

**AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES DURING
THE ENGLISH CLASSROOM INTERACTION AT THE TENTH GRADE
OF SMAN 1 KARANGDOWO KLATEN**

THESIS

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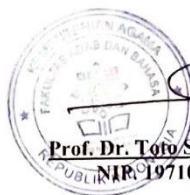
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DEDICATION

This thesis is dedicated to:

1. My beloved father Sukadi and my beloved mother Suprapti who always pray, trust, finance, encouragement for me.
2. My Almamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

“Terlepas bagaimana nanti hasilnya, kita tetap yang terbaik karena perjuangan menghiasi prosesnya.”

(My self)

“Sesungguhnya bersama kesulitan ada kemudahan.”

(Q.S. Al-Insyirah 94:6)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**An Analysis of Teacher’s Questioning Strategies During the English Classroom Interaction at the Tenth Grade of SMAN 1 Karangdowo Klaten**” is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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

Sukoharjo, June 23nd 2023

The researcher

Isnawati Indah Pramujati

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ABSTRACT

Isnawati Indah Pramujati. 2023. *“An Analysis of Teacher’s Questioning Strategies During the English Classroom Interaction at the Tenth Grade of SMAN 1 Karangdowo Klaten.”* Thesis. English Language Education. Cultures and Languages Faculty.

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This study aims to analyze of types of questions used by English teachers in questioning and teacher’s questioning strategies during the English classroom interaction at the tenth grade of SMAN 1 Karangdowo Klaten. The objectives of this research are: (1) To know and describe the dominant types of questions used by English teachers. (2) To know and describe the teacher's questioning strategies during the English classroom interaction.

The researcher used descriptive qualitative research. The subject of this research are two English teachers. The researcher collects the data by using simak method with some technique, there are tapping technique, recording technique and note-taking technique and documentation. In analyzing data, the researcher collected the data obtained in the field, the data displayed arranged based on the findings, classifying and categorizing the data and drawing conclusion. Trustworthiness of data this research used method triangulation and used FGD to check validity data again.

The result showed the English teachers at the classes of X-A and X-I post all types of questions, there are procedural, convergent and divergent questions, but dominantly used is convergent question. When the students don’t understand the question and keep students active responding questions, the teachers used questioning strategies. There are wait time, repetition, paraphrasing, simplification, probing. The most frequent strategies used by the teachers is wait time. The teachers delivered narrative text material, taught reading and finding mostly the purpose underlying teacher’s questioning was to encourage students’ thinking, focus on the content of reading text, participation and check students’ understanding.

Keywords: Classroom Interaction, Types of Questions, Teacher’s Questioning Strategies.

CHAPTER I

INTRODUCTION

A. Background of the Study

In the teaching and learning process, the role of teachers and students is very important in order to create an interactive classroom. The interactive classroom is the most important place for learning, especially learning English because it is to inform and practice their language, in order to create conditions in which students can improve their ability in learning English, namely to use English for actual communication. Teachers should establish written or spoken communication with their students. Communication in the classroom can be built through interaction.

According to Long and Sato in (Erianti et al., 2018) interactive classrooms are the result of mutual interaction teacher-student, student-to-student, group discussions, and other participation in the classroom. According to White and Lightbown in (Toni & Parse, 2013) teachers dominate the class, manage topics, use the order of speech, and ask most questions. They ask a lot of questions and also help students answer them. According to Halstead and McLaughlin in (Yusriati & Tarigan, 2019) question is one of the most important instruments for guiding and extending students' learning. For teachers, questioning is a crucial skill that anyone can learn. Likewise, ways of helping teachers to develop, improve their own raise and formulate questions can also be learned.

An essential teaching skill that teachers need to learn is questioning strategy and knowing the right question.

The differences between question and questioning; based on Lynch in (Suartini et al., 2020) a question is an interrogative statement or a command used to obtain information. A question is any sentence that has an interrogative form or function. Meanwhile, questioning is the activity of asking questions. Questioning is one of the interaction elements of teacher speak, and it is a crucial tool for teachers to regulate the classroom and keep students participating in learning process.

Questioning is one of the most common activities carried out by the teacher during the learning process (Dewi, 2014). Teachers' questioning plays a crucial role in the teaching learning process. According to Tsui in (Meng et al., 2012) teacher questions are all utterance types and utterance structures that are categorized as questions that teachers ask students before, during, or after instruction in order to elicit responses from them. Questioning is not only a way to manage the class, but is also the best way of interaction between teacher and students and is a way to find out students' understanding of the material given. To get responses from students during teaching instruction, questioning is the important strategy in teaching learning process.

Strategy is the teacher's effort in creating an environmental system that allows the teaching process to occur, so that learning objectives are achieved. In the teaching and learning process, there are several strategies that can be applied by teachers in increasing students' motivation to learn English, one of

which is the strategy of questioning strategy. According to Mei-Hui Chen in (Kholisoh & Linggar Bharati, 2021) emphasis that when teachers pose question, it must be followed by questioning strategies. So, this is important by applying the questioning strategies the teachers know how to ask question to students during classroom interaction as a stimulus for students to respond. One of the strategies of increasing classroom interaction is improving questioning strategies (Jia, 2013). Thus, one of the most used instructional strategies in the classroom is questioning. Because, according to Harvey in (Kurniawati & Adi, 2021) has argued that “questioning strategy is most effective when it allows students to become fully involved in the learning process.”

The teacher asks and provides questions to stimulate interaction and check students' understanding. The questioning strategies aims to give students more opportunities to think, understand what the teacher is asking and give students time to answer questions. So as to create interactive communication between teachers and students. Because students' answers are strongly influenced by the teacher's questions, so the teacher must consider the types of questions and questioning strategies.

In Indonesia, senior high schools usually apply required English learning and interest English learning, but where the researchers conduct research, namely SMAN 1 Karangdowo Klaten, apply required English learning. In carrying out the learning process is necessary a set of plans the learning process and arrangements regarding teaching materials is what is called a curriculum. Curriculum is a reference for educational institutions in carrying out the

educational process to achieve certain goals. The application of required English learning at SMA 1 Karangdowo Klaten uses the curriculum 2013. There are ten classes in tenth grade of SMAN 1 Karangdowo Klaten and there are 2 English teachers. The conditions in the second class of the English teacher were that some students actively answered the teacher's questions and there were also some students who were less active in answering the teacher's questions and seen in pre-research there are some types of questions and questioning strategies which used by the teachers in a classroom.

In this research is going to focuses on the types of questions based on Jack C. Richards & Charles Lockhart and during the pre-research in two classes taught by two English teachers, there are Miss R and Mr Y, the teachers use types of question by Jack C. Richards and Charles Lockhart. First, procedural question, the question is used by teachers which has something to do with classroom procedure or classroom routine, example of questions “Did you finish the homework?” “How are you today?” Second, convergent questions are questions that need encourage students to responses the question based on a topic material or previous material, example of question “What are some examples of adverb?” Third, divergent question are questions that can encourage students to response question based on material with high level thinking, example of question “What do think about the descriptive text entitled Komodo Dragons?”

There are some questioning strategies were applied frequently during classroom interaction. In this research is going to focuses on the questioning

strategies based on Mei-Hui Chen, there are wait time consist of wait time; post question and post response wait time, repetition, paraphrasing, simplification, probing and seen during the pre-research in two classes taught by two English teachers, there are Miss R and Mr Y, the teachers tried to use several questioning strategies, such as is often used are wait time and repetition. Although not all students seemed interested. It might be caused by many factors, students do not have adequate understanding in English, they are shy to speak, fast speaking speed of teacher's instruction, do not provide a sufficient wait time. Seeing this reality, it is hoped that questions can encourage students to contribute in class discussions because asking questions results in verbal interaction between teachers and students. Therefore, in this study, the researcher wanted to know the types of question and teacher's questioning strategies used by the teachers at the tenth grade of SMAN 1 Karangdowo Klaten. This matter interesting because it helps researchers and readers to be more creative in using questioning strategies and choose the right of types of questions, so that the class is more interactive, students can think more and understand the material presented by the teacher.

