Question-controlling strategy
Ask question relevant to students	Phrase the question, then call on the students
Ask open-ended question	Call on specific students to answer question
Ask follow-up question	Call students name when asking a student to answer question

Ask for supporting data/ask for evidence to support a particular point	Select students to response randomly instead of following any set pattern when calling on students.
Ask different types of question	Beware if the students who dominates in class by asking or answering all the questions.
	Give students enough time to think about before answering the question.
	Ask questions of the entire class and try to encourage all students to participate.
	Encourage students to consult with classmate before answering teacher.
	Encourage students to initiate questions
	Move closer to students when asking questions
	Nominate non-volunteers

	Repeat the question when there is no response.
	Modify the question when it is not Understood

Table of 2. 1

e. How to apply the questioning strategy

There are several studies that examine the teacher's questioning strategy. Durkin (1979) revealed that most teachers ask students questions first after they get the learning material. Another study conducted by Pressley, et al 1998. Although many studies support questions before, during, and after teaching with the aim of facilitating student understanding, teachers still use the post-teaching question model to understand the material. According to Eble (1988) in (Moore, 1994) argues that teacher questions can be applied in the classroom in three sessions: (1) questions at the beginning, (2) questions in the middle of teaching, (3) and questions at the end after the lesson. Questions are often used by the teacher at the end of the lesson, but are sometimes used at the beginning and in the middle of the lesson. Then the questions are applied by the teacher in each section based on its function.

1. Questioning at the beginning

Questioning before learning is done has a good effect on students who have low or high abilities and know students' interest in the material to be given. Some teachers have implemented pre-class questions to help students who have questions about lectures, reading, and exam preparation. Giving questions at the beginning of class as opening questions in starting conversations can make it easier for students to answer and not force them to bring out too much of their own thoughts. Questions before teaching can be written or delivered orally. In this session, questions have an instructional role which is a question focused on questions given as a tool to assist students in learning new material and integrating it with old material.

In this session, questions can also be a motivation for them to study harder and increase their curiosity during learning. Furthermore, this session is important to remind students of the material that was previously given so that it becomes easier for students to learn the new material that will be taught. Teachers can use recall questions to remember or recall what has been said or done. In other words, these questions at the beginning can be used as a tool to keep students' minds in remembering lessons that have

been taught in the past. Then questions at the beginning will be very useful to stimulate students before they get new material.

2. Question in the middle

Asking in the middle of class is very effective for producing achievements. Students are able to perform better on learning material that was previously asked because it is like a rote question rather than a question about the new material being taught. Oral questions are an effective medium to use in class rather than written questions because oral questions can encourage students in learning. Questions about the material that students pay attention to are good things because they can foster student understanding. In this session the teacher can use yes/no questions or other types of questions needed by the teacher. For example, the teacher wants to make sure that his students understand the material he has conveyed before continuing or moving on to the next material. Asking questions to students during the lesson can provide more motivation for students to learn more.

3. Questioning at the end of class

Asking students at the end of the lesson is always used by the teacher because this is a very important thing to

measure students' understanding of the material that has been taught during the beginning of learning to the end of learning. In addition, asking questions at the end of class is also used as a tool to evaluate the quality of teacher teaching and whether or not the learning process has been running. In this section, it is very important for the teacher to apply recall questions to check students' understanding. The questions given can be in the form of oral questions or written tests. This question has a function as a diagnostic tool or comprehension checker when the teacher needs to check student understanding and the quality of learning.

2. **Teacher**

a. Definition of Teacher

A teacher is a person who provides knowledge about a subject and helps guide student learning (Makovec, 2018). The teacher is a very important professional in the world of education who acts as an educator as well as a facilitator in the teaching and learning process. The teacher's role is very important in the continuity of learning from lesson planning to learning evaluation. The teacher is also a role model for his students (Keiler, 2018)

b. The function of teacher

According to (Larasati et al., 2020) in the teaching and learning process will achieve good goals if the teacher works in

place as a teacher. In learning the teacher plays a major role as follows:

1. The teacher as a regulator of the running of class, regulates learning hours, learning methods from the opening of the class to the closing of the class.
2. The teacher works as a role model.
3. The teacher works as a transfer the knowledge, guide and direct students.
4. The teacher also works as a set of rules in the classroom or the learning process.
5. The teacher is one of the facilitators in educating the nation's children.
6. The teacher is also an evaluator for students.
7. The teacher also works as an administrator to manage learning preparation.
8. The teacher preparing knowledge before teaching English

According to (Hollins, 2011) before teaching a teacher must have preparation, knowledge, and understanding. Knowledge that must be possessed by a teacher include:

- a. Students background knowledge

It is very important for a teacher to know the background knowledge of students because this will determine the material, methods that the teacher will use in

the teaching and learning process. This will also make teachers improve their ability to develop learning. Teachers must also know the psychological development, character, identity, self- confidence of students. An important aspect of learning is how well the teacher understands his students.

b. Knowledge of learning

Teachers must also understand the concept of teaching and learning. Must know good and correct teaching procedures. Must be able to prepare lessons that can support students in developing abilities and skills, improve student practice and student self- confidence. This learning knowledge must be understood by the teacher. Because it will help the teacher in preparing or planning lessons.

c. Material knowledge

Before teaching the teacher must also understand the material to be delivered. Must be able to master and explain to students well. Because a good teacher understanding of the material will affect student learning outcomes and understanding. The teacher must also prepare the delivery of material that attract student's attention.

d. Knowledge of pedagogy

A teacher must understand pedagogy so that learning has clear direction and goals. Teachers must understand the

syllabus, lesson plans to the curriculum used. This will adjust the learning pattern that will be used. The achievement of learning objectives will be easier.

e. Understanding of assessment

In addition, to understanding pedagogy a teacher must also understand the concept of assessment for students. Before carrying out learning the teacher must determine what kind of assessment instrument will be used. The assessment instrument must be in accordance with the material that has been delivered and in accordance with the level of students.

B. Previous study

(Hutabarat, 2021)	TITLE	English Teachers Questions in Promoting Students Thinking Skill at SMK Negeri 10 Medan
	AIM	The objectives of this study were to reveal the types of questions based on taxonomy that teachers used in classroom communicative practices and how the teachers employed strategies to stimulate students' responses towards the teachers' questions.
	METHOD	Descriptive qualitative design
	RESULTS	two teachers used some strategies to stimulate students' responses towards the teachers' questions. Teacher A used rephrasing strategy, simplification strategy, decomposition strategy, and probing strategy, while Teacher B used

		rephrasing strategy, repetition strategy, and decomposition strategy.
	SIMILARITY	The similarity of this research is that both studies use a qualitative research design and focussed of Teachers' Questioning Strategies.
(Yasim et al., 2022)	TITLE	An Analysis of Teacher's Questioning Strategies in Classroom Interaction
	AIM	The objectives of this study were to reveal the types of teachers questioning strategies
	METHOD	Descriptive qualitative design
	RESULTS	The results of this study indicated that the teacher uses knowledge questions and comprehension questions in the classroom. Based on the observation, questioning strategies were crucial, especially the teacher used a questioning strategy to measure the extent of students' understanding and abilities during learning.

	SIMILARITY	The similarity of this research is that both studies use a qualitative research design and focussed of Teachers' Questioning Strategies.
(Yulia Putri & Reflinda, 2021)	TITLE	Teacher Questioning Strategies During the Classroom Interaction at Islamic senior high school
	AIM	This research aims to determine the type of questioning strategy and how to apply the questioning strategy in classroom interaction.
	METHOD	Descriptive qualitative design
	RESULTS	This research found 6 types of Questioning Strategies used by the teacher, there were Knowledge questions, Comprehension questions, Application questions, Analysis questions, Synthesis questions, Evaluation questions. And found 3 to apply questioning strategy there were, questioning at the beginning,

		questioning at the middle of the class, and Questioning at the end.
	SIMILARITY	The similarity of this research is that both studies use a qualitative research design and focussed of Teachers' Questioning Strategies.
(Yusriati & Devi, 2019)	TITLE	Analysis of Teacher's Questioning Strategies in English Classes: Case Studies at SMK Negeri 4 Medan
	AIM	This study aims to describe the types of questions commonly used by teachers and to analyse the function of using these questions.
	METHOD	Descriptive qualitative design
	RESULTS	The results of the study revealed that there are two types of questions that are commonly used by teachers in class; they are referential views and questions.
	SIMILARITY	The similarity of this research is that both studies use a qualitative research design.

Table of 2. 2

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used qualitative research method. Qualitative research methods are methods used to examine natural objects and researcher are research instruments. Then the use of samples is done purposively and snowball (Sugiyono, 2013). According to Denim & Lincoln (1994) states the qualitative research is research that uses natural setting with the intention of interpreting phenomena that occur and is carried out by involving various existing methods (Anggito & Setiawan, 2018). Descriptive research is conditional research and is widely used in education, epidemiology, and behavioural science. Its value is based on the premise that problems can be solved and practice improved through observation, analysis and description(Owen & Koh, 2000). This research focuses on phenomena in the school environment with data collection techniques in the form of direct observation and Interview.

B. Research Setting

1. Place of Research

In this research, the researcher chose SMP N 3 Sukoharjo as the place of research because the place is very strategic and well known among the public. SMP N 3 Sukoharjo is located on Jl. DR.

Sutomo No. 1, Darmosari, Gayam, Kec. Sukoharjo, Kab. Sukoharjo,
Central Java 57514.

2. Time of Research

The research has been conducting from around October 2022 until April 2023, the schedule elucidated bellow:

Activity	Month							
	Oct	Nov	Des	Jan	Feb	Marc	Apr	Mei
Pre-Research								
Writing Proposal								
Consultation Proposal								
Seminar Proposal								
Collecting The Data								
Analysis the Data								
Consulting and Research Report								

Thesis							
Examination							

Table of 3. 1

C. Research Subject

The subjects of the research are depending on the types of questions asked, the researcher will want to select the participant to provide the key information essential for the study (Lodico et al., 2006). The research subject is the person or participant to be research. According to (Sugiyono, 2013) in qualitative research it is not called a population but is called a social situation which includes place, people, and activities. In this research, researcher choose two English teachers who teach in first grade of SMP N 3 Sukoharjo as research subjects to obtain data and information.

D. Data and Source of Data

Research data is information collected to be analysed by researcher to produce research that is in accordance with the facts. Research data can be obtained from a variety of different things, can be through experiments, interviews, observations (Baral, 2017). In this research, the data was collected from of Teachers' Questioning Strategies During the Classroom Interaction for the First Grade of SMP N 3 Sukoharjo. Research sources are also called data sources. The data source is the subject from which the data is obtained, can also be defined as objects or people were researchers' observation, reading or asking about information specific to the research problem. Information obtained from this research source is then called data

(Rahmadi, 2011). Source of data from this research include events and informants:

1. Event

Events are everything that happens in the teaching and learning process including teacher preparation, learning process, etc. the researcher got some information about the students and teachers' activities. This research event is in the first grade English at SMP N 8 Sukoharjo.

2. Informant

The informant is someone has the data needed by the researcher. The informant of this research is two English teachers in first grade at SMP N 8 Sukoharjo.

E. Research Instrument

Research instruments are tools for obtaining relevant information from a research project, and there are many other alternatives to choose from (De Trigueros, 2017). As a tool, research instruments have an important role in the research process. Without research instruments, data cannot be collected. In qualitative research the research instrument is the researcher himself, but in conducting interviews still need an interview guide that is arranged in such a way (Purwanto, 2018). Thus, the researcher involved himself as a research instrument.

F. Techniques of Collecting the Data

According to (Sugiyono, 2013) Techniques of collecting the data are methods used to measure, collect, and search for the data needed to be studied. Data collection techniques adapted to the research variables used. Data collection techniques will assist researcher in answering research question and producing research. Data collection techniques will affect the appropriate research results or inappropriate research result. In this research, researcher used data collection techniques, namely observation and interview to collect the data needed in the research.

1. Observation

Observation is method of collecting scientific data in the social sciences (Ni'matuzahroh & Prasetyaningrum, 2022). Observation is a research tool used by researcher in collecting research data. If the researcher using data collection techniques in the form of observation, researcher must go directly to the field following ongoing learning in order to obtain the data needed in research. In this research, observation conducted 4 times in four class. The observation conducted to find out the questioning strategies used by teacher.