There are some previous related to these studies. First, the research entitled "An Analysis of Teacher's Questioning Strategies During the Classroom Interaction." This research by Ziarah. The main purpose of this research is to identify the types of question that is usually used by the teacher during the classroom interaction at MA PKP Al-Hidayah Jambi. Second, the research entitled "Teacher Questioning Strategies to Create Classroom Interaction in

EFL Classes (A Case of English Teacher of State Junior High School 2 Pati.)"

This research is written by Devi Liviana Wati. The main purposes of this research are examining English language teacher about questioning strategies to create classroom interaction in EFL (English as a foreign language) classes.

From the explanation above, the similarity between this study and previous studies is that they both research types of questions used by the teachers, but there are differences. From the previous research above, the researcher believes that it is not enough to just identify the types of question. The researcher also wants to identify the questioning strategies used by the teacher's when ask questions. Another difference between this study and previous research are the researcher conducting research with two teachers and took two class. Based on these explanations and pre-research above, the researcher is interested in conducting research entitled "*An Analysis of Teacher's Questioning Strategies During the English Classroom Interaction at the Tenth Grade of SMAN 1 Karangdowo Klaten.*"

B. Identification of the Problems

From the background of study, there are several problems that arise. Some of the problems that can be identified are as follows:

1. Some students lack of understanding of the material, so it is difficult to answer the teacher's questions.
2. Some students do not give clear reactions and even just stay silent to what the teacher question.

3. Some students are embarrassed to ask the teacher about material they do not understand.

C. Limitation of the Problem

This research has been done in tenth grade of SMAN 1 Karangdowo Klaten. In conducting the research, there should be a limitation of the problem to make the research is more focused. The researcher limits the problem only in tenth grade, two classes A and I teach by two teachers of SMAN 1 Karangdowo Klaten and take narrative text material. The researcher focusses to analysing the types of question and teacher's questioning strategies during classroom interaction. The researcher also describes the classroom interaction when the English teachers use the types of questions and questioning strategies.

D. Formulation of the Problem

Based the background above, the research questions are formulated follows:

1. What are the types of questions used by the teachers in questioning at the tenth grade of SMAN 1 Karangdowo Klaten?
2. How are questioning strategies used by the teachers during the English classroom interaction at the tenth grade of SMAN 1 Karangdowo Klaten?

E. Objectives of the Study

The aims of this research were:

1. To know and describe the teacher's types of questions in questioning strategies during English classroom interaction at tenth grade of SMAN 1 Karangdowo Klaten
2. To know and describe the questioning strategies used by the teachers during the English classroom interaction at the tenth grade of SMAN 1 Karangdowo Klaten

F. Benefits of the Study

1. Theoretically
 - a. The results of this study are expected to be useful for the development of science and as a guide for further researchers who want to research on matters relating to the teacher's questioning strategy.
 - b. The results of this study can be useful for readers to understand teacher questioning strategy in the teaching and learning process.
2. Practically
 - a. For Students

Motivating students to be more interactive in English class. Increasing students' ability and courage to speak and interact also attracts students to answer teacher questions and students get the right information. Checking student preparation, student memory and stimulating or practicing independent learning.
 - b. For Teacher

The teacher gets information that will improve the quality of teacher teaching. Providing information that asking questions has various

functions and teachers need to prepare planned questions and the strategy according to the material and involve students in active interaction in class so that learning objectives are achieved.

c. For Researcher

This research hoped that can inspire as well as become a reference for researchers to obtain information about the teacher's questioning strategies during English classroom interaction.

G. Definition of Key Terms

a. Classroom Interaction

Classroom interaction is an action during interrelated instructions that are carried out by teachers and students (Heprima, 2018). According to Chaudron in (Heprima, 2018), classroom interaction includes class behaviours such as questioning and answering, turn taking, negotiation of meaning and feedback. There are 2 types of classroom interaction, namely teacher-student interaction and student-student interaction. Interaction can make students involved in the learning process that creates interactive classes that will help learning foreign languages such as English easily and quickly.

b. Teacher Questioning Strategies

Strategy is a plan of action designed to effort in creating an environmental system that allows the teaching process to occur, so that learning objectives are achieved. According to Lynch in (Suartini et al., 2020) a question is an interrogative statement or a command used to obtain

information. Questioning is the activity of asking questions. Questioning is one of the interaction elements of teacher speak, and it is a crucial tool for teachers to regulate the classroom and keep students participating in learning process. According to Mei-Hui Chen in (Kholisoh & Linggar Bharati, 2021) emphasis that when teachers pose question, it must be followed by questioning strategies. Mei-Hui Chen classifies the questioning strategies, there are wait time consist of wait time; post question and post response wait time, repetition, paraphrasing, simplification and probing.

c. Types of Questions

The types of questions are the questions used by the teacher in order to make interactive classroom, to achieve learning goals and to enhance learners' proficiency in the target language. According to Jack C. Richards & Charles Lockhart in (Suartini et al., 2020) classify the questions into three types in terms of the purpose of questions in classrooms: those are procedural, convergent and divergent question.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Classroom Interaction

Interaction is fundamental and important in the teaching and learning process in the classroom. According to Brown in (Hanum, 2009) in accordance with Ministerial regulation number 23 of 2016 that learning is a process of interaction between students and teachers. By interacting, it will improve the language skills of students. Therefore, the important role of the teacher is to make the teaching and learning process by designing and preparing it well. Classroom interaction is a process of reciprocal communication between teachers and students as well as students with students. Classroom interaction is an action during interrelated instructions that are carried out by teachers and students (Heprima, 2018). Interaction in the English classroom is one means of achieving learning in the classroom.

With classroom interaction, the teacher will know the right way to teach students. According to Chaudron in (Heprima, 2018) classroom interaction includes class behaviour such as questioning and answering, turn taking, negotiation of meaning and feedback. interaction is the core of communicative competence (Brown, 2000). Interaction can make students involved in the learning process because students speak. Teachers know how to get students involved in classroom interactions, so teachers are the

key that will make students participate actively in the classroom. Class interaction is the process of exchanging thoughts and ideas in the teaching and learning process through verbal and non-verbal to create an interactive classroom atmosphere so that students' language skills develop. Class interaction is also useful for knowing students' understanding and language development in the classroom.

Classroom interaction is Patterns of verbal and nonverbal communication, as well as the sorts of social connections that occur in a classroom (Richards & Schmidt, 2010). Verbal interaction means a communication which occurs because of the teacher and learners talk, while non-verbal when the teacher and students communicate without using words, non-verbal interaction refers to gestures or facial expressions. According to Brock in (Shomoossi, 2004) interactive classes will help learning foreign languages such as English easily and quickly. The interaction between teachers and students affects the success of learning. There are 2 types of classroom interaction, namely teacher-student interaction and student-student interaction (Adaba, 2017). The majority classroom interaction was whole-class interaction between the teacher and students. The majority classroom interaction was whole-class interaction between the teacher and students.

2. Teacher's Questioning Strategies

a. Definition of Teacher's Question

The importance of the teacher's role in the classroom. A teacher serves as a role model for students in addition to deliver material. Questioning typically took place throughout the teaching-learning process in the classroom. Questions are excellent ways to start a conversation. The teacher may ask the student a question, or the student may ask the teacher a question. Based on Lynch in (Suartini et al., 2020) a question is an interrogative statement or a command used to obtain information. As a result, the question is defined as an interrogative statement employed as an inquiry expression to obtain information about the topic. Questions are asking for information.

In a teaching and learning context, a question is any idea that calls for a response from the listener or audience. In the process of classroom interaction, questions are instructions that teachers can use to monitor students' understanding and competence during the classroom interaction, as well as to provoke discussion in order to create an interactive and intimate class. In order for students to readily understand the subject and improve their think, questions are stimuli that force them to think and learn.