2. Interview

The interview is the oldest and most used tool often used by humans to obtain information. It can be done face to face or by use the phone (Sulaiman & Siti Mania, 2020). interviews are one of the qualitative research methods that uses participants as a source of information and data sources in research. Interviews are usually carried out directly but can also be done through interviews(Barrett & Twycross, 2018). The researcher conducted the English teachers who teach in first grade of SMP N 3 Sukoharjo. The researcher has two informants to interview. In this research will be used structure interview. The researcher conducted face to face interviews with English teachers who teach in first grade.

G. Trustworthiness of the Data

The researcher uses triangulation to get the validity and reliability of the research. According to (Sugiyono, 2013) triangulation is defined as a data collection techniques that combines various data collection techniques and data sources that have been obtained. With this triangulation method, researcher have collected data and at the same time tested the credibility of the data. There are three triangulation techniques, namely technical triangulation, source triangulation, and time triangulation (Sugiyono, 2013).

1. Methodological Triangulation

Triangulation techniques to test the credibility of the data is done by how to check data to the same source with different techniques. Researcher have several techniques, namely observation and interviews.

2. Source Triangulation

Triangulation of sources to test the credibility of the data was carried out by checking the data that has been obtained through several sources.

3. Time Triangulation

Time also often affects the credibility of the data. data that collected by interview technique in the morning to the resource person still fresh, not much problem yet, will give more valid data so more credible.

In this research, researcher used methodological triangulation. Researcher used various data collection techniques to obtain data from the same source and then combine to form a conclusion. In this case the researcher conducted interview and observation to obtain valid information about the Teachers' Questioning Strategies During the Classroom Interaction (A Study of English Teachers at Smp N 3 Sukoharjo).

H. Techniques of Analyzing the Data

Data analysis is an effort made by working with data, organize data, sort it into units that can managed, synthesize it, seek and find patterns, find what is important and what is learned, and decide what to get told to others (Lexy J, 2018). Miles, Huberman, and Saldana argue that activities in qualitative data analysis are carried out interactively and continue until the research completed. The research used data analysis techniques developed by Miles, Huberman, and Saldana. In data analysis there are three, namely data condensation, data display, and drawing conclusion (Miles et al., 2014).

1. Data Condensation

Data condensation is the process of selecting, focusing on simplification, abstracting and transforming data that emerged from written records in the field. This process continues throughout the research, even before the data is actually collected as can be seen from the conceptual framework of the research, research problem, and the data collection approach chosen by the researcher. So that the reduce data will give a clear result.

2. Data Display

Data display is to present data, in qualitative research data can be presented in the form of descriptions, graphs, tables, and pictograms. Displaying the data will make it

easier to understand the research data. Data display in this research is a descriptive of the result of observations and interviews.

3. Drawing Conclusion

The third steps are drawing conclusions. The conclusion presented at the outset may be provisional. But if the initial conclusion already includes strong and valid evidence then the conclusion will be credible. Thus, the conclusions in qualitative research will be able to answer the formulation of the problem. At this stage the researcher draws conclusions obtained from the data that has been presented.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the results of research and discussion. The results of the research present data from observations and interviews results. Besides that, in the discussion the researcher presented detailed findings about English teachers questioning strategies. In this researcher the researcher took Mrs. Nurul and Mrs. Titik as the subject of the research. Researcher conducted three observations in Mrs. Nurul class and three observations in Mrs. Titik Class. Then the researcher also conducted interview. The researcher used data coding to ease the data explanation. The coding in this research are:

NO	Coding	Information
1	T1	Teacher 1 (Mrs. Nurul)
2	T2	Teacher 2 (Mrs. Titik)

Table of 4. 1

A. Findings

1. Questioning strategies are used by T1 and T2 at SMP N 3 Sukoharjo

The researcher conducted observation in two times for each teacher, from 13th March until 27th March 2023. The researcher took Mrs. Nurul as the teacher 1 and Mrs. Tutik as the teacher 2 who teach English on the first grade at SMP N 3 Sukoharjo. The data obtained from the researcher by the two teachers are as follows:

1. Questioning Planning Strategy

a. Ask relevant to students

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used ask question relevant students. This is evidenced by the following research results:

Teacher 1

T1: Good morning students, how are you today?

S: Good morning teacher, I am fine, thank you and you

T1: Who is absent today?

S: Shesa sakit. Deni izin

(Meeting 1)

T1: Assalamualaikum warrahmatullahi wabarrakatuh, **good morning class?**

S: Good morning teacher

T1: How are you today?

S: I'm fine thank you and you?

(Meeting 2)

Teacher 2

T2: How are you today?

S: I'm fine thank you and you?"

T2: I'm fine too, thank you, who is absent today?

S: Areta

(Meeting 1)

T2: How are you today?

S: I'm fine thank you and you?

T2: I'm fine too, thank you, who is absent today?

(Meeting 2)

From the above table it can be concluded that T1 and T2 used ask question relevant to students to determine the condition of students. This question besides being able to find out the abilities and needs of students can also make T1 and T2 with students have closeness and good interaction. when T1 and T2 ask question to students at the beginning of the teaching and learning process to know students' condition, "Good morning students, how are you today?" other question, T1 and T2 give questions to checks students understood "Any question so far?".

b. Ask open ended question

From the research results obtained it can be concluded that T1 and T2 used ask open ended question.

This is evidenced by the following research results:

Teacher 1

T1: Okay, what material did we study yesterday?

S: Yang negative

T1: Oke berarti baru yang kalimat positif sekarang yang negative. Okay, why are the sentences negative and positive?

(Meeting 1)

Teacher 2

T2: What did you do it by yourself or you ask someone?

S: Do it by myself ma'am

(Meeting 1)

From the analysis table above, it can be concluded that T2 and T2 used ask Open ended question to determine the student's condition. However, T1 and T2 do not always used open ended questions. From the results of research T1 and T2 only used open ended questions at the first meeting These questions are in accordance with what students' experience. For another example, "When you use add s and

es to in the verb? *Kapan kamu menggunakan s atau es dalam kata kerja?*”.

c. Ask follow-up Question

From the research results obtained it can be concluded that T1 and T2 used ask follow-up question. This is evidenced by the following research results:

Teacher 1

T1: Good job, what if negative?

S: I don't write a letter for my teacher

(Meeting 1)

T1: After they?

S: don't

T1: Setelah don't diikuti?

S: Eat fruits”

(Meeting 2)

Teacher 2

T2: Deandra and Tommy, berapa orang?

S: Dua

T2: Berarti masuk tunggal atau jamak? masuk tunggal atau jamak?

S: Jamak

(Meeting 1)

T2: Kemarin mencatatnya sudah lengkap atau belum ya?

S: Sudah lengkap bu

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used ask follow-up question to provoke responses from students and also remind students of the material that has been discussed. T1 and T2 used questions to guide students in the learning process and build students' understanding of the material presented while at the same time making students think critically to continue to analyse and find answers. For another example, “Pinter, oke number three my sister ada berapa?” “Our dog, dognya berapa?” “Selanjutnya number seven, is it right?”.

- d. Ask for supporting data/ask for evidence to support a particular point

From the data obtained it can be concluded that T1 does not used for supporting data/ ask for evidence to support a particular point while T2 used. This is evidenced by the following research results:

Teacher 1**T2: Kenapa kok satu?**

S: Karena tida ada S nya ma'am

(Meeting 2)

Teacher 2**T2: Apa saja?**

S: Tunggal dan jamak

(Meeting 2)

From the table above, it can be concluded that T2 used Ask for supporting data/ask for evidence to support a particular point to ask students so that students provide reasons and evidence for the statements or answers that are presented. T2 used ask for supporting data/ask for evidence to support a particular point. To ascertain the students' reasons for answering the teacher's questions. In addition, T2 can also find out whether students really understand what is conveyed. This will train students to analyse something based on logical reasons.

e. Ask different types of question

From the research results it can be concluded T1 and T2 used ask different types of questions as evidenced by the following data:

Teacher 1

T1: **she itu masuk ke apa?**

S: orang bu

T1: kuta beach has a beautiful view, **kuta is?**

S: kuta beach ya bu, mmm masuknya ke place bu?

(Meeting 2)

Teacher 2

T2: **Subjeknya dibagi menjadi berapa?**

S: They, we, I, you

(Meeting 2)

From the tables above, it can be concluded that T1 and T2 do not always used ask different question in teaching English. T1 and T2 used ask different question at the second meeting. T1 and T2 used this type of question to stimulate student activity and participation in learning, for another example, “kuta beach has a beautiful view, **kuta is?**”

2. Question Controlling Strategy

a. Phrase the question, then call on students

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used Phrase the question, then call on students. This is evidenced by the following research results:

Teacher 1

T1: A teacher kemaring artinya apa? Maksudnya A yang ada diantara kalimat baik ditengah maupun depan kalimat itu artinya apa? Coba Anam dijelaskan!

S: Sepaham saya A itu menunjukkan artikel Bu. Jadi disini menunjukkan kata benda.

(Meeting 1)

T1: Ayo apa, coba diingat atau dibaca lagi! Coba Dini what is the function of present tense?

S: To describe a person bu

(Meeting 2)

Teacher 2

T2: kata ganti laki-laki itu apa?

S: (Diam)

T2: Loh masih bingung Fajar?

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used Phrase the question, then call on students. But, T2 only used this type of question in the second meeting. Phrase the question, then call on students from the table above it can be concluded that the expression of the question, then calling on students was used by T1 and T2 to repeat the question in a different sentence or language so that students understood what T1 and T2 was asking. T1 and T2 used this type of question when students don't understand the question.

b. Call on specific students to answer question

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used call on specific students to answer question. This is evidenced by following research result

Teacher 1

T1: Come on, do you understand? kok malah ngantuk?

S: No

(Meeting 1)

T1: Kata kerjanya balik ke bentuk pertama jadi gimana negatinya **mas yang belakang sendiri?**

S: She doesn't eat fruits bu

(Meeting 2)

Teacher 2

T2: **Coba saya tanya sama yang dapat nilai seratus ya, when you use add s and es to in the verb? Kapan kamu menggunakan s atau es dalam kata kerja?**

S: When the subject is he, she, it ma'am

T2: Betul

(Meeting 1)

From the table above, it can be concluded that T1 and T2 used call on specific students to answer question to designate students directly and specifically. T1 and T2 used this question so that all students also play an active role in learning in English class.

- c. Call students name when asking a student to answer question

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used call students name when asking a student to answer question. This is evidenced by following research result

Teacher 1

T1: Misalkan kalau kata tanya tinggal ditambahkan ke depan misalkan they it fruits. **If it is changed into interrogative What's the answer, Lisa?**

S: Do they eat fruits?

(Meeting 1)

T1: Bisma can you answer the question?

S: Bingung bu

(Meeting 2)

Teacher 2

T2: **Oke sekarang rehan, when you use verb 1 without s? kapan kamu gunakan kata kerja bentuk pertama tanpa menggunakan s?**

S: (Diam)

T: “Bingung? **Kalau begitu coba Rino Rino Rino when you use verb 1 without s? kapan, tepatnya kapan?**”.

(Meeting 1)

T2: **Yang ikut tunggal apa aja?**

S: (Diam)

T2: Coba tanya Vino Yang ikut tunggal itu subjeknya apa aja

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used call students name when asking a student to answer question. This question to ask questions to students specifically to determine the level of understanding of these students. this question is very useful for making the class active for all.

- d. Select students who dominates in class by asking or answering the question

From the data obtained it can be concluded that T1 does not used select students who dominates in class by asking or answering the question while T2 used. This is evidenced by the following research results:

Teacher 2

T2: Kalau begitu coba Rino Rino Rino when you use verb 1 without s? kapan, tepatnya kapan?

S: Saat subjeknya they, we, I, you bu

(Meeting 1)

T2: Kata gantinya apa Vino?