According to Fraenkel in (Indriani et al., 2015) the heart of an effective learning strategy lies in the questions asked by the teacher. Questions are the main element of teaching strategies and are the key to language games in teaching. According to Ping Shen & Butsakorn Yodkhumlue in (Suartini et al., 2020) teachers' questions play a

significant part in generating discussion in the classroom, there is proof that a question can get students interested in learning, concentrate their attention, foster critical thinking, and allow teacher to gauge how well the students comprehend the subject matter.

b. Definition of Teacher's Questioning Strategies

In teaching, strategy is the teacher's effort in creating an environmental system so that the teaching process occurs, so that learning objectives are achieved. According to Guest in (Terfa, 2019) definition of questioning strategy is one of the essential instruments for extending students' learning which can help teachers develop their own strategies to enhance their students' work and thinking. A teacher should aim to help identify and uncover guiding thoughts. According to Mei-Hui Chen in (Kholisoh & Linggar Bharati, 2021) when teachers pose question, it must be followed by questioning strategies. Questioning strategies are the methods used to ask something, used to obtain information from students in order to achieve teaching goals (Nashruddin & Ningtyas, 2020). So, the use of questioning strategies by the teacher is a phrase or question that functions as a stimulus for students to respond

The term questioning strategy refers to the strategy the teacher uses to questioning, to elicit verbal responses from students. Questioning is the foundation of the teaching activities that can be improve memory, enhance learning and comprehension, foster imagination and problem-

solving, fulfil the feeling of curiosity, and increase creativity. Without a strategy, questions in class discussion turn into a series of single questions that lack cohesion and purpose. Therefore, teachers questioning strategies can create learning situation more meaningful.

The effectiveness of the questions in a row with the questioning strategy. Strategies in questioning is used to guidance on how to ask questions. Questioning strategy is used by the teacher to identify the ability of the students and to know how the students' response from what have the teacher already explained (Irawati et al., 2021). Here, the right approaches strategies can successfully influence or motivate, inspire students in learning languages. The questioning strategy allows the teacher to assess students' knowledge, the ability to connect students' thinking with broader concepts, students become excited, actively involved because of their curiosity, students feel free and courageous (Fusco, 2012).

c. The Importance of Teacher's Questioning Strategies in the Classroom Interaction

There are numerous reasons why teachers should give some questions to their students, neither the questions are either designed to test students' abilities or to get them involved in class discussion. Questioning strategies can make a great contribution to the structure of class interaction. One of the factors that influence class interaction is teacher question's (Jia, 2013). Asking is very important role in the

learning process in the classroom. As a two-way interaction, questioning has the ability to enhance students' involvement, thinking, and learning (Dewi et al., 2014). So that, teachers employ questions to foster critical thinking abilities and insights.

Questions can also use encourage students to speak in a real-world situation, to build a stronger connection with them, and assist them in dealing with difficulties expressing themselves due to their restricted vocabulary. According Jack C. Richards & Charles Lockhart in (Fatmawati et al., 2020) Questions can be used to inspire or motivate students, revise, control, test or assess, investigate, explain, encourage students to focus on a certain topic, elicit information, and check understanding, as well as to control conduct. It means, questioning strategies have the potential to attract and stimulate student interaction, provide opportunities for students to think, speak, answer, express, help overcome student confusion and find out the extent of student understanding.

According to Jack C. Richards & Charles Lockhart in (Suartini et al., 2020) as questions perform different characters in their types, they also are diverse in purposes. There are five different purposes behind teacher's question in the classroom:

- 1) Encourage, stimulate and maintain students' interest
- 2) Encourage students more focus and concentrate on the material of lesson

- 3) The teacher can able to clarify what students have said
- 4) The teacher can able to check students understanding
- 5) Encourage students' participation in a lesson

With questioning strategies the teacher can also assess the current state of student thinking, uncovering not just what students know but also gaps and misconceptions (Dewi et al., 2014). Thus, questions are also used to review and recap prior lessons, utilize questions to evaluate students' preparedness (or lack thereof) to assess whether or not educational goals or objectives were met. The use of questions can thus alter the teacher's monologue and engage pupils in active classroom participation, which is extremely beneficial to their language development (Ma, 2008). Thus, through questioning strategies, teachers provide opportunities for students to use and practice their language. Then, the teacher must choose the appropriate type of questioning strategies.

d. Types of Teacher's Questions

The basic thing of the questioning strategies is asking questions that are possible to achieve the learning objectives. Teachers must really choose and understand the types of questions that will be submitted to students during the learning process. At times, questions that can help students build knowledge about fundamental information memories are needed, while at other times, the teacher wants students to be able to connect material and apply it to their daily life. Questioning strategies

are used to guide when asking students questions. There are various strategies for asking questions to help students be more responsible for their learning, involving students in the teaching and learning process to create interactive, active, and collaborative learning. To determine how well pupils understand, the teacher should employ a questioning strategy as an assessment of learning. To help students develop their ability in the target language. There are several types of questions based on Jack C. Richards & Charles Lockhart in (Suartini et al., 2020), such as:

1) Procedural question

The procedural question was one that asked about the classroom procedure or classroom routine. Procedural questions used by the teacher to check student's assignment, that instructions for a task were clear and instructions for a new task. According Hamiloglu & Temis in (Suartini et al., 2020) that procedural questions assisted teachers in maintaining order in the classroom in terms of classroom management and teaching and learning processes. A procedural question proved useful in to check students' condition and make them relaxed while studying. The examples of procedural question:

- a) Did everyone bring their homework?
- b) Did you finish the homework?
- c) Why aren't you doing the assignment?
- d) Did everyone bring dictionary?
- e) Are you understand students?

2) Convergent question

Convergent questions can encourage the students to response the question based on a topic of material. The convergent question was the question that generated the students to review the previously presented information. The respond of convergent question is short answer, as an example "yes", "no", or short statement. According to Dos, B., Bay, E., Aslansoy, C., Tiryaki, B., Cetin, N., & Duman, C. in (Suartini et al., 2020) teachers frequently employed convergent question types to reinforce and summarize topic and inspire students to participate during the session of lesson. Hence, convergent question uses to stimulate students to be active or involved in the teaching and learning process, check students' understanding, and focus control students' attitude. An example of a convergent question is “Who is the main character of this story?” “How many adverbs in these sentences?”

3) Divergent question

Divergent question encourages diverse student responses which are not short answers and which require students to engage in higher-level thinking. Divergent question encourages students to provide their own knowledge, experience, and information rather than to recall previously presented information. It means that students can be able to respond to questions with longer answers and more complex sentences. Teacher usually asks divergent questions after

asking the convergent questions. Examples of divergent question “What do you think about this video?” “What is the message of the song?”

From the explanation above, the type of question is important cause the teacher questions that can help students build knowledge. So, teachers must really choose and understand the types of questions that will be submitted to students during the learning process.

e. Types of Teacher’s Questioning Strategies

According to Mei-Hui Chen in (Kholisoh & Linggar Bharati, 2021) there are:

1) Wait Time

Encourage high cognitive responses need adequate wait time, because according to Kam-yin Wu in (Wati, 2019) it is not always possible to successfully elicit responses from L2 students through teacher questioning, if there is sufficient wait time provided by the teacher. There are two types of wait time; post question and post response wait time. Waiting time after a teacher's question and a student's responds is known as post question, while the period of time following a student's response until another student responds or the teacher resumes speaking is known as the post response wait time. Students can create an answer and respond during the post-question, and during the post-response wait time, other students can consider the ideas shared or present their own perspectives.

According to Tan in (Wati, 2019) also indicated that when L2 students rarely engage in conversation or don't respond to questions because when there isn't enough wait time. Therefore, adequate wait time is important.

2) Repetition

Teachers can employ the strategy of repetition by repeat frequently or many times their questions without altering the original form, helping students to understand the meaning and get the point.

Example:

Teacher: What is the meaning of “suddenly” man?

Student: (Silent)

Teacher: What is the meaning of “suddenly” man?

3) Paraphrasing

Teachers can give the questions again if students still do not understand what question are posed by rephrasing them in terms that are simple words, easier and more understandable to students.

Example:

Teacher: Next I want to ask, what the tenses use in quotation marks sentence

Student: (Silent)

Teacher: That is “I am going to...” what tenses use?

4) Simplification

The simplification strategy is almost identical similar to paraphrasing; however, teachers will change the sentence structure to focus the meaning. The teacher will focus on the certain matter that the students are unable and comprehend and will present another view or ask them into different ways. Sometimes students haven't caught the meaning of a question because the difficult vocabularies used by teachers. Teachers are advised to change or use another word, structure of the questions, and make it into simple ones. The simplification strategy can be used by choosing words or vocabulary that are easier to learn, switching to shorter or simpler sentences, and using clues or others.

Example:

Teacher: What is the purpose of narrative text?

Student: (Silent)

Teacher: If you ever read the story of Bandung Bondowoso or Maling Kundang, what is your purpose?

5) Probing

A question will be asked after the first by another question, but both will still be relevant to and support the first question. This strategy requires students to expand and develop responses.

Example:

Teacher: Do you know about narrative text?

Student: Yes

Teacher: What is the narrative text?

Student: (Answer)

Teacher: Example of narrative text?

f. The Application of Questioning Strategies

The application of questioning in according to Eble in (Sujariati et al., 2016) are beginning, middle and the end of the class. Questioning at the beginning of the class, for students with who have/are high ability and/or who are known to be interested in the subject matter, asking questions before teaching and studying material is effective. Some teachers use questioning early in the classroom to assist students with questions about previous lectures, readings, or exam preparation. Giving questions as opening questions in a dialogue at the start of a class can make it easier for students to respond, and doesn't require them to reveal too much about themselves. Questions before teaching can be written as a quiz or asked orally. This question-and-answer session can also be motivating for students, pushing them to want to learn more and increasing their interest in how the lesson is going. This session is also important for reviewing the previous lesson before moving on to the new material.

Questioning in the middle of the class, questioning in the middle is particularly effective at achieving achievement. Students do better on lesson things that have been offered as recitation questions before than on items that they have never seen before. Oral questions are more

effective in facilitating learning, they are appropriate for use in class and during the learning process, than written questions. Questions that focus students' attention on important aspects of the lesson result in better comprehension than no questions. During the teaching learning process, asking questions is positively associated to learning facts. The questions in this session can be used as a confirmation check or a clarification request, based on the functions. Teachers, for example, want to make sure that their students understand before moving on to another explanation or subtopic.

Questioning in the end of the class, teachers frequently question students at the end of class because it is critical to grasp students' knowledge, assess students' learning, test students' feedback, and evaluate both teachers' teaching quality and the teaching learning process to determine if it is operating well or not. Teachers must use a recall question, a referential question, to verify students' understanding. Teachers can utilize open/closed questions, as well as other sorts of questions, to complete the goal learning. Questioning students at the end of a lesson can benefit from being questioned to help them synthesize material and create conclusions. Their responses can be submitted for teachers to review at the start of the next class period in order to address student difficulties.

g. Curriculum 2013

The curriculum is a reference for educational institutions in carrying out the educational process to achieve certain goals. The Indonesian government introduced the 2013 curriculum starting in the 2013/2014 academic year. At SMAN 1 Karangdowo Klaten, used the 2013 curriculum. Even though the freedom already existed, when the researchers carried out the research, the freedom curriculum had just been introduced. SMAN 1 Karangdowo Klaten has not yet implemented the freedom curriculum and still using the 2013 curriculum, because many things need to be prepared to implement the freedom curriculum. SMAN 1 Karangdowo Klaten still in the process of preparing it to be implement in the next school year.

According Permendikbud No. 69 Tahun 2013, the 2013 curriculum prepares the younger generation to have life skills as individuals who are productive, creative, innovative, affective (religious and social attitudes), and able to contribute to all aspects of life. The learning system in the 2013 curriculum students are more active in teaching and learning activities. Aspects achieved in the 2013 curriculum are aspects of knowledge, aspects of skills and aspects of attitude.

The knowledge aspect is emphasized on student understanding. Assessment of the knowledge aspect are obtained from daily tests, midterm exams, final semester exams. But in the 2013 curriculum knowledge is not the main aspect. The skills aspect is an emphasis on skills, for example the skills to express opinions, discussions, and

presentations. The skill aspect is an important aspect because with skills students can channel their knowledge so that knowledge is not just theory. Aspects of attitudes and behaviour are aspects of assessment by assessing the attitudes and behaviour of students during the learning process. According Permendikbud No.65 dan No.81a Tahun 2013, the learning process in the 2013 curriculum includes opening, main and closing activities. In the main activities there are 5M activities, namely observing, questioning, experimenting, associating, and communicating.

Opening activity, in this activity the teacher prepares students, asks questions about the material that has been studied, explains about student activities regarding the material to be studied and explains the learning objectives. Observing activity, in observing activities provide opportunities for students to carry out observation activities through seeing, listening, and reading activities. Questioning activity, in this activity the teacher gives students the opportunity to ask questions about what they have seen, listened to and read. The teacher guides students to ask questions. This activity fosters curiosity in students because questions are the basis for seeking information. Experimenting activity, in this activity students conduct experiments to collect information by reading or observing. Associating activity is students process the information that has been done and collect information. Communicating activity is students convey the results of observations based on

information that has been done orally, in writing, or other media. Closing activities, in closing activities the teacher and students make a summary or conclusion of learning.

B. Previous Related Studies

To conduct the research, the researcher has some review of previous studies related to this study. These references are useful to make it easier for the researcher in conducting research and strengthen this study. Thus, some findings of related research are:

The first previous study of this research is the thesis conducted by Syarifah Rahmah (2017), entitled "Teachers' Questioning Strategy: To Improve Students' Motivation in English Classroom Learning Activity". The purpose of this study is to identify the teachers' questioning strategy used to teach English at SMPN 8 Banda Aceh and to determine whether these questioning strategies have an impact on how motivated students are to learn English. The approach of this research was qualitative. Recording, observation, and interviews were used to obtain data and the writer used narrative analysis to analyze the data. The result of the data revealed that the teachers applied some sorts of questions and carried out the type questions during each season of teaching. The study's findings also demonstrated the benefits of teachers' application of questioning strategy in English language instruction, which increased students' motivation in learning English (Rahmah, 2017).

The second previous study is conducted by Wening Nur Habibah (2019), entitled "Teachers' Questioning Strategies to Engage Students' Reading

Comprehension (a Case of State Junior High School 1 Ungaran in Semarang District in the Academic Year 2018/2019). The purpose of this study is to find out the teachers' questioning strategies to engage students' reading comprehension. A case study approach with descriptive analysis was used in this qualitative study. Technique of collecting data in this research are questionnaires, instructor interviews, and classroom observations. The analysis's findings demonstrated that all of the participating teachers employed Bloom's Taxonomy's lower order thinking (LOT) level. Additionally, it demonstrated that the three instructors used two of Raphael's four questioning techniques. They applied different kind of strategies as they delivered different topics of material. This leads to the conclusion that the teacher needs to raise the pupils' level of thinking and questioning techniques (Alif, 2019).

The third previous study is conducted by Devi Liviana Wati (2019), entitled "Teacher Questioning Strategies to Create Classroom Interaction in EFL Classes (A case of English Teacher of State Junior High School 2 Pati)". The purpose of this study is aimed at examining English language teacher about questioning strategies to create classroom interaction in EFL (English as a foreign language) classes. Used a case study design which focused on the descriptive analysis. The data were obtained by using classroom observation and teachers' students' interview. The result demonstrated that the teacher asked both classroom observations all of the types cognitive level questions based on the Bloom Taxonomy Revised (Wati, 2019).

The fourth previous study is conducted by Modi Nur Kholis & Dwi Anggani Linggar Bharati (2021), entitled "Teachers' Questioning Strategies and Students' Perceptions Toward Critical Questions in EFL Classroom Interaction." This study aims to find out teachers' questioning strategies and students' perceptions of critical questions in EFL classroom interaction during the COVID-19 pandemic was conducted at one of Senior High Schools in Semarang. The researcher used a case study design that focused on the descriptive analysis. The data were gained by using classroom observation, interview, questionnaire, and documentation. The results of the analysis showed that the teachers used all of the teachers' questioning strategies and they posed critical questions. Teachers questioning strategies used by the teachers when posing critical questions were wait-time, repetition, paraphrasing, simplifying, and probing. It can be concluded that the students perceived critical question as a motivational question (Kholisoh & Linggar Bharati, 2021).