S: He bu

(Meeting 2)

From the table above, it can be concluded that T2 used type of question select students who dominates in class

by asking or answering the question. While T1 not used this type of question. T2 used Select students who dominates in class by asking or answering the question to point and ask questions to students who are dominant in the class so that these students remain motivated to continue to be active and increase learning and enthusiasm in learning which of course will have an impact on other students.

- e. Give students enough time to think about before answering the question.

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used give students enough time to think about before answering the question.

This is evidenced by following research result:

Teacher 1

T1: Oke sekarang kita ke interrogative. What is interrogative? and what an example of interogative? Now, **I give you 2 minutes** for discuss with your partner. And Oke please prepare your answer I will choose you randomly. I will choose you randomly.

T1: Sudah? What is interrogative?

S: interrogative adalah kalimat tanya

(Meeting 1)

T1: She wears a jacket. Kalau diubah menjadi negative gimana dewi?

S: Sebentar bu

T1: **Oke, 1 minutes**

(Meeting 2)

Teacher 2

T: **Oke coba dipikirkan dulu jawabannya Rehan!**

S: Baik Ma'am

(Meeting 1)

T2: **Pakai s? Coba dicek dulu dibuku catatanmu! Sudah? Jawabannya pakai S tidak?**

S: Iya bu

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used these types of question give students enough time to think about before answering the question. T1 and T2 gives students time to think about answers and gives students the opportunity to look for answers before answering questions from T1 and T2.

- f. Ask questions of the entire class and try to encourage all students to participate

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used ask questions of the entire class and try to encourage all students to participate. This is evidenced by following research result:

Teacher 1

T1: Ada yang tau habits itu apa?

S: Habits itu habitat ya bu

T1: **Ayo yang lain ada yang tau? Anybody knows?**

S: kebiasaan bu

(Meeting 2)

Teacher 2

T2: Anindya and Siska ini adalah kalimat nominal ya. Tidak ada kata kerjanya jadi pakainya tobe yaitu aren't, **ada yang ditanyakan masalah tobe?**

S: kalau ditulis are not boleh tidak ma'am

(Meeting 1)

T2: Oke misalnya sekarang The Car kata gantinya apa anak-anak?

S: It bu

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used ask questions of the entire class and try to

encourage all students to participate but T1 only used this question in the second meeting. These types of questions can create that all students in the class are active and participate in learning. Make students dare to answer

- g. Encourage students to consult with classmate before answering teacher.

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used encourage students to consult with classmate before answering teacher. This is evidenced by following research result:

Teacher 1

T1: Oke sekarang kita ke interrogative. What is interrogative? and what an example of interrogative? Now, I give you 2 minutes for **discuss with your partner**.

T1: Sudah? What is interrogative?

S: Kalimat interrogative adalah kata tanya.

(Meeting 1)

T1: **Discuss with your classmates and change the following sentences into negative.**

S: Right now, bu?

(Meeting 2)

Teacher 2

T2: Coba tanya Vino Yang ikut tunggal itu subjeknya apa aja?

S: He Bu

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used encourage students to consult with classmate before answering teacher. Discussing with friends will create interaction between students and students besides that it will make students active and exchange ideas.

h. Encourage students to initiate questions

From the results of the data obtained it can be concluded that T1 used encourage students to initiate questions while T2 does not used this type of question.

Teacher 1

T1: Sampai sini ada yang ditanyakan? Ayo is there any question?

S: No

(Meeting 1)

T1: Sampai sini ada yang ditanyakan tidak?

S: Tidak

(Meeting 2)

From the table above, it can be concluded that T1 used encourage students to initiate questions. T1 tries to attract students to be active and ask questions in the learning process. This is done so that students stay focused on learning, “is there any question?”

i. Move closer to students when asking questions

From the results of the data obtained it can be concluded that T2 used move closer to students when asking question while T1 does not used this type of question.

Teacher 2

T2: Oke sekarang rehan, when you use verb 1 without s? kapan kamu gunakan kata kerja bentuk pertama tanpa menggunakan s?

S: (Diam)

(Meeting 1)

T2: Ada yang bisa bantu Fajar? Vino bisa ini pasti, kata gantinya apa Vino?

S: He Bu

(Meeting 2)

From the table above, it can be concluded that T2 used Move closer to students when asking questions. T2 tries to get closer when giving questions to students. This will make students feel more cared for so that students will

think as much as possible about the answers to the questions given by T2.

j. Nominate non-volunteers

From the results of the data obtained it can be concluded that T2 used nominate non-volunteers while T1 does not used this type of question.

Teacher 2

T2: Okay, I choose you or you voluntarily come here? Kalian mau maju sendiri atau saya yang tunjuk?

S: Ditunjuk

T2: Baik kalo begitu Rehan, Kiki, Nopal, Ridwan, Putri, Bela, Dino, Rizal, Sinta, Tika, write down your answer number one until five boys and six until ten girls.

(Meeting 1)

T2: Ada yang bisa bantu Fajar? Vino bisa ini pasti, kata gantinya apa Vino?

S: He Bu

(Meeting 2)

From the table above, it can be concluded that T2 used Nominate non-volunteers to answer the questions posed by T2 this can make students as a whole active.

- k. Repeat the question when there is no response.

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used repeat the question when there is no response. This is evidenced by following research result:

Teacher 1

T1: I'm honest, if you change it to a question sentence, what do you do?? Ayo I am honest kalau diubah kekalimat introgative jadi apa?

S: Are you honest?

(Meeting 1)

T1: Ayo yang terakhir apa anak-anak?

S: To express habits bu

(Meeting2)

Teacher 2

T2: Berarti masuk tunggal atau jamak?

S: (diam)

T2: Masuk tunggal atau jamak?

S: Jamak

(Meeting 1)

T2: Kalian kesulitannya dimana?

S: Bingung bu. Beberapa part ada yang bingung bu

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used Repeat the question when there is no response to determine the level of student understanding and to find out whether students pay attention to what is explained by T1 and T2.

1. Modify the question when it is not understood

From the results of the data obtained from the first meeting and the second meeting conducted with T1 and T2, it can be concluded that T1 and T2 used encourage students to consult with classmate before answering teacher. This is evidenced by following research result:

Teacher 1

T1: Kalau jawabanya yes jadi? kalau No jadi?
Maksudnya gini kalau pertanyaannya “Is she a teacher? kalau jawabannya Yes jadi gimana?

S: Yes, she is

(Meeting 1)

T1: Now for the second function, anyone knows?

S: (diam)

T1: Fungsi kedua apa anak-anak?

S: "Saya bu" (angkat tangan)

T1: "Yak apa nisa fungsi selanjutnya dari simple present tense?"

S: "To talk about someone activities bu"

(Meeting 2)

Teacher 2

T2: Do you have any problem? Apakah susah?

S: Sedikit ma'am

(Meeting 1)

T2: How many are the subjects divided into?

S: (Diam)

T2: Subjeknya dibagi menjadi berapa?

S: Dua

(Meeting 2)

From the table above, it can be concluded that T1 and T2 used Modify the question when it is not understood to give students an understanding of the questions given.

2. Questioning strategies implemented by the English teacher at SMP N 3 Sukoharjo

From the results of the data obtained it can be concluded that T1 and T2 implemented questioning strategies at three stages, there are questioning at the beginning, questioning in the middle, at the end of class. This data finds after researcher observation 4 meetings. The data below will explore more about the results

1) Question at the beginning

a. Teacher 1

In the first observation, the researcher observed at VII-F class in SMP N 3 Sukoharjo on Monday, 13th March 2023 at 8.20- 9.50 a.m. The material of this meeting about the simple present tense. T1 open the class with greeted and asked students' condition and then T1 check the student's attendance (example, "good morning class"" How are you today").

In the second observation, the researcher observed at VII-G class in SMP N 3 Sukoharjo on Monday, 13th March 2023 at 09.50- 11.20 a.m. The material of this meeting about the present tense. In the opening class, T1 greeted students and asked about the students' condition. Then T1 checks students' attendance. After T1 checks students' attendance. Then T1 ask some review last materials (for example: Oke kemarin present tense sampai mana? Negatif sudah apa belum?).

b. Teacher 2

In the first meeting of class T2, the researcher observed at VII-C class in SMP N 3 Sukoharjo on Monday, 20th March 2023 at 10.05-11-15 a.m. The material of this meeting about the present tense. In the opening class, T2 greeted students and asked about the students' condition. Then T2 checks students' attendance. After T2 checks students' attendance. Then T2 ask some review last materials (for example: Okay, do you have homework?).

In the second meeting of class T2, the researcher observed at VII-E class in SMP N 3 Sukoharjo on Tuesday, 21st March 2023 at 7. 15- 8.35 a.m. The material of this meeting about the present tense. In the opening class, T2 greeted students and asked about the students' condition. Then T2 checks students' attendance. After T2 checks students' attendance. Then T2 ask some about homework (for example: "Okay, do you have homework?" "Who hasn't done the homework").

2) Question in the middle

a. Teacher 1

In the main activity T1 reviews material about the simple present tense to induce students to remember material that has been studied in the previous meeting and to make students think critically and understand something. after reviewing the T1 material, start explaining the material that will be discussed. T1 explains about positive sentences, negative sentences, and interrogative sentences. when explaining material T1 builds interaction

with students to keep the class active (example, “There any question?” “Anybody knows?”).

In the main activity, when students begin to pay attention. T1 start explain the material about simple present tense. T1 explain how to change positive sentences into negative sentences and interrogative sentences. T1 explain the material used the blackboard and students listen the T1 explain. When explaining the learning material T1 builds interaction with students to control students understanding and students’ attention (example: Oke sampai disini ada yang ditanyakan? Sudah paham? Sekarang kalau kata sifat itu ada apa saja?).

b. Teacher 2

In the main activity, when students begin to pay attention. T2 asks students to take homework then exchange it with a friend and correct homework together. T2 explain the question of homework one by one. When explaining the question of homework T2 builds interaction with students to control students understanding and students’ attention (example: Okay, I choose you or you voluntarily come here).

In the main activity, when students begin to pay attention. T2 asks students to take homework then exchange it with a friend and correct homework together. T2 explain the question of homework one by one. When explaining the question of homework T2 builds interaction with

students to control students understanding and students' attention (example: Is there any mistake).

3) Question at the end of class

a. Teacher 1

In the closed meeting T1 gave students a task to find out the extent of their students' knowledge. T1 gives time for students to answer and is collected at the end of learning. then T1 closed the lesson with greeted (example, "Thank you very much for your attention Wassalamualaikum wr. wb").

After T1 finished the explanation this material. T1 gave students task, T1 asks the students to work on the twenty-third page of LKS book. T1 asks students to change statements sentences into interrogative sentences, negative sentences and positive sentences. T1 gives 45 minutes to students to work on. During the process of working on the T1 controls students by asking a few questions (example: Gimana ada yang kesulitan atau tidak bisa?).

b. Teacher 2

After T2 and students finished the correct of homework. T2 closed the class with greeted (example: Oke karena waktu sudah habis, kalian boleh prepare dulu?).

After T2 and students finished the correct of homework. T2 closed the class with greeted (example: Okay see you next week Assalamualaikum warahmatullahi).

B. Discussion

1. Questioning strategies are used by the English teachers at SMP N 3 Sukoharjo

After finding the data, the researcher can describe in more detail the English teacher questioning strategy for first grade of SMPN 3 Sukoharjo. According to (Xuerong, 2012) about the types of questioning strategies. According to (Xuerong, 2012) The type questioning strategies divided into two this is question- planning strategy and question controlling strategy. Question- planning strategy have five types of question that is ask question relevant to students, ask open- ended question, ask follow- up question, ask for supporting data/ ask for evidence to support a particular point, and the last is ask different types of question. Then , question controlling strategy have thirteen types of question there are is phrase the question then call on the students, call on specific students to answer question, call students name when asking a student to answer question, select students to response randomly instead of following any set pattern when calling on students, beware if the students who dominates in class by asking or answering all the question, give students enough time to think about before answering the question, ask questions of the entire class and try to encourage all students to participate, encourage students to

consult with classmate before answering teacher, encourage students to initiate questions, move closer to students when asking questions, nominate non volunteers, repeat the question when there is no response, modify the question when it is not understood. From the theory the teacher must be attention to several type of questioning to used when teacher teaches in the class. However, after conducting observations and interviews the teacher used questioning strategies to teaches in the classroom.