The last previous study is conducted by Ina Daril Hanna & Arisandi Setiyawan (2018), entitled "The Implementation of Questioning Strategy in Teaching Speaking for the Tenth Grade in MA Al-Mabrur Blumbungan Pamekasan". The goal of this study is to find out how was the implementation of questioning strategy, what types of the question were used by the teacher in the implementation of questioning strategy, and how did the responses of the students in the implementation of questioning strategy in teaching speaking at the tenth grade Ma Al-Mabrur Blumbungan Pamekasan. In this research the writer used qualitative approach, The kind of research used descriptive research.

The instruments used by the researchers answer observation, interview and documentation in collecting the data. The results were 1. the teacher used questioning strategy by using some steps in teaching speaking. 2. the teacher used convergent and divergent questions. 3. the student's responses in implementing of questioning strategy are various, they were comfort, nervous, afraid but they could enjoy it because the topic relates with their environment (Hanna & Setiyawan, 2018).

Table 2. 1
Previous Study

No.	Title	Appellative	Similarity	Difference
1.	Teachers' Questioning Strategy: To Improve Students' Motivation in English Classroom Learning Activities	Syarifah Rahmah (Ar-Raniry State Islamic University)	The researchers have similarities in investigating the questioning strategy during English classroom	This study differs from prior studies in that the researcher will classify and characterize the types of questions and questioning strategies used by English teachers in teaching and learning process during the classroom interaction. Meanwhile, prior studies research, teachers' questioning strategy to improve students' motivation in English classroom learning activities and used narrative analysis to analyze the data.

2.	Teachers' Questioning Strategies to Engage Students' Reading Comprehension (a Case of State Junior High School 1 Ungaran in Semarang District in the Academic Year 2018/2019)	Wening Nur Habibah (Semarang State University)	The researchers have similarities in investigating the questioning strategy	This study differs from prior studies in that the researcher will classify and characterize the types of questions and questioning strategies used by English teachers in teaching and learning process during the classroom interaction. Meanwhile, prior studies research, teachers' questioning strategies to engage students' reading comprehension and use different theory.
3.	Teacher Questioning Strategies to Create Classroom Interaction in EFL Classes (A case of English Teacher of State Junior High School 2 Pati)	Devi Liviana Wati (Semarang State University)	The researchers have similarities in investigating the questioning strategy	This study differs from prior studies in that the researcher will classify the types of questions and questioning strategies used by English teachers in teaching and learning process during the classroom interaction and involve two teachers. Meanwhile, prior studies research, only involve one teacher and used a case study design.

4.	Teachers' Questioning Strategies and Students' Perceptions Toward Critical Questions in EFL Classroom Interaction.	Modi Nur Kholis, Dwi Anggani Linggar Bharati (Semarat State University)	The researchers have similarities in investigating the questioning strategy	This study differs from prior studies in that the researcher will classify the types of questions and questioning strategies used by English teachers in teaching and learning process during the classroom interaction. Meanwhile, prior studies research, the researcher involves students' perceptions of critical questions in EFL classroom interaction during the COVID-19 pandemic.
5.	The Implementation of Questioning Strategy in Teaching Speaking for the Tenth Grade in MA Al-Mabrur Blumbungan Pamekasan	Ina Daril Hanna; Arisandi Setiyawan (Islamic University of Madura)	The researchers have similarities in investigating the questioning strategy	This study differs from prior studies in that the researcher will classify the types of question and questioning strategies by English teachers in teaching and learning process during the classroom interaction. Meanwhile, prior studies research, implementation of questioning strategy in teaching Speaking.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher uses the descriptive qualitative research. It means that this research used a qualitative approach and descriptive method. Qualitative research is a study aimed at describing and analysing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. Qualitative research is characterized by assumptions and the use of interpretive/ theoretical frameworks to the investigation of research problems involving the meaning that individuals or groups give to a social or human issue (Creswell, 2013). While, descriptive research is a type of study that aims to accurately describe existent occurrences (Atmowardoyo, 2018). The basic purpose of descriptive research is describe existing phenomena in a systematic way (Atmowardoyo, 2018). In this study, the descriptive research is done in the classroom, researcher writes data in words and descriptive form. This describes real phenomena that occur in classroom interactions, such as interactions between teachers when asking students at the tenth grade of SMAN 1 Karangdowo Klaten.

B. Research Setting

1. The Place of the Research

This research will be conducted at SMAN 1 Karangdowo Klaten Jl. Sentono, Karangdowo, Klaten (57464). This school is accredited A. In this

school there are no majors in the tenth grade, only in the eleventh and twelfth grades there are science and social studies majors. This school has complete facilities. The researcher chose two tenth grade English teachers at SMAN 1 Karangdowo Klaten.

2. The Time of the Research

This research will be conducted July – December 2022. The timeline for conducting this research is shown in the table:

Table 3. 1
Research Schedule

No	Schedule	Month					
		Jul	Aug	Sep	Oct	Nov	Dec
1.	Pre-Research						
2.	Designing Proposal						
3.	Presenting Proposal						
4.	Collecting Data						
5.	Analyzing Data						
6.	Draw the Finding and Conclusion						

C. Research Subject

The subjects of this study are two English teachers at the tenth grade of SMA N 1 Karangdowo Klaten. The tenth grade in SMAN 1 Karangdowo Klaten consist of ten class. The first English teacher namely Miss R as the first teacher to teach class X-A, X-B, X-C, X-D, X-E and Mr Y as the second teacher teaching class X-F, X-G, X-H, X-I, X-J. In this research the researcher chose

class X-A and X-I, the researcher used purposive sampling in choosing a research subject. Purposive sampling was used in this study because the subjects were not chosen at random but rather based on certain condition that were relevant to the research subject. The class X-A and X-I was chosen since the research knew that the teacher using teacher questioning strategies in this class.

D. Data and Source of the Data

1. Data

The data from this study are the types of questions used by the teacher's and teacher's questioning strategies in the process of teaching English during classroom interaction in the tenth grade of SMAN 1 Karangdowo Klaten.

2. Source of Data

Data source of this research is simak method (observation method) of the teachers questioning with the students in the English classroom interaction, with two teachers teaching in two classes at the tenth grade of SMAN 1 Karangdowo Klaten. Observation to use determine the questioning strategies and types of questions used by the teacher during the interaction process in teaching English.

E. Techniques of Collecting the Data

In this research, the researcher use simak method by Sudaryanto (1988) in (Zaim, 2014) to collect the data. Sudaryanto stated that there are two types of linguistic data collection methods, one of which is the simak

method. Other experts call this data collection method is observation method:

1. Simak Method (Observation Method)

The simak method (observation method) is a data collection method that is carried out through the process of listening or observing the use of the language under study. This method is almost the same as the observation method. The term listen here is not only related to the use of spoken language such as speech and conversation between speakers of a language, but also includes written language, namely observing, reading, and understanding written language in a text. The data used in this study were obtained from the author's listening to the teacher's questioning strategies during the interaction of the English class in class tenth at SMAN 1 Karangdowo Klaten. The simak method (observation method) can be realized in the form of data collection techniques. The techniques in this simak method (observation method) can be divided into two types, namely basic techniques and advanced techniques. The basic technique is a technique that must be used by a data collector before using advanced technique.

- a. Basic Technique: Tapping Technique

It is named the tapping technique because the listening process in this method is carried out by tapping. A researcher taps into the language used in the communication of speakers of a language either in the form of one person's talk (monologue), pairs,

or several people (dialogue). In this study, the researcher tapped into the language used in dialogue communication, namely the interaction of teacher and student questions and answers in English class. This technique is continued with advanced techniques.

b. Advanced Technique

There are three types of techniques that can be used as the realization of this advanced technique, namely participatory observational technique or *simak libat cakap* (SLC), non-participatory observational technique or *simak bebas libat cakap* (SBLC), recording technique (*Teknik rekam*), and note-taking technique (*Teknik catat*). Each of these techniques has certain characteristics and procedures in its application. Here the researcher uses non-participatory observational technique (SBLC), recording technique and note-taking technique, the following is the explanation:

1) Non-participatory Observational Technique/ *Simak Bebas Libat Cakap* (SBLC)

This non-participatory observational technique is carried out by tapping without the researcher participating in the conversation process and only as a listener. In this study, the researcher did not participate in the conversation process and only listened to the question-and-answer interaction process between the teacher and students in the English class.