In the first observation of T1 used type question of ask question relevant to students, ask follow up question, ask different types of question, phrase the question then call on students, call on specific students to answer question, call students name when asking a student to answer question, give students enough time to think about before answering the question, ask question of the entire class and try to encourage all students to participate, encourage students to consults with classmate before answering teacher, encourage students to initiate question, repeat the question when there is no response, and modify the question when it is not understood. From the results of the first observation in class T1 it can be concluded T1 used three type question of planning strategy and nine types question of controlling strategy. And in the second observation of T1 used type question of ask question relevant to students, asking open- ended question, ask follow- up question, phrase the question then call on students, call on specific students to answer question, call students name when asking a student to answer

question, give students enough time to think about before answering the question, encourage students to consult with classmate before answering teacher, encourage students to initiate question, repeat the question when there no response, and modify the question when it is not understood. The results of the second observation it can be concluded T1 used three types question of planning strategy and eight types of question controlling strategy.

In the first observation at the class T2 used types question of ask question relevant to students, ask open-ended question, ask follow- up question, ask for supporting data/ ask for evidence to support a particular point, call on specific students to answer question, call students name when asking a student to answer question, select students who dominates in the class by asking or answering the question, give students enough time to think about before answering the question, ask questions of the entire class and try to encourage all students to participate, move closer to students when asking questions, nominate non volunteers, Repeat the question when there is no response, and modify the question when it is not understood. From the results of first observation in the class T2 it can be concluded T2 used four types question of planning strategy and nine types question of controlling strategy. And in the second observation at the class T2 used type question of ask question relevant to students, ask follow- up question, ask for supporting data/ ask for evidence to support a particular point, ask different types of question, phrase the question then call on students, call students

name when asking a students to answer question, select students who dominate in the class by asking or answering the question, give students enough time to think about before answering the question, ask questions of the entire class and try to encourage all students to participate, encourage students to consult with classmate before answering teacher, move closer to students when asking questions, repeat the question when there is no response, modify the question when it is not understood. From the results above, it can be concluded T2 used 4 types question of planning strategy and nine types question of controlling strategy.

From the results of the observation in the class T1 and T2 used question planning strategy and question controlling strategy at the beginning of learning T1 and T2 used a questioning strategy that is ask question relevant to students. T1 and T2 asked about the students' condition then T1 and T2 check students' attendance, for example "How are you today?", "Who is absent today?". T1 not used ask open- ended question and T2 used ask open- ended question. After that T1 and T2 used ask follow- up question to provoke student responses in answering the questions posed by T1 and T2. T1 and T2 try to check the extent to which students' ability to understand the material by used follow- up question as follows: "After they?", "Family kemarin dianggap?", "Deandra and Tommy, berapa orang?" and etc. T1 not used ask for supporting data/ ask for evidence to support a particular point and T2 used ask for supporting data/ ask for evidence to support a particular point to find out why students can answer.

Students try answer based on logical and realistic reason according to the material being studied, for example “Kenapa kok satu?”. T1 used ask different types of question and T2 not used ask different types of question. T2 not used Phrase the question, then call on students and T1 used Phrase the question, then call on students. In learning T1 make questions and call students to answer. So that in the classroom there is active interaction between students and teachers or students with other students for the example, “Ayo apa, coba diingat atau dibaca lagi! Coba Dini what is the function of present tense?”. And then T1 and T2 used types question of call on specific students to answer question. When asked T1 and T2 pointed to students specifically to answer so that T1 and T2 also knew the ability of each student for example “Kata kerjanya balik ke bentuk pertama jadi gimana negatvnya mas yang belakang sendiri?” Coba saya tanya sama yang dapat nilai seratus ya, when you use add s and es to in the verb? Kapan kamu menggunakan s atau es dalam kata kerja?”.

In the learning process T1 and T2 also used Call students name when asking a student to answer question. When T1 and T2 asked students T1 and T2 not only asked but T1 and T2 choose and call students' name. This will make students pay more attention so that when pointed out students can answer, for example “oke sekarang rehan, when you use verb 1 without s? kapan kamu gunakan kata kerja bentuk pertama tanpa menggunakan s?”, “Rehan jawabannya apa tadi?”. From analysis in the meeting at class T1 and T2 the researcher finds out the T1 not used Select students who dominates

in class by asking or answering the question. But, T2 used Select students who dominates in class by asking or answering the question several times T2 pointed to students who were dominant and active in the class to answer questions from T2.

T1 and T2 also used Give students enough time to think about before answering the question. When students can't answer questions T1 and T2 give students time to think about answer, for example "Oke coba dipikirkan dulu jawabannya Rehan!", "Oke, 1 minutes". T1 and T2 also makes students take an active role and participate in learning by using the type of question for the example "Ada yang perlu ditanyakan masalah tobe?". T1 gives students the opportunity to discuss with their friends before answering questions by T1, whereas T2 does not used this type of question. And then T1 used Encourage students to initiate questions, T1 provides an opportunity for students to ask question. T2 used Move closer to students when asking questions type of question. When asked T2 tried to approach the designated student to get clear answers from students and students understood the questions given T2.

T2 used the type question of Nominate non-volunteers. When T2 asked questions and did not respond from students, T2 tried to nominate students to answer T2 questions. So that the class continued to be active and interactive, for the example "Baik kalo begitu Rehan, Kiki, Nopal, Ridwan, Putri, Bela, Dino, Rizal, Sinta, Tika, write down your answer number one until five boys and six until ten girls". T1 and T2 also used question types

of repeat the question when there not response. And the last T1 and T2 used Modify the question when it is not understood. T1 and T2 will change the interrogative sentence when students do not understand the teacher's intention, for example when the teacher asks questions using English and students do not understand the meaning of the question, T1 and T2 will try to change the question to Indonesian.

2. Questioning strategies implemented by the English teacher at SMP N 3 Sukoharjo

After finding the data, the researcher can explain in more detail how the teacher uses the questioning strategy for first grade at SMP N 3 Sukoharjo. According to Eble in applying the strategy of asking has three sessions; 1) Questioning at the beginning, 2) Questioning at the middle of the class, 3) Questioning at the end of class.

T1 in using three sessions of questioning strategies in class. First, T1 in applying questioning at the beginning is T1 asking things that are relevant to students, such as asking the students' condition "How are you today?". T1 asked about class attendance that day "Who is absent today?". T1 asked about students' readiness to learn the material "Has anyone learned about present tense?". T1 also asked about previously studied material "What material did we study yesterday?".

Second, T1 in applying questioning at the middle is T1 asking if there were any difficulties in learning the material that was just being taught

"Gimana ada yang kesulitan atau tidak bisa?". T1 asking whether they understood or not in accepting the material explained "Paham tidak dengan yang saya jelaskan?". T1 provides questions that can motivate students to participate in learning "She itu masuk ke apa?", "Kalau yes jadi gimana?", "Kalau tidak jadi gimana?". T1 called students to ask about students' understanding "Coba Dini, what is the function of present tense?", "Ayo, yang lain bisa menjawab? Kiki?". Then T1 opened the question to students if students still can't understand the material presented "Sampai disini ada yang ditanyakan? Ayo, is there any question?"

The third T1 in applying questioning at the end of class is the teacher at the end of class asks students whether there are still questions or are there those who still don't understand the material that has been taught "Ada yang masih bingung tentang simple present tense?". Then T1 makes sure whether the students understand the material presented and the teacher reviews the material that has been presented and asks students about the material "Yakin?", "They, we, I, you tadi kata kerjanya ditambahi s atau es tidak?". Then T1 again asked the students if there were still difficulties in understanding the material given "Masih ada yang belum paham? Masih ada yang mau ditanyakan?"

Then T2 in using the three stages of the strategy of asking in class. First, T2 in applying questioning in the beginning is T2 asking things that are relevant to students such as asking the students' condition "How are you today?". Then T2 asked about class attendance that day "Who is absent

today?". T2 also asks whether students have homework that needs to be corrected "Do you have homework?", "Who hasn't done the homework?".

Second, T2 in applying questioning at the middle is the teacher asking if there are any difficulties in learning the material just taught "Do you have any problems? Apakah susah?". T2 also asked students whether they understood or did not accept the material explained "Oke sampai disini sudah hafal belum? Paham belum?". T2 provides questions that can motivate students to participate in learning "Subjeknya dibagi menjadi berapa?", "They, we, I, you kata kerjanya ditambah s atau tidak?". T2 called students to ask about students' understanding "Kalau begitu coba Rino Rino Rino when you use verb 1 without s? kapan, tepatnya kapan?", "Coba saya tanya Dinda, does she read a book? Jawabannya gimana Dinda?". T2 opens questions to students if students still cannot understand the material presented "Ada yang perlu ditanyakan masalah tobe?".

The third T2 in applying questioning at the end of class is T2 at the end of class asking students whether there are still questions or are there those who still don't understand the material that has been taught "Okay sebelum kita akhiri ada yang masih bingung tentang simple present tense?", "Ada yang masih bingung tentang materi hari ini?". Then T2 made sure whether the students understood the material presented and the teacher reviewed the material that had been presented and asked students about the material "Coba he, se, it itu kata kerjanya pakai s atau tidak?", "Siapa saja yang tidak suka s?". Then T2 again asked the students if there were still

difficulties in understanding the material given “Ada yang masih bingung tentang materi hari ini?”. From the research above, it can be concluded that T1 and T2 apply questioning strategies with the same three stages, namely questioning at the beginning, questioning at the middle, and questioning at the end of class.

CHAPTER V

CONCLUSION

A. Conclusions

In this chapter the researcher will be presented the conclusion of research about Teachers' questioning strategies (a study of English teachers at SMP N 3 Sukoharjo). From the results and discussion conducted by the researcher found the English teacher questioning strategies at SMP N 3 Sukoharjo. T1 used three types question of planning strategy and eight types of question controlling strategy there are: ask question relevant to students, asking open- ended question, ask follow- up question, phrase the question then call on students, call on specific students to answer question, call students name when asking a student to answer question, give students enough time to think about before answering the question, encourage students to consult with classmate before answering teacher, encourage students to initiate question, repeat the question when there no response, and modify the question when it is not understood. And T2 used 4 types question of planning strategy and nine types question of controlling strategy there are: ask question relevant to students, ask follow- up question, ask for supporting data/ ask for evidence to support a particular point, ask different types of question, phrase the question then call on students, call students name when asking a students to answer question, select students who dominate in the class by asking or answering the question, give students enough time to think about before answering the question, ask questions of

the entire class and try to encourage all students to participate, encourage students to consult with classmate before answering teacher, move closer to students when asking questions, repeat the question when there is no response, modify the question when it is not understood. From the results of this research, it can be concluded that T1 and T2 used the same types of questioning strategies, namely: question planning strategy and question controlling strategy in teaching at first grade at SMP N 3 Sukoharjo.

From the results of finding and discussion it can be concluded that T1 and T2 implemented a questioning strategy through three sessions namely questioning at the beginning (in this session T1 and T2 asked how students were doing, asked students who were absent, asked about homework that had been given and asked about material). , questioning at the middle (in this session T1 and T2 ask whether students understand the material presented, ask whether students have difficulties understanding the material, and provide questions that guide students in the lesson), and questioning at the end of class (in this session T1 and T2 ask students if they understand the material being taught or are still confused and repeat questions about the material).

B. Suggestions

After conducting research and drawing conclusion from this research, researcher provides some suggestions as follows:

1. For English Teachers

English teachers are advised to frequently use the questioning strategy in every lesson. Asking questions can help students create critical thinking, improve speaking skills, increase vocabulary, and increase self-confidence. In addition, the English teacher must also think about how to use the right vocabulary for each question, so that students are not confused or lose understanding of the questions. Make sure that when you want to modify your questions, they are clear enough for students to understand. Teachers must always try to attract students' attention and try to keep interacting with them to control their focus on the material.

2. For Other Researchers

For other researchers who want to research similar topics about asking strategies. It is better to analyse questioning strategies in class interactions that support thinking skills. Other researchers can first ask the teacher who will be studied about the material to be taught. So that you will get a lot of data and can be compared with other teachers.