2) Recording Technique/ Teknik Rekam

The recording technique is the acquisition of data by recording the use of spoken language that is spontaneous. This technique can be done in conjunction with the participatory observational technique (SLC), non-participatory observational technique (SBLC), where while having a conversation, recording is also done with a tape recorder or handy Cam. In this study, the researcher recorder when the teacher and students were interacting in the English class using a smartphone the brand of Vivo Y30.

3) Note Taking Technique/ Teknik Catat

This note-taking technique can be done with the tapping technique and the recording technique and can also be done after the recording technique is done. Note taking can be done on paper that is capable of loading, making it easier to read and guaranteeing data durability. In this study, after the data was collected through the recording technique with a smartphone the brand of Vivo Y30, the data was transcribed using the note-taking technique. This recording is done by transcribing the data from the smartphone recording into a transcript of conversational data that occurs during the teacher-student question and answer interaction in learning English, in order to make it easier for the writer to classify and analyze. The

researcher then presented a description of the data containing a question-and-answer conversation between the teacher and students as well as explaining the types of questions and questioning strategies used by the teacher.

2. Documentation

According to Sugiyono documentation can be in the form of written text or images that can be used to obtain information (Sugiyono, 2013).

In this study, the researcher was used observation transcript from video record as documentation and lesson plan for data sources.

F. Research Instrument

The researcher is the key instrument of the research in qualitative research because the researcher collects the data by his or her self. Additionally, the data in qualitative research is subjective (Sugiyono, 2013). In this instance, the researcher uses several supporting instruments include smartphone and note to collecting the data.

G. Trustworthiness of the Data

The trustworthiness of the data in this research using the triangulation. According Moleong in (Nugraheni, 2014) Triangulation is a method for validating data by using something different from the data. This is for purposes of verification or comparison with the pertinent data. In this research, the researcher will use method triangulation. According Sutopo in (Nugraheni, 2014) Method triangulation is triangulation that can be reached by digging up

similar data with different methods or techniques. The method triangulation is a triangulation technique related to the technique of obtaining or collecting data. According to Sudaryanto in (Zaim, 2014) for data originating from incident data sources, data can be obtained by observation or simak and note-taking techniques, and participatory or non-participatory observational technique depending on the focus of the research.

The researcher contrasted the data gleaned from the data simak method with some technique, there are tapping technique, advanced techniques of non-participatory observational technique, recording technique and note-taking techniques to gain the data's validation. The researcher would compare the data which were obtained from the techniques. The researcher also used focus group discussion (FGD) to check validity of data again.

Focus Group Discussion (FGD) is a small group discussion of selected participants, guided by a facilitator or moderator, to explore or obtain information, wishes, needs, viewpoints, beliefs and experiences of participants on a topic, through group interaction. Focus Group Discussion (FGD) is used to reveal the meaning of a group based on the results of focused discussions, intended to avoid misinterpretation by researchers of what is being studied (Paramita & Kristiana, 2013)

The results of the Focus Group Discussion (FGD), in this analysis of the teacher's questioning strategies show that there are various types of questions and questioning strategies used by the teachers in the context of learning, these are adapted to the needs of students and the learning objectives achieved. The

FGD also emphasized the importance of building interaction between teachers and students in the learning process, with a focus on student understanding. Each teacher has a unique approach to using the questioning strategy. The results of this FGD can be a source of insight and professional development for teachers in improving their teaching skills.

H. Techniques of Analyzing the Data

There are steps in data analysis, according to Miles and Huberman (2014). They are Data Condensation or Data Reduction, Data Display and Drawing and Verifying Conclusions (Miles, Huberman & Saldana, 2014). The steps in the Mile and Huberman model are typically related to one another during or after data collection, so the model of Mile and Huberman is called as an interactive model.

1. Data Condensation or Data Reduction

In this stage the selection, concentration, focusing, simplification, and abstraction are carried out. Data collection means making a summary related to the contents of the data obtained in the field. In this study, researchers selected important data needed in the study. Then the researcher eliminates data that is not needed in the study.

2. Data Display

In this stage the data is displayed in the form of descriptions and narratives that are arranged based on the main findings in data reduction. In this case, the researcher explains and analyses the data based on the theory

and previous research and also explains the data related to the types of question and questioning strategies

3. Drawing and Verifying Conclusions

Conclusion drawing is a brief explanation by returning to field notes or by outlining long arguments or reviews. Meanwhile, according to Sugiono, the conclusions in qualitative research are temporary and may be able to answer the problem formulation from the start but may not (Sugiyono, 2013). So, conclusion drawing is identified as a comprehensive conclusion as long as there are data found by the researcher. In this stage after all the data has been analyzed, the researcher draws a conclusion. This conclusion reveals related to the formulation of the problem and the subject studied in this research

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented the finding and discussion of the study done in SMAN 1 Karangdowo Klaten in tenth grade students. There were two parts of finding and discussion presented to answer two research questions. First, the researcher discussed about types of questions used by the teachers in questioning at the tenth grade of SMAN 1 Karangdowo Klaten. The second discussed about questioning strategies used by the teacher's during the English classroom interaction at the tenth grade of SMAN 1 Karangdowo Klaten

A. Research Findings

The research findings were used to answer research problems. The first of research problem was to describe what the types of questions used by the teachers in questioning at the tenth grade of SMAN 1 Karangdowo Klaten. The second of research problem was to describe what the questioning strategies used by the teacher's during the English classroom interaction at the tenth grade of SMAN 1 Karangdowo Klaten. The researcher used to observation by Sudaryanto with some techniques to collecting the data. The researcher listened, made documentation by using video recorders and then transcribed into written text, after that researcher analysed. This research was conducted in tenth grades with two English teachers, take narrative text material and carried out for 4 meetings. English teacher Miss R was made two meetings in class X-A and English teacher Mr Y were made two meetings in class X-I. The observation

was conducted on Monday, 31 October 2022 – Tuesday, 22 November 2022. The researcher also uses coding to make the data explanation easier. The codes used in this research are:

Table 4. 1
Code in Transcription

Code	Category
MR	Teacher name initial
MY	Teacher name initial
XA	Class of X-A
XB	Class of X-B
TQ	Types of Questions
QS	Questioning strategies
M-1	Meeting 1
M-2	Meeting 2
WPQ	Wait time post question
WPR	Wait time post response
R	Repetition
PP	Paraphrasing
S	Simplification
PB	Probing

1. The Types of Questions Used by The Teachers in Questioning at the Tenth Grade of SMAN 1 Karangdowo Klaten

In this section, the researcher was discussing the findings on the types of questions used by the teachers in questioning at the tenth grade of SMAN 1 Karangdowo Klaten. The following are the result:

a. The Types of Questions Used by English Teacher (Miss R)

1) Meeting 1

The English teacher Miss R who teaches in class X-A and was observed by the researcher on November 3, 2022, can be seen appendix 2 Miss R, meeting 1. The material of this meeting is

narrative text and the meeting 1, the English teacher Miss R delivered material about narrative text, the material contained understanding, generic structure, purpose and language features of narrative text. Then the teacher gives examples of fable narrative text to learn. Sequentially the results of data analysis are described starting from the activities of opening the lesson, observing, questioning, experimenting, associating, communicating and closing the lesson.

a) Opening Activity

The teacher started the teaching and learning process by greeting students "*assalammu'alaikum warohmatullahi wabarokatuh*", "good afternoon", then checks students' attendance. The teacher not reviewing the previous lesson and continue describe the topics and learning activities that will be carried out. In opening activity, the researcher only found one type of question used by Miss R, namely procedural question:

(1) Procedural Question

Teacher: *Siapa yang tidak masuk?*

(MR/XA/M-1/TQ1)

b) Observing Activity

In the observing activity, after the class was conducive, the teacher start conveying the material about narrative text, there are definition, generic structure, purpose, and language features

of narrative text. The teacher also gives example of narrative text, entitled “The Monkey and The Bird.” Students listen, attention to the teacher's explanation and observe the narrative text given by the teacher. In observing activity, the researcher found two types of question used by Miss R, namely convergent and divergent question:

(1) Convergent Questions

Teacher: What is the narrative text?

(MR/XA/M-1/TQ2)

Teacher: *Bisa digambarkan*, example of narrative text?

(MR/XA/M-1/TQ3)

Teacher: *Tujuan narrative text apa?*

(MR/XA/M-1/TQ4)

Teacher: *Menulis narrative itu menggunakan aturan dan urutan, apa saja?*

(MR/XA/M-1/TQ6)

Teacher: *Resolution itu apa?*

(MR/XA/M-1/TQ7)

Teacher: *Apa bahasa Inggrisnya “penyelesaian masalah”?*

(MR/XA/M-1/TQ8)

Teacher: *Language features nya menggunakan tenses apa?*

(MR/XA/M-1/TQ9)

Teacher: *Past tense pakai verb berapa mas?*

(MR/XA/M-1/TQ10)

(2) Divergent Question

Teacher: *Menurut kalian moral value dari cerita “malin kundang” apa?*

(MR/XA/M-1/TQ5)

c) Questioning Activity

In the questioning activity, the teacher gives chance to student to questioning about the material. In questioning activity, the researcher only found one type of question used by Miss R, namely procedural question:

(1) Procedural Question

Teacher: *Sudah diberi text narrative sudah diamati dan pahami? Any question?*

(MR/XA/M-1/TQ11)

d) Experimenting Activity

In the experimenting activity, the teacher gives instruction students to read, translate and understand narrative text that has been given, entitled “The Monkey and The Bird”. Students practice reading and understanding the meaning of a narrative text entitled "The Monkey and The Bird." The researcher found one type of question used by English Teacher Miss R, namely convergent question:

(1) Convergent Question

Teacher: *Dibaca, lalu baru diterjemahkan, apa artinya paragraf 1 mba?*

(MR/XA/M-1/TQ12)

Teacher: *Selanjutnya dibaca paragraf 2 dan apa artinya, saya tawarkan siapa yang bisa?*

(MR/XA/M-1/TQ13)

Teacher: *Paragraf selanjutnya 3 dibaca dan apa artinya? Nggapapa ini 2 jam latihan baca, biar lancar*

(MR/XA/M-1/TQ14)

Teacher: *“Continue” itu apa?*

(MR/XA/M-1/TQ15)

Teacher: *Kalau “other wood”?*

(MR/XA/M-1/TQ16)

Teacher: *Paragraf 4 dibaca dan apa artinya mas Edo?*

(MR/XA/M-1/TQ17)

Teacher: *“Enough” bacanya gimana?*

(MR/XA/M-1/TQ18)

Teacher: *What is the mean of “suddenly” man?*

(MR/XA/M-1/TQ19)

Teacher: *“Flew toward him” What does it mean, Dani?*

(MR/XA/M-1/TQ20)

Teacher: *Selanjutnya saya mau tanya, yang ditanda petik itu pakai tenses apa?*

(MR/XA/M-1/TQ21)

Teacher: *Paragraf 5 ayo siapa baca dan apa artinya?*

(MR/XA/M-1/TQ22)

Teacher: *"Luggage" itu bacanya gimana?*

(MR/XA/M-1/TQ23)

e) Associating Activity

In the associating activity, the teacher gives instructions to the students to open the dictionary and the teacher mentions the English vocabularies in the narrative text entitled "The Monkey and The Bird" for the students to find the meaning. In associating activity, the researcher found two types of question used by Miss R, namely procedural and convergent question:

(1) Procedural Question

Teacher: *Bawa kamus oxford?*

(MR/XA/M-1/Q24)

(2) Convergent Question

Teacher: "Soon they pulled the boat to the coast and loaded the monkey's luggage and food on the boat." What does it mean?

(MR/XA/M-1/Q25)

Teacher: "The loyal bird" mean?

(MR/XA/M-1/Q26)

Teacher: "Green land" mean?

(MR/XA/M-1/Q27)

Teacher: “Boastfully” mean?

(MR/XA/M-1/Q28)

Teacher: “Captain” mean?

(MR/XA/M-1/Q29)

Teacher: “Cruel” and “disappointed” mean?

(MR/XA/M-1/Q30)

Teacher: “Monkey didn’t realize.” What does it mean?

(MR/XA/M-1/Q31)

Teacher: *Itu “damn you” apa?*

(MR/XA/M-1/Q32)

f) Communicating Activity

In the communicating activity, the teacher gives students to appear to translate orally and completely the last few paragraphs that have been searched for the meaning of the vocabularies in the narrative text entitled "The Monkey and The Bird." Miss R did not do the questioning activity because students already understand.

g) Closing Activity

In this closing activity, the teacher asks student if they have any questions, then informs students that the next English lesson is continues to discuss narrative text. Then closed the class by saying hamdallah together and "wassalamualaikum

warohmatullahi wabarokatuh." The researcher found one type of question used by English Teacher Miss R, namely procedural question:

(1) Procedural Question

Teacher: Until here any question?

(MR/XA/M-1/Q33)

From the first meeting, the researcher given the table to show the findings of types of teacher questions used by the English teacher Miss R during the English classroom interaction at the tenth grade especially class X-A. The table can be seen below:

Table 4.2

Types of questions by English Teacher (Miss R) in the first meeting

Activity	Procedural	Convergent	Divergent
Opening	1	-	-
Observing	-	8	1
Questioning	1	-	-
Experimenting	-	12	-
Associating	1	8	-
Communicating	-	-	-
Closing	1	-	-
Total	4	28	1

From the table, the first meeting by the English teacher Miss R it can be seen, the teacher used all types of teacher's questions during the English classroom learning activity. The researcher found types of teacher's questions used by Miss R in class X-A in

the first meeting during the English classroom learning activity about narrative text were 4 procedural questions and 28 convergent questions and 1 divergent question. Miss R used procedural question. Miss R ask questions to students to check student attendance and to know students' condition during the English classroom learning activity, this help assisted teachers in maintaining order in the classroom in terms of classroom management. There are, *siapa yang tidak masuk? Sudah diberi text narrative apa sudah diamati dan dipahami? Ada yang bawa kamus oxford? Any question?* All of these procedural questions were asked used to ensure the smooth flow of the teaching process.

Miss R used convergent question. All of the questions are used by the English teacher to ask the students to respond the questions based on the material, about the content of the lesson, sometimes also asked to remember the previous information, which needs short answer and non-higher-level thinking. There are, *continue itu apa? "Flew toward him" What does it mean, Dani? "Luggage" itu bacanya gimana?* Etc. Convergent questions encourage similar student responses or responses which focus on a central theme.

In this first meeting, Miss R only used one divergent question *"Menurut kalian moral value dari cerita malin kundang apa?"* Divergent question encourages students to provide their own

information or opinion from experience and that students can be able to respond to questions with longer answers.