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APPENDICES

APPENDIX OF OBSERVATION

a) Appendix 1 Observation with teachers

OBSERVATION 1 T1

T1 : “Assalamualaikum warrahmatullahi wabarrakatuh, good morning class”

S : “Good morning teacher”

T1 : “How are you today?”

S : “I’m fine thank you and you?”

T1 : “I’m fine too, thank you. Who is absent today? Siapa yang tidak masuk?”

S : “Kania sakit, Elbran sakit”

T1 : “Ada suratnya semua?”

S : “Ada bu”

T1 : “Hari ini kita akan belajar tentang present tense. oke simple present tense, apa itu?”

S : “Bentuk kalimat untuk menyatakan kebiasaan bu”

T1 : “Iyak betul simple present tense memiliki 3 fungsi, coba fungsi yang pertama apa ahmad?”

S : “ee apa ya bu?”

T1 : “Ayo apa, coba diingat atau dibaca lagi! Coba Dini what is the function of present tense?”

S : “To describe a person bu”

T1 : “Iyak salah satu fungsi dari simple present tense adalah to describe a person, tapi tidak hanya person ya, selain mendiskripsikan orang, simple present tense juga di gunakan untuk mendiskrpsikan benda dan juga place. Apa itu place anak anak?”

S : “Tempat bu”

T1 : “Okay sekarang kita lanjutkan ke contohnya ya. She works in the hospital, itu artinya apa mas fuad?”

S : “Dia bekerja dirumah sakit”

T1 : “Betul, nah dia sekarng ini masih bekerja di rumah sakit, she itu masuk ke apa? person, place or thing?”

S : “Orang bu”

T1 : “Oke, kuta beach has a beautiful view, kuta is? Bisma you can answer?”

S : “bingung bu”

T1 : “makanya kalau bingung diperhatikan jangan ngobrol sendiri! Ayo yang lain bisa menjawab? Kiki?”

S : “kuta beach ya bu, mmm masuknya ke place bu?”

T1 : “betul, sampai disini ada pertanyaan? There any question?”

S : “no”

T1 : “paham ya?”

S : “nggih bu”

T1 : “paham ndak Farel?”

S : “Paham bu”

T1 : “Now for the second function, anyone knows?”

S : “(diam)”

T1 : “Fungsi kedua apa anak-anak?”

S : “saya bu” (angkat tangan)

T1 : “yak apa nisa fungsi selanjutnya dari simple present tense?”

S : “to talk about someone activities bu”

T1 : “oke betul ya, jadi fungsi yang kedua dari simple present tense itu adalah to talk about someone activities do regularly untuk mendiskripsikan kegiatan orang yang dilakukan secara rutin ya anak anak, Samapai sini dulu ada yang mau ditanyakan?”

S : “kegiatan yang yang dilakukan secara rutin itu contohnya apa bu?”

T1 : “kegiatan yang dilakukan secara rutin itu like go to school, breakfast, take a bath, sleep dan lain-lain. Ada yang masih bingung atau ada yang mau bertanya lagi?”

S : “tidak bu”

T1 : “oke kita lanjutkan ya, kita buat contoh untuk fungsi yang kedua ya, she never eats meat, dia tidak pernah makan daging, nah ini adalah salah satu kegiatan yang ada kata keterangan never atau tidak pernah. Ya perhatikan, jadi fungsi yang kedua adalah untuk mendeskripsikan kegiatan seseorang yang dilakukan secara rutin. Sampai disini paham? Any question for this part?”

S : “No”

T1 : “Yang terakhir apa anak-anak?”

S : “(Diam)”

T1 : “Ayo yang terakhir apa anak-anak?”

S : “To express habits bu”

T1 : “ada yang tau habits itu apa?”

S : “habits itu habitus ya bu?”

T1 : “bukan no, ayo yang lain ada yang tau? Anybody knows?”

S : “kebiasaan bu”

T1 : “iyak betul, habits itu adalah kebiasaan ya anak-anak, oke contoh the students always come to school on time, siswa selalu datang tepat waktu. Nah itu anak-anak 3 fungsi dari simple present tense. Any question So far?”

S : “Tidak bu”

T1 : “oke sekarang kita ke pattern, pattern sendiri sebenarnya gampang cuman kalian harus perhatikan saya, nek gak paham tanya!”

S : “Baik bu”

T1 : “oke ini ya simple present tense ada yang positive, kita ke positive dulu. Positive itu apa to? Positive itu yang tidak ada not, artinya kalau diartikan itu tidak atau bukan. Ada dua yaitu verbal dan nominal. Verbal itu menggunakan kata kerja, jadi yang sedang kita kerjakan atau sedang kita lakukan, paham ya?”

S : “bingung bu, pelan pelan bu jelasinnya!”

T1 : “Yang dibingungkan sebelah mana?”

S : “Yang verbal itu bu”

T1 : “Verbal itu seperti sedang belajar, makan, tidur, bernyanyi dan lain-lain. Paham?”

S : “ohh begitu, paham bu”

T1 : “Dan untuk yang nominal itu diikuti adjective atau kata sifat, adverb kata keterangan, dan noun kata benda. Sampai disini ada yang mau ditanyakan atau tidak?”

S : “Kata sifat itu apa bu?”

T1 : “Kata sifat itu seperti beautiful, smart, diligent, dan lain-lain. Paham? Ada yang mau ditanyakan lagi?”

S ; “paham bu, tidak bu”

T1 : “oke sekarang kita mulai untuk yang positive dulu, kalua subjeknya, diinget-inget ya gampangnya buat inget-inget itu dewi ayu (they, we, i, you) itu tidak suka es (s) makan es ndak pilek, jadi dewi ayu itu tidak suka es, yang ga suka es itu apa? Kata kerjanya. Contoh subjeknya they, subjek itu apa to, subjek itu yang dikenai pekerjaan. Letaknya itu pasti sebelum kata kerja, itu Namanya subjek, kata kerjanya apa? Eats, eats apa? Makan apa dia?

S : “Fruits”

T1 : “makan fruits, yang kedua nominal, karena diikuti, karena diikuti oleh adjective, adverb atau noun. Sebelumnya itu kita tidak menggunakan verb tapi menggunakan yang namanya tobe. Nah ada tiga tobe anak-anak tergantung dengan subjeknya ya, kalau I itu tobenya am kalau they we you tobenya are dan he she it tobenya is. Setelah itu diikuti oleh adjective, adverb atau noun, begitu ya. ada yang masih bingung? Any question?

S : “Adverb itu apa ya bu?”

T1 : “Adverb itu adalah kata keterangan. Kata keterangan juga dibagi menjadi dua yaitu kata keterangan tepat dan kata keterangan waktu.

S : “contoh keterangan waktu itu apa bu?”

T1 : “contoh keterangan waktu itu seperti at 9 o'clock, in the morning, in the afternoon itu adalah kata keterangan waktu. Tapi kalau at school, in sukoharjo, in Indonesia itu adalah kata keterangan tempat. Paham anak-anak?

S : “paham bu”

T1 : “okay sekarang kita masuk ke yang negative, nanti tinggal tambahkan not ya. tapi yang nominal ini gampang anak-anak. Kalian tinggal tambahkan not aja, tapi kalau yang verbal nah, yang verbal ini tolong diperhatikan ya. Jadi kalau tadi Dewi Ayu (they, we, I, you) tadi kan gak suka es, jadikan dia negative. They, we, I, you itu ditambah don't dulu baru diikuti kata kerja bentuk pertama. Nah sekarang ini kalian ubah ya kalimat ini, they eat fruits, jadi apa ayok kita tulis sama-sama ya. Subjeknya apa?”

S : “They”

T1 : “After they?”

S : “don't”

T1 : “Setelah don't diikuti?”

S : “Eat fruits”

T1 : “Okey, benar ya. sampai disini ada yang mau ditanyakan? It is clear?”

S : “Tidak bu”

T1 : “Oke sekarang kita ke contoh yang kedua, contoh kedua subjeknya he, she, itu diikuti oleh doesn't kemudian diikuti kata kerja yang kembali ke bentuk pertama, kalau tadi kan yang positif kata kerjanya ditambahi s ya, tapi kalau negative itu karena ada doesn't, kata kerjanya balik ke bentuk pertama jadi gimana negatifnya mas yang belakang sendiri?”

S : “She doesn't eat fruits bu”

- T1 : “Nah coba dilihat dulu dan dipahami. Ada yang mau ditanyakan?”
- S : “Tidak bu”
- T1 : “Oke sekarang kita ke yang nominal, yang nominal I am tambahi not terus diikuti oleh adjective adverb dan noun, contohnya di situ, I am honest, jika di ubah menjadi negative jadi?”
- S : “I am not honest”
- T1 : “Betul I am not honest, saya tidak jujur, kemudian yang kedua subjeknya he, she, it diikuti oleh is not biasanya disingkat isn't, dan kalau they, we, you diikuti aren't. begitu ya.
- S : “baik bu”
- T1 : “Baik sekarang perhatikan kesini ya, ibu kasih 1 contoh untuk dapat kalian pahami, He sings a song, discuss with your classmates and change the following sentences into negative
- S : “right now bu?”
- T1 : “Iya dong, kalau sudah dikerjakan nanti kinta cek ya”
- S : “baik bu”
- T1 : “Oke setelah mengerjakan gimana, paham kan?”
- S : “Paham bu, nanti kalau ada yang sulit saya tanya lagi ya bu”
- T1 : “Boleh nanti tanya ibu aja ya, sekarang lanjut ya. she wears a jacket. Kalau diubah menjadi negative gimana dewi?”

S : “eee bentar bu”

T1 : “Oke, 1 minutes”

T1 : “Sekarang kita ke yang tanya, they eat fruits, kalau kita ubah ketanya jadi gimana anak-anak? Do dulu, di ikuti oleh subjeknya, apa?”

S : “they”

T1 : “kata kerjanya?”

S : “Eat fruits”

T1 : “Apakah mereka makan buah? Nah kalo jawabannya yes, itu jadi apa?”

S : “Yes”

T1 : “They do” kalo no jadi? No?”

S : “They don’t”

T1 : “Yok yang ga paham tanya dulu yok daripada nanti ulangan bijimu amblek, uyok yang ga paham yang tak jelaske malah angop opo turu ndang tanya, sebelum saya lanjut kalian bingung tanya dulu yok, bu saya ga paham yang bagian ini kok bisa don’t kok bisa doesn’t. yok buguru bukan dongeng lo ya. Yang gapaham tanya! Sudah ga ada yang tanya? Lanjut ya, terus yang does itu kalo subjeknya apa anak-anak he, she, dan it. Disini berarti Does di ikuti oleh subjeknya apa itu?”

S : “she”

T1 : “kata kerjanya sama, kata kerja bentuk?”

S : “pertama”

T1 : “Jadinya apa?”

S : “Eat”

T1 : “Does she eat fruits?” kalua yes jadi?

S : “Yes, she does”

T1 : “kalao no jadi?”

S : “No, she doesn’t”

T1 : “Selanjutnya untuk yang I am honest gimana?”

S : “Am I honest?”

T1 : “yak betul, terus kalua yes gimana?”

S : “eee Bingung bu soalnya beda dari yang sebelumnya”

T1 : “Oke begini ya, kalau seumpama kita bertanya, apakah saya jujur? Nah berarti kita kan bertanya sama orang ya, jadi yang jawab nanti adalah orqang lain. Kalau jawabannya ya, berarti ya kamu jujur atau Yes, you are dan kalau tidak jadi gimana?”

S : “No, you aren’t”

T1 : “Paham anak-anak?”

S : “Paham bu”

T1 : “Oke kalau yang is gimana? He is a teacher, jadi gimana?”

S : “Is he a teacher?”

T1 : “jawabnya kalau yes?”

S : “Yes, he is”

T1 : “Kalau no jadi?”

S : “No, he isn’t”

T1 : “Oke yang terakhir they are at school, kalau kita buat tanya jadi?”

S : “Are they at school?”

T1 : “kalau jawabannya yes?”

S : “Yes, they are”

T1 : “Kalau no?”

S : “No, they aren’t”

T1 : “Sampai sini ada yang ditanyakan tidak?”

S : “Tidak”

T1 : “Sekarang kalian kerjakan task dua disesobek kertas ya di buat dalam 3 bentuk kalimat tadi ya, positif, negative, dan interrogative dan nanti dikumpulkan di meja saya ya

S : “Kalau dibuat pr gimana bu?”

T1 : “Dikumpulkan nanti ya di meja buguru”

S : “Baik bu”

- T1 : “Oke jangan lupa dikerjakan dan nanti dikumpulkan ya,”
- S : “baik bu
- T1 : “Okey sudah ya anak-anak, nanti dikumpulkan dikantor ya”
- S : “Baik bu”
- T1 : “Ada yang masih bingung tentang simple present tense?”
- S : “Tidak bu” (Noisy)
- T1 : “Yakin?”
- S : “Yakin bu”
- T1 : “They, we, I, you tadi kata kerjanya ditambahi s atau es tidak?”
- S : “Tidak”
- T1 : “Kalau yang ditambahi s atau es apa aja?”
- S : “He, she, it bu”
- T1 : “Betul yak, kalau yang negative sama interrogative sudah paham?”
- S : “Paham bu”
- T1 : “Baik kalo begitu karena waktunya sudah selesai mari kita tutup pelajaran pada hari ini dengan hamdallah Bersama-sama”
- S : Alhamdulillah hirobil alamin
- T1 : Thank you very much for your attention wassalamualaikum wr.wb
- S : Waalaukumsalam Wr. Wb

Observation 2 Bu. Nurul

T1 : Assalamualaiku Warahmatullahi Wabarokatuh

S : Waalaikumsalam Warahmatullahi Wabarokatuh

T1 : Good morning students

S : Good morning teacher

T1 : How are you today?

S : I am fine, thank you and you

T1 : I am fine. Who is absent?

S : Shesa, Deni

T1 : Kenapa?

S : Shesa sakit. Deni izin

T1 : Okay, What material did yesterday's present tense lesson cover??

S : Yang negative

T1 : Negatif sudah apa belum?

S : Belum

T1 : Oke berarti baru yang kalimat positif oke sekarang yang negative. Okay, why are the sentences negative and positive?

S : Kalau positif itu berarti kita melakukan bu kalau negative berarti kita tidak melakukan bu.

- T1 : Oke good. Contoh kalimat positif itu gimana?
- S : I write a letter for my teacher
- T1 : Good job, what if negative?
- S : I don't write a letter for my teacher
- T : Sekarang contoh yang kedua apa? She eats fruits kalau diubah ke negative jadi gimana?
- S : She doesn't eat fruits
- T : Oke sampai disini ada yang ditanyakan? Sudah paham? Paham tidak dengan yang saya jelaskan? Oke sekarang kalau misalkan He is a teacher kalau dinegatifkan jadi gimana?
- S : He isn't a teacher
- T : A teacher kemaring artinya apa? Maksudnya A yang ada diantara kalimat baik ditengah maupun depan kalimat itu artinya apa? Coba Anam dijelaskan!
- S : Sepaham saya A itu menunjukkan artikel Bu. Jadi disini menunjukkan kata benda.
- T : Nah, Jadi ciri- cirinya kata benda yaitu ada A. Kalau misalkan they aren't at school. At school nya merupakan kata apa?
- S : Kata keterangan tempat
- T : Kalau Bahasa inggrisnya jadi?

S : Adverb of place

T : Good. Sekarang kalau kata sifat itu ada apa saja?

S : Sad, angry, happy, hungry, beautiful

T : oke any question so far?

S : No

T : Oke sekarang kita ke interrogative. What is interrogative? and what an example of interogative? Now, I give you 2 minutes for discuss with your partner. And Oke please prepare your answer I will choose you randomly. I will choose you randomly.

T1 : “Sudah? What is interrogative?”

S : Kalimat interrogative adalah kata tanya.

T : Contohnya gimana?

Misalkan kalau kata tanya tinggal ditambahkan kedepan misalkan they it fruits. If it is changed into a question sentence, what do you know about that, Lisa?

S : Do they eat fruits?

T : Kalau misalkan kalimat saya jujur Ketika di ubah ke kalimat tanya menjadi apa? I'm honest, if you change it to a question sentence, what do you do??
Ayo I am honest kalau diubah kekalimat introgative jadi apa?

S : are you honest?

T : Jadi nanti subjeknya dibalik jadi. Oke contoh selanjutnya she is a teacher
coba kalau diubah ke interrogative jadi gimana?

S : Do is she teacher

T : Kalau jawabanya yes jadi? kalau No jadi? Maksudnya gini kalau
pertanyaannya "Do is she teacher? kalau jawabannya Yes jadi gimana?

S : Yes, she is

T : Oke kalau jawabannya No jadi gimana?

S : No, she is not

T : Good job sampai sini ada yang ditanyakan? Ayo is there any question?
Come on, do you understand? kok malah ngantuk?

S : No

T : Hayo Makanya didengarkan, Ok sekarang open your book page
twentythree silahkan dikerjakan!

S : Sekarang bu?

T : Iya dong, dikerjakan sampai selesai ya nanti kalau ada yang belum bisa
bisa tanya sama ibu!

S : Baik bu

T : Gimana ada yang kesulitan atau tidak bisa?

S : Bisa bu

T : Oke karena waktunya sudah habis selesai tidak selesai silahkan
dikumpulkan kita lanjutkan besok hari jumat.

- S : Belum selesai bu
- T : Tidak apa-apa ayok dikumpulkan kedepan
- S : (Noisy)
- T : Okay, they, we, I, you tadi kata kerjanya ditambahi s atau tidak?
- S : Tidak (noisy)
- T : Kalau yang ditambahi s tadi apa?
- S : He, she, it
- T : Terus kalau negative do untuk siapa dan does untuk siapa?
- S : Do untuk they, we, I, you dan does untuk he, she, it
- T : Masih ada yang belum paham? Masih ada yang mau ditanyakan?
- S : Tidak bu
- T : Okay class see you on Friday wassalamualaikum wr. wb
- S : Waalaikumssalam wr. wb
- S : Waalaikumssalam wr.wb

OBSERVATION 1 T2

PERTEMUAN PERTAMA KELAS C

- T2 : “assalamuaaikum warrahmatullahi wabarrakatuh”
- S : “Waalaikumussalam warrahmatullahi wabbarakatuh
- T2 : “Good noon”
- S : “Good noon ma’am”

T2 : “How are you today?”

S : “I’m fine thank you and you?”

T2 : “I’m fine too, thank you, who is absent today?”

S : “Areta”

T2 : “Why’s?”

S : “Di grup wa, sakit ma’am”

T2 : “Okay, do you have homework?”

S : “yes”

T2 : “Who hasn’t done the home work, yang belum mengerjakan?”

S : “Sudah ma’am”

T2 : “Please open your homework”

S : “baik ma’am”

T2 : “Do you have any problem? Apakah susah?”

S : “Sedikit ma’am”

T2 : “It’s easy?”

S : “Lumayan ma’am”

T2 : “There are ten numbers, ada sepuluh ya, you make the sentences a positive sentence into negative sentence. Okey, please exchange with your friend”

S : “baik ma’am, dengan teman sebelah aja ya ma’am”

T2 : “Okay tidak apa-apa, bagi yang belum mengerjakan I will give you another task”

S : “Tugasnya nanti apa ma’am?”

T2 : “Yan nanti ditunggu dulu, Let's discuss your homework first ya”

S : “Jangan sulit-sulit ya ma’am”

T2 : “Okay, I choose you or you voluntarily come here? Kalian mau maju sendiri atau saya yang tunjuk?”

S : “Ditunjuk” (noisy)

T2 : “Baik kalo begitu Rehan, Kiki, Nopal, Ridwan, Putri, Bela, Dino, Rizal, Sinta, Tika, write down your answer number one until five boys and six until ten girls”

S : “Okey ma’am” (noisy)

T2 : “What did you do it by yourself or you ask someone?”

S : “Do it by myself ma’am”

T2 : “oke kita bahas ya, Deandra and Tommy, berapa orang?”

S : “Dua”

T2 : “Berarti masuk tunggal atau jamak?”

S : “(diam)”

T2 : “Masuk tunggal atau jamak?”

S : “Jamak” (noisy)

T2 : “Jamak berarti pakai?”

S : “Don’t”

T2 : “Family kemarin dianggap?”

S : “Satu”

T2 : “Jadi pakai?”

S : “Doesn’t”

T2 : “Pinter, oke number three my sister ada berapa?”

S : “Satu”

T2 : “Kenapa kok satu?”

S : “Karena tidak ada S nya ma’am”

T2 : “Betul, jadi karena hanya satu makanya menggunakan doesn’t ya”

S : “Iya ma’am”

T2 : “Number four, grandma and grandpa, menggunakan apa?”

S : “don’t”

T2 : “Betul, oke lanjut number five, Our dog, dognya berapa?”

S : “Satu” (Noisy)

T2 : “terus kata kerjanya sleep pakai S atau tidak yang betul?”

S : “Enggak”

T2 : “Iya, yang nulisnya sleeps dilainya setengah ya”

S : “baik ma’am”

T2 : “Oke number six, Anindya and Siska ini adalah kalimat nominal ya.

Tidak ada kata kerjanya jadi pakainya tobe yaitu aren’t, ada yang ditanyakan masalah tobe?”

S : “kalau ditulis are not boleh tidak ma’am?”

T2 : “Boleh ya, kalian boleh menulis dengan digabung aren’t atau dipisah are not. Selanjutnya number seven, is it right?”

S : “right ma’am”

T2 : “Is it right?”

S : “Right”

T2 : “Is it right? Hayo”

S : “Right ma’am”

T2 : “Do you think right?”

S : “Right” (Noisy)

T2 : “Is there any mistake? Any mistake? Ada kesalahan tidak?”

S : “Aaaa” (Noisy)

T2 : “Salahnya diamananya?”

S : “S nya ma’am”

T2 : “Seharusnya tidak pakai S, oke good job”

S : “(noisy)”

T2 : “Coba saya tanya sama yang dapat nilai seratus ya, when you use add s and es to in the verb? Kapan kamu menggunakan s atau es dalam kata kerja?”

S : “When the subject is he, she, it ma’am”

T2 : “Betul, oke sekarang rehan, when you use verb 1 without s? kapan kamu gunakan kata kerja bentuk pertama tanpa menggunakan s?”

S : “(Diam)”

T2 : “Bingung? Oke coba dipikirkan dulu jawabannya Rehan!

S : Baik Ma’am

T2 : Kalau begitu coba Rino Rino Rino when you use verb 1 without s? kapan, tepatnya kapan?”

S : “Saat subjeknya they, we, I, you bu”

T2 : “Betul, saat subjeknya jamak ya. Rehan jawabannya apa tadi?”

S : “They,we,I,you bu subjeknya”

T2 : “Oke, they apa they?”

S : “Mereka”

T2 : “We?”

S : “Kami”

T2 : “I?”

S : “Saya”

T2 : “You?”

S : “Kamu”

T2 : “Oke kasu negatifnya he, she, it pakai don’t atau doesn’t?”

S : “Does” (noisy)

T2 : “oke asal kalian paham itu dan hafal pasti bisa. He, she, it menggunakan doesn’t sedangkan they, we, I, you menggunakan don’t. Paham gak?”

S : “Paham ma’am”

T2 : “Untuk contoh interrogative gimana? Ada yang masih bingung tidak? Masih bingung?”

S : “Masih bu” (noisy)

T2 : “Ini enak banget ya contohnya, tinggal kalian balik saja ya, Berarti gimana?”

S : “Do”

T2 : “Habis do?”

S : “Deandra and Tommy are eat vegetable”

T2 : “Nah gini ya anak-anak. Terus untuk yang does gimana?”

S : “Does my sister is smart at school?”

T2 : “Nah gampang kan? Any problem?”

S : “No ma’am”

T2 : “Okay, from the next meeting, I want you to bring a picture of someone, maybe your mother, your father or your idol up to you. Kalian juga bisa membawa gambar hewan peliharaan, di print berwarna ya ukuran Postcard”

S : “Postcard itu segede apa bu ukurannya?”

T2 : “Kira-kira setengah lembar kertas itu ya, pertemuan selanjutnya dibawa ya!”

S : “Baik ma’am”

T2 : “Oke anak-anak, sebelum pulang ibu mau tahu dulu hari ini tadi kita belajar materi apa?”

S : “Simple present tense bu”

T2 : “Siapa saja yang tidak suka s?”

S : “They, we, I, you bu”

T2 : “Nah begitu ya, kalau kalian paham ini, nanti gampang selanjutnya. Terus kalau kalimat negative he, she, it menggunakan doesn’t atau don’t?”

S : “Doesn’t bu”

T2 : “Betul, kalau diubah menjadi kalimat interrogative tinggal balik aja ya.

Okay begitu ya, ada yang masih bingung tentang materi hari ini?”

S : “Tidak bu”

T2 : “Rehan gimana? Masih bingung tidak tentang materi simple present tense?”

S : “Tidak bu”

T2 : “Yang bener?”

S : “Iya bu sudah tidak bingung”

T2 : “Okay, kalau begitu disiapkan ketua kelasnya”

S : “(Berdoa)”

T2 : “Okay see you next meeting, wassalamualaikum warrahmatullahi wabarrakatuh

S : “walaikumussalam warrahmatullahi wabarakatuh

OBSERVATION 2 T2

PERTEMUAN KEDUA KELAS E

T2 : “Assalamualaikum warahmatullahi wabarakatuh”

S : “Walaikumussalam warahmatullahi wabarakatuh”

T2 : “Good morning student”

S : “Good morning, ma’am”

T2 : “How are you today?”

S : “I’m fine thank you and you?”

T2 : “I’m fine too, thank you. Who is absent today?”

S : “Sela sama Geisha ma’am”

T2 : “Oya, kemarin saya dapat kabar yang kurang baik ya, Geisha masuk rumah sakit karena sakit asam lambungnya, nanti saya tanyakan dulu ya seumpama nanti bisa ditengok dirumah sakit nanti perwakilan kelas aja ya”

S : “Gak mau ditengok bu”

T2 : “Loh la kenapa kok nggak mau?”

S : “Katanya malu bu”

T2 : “Ya jangan bilang kalau mau nengok, nanti gini aja perwakilan yang perempuan aja yang nengok Geisha ya”

S : “Baik bu”

T2 : “Oke kita doakan agar Geisha lekas sembuh ya supaya masuk sekolah lagi”

S : “Aamiin” (noisy)

T2 : “Okay we will start our lesson please open your homework, page twenty-three”

S : “Twenty-three bu?”

T2 : “iyak Twenty-three part one and then please open up your note! Dibuka ya catatannya!”

S : “(Diam)”

T2 : “Kemarin mencatatnya sudah lengkap atau belum ya? Ayo dibuka dulu”

S : “Sudah lengkap bu”

T2 : “Okay sudah dibuka ya, Kemarin kalian mempelajari tentang apa?”

S : “Simple present tense bu”

T2 : “You learn about simple present tense. Do you think it is difficult or easy?”

S : “Difficult”

T2 : “Mudah apa sulit?”

S : “Sulit bu”

T2 : “What about those who don't answer? Are there any difficulties??”

S : “Yes ma'am” (noisy)

T2 : “Sulit? Terus kesulitnya dimana?”

S : “(Diam)”

T2 : “Kalian kesulitannya dimana?”

S : “Bingung bu. Beberapa part ada yang bingung bu”

T2 : “Okay gini ya anak-anak, the basic of simple present tense itu kalian harus tau subjeknya. How many are the subjects divided into?”

S : “(Diam)”

T2 : “Subjeknya dibagi menjadi berapa?”

S : “Dua”

T2 : “Apa saja?”

S : “Tunggal dan jamak”

T2 : “Yang ikut tunggal apa aja? Yang ikut tunggal subjek apa Jar?”

S : “(Diam)”

T2 : “Coba tanya Vino Yang ikut tunggal itu subjeknya apa aja”

S : “He, she, it”

T2 : “Subjeknya dibagi menjadi berapa?”

S : “They, we, I, you”

T2 : “Iyak betul, nah intinya kalian bisa membedakan antara blok tunggal dan blok jamak. Antara bloknya he, she, it dan bloknya they, we, I, you. They, we, I, you kata kerjanya ditambahi S atau tidak?”

S : “Tidak”

T2 : “Iya tidak, jadi kalau he, she, it kata kerjanya ditambahi s atau es nggak mas Dika?”

S : “Tidak”

T2 : “Yang benar gimana ana-anak?”

S : “Ditambah s atau es”

T2 : “Kalau They, we, I, you tadi gimana kata kerjanya?”

S : “Ditambah s atau es bu”

T2 : “Oke sampai sini hafal belum? Paham belum?”

S : “Sudah”

T2 : “Oke misalnya ada nama Dimas, Dimas ikut yang They, we, I, you atau yang he, she, it?”

S : “He, she, it”

T2 : “Kata gantinya Dimas apa?”

S : “He”

T2 : “Kalau masuk he pakai es atau tidak?”

S : “Pakai”

T2 : “Betul. Kalau Dimas and Anton, Pakai S nggka?”

S : “Enggak”

T2 : “Kata gantinya Dimas and Anton apa?”

S : “They”

T2 : “Oke jadi tidak pakai S. Sekarang kalau seperti ini the farmer dengan the farmers. The farmer kata gantinya apa? Ikut yang he, she, it atau they, we, I, you?”

S : “He, she, it”

T2 : “The Farmernya berapa itu?”

S : “Satu”

T2 : “Kok Tau?”

S : “Tidak ada S” (noisy)

T2 : “berarti kata kerjanya go atau goes?”

S : “Goes”

T2 : “Bener, sampai sini ada yang masih bingung?”

S : “Enggak bu”

T2 : “Oke misalnya sekarang The Car kata gantinya apa anak-anak?”

S : “It bu” (Noisy)

T2 : “iyak karena benda ya, kemudian yang negative kalau yang he, she, it harus pakai does dan yang they, we, I, you pakainya do. He pakai do atau does?”

S : “Does”

T2 : “Kamu tambahkan not dan disingkat menjadi doesn't. Kalau they pakai don't atau doesn't?”

S : “Don't”

T2 : “They not boleh tidak?”

S : “Tidak”

T2 : “Ya harus pakai do not atau don’t, kalau Dimas pakai don’t atau doesn’t?”

S : “Doesn’t”

T2 : “Pakai s atau tidak?”

S : “Pakai”

T2 : “Tidak ya, kalau udah negative dua-duanya tidak pakai s ya, paham?”

S : “paham bu”

T2 : “Kalau Dimas and Anton, don’t atau doesn’t?”

S : “Don’t”

T2 : “Betul, Kalau the farmer?”

S : “Doesn’t”

T2 : “Do you understand? Is it clear?”

S : “Yes” (noisy)

T2 : “Okay sekarang masuk ke yang interrogative ya, she reads a book, kalau negatifnya gimana?”

S : “She doesn’t read a book”

T2 : “Nah kalau interrogativenya tinggal dibalik aja ya, jadi Does she read a book? Kalau they, we, I, you pakai do sedangkan he, she, it pakai does. Paham?”

S : “Paham”

T2 : “Kalau ini Dimas and Anton?”

S : “Do Dimas and Anton Read a book?”

T2 : “Oke paham ya? Any question?”

S : “Paham bu, No”

T2 : “Coba saya tanya Dinda, does she read a book? Jawabannya gimana Dinda?”

S : “Yes, she does”

T2 : “Kalau No gimana?”

S : “No, she doesn’t”

T2 : “Kalau seumpama Do they read a book? Kalau yes gimana?”

S : “Yes, they do”

T2 : “Kalau no?”

S : “No, they don’t”

T2 : “Sekarang saya tanya lagi, ada yang mau? Fajar sekarang apakah dia masih bingung atau tidak. Does Dimas read? Dimas kata gantinya apa Fajar?”

S : “(diam)”

T2 : “Dimas itu laki-laki atau perempuan?”

S : “laki-laki”

T2 : “nah, kata ganti laki-laki itu apa?”

S : “(diam)

T2 : “Loh masih bingung Fajar?”

S : “Masih bu”

T2 : “Ada yang bisa bantu Fajar? Vino bisa ini pasti, kata gantinya apa
Vino?”

S : “He bu”

T2 : “He ya Fajar! Jadi permasalahanmu disitu ya, kamu belum bisa
membedakan subjeknya masuk yang mana”

S : “baik bu”

T2 : “Jadi kalau jawabannya yes bagaimana?”

S : “Yes, he does”

T2 : “Kalau no?”

S : “No, he doesn't”

T2 : “Okay paham ya”

S : “Paham bu”

T2 : “Oke sekarang buka halaman 23, pekerjaannya dicek terlebih dahulu
sudah benar atau belum. Saya beri waktu 10 menit habis itu kita koreksi”

S : “Baik bu”

T2 : “Okay exchange to your friend please!”

S : “Sebangku aja ya bu”

T2 : “Okay gapapa yang penting nanti ngoreksinya yang jujur ya”

S : “Baik bu”

T2 : “Okay number one, kita koreksi dibaca aja ya”

S : “Baik bu”

T2 : “Oke Noval number one I play apa I plays?”

S : “I plays bu”

T2 : “Plays?”

S : “Iya bu”

T2 : “Pakai s? Coba dicek dulu dibuku catatanmu! Sudah? Jawabannya pakai S tidak?”

S : “Iya bu”

T2 : “I pakai S atau tidak anak-anak?”

S : “Tidak” (Noisy)

T2 : “Jadi I play atau I plays?”

S : “I play” (Noisy)

T2 : “Ya, nomer satu play. Kalau I itu tidak pakai S. Kalau ketambahan S benar tidak?”

- S : “Salah” (Noisy)
- T2 : “Number two Pandu yok Pandu!”
- S : “She wash her bicycle on Sundays”
- T2 : “She wash apa she washes?”
- S : “Eh, she washes bu”
- T2 : “Pakai s / es?”
- S : “iya bu”
- T2 : “Oke, begitu ya. Selanjutnya number three Mahesa yok!”
- S : “He cleans his bedroom on Fridays”
- T2 : “Iyak betul, tidak pakai s salah ya. Number four Angga”
- S : “(Diam)”
- T2 : “We don’t ap doesn’t?”
- S : “(Diam)”
- T2 : “Ayo apa ngga? We don’t atau doesn’t?”
- S : “We doesn’t bu”
- T2 : “Bener tidak Jawabannya we doesn’t?”
- S : “Salah” (Noisy)
- T2 : ”Yang betul apa?”

- S : “Don’t”
- T2 : “Nah yang betul don’t ya. Lanjut number five Yusuf”
- S : “Mother don’t read a magazine in the morning”
- T2 : “Mother don’t apa doesn’t?”
- S : “(Diam)”
- T2 : “Mother itu kata gantinya apa?”
- S : “She”
- T2 : “Kalau she tunggal apa jamak?”
- S : “Tunggal”
- T2 : “Jadi, mother don’t read apa doesn’t read?”
- S : “Doesn’t read bu”
- T2 : “Okay, number six Haris”
- S : “J.K. Rowling writes her novel in a cafe”
- T2 : “Betul ya, number seven Andika”
- S : “I don’t go to the English course on Saturdays”
- T2 : “I pakainya don’t ya, oke lanjut number eight Adam”
- S : “Diana Goes to the local library on Wednesday afternoons”
- T2 : “Okay Number nine Vera”

S : “The kids don’t like the food at the canteen”

T2 : “Betul ya, the last apa”

S : “They brush their teeth before going to bed”

T2 : “Okay betul ya, Kalau sudah dijumlah betulnya ya!”

S : “Baik bu”

T2 : “Okay karena materinya sudah selesai next meeting kalian siapkan dan kalian bawa foto idola kalian ya, dicetak atau diprint aja”

S : “Foto pemain bola boleh bu?”

T2 : “Boleh ya, bawa foto idola kalian mau foto ibu, bapak, atau hewan peliharaan kalian juga boleh”

S : “Baik bu”

T2 : “Okay sebelum kita akhiri, ada yangh masih bingung tentang simple present tense?”

S : “Tidak bu”

T2 : “Coba he, se, it itu kata kerjanya pakai s atau tidak?”

S : “Pakai s bu”

T2 : “Kalau yang tidak tadi apa aja?”

S : “They, we, I, you”

T2 : “Betul, kalau misalkan subjeknya Dimas, kata ganti yang tepat apa?”

S : “He”

T2 : “Okay sudah paham ya, kalau untuk negative they, we, I, you pakai don’t atau doesn’t?”

S : “Pakai don’t bu”

T2 : “Begitu ya? Any question for this lesson? Masih ada pertanyaan untuk pelajaran kali ini?”

S : “No bu”

T2 : “Okay jangan lupa tugas untuk pertemuan selanjutnya ya depan ya, tugasnya apa tadi?”

S : “Membawa foto idola atau foto binatang peliharaan”

T2 : “Bagus, harus membawa semua ya!”

S : “Baik bu”

T2 : “Okay see you next week Assalamualaikum warahmatullahi wabarakatuh”

S : “Walaikumusalam warahmatullahi wabarakatuh”

APPENDIX OF INTERVIEW

b) Appendix 2 Intervie with the teachers

INTERVIEW WITH T1 (Bu. Nurul)

R : Assalamualaiku Bu. Nurul

T1 : Waalaikumssalam

R : Bagaimana kabarnya bu?

T1 : Alhamdulillah baik

R : Ini lagi jam kosong ya bu

T1 : Iya jam ke 3-4 kosong

R : Saya kemarin kan sudah ikut observasi di kelas Bu. Nurul itu nanti minggu depan materinya apa masih sama bu?

T1 : Iya materinya masih sama simple present tense

R : Langsung saja ya bu ini

T1 : Oke

R : Dikelas 7 ini ada berapa kelas ya bu dan setiap kelasnya ada berapa siswa?

T1 : Dikelas 7 itu ada 9 kelas dari A-I dan setiap kelas rata- rata ada 30 siswa.

R : Diantara kelas tersebut kelas manakah yang paling aktif dan unggul dalam pelajaran Bahasa inggris bu?

- T1 : Yang unggul dalam bertanya dan aktif dalam pembelajaran itu kelas 7G kalau yang unggul dalam pelajaran dan nilai itu kelas 7F.
- R : Apakah ada masalah dan tantangan dalam mengajar kelas 7?
- T1 : Tantangannya yaitu mereka baru beradaptasi karena perpindahan dari SD ke SMP sehingga masi kekanak- kanakan dan dalam pembelajarannya pun harus dijelaskan mulai dari dasar seperti penjelasan contohnya A itu apa, kata sifat, kata kerja itu apa saja jadi memang benar- benar harus sabar.
- R : Apakah anda sering memberi pertanyaan pada saat pembelajaran?
- T1 : Ya tentunya karena ingin memastikan apakah mereka paham, apakah mereka mendengarkan pertanyaan saya dan apakah mereka mengalami kesulitan dalam pembelajaran.
- R : Menurut Bu. Nurul bagaimanakah peranan pertanyaan dalam pembelajaran Bahasa inggris?
- T1 : Menurut saya penting karena untuk melihat partisipasi anak dan mengontrol anak apalagi yang ngantuk, selain itu juga pemahaman siswa.
- R : Pertanyaan seperti apa yang biasa anda gunakan dalam mengajar di kelas?
- T1 : Is there any question? It's that clear? atau saya kadang hsanya "class,class" mereka nanti jawab " yes, yes" juga kadang kalau ada siswa yang rame atau bicara sendiri langsung saya panggil Namanya dan saya tanya" kamu tau apa yang saya ajarkan tadi maksudnya gimana?

R : Apa reaksi anda terhadap siswa yang benar/ salah dalam menjawab pertanyaan?

T1 : Salah ataupun benar tetap saya apresiasi tidak langsung saya salahkan. Semisal salah biasanya saya lempar kepada siswa yang lain “ada jawaban lain?” nah semisal ada yang betul saya bilang “nah jawabannya ini” dan semisal berkali- kali tidak ada yang betul baru saya jelaskan.

R : Strategi bertanya apa sih yang digunakan dalam mengajar kelas Bahasa inggris?

T1 : Strategi apa ya?

R : Semisal diawal pembelajaran akan bertanya seperti apa.

T1 : Kalau diawal biasanya saya mereview materi sebelumnya. Atau mungkin jika memasuki materi baru saya biasanya bertanya yang relevan sesuai dengan materi semisal “kalian pernah meminta tolong kepada seseorang? Kalian kalau menyalakan kipas angin itu langkahnya bagaimana? ”. setelah itu baru saya jelaskan “kita akan memasuki materi ini”

R : Jadi pertanyaan diawal, inti, juga penutup pembelajaran itu tetap digunakan ya bu? Kemudian metode apa yang anda gunakan untuk menunjang strategi anda dalam pertanyaan?

T1 : Metode tanya jawab

R : Apakah metode yang anda gunakan dapat membantu anda dalam mengajar didepan kelas?

T1 : Menurut saya sangat penting karena kita jadi tau siapa yang paham dan siapa yang belum paham.

R : Apakah siswa terlibat aktif dalam pembelajaran?

T1 : Yaa, siswa terlibat aktif Cuma tidak semua siswa aktif dalam pembelajaran ada yang kemampuannya bagus ada yang memang biasa saja.

R : Bagaimana anda mengikutsertakan siswa untuk aktif dalam pembelajaran dikelas?

T1 : Karena kita menggunakan kurikulum merdeka biasanya dikelas itu berdiskusi dulu biasanya anak yang tidak tau dia penasaran bertanya.

R : Apakah Strategi bertanya anda dapat memotivasi siswa untuk memahami pembelajaran?

T1 : Iya karena siswa akan bertanya jika dia tidak paham misalkan “ bu, saya tidak paham bagian ini”

R : Apakah anda mengalami kendala Ketika bertanya didepan kelas?

T1 : Tidak ada kendala apapun.

R : Saat bertanya didepan kelas apakah anda sering bertanya terkait materi?

T1 : Iya tentunya

R : Apakah anda merencanakan pertanyaan sebelumnya?

- T1 : Iya saya rencanakan seperti tadi “kalian pernah nggak mengalami kejadian seperti ini? kemudian apa yang kalian lakukan” saya bertanya dikaitkan dengan materi yang akan dibahas.
- R : Apakah bertanya didalam kelas akan membuat interaksi didalam kelas
- T1 : Iya karena dengan adanya pertanyaan akan membuat siswa berdiskusi baik dengan temannya atau gurunya. Kemudian kalau diskusi saya muter dan bertanya “kesulitannya apa, yang belum bisa yang mana”
- R : Menurut anda seberapa pentingkah interaksi antara guru dan siswa
- T1 : Meningkatkan kedekatan siswa dan guru kemudian siswa lebih termotivasi dengan guru yang aktif sehingga pembelajaran akan nyaman.
- R : Baik terima kasih bu atas waktunya semoga bisa membantu dalam penelitian saya.

INTERVIEW WITH T2 (Mrs. Titik)

- R : Assalamualaikum Wr.Wb hari ini saya ingin melakukan interview dengan ibu terkait dengan strategi bertanya yang digunakan Ketika mengajar di kelas Bahasa Inggris
- T2 : Waalaikumsalam Wr. Wb
- R : Langsung saja ya bu di kelas 7 ada berapa kelas dan setiap kelasnya ada berapa siswa ya bu?
- T2 : Di kelas 7 ada 9 kelas A-I dan rata-rata setiap kelas ada 32 siswa

- R : Diantara kelas tersebut manakah yang paling aktif dan unggul dalam pelajaran Bahasa Inggris?
- T2 : Disini saya mengampu kelas 7A-7E dari setiap kelas hampir semua kelas ada yang aktif kalau yang paling unggul di kelas 7B
- R : Apakah ada tantangan dan masalah dalam mengajar di kelas 7 itu?
- T2 : Tantangannya ya karena mereka itu dari SD ke SMP jadi dari motivasi, kemampuannya, dan terutama kosakata jadi harus disesuaikan dulu
- R : Apakah anda memberi pertanyaan dalam pembelajaran?
- T2 : Dari awal sudah ada pertanyaan untuk memotivasi kemudian pada pertengahan pembelajaran ada pertanyaan di materi dan diakhir pembelajaran ada pertanyaan apakah mereka sudah paham? Apakah bisa untuk ke materi selanjutnya. Jadi selalu ada pertanyaan dalam proses pembelajaran
- R : Selanjutnya apa pendapat anda mengenai peranan pertanyaan dalam proses mengajar?
- T2 : Perannya kalau diawal bisa memotivasi anak sama memancing anak supaya bisa berpikir kritis, meningkatkan pengetahuan, memantapkan materi.
- R : Pertanyaan seperti apa yang biasa anda gunakan dan contohnya itu seperti apa?
- T2 : 5 W 1 H itu hampir semua saya gunakan

- R : Apa reaksi anda Ketika siswa benar/ salah dalam menjawab?
- T2 : Kalau semua aktif menjawab biasanya yang benar saya apresiasi dan beri tambahan supaya aktif bertanya dan menjawab kemudian yang salah juga tidak saya beri punishment hanya memberi apresiasi dan memberi kesempatan kepada yang lain untuk membetulkan
- R : Kemudian strategi apa yang anda gunakan dalam bertanya?
- T2 : Bisa individu atau kelompok dan bisa saya tunjuk atau dengan sukarela menjawab.
- R : Metode apa yang anda gunakan dalam menunjang dalam penerapan strategi bertanya anda?
- T2 : Bisa mendekat dan menunjuk langsung kepada siswa
- R : Apakah strategi bertanya tersebut dapat membantu anda dalam mengajar dikelas?
- T2 : Iya karena mereka termotivasi dan terpancing kemudian berpikir kritis sehingga mereka mau berusaha menjawab pertanyaan
- R : Apakah siswa terlibat aktif dalam pembelajaran?
- T2 : Iya hampir semua aktif dalam pembelajaran akan tetapi ada beberapa yang memang pendiam.
- R : Bagaimana anda melibatkan siswa agar terlibat aktif dalam pembelajaran?

- T2 : Dengan bertanya dan menunjuk karena terkadang mereka harus ditunjuk baru mau menjawab supaya tidak hanya yang biasa menjawab saja yang aktif.
- R : Apakah strategi bertanya anda dapat membuat siswa lebih mendalami pelajaran anda?
- T2 : Sejauh ini iya karena membuat siswa jadi terpancing dan termotivasi untuk menjawab atau materi yang sudah dipelajari
- R : Bagaimana anda mengetahui strategi bertanya anda mampu meningkatkan motivasi siswa dalam pembelajaran?
- T2 : Ya dari kemampuan siswa yang meningkat serta pemahamannya dan kelas menjadi sangat aktif.
- R : Apakah anda mengalami kendala dalam memberi pertanyaan dalam memberi pertanyaan?
- T2 : Kendalanya kalau misalkan saya pakai Bahasa inggris full siswa biasanya tidak paham jadi biasanya saya menggunakan 3 bahasa. Bahasa inggris, Bahasa jawa, Bahasa Indonesia.
- R : Saat mengajar dikelas apakah anda sering menanyakan terkait dengan materi?
- T2 : Seringkali karena untuk mengetahui apakah mereka paham atau tidak.
- R : Sebelum mengajar apakah anda merencanakan terlebih dahulu pertanyaan yang akan anda tanyakan?

T2 : Iya jadi biasanya kalau materinya ini nanti pertanyaannya apa.

R : Apakah strategi bertanya bisa membangun interaksi dikelas?

T2 : Iya karena akan menciptakan tanya jawab jadi ada interaksi kalau gaada pertanyaan kelas pasti akan monoton.

R : Menurut anda seberapa pentingkah strategi bertanya?

T2 : Sangat penting karena kalau tidak ada strategi bertanya tidak akan tau siswa paham atau tidak dan siswa memperhatikan atau tidak.

R : Terima kasih bu semoga bisa membantu saya dalam menyelesaikan penelitian

T2 : Waalaikumsalam wr. wb sama- sama semoga membantu.