2) Meeting 2

The English teacher Miss R who teaches in class X-A and was observed by the researcher on November 22, 2022, can be seen appendix 2 Miss R, meeting 2. The material of this meeting is narrative text, the English teacher Miss R continuing the unfinished fable narrative text of the previous meeting. Sequentially the results of data analysis are described starting from the activities of opening the lesson, observing, questioning, experimenting, associating, communicating and closing the lesson.

a) Opening Activity

The teacher started the teaching and learning process by greeted students "*assalamualaikum warohmatullahi wabarokatuh*", "good morning", then the checks students' attendance. After the teacher checks students' attendance. Then the English teacher asks some questions about last materials or review and recall the previous materials. The researcher found two types of questions used by Miss R, namely procedural and convergent question:

(1) Procedural Questions

Teacher: *Siapa yang tidak masuk?*

(MR/XA/M-2/TQ34)

Teacher: *Kemarin sampai ini ya yang “damn..” paragraf 8 ya, sebelum melanjutkan paragraf selanjutnya, until this paragraph, are you understand?*

(MR/XA/M-2/TQ40)

(2) Convergent Questions

Teacher: *Oke, kemarin sudah dijelaskan tujuan narrative text. What is the purpose of narrative text?*

(MR/XA/M-2/TQ35)

Teacher: *Apa saja urutan menulis narrative text?*

(MR/XA/M-2/TQ36)

Teacher: *Kemarin kita sudah membahas separuh cerita dari narrative text berjudul “The Monkey and The Bird.” Monkey kemarin memiliki sifat bagaimana?*

(MR/XA/M-2/TQ37)

Teacher: *Terus, monkey suka mencuri makanan dan menyimpannya karena apa?*

(MR/XA/M-2/TQ38)

Teacher: *Lalu, ketika monyet berlayar, dengan siapa?*

(MR/XA/M-2/TQ39)

b) Observing Activity

In this observing activity, after the class was conducive, English teacher Miss R prepare a narrative text entitled “The Monkey and The Bird” continuing the previous meeting and

students observe the text. The researcher only found one types of questions used by English Teacher Miss R, namely procedural question:

(1) Procedural Question

Teacher: *Oke kita lanjutkan paragraf selanjutnya, apakah sudah dibaca dan dipelajari dirumah?*

(MR/XA/M-2T/Q41)

c) Questioning Activity

In this questioning activity, the English teacher Miss R directs and guides students to questioning, so that students questioning about the narrative text, questioning about how to read vocabulary in narrative text that they have not understood. Miss R didn't ask.

d) Experimenting Activity

In this experimenting activity, the English teacher Miss R give instruction students continue to read, translate and understand narrative text that has been given, entitled "The Monkey and The Bird". Students practice reading and understanding the meaning of a narrative text entitled "The Monkey and The Bird." The researcher found one type of question used by English Teacher Miss R, namely convergent question:

(1) Convergent Question

Teacher: *Paragraf selanjutnya 9 dibaca dan apa artinya mba?*

(MR/XA/M-2/TQ42)

Teacher: What does it mean of pecked, boat dan sink in the paragraph 9?

(MR/XA/M-2/TQ43)

Teacher: *Paragraf 10 dibaca dan apa artinya, ayo siapa?*

(MR/XA/M-2/TQ44)

Teacher: *Arti kalimat “while rowing the boat” apa?*

(MR/XA/M-2/TQ45)

Teacher: How to read the word of “island”?

(MR/XA/M-2/TQ46)

Teacher: *Ini ada kata “leave”, “leave” dan “live” bacanya bagaimana?*

(MR/XA/M-2/TQ47)

Teacher: *Di paragraf 11 ada kata yang mempunyai arti keras kepala, coba baca yang mana?*

(MR/XA/M-2/TQ48)

Teacher: “Delighted” mean?

(MR/XA/M-2/TQ49)

Teacher: How to read “cashew”?

(MR/XA/M-2/TQ50)

Teacher: *Next, paragraf 12 dibaca dan apa artinya mba?*

(MR/XA/M-2/TQ51)

Teacher: “Impatiently” mean?

(MR/XA/M-2/TQ52)

Teacher: How to read the word of “ripe”?

(MR/XA/M-2/TQ53)

Teacher: *Apa artinya “ripe”?*

(MR/XA/M-2/TQ54)

Teacher: *“He certainly didn’t permit to take” itu artinya apa?*

(MR/XA/M-2/TQ55)

Teacher: *Owl artinya apa?*

(MR/XA/M-2/TQ56)

Teacher: *The next sentences, the monkey memberikan persyaratan apa pada burung hantu?*

(MR/XA/M-2/TQ57)

Teacher: Then, the monkey instructed the bird to?

(MR/XA/M-2/TQ58)

Teacher: *Paragraf 14 apa artinya?*

(MR/XA/M-2/TQ59)

Teacher: Any vocabularies that you don’t understand the meaning?

(MR/XA/M-2/TQ60)

e) Associating Activity

In this associating activity, the English teacher Miss R gives question sheets to students, students comprehend the questions based on the narrative text they have learned. Miss R didn't ask in this associating activity.

f) Communicating Activity

In this communicating activity, English teacher Miss R get students to answer the questions that have been given based on the narrative text that has been studied. The researcher found one type of question used by English Teacher Miss R, namely convergent question:

(1) Convergent Question

Teacher: *Soal nomer 1 suruh identifikasi generic structure nya, apa saja generic structure tadi?*

(MR/XA/M-2/TQ61)

g) Closing Activity

In this closing activity, the English teacher Miss R give homework and informs students that the next English lesson. Then the teacher closed the class by saying hamdallah together and "wassalamualaikum warohmatullahi wabarokatuh. Miss R didn't ask.

From the second meeting, the researcher gave the table to show the findings of types of teacher questions used by the English

teacher Miss R during the English classroom interaction at the tenth grade especially in class X-A. The table can be seen below:

Table 4. 3

Types of questions by English teacher (Miss R) in the second meeting

Activity	Procedural	Convergent	Divergent
Opening	2	5	-
Observing	1	-	-
Questioning	-	-	-
Experimenting	-	19	-
Associating	-	-	-
Communicating	-	1	-
Closing	-	-	-
Total	3	25	-

From the table, it can be seen that second meeting by the English teacher Miss R used two types of teacher's questions during the English classroom learning activity. The researcher found types of teacher's questions used by Miss R in class X-A in the second meeting during the English classroom learning activity about narrative text were 3 procedural questions, 25 convergent questions. Miss R used procedural question. The English teacher Miss R ask questions to students to check student attendance and to know students' condition during the English classroom learning activity, this help assisted teachers in maintaining order in the classroom in terms of classroom management. There are, *siapa yang tidak masuk?* okay, until this paragraph, are you understand? All of these

procedural questions were asked used to ensure the smooth flow of the teaching process.

Miss R also used convergent question. All of the questions are used by the English teacher to ask the students to respond the questions based on the material, about the content of the lesson, sometimes also asked to remember the previous information, which needs short answer and non-higher-level thinking. There are, *kemarin kita sudah membahas separuh cerita dari narrative text berjudul The Monkey and the Bird. Monkey kemarin memiliki sifat bagaimana? Terus, monkey suka mencuri makanan dan menyimpannya karena apa? Owl artinya apa? etc*

The research finding showed that in the first and second meeting during the English classroom learning activity, the English teacher Miss R used type of questions. The researcher found types of questions used by Miss R in class X-A in the first meeting used all types of questions, there are procedural, convergent and divergent questions. Second meeting only two types of questions, there are procedural and convergent questions. The most dominant types of questions in first meeting and second meeting are convergent question.

b. The Types of Questions used by English Teacher (MR Y)

1) Meeting 1

The following results describe the types of questions used English teacher Mr Y who teaches in class X-I and was observed by the researcher on October 31, 2022, can be seen appendix 2 Mr Y, meeting 1. The material of this meeting is narrative text. In this meeting 1, the English teacher Mr Y delivered material about narrative text, the material contained understanding, generic structure, purpose, kinds and language features of narrative text. Sequentially the results of data analysis are described starting from the activities of opening the lesson, observing, questioning, experimenting, associating, communicating and closing the lesson.

a) Opening Activity

The teacher opened the class by greeted student "good afternoon students" and asks students feelings, then check students' attendance. Thereafter, the teacher asked questions still related to the material will be study. The researcher found one type of question used by Mr Y, namely procedural question:

(1) Procedural Questions

Teacher: How are you today?

(MY/XI/M-1/TQ1)

Teacher: Who is absent today?

(MY/XI/M-1/TQ2)

Teacher: *Ada yang sudah mendengar narrative text?*

(MY/XI/M-1/TQ3)

b) Observing Activity

In the observing activity, the teacher shows some slides on power point which contains narrative text material and the teacher begins to explain the material. Students listen and pay attention to the teacher's explanation about the meaning, purpose, structure of the text, language features and kinds of narrative text. Then the teacher gives a narrative text entitled "The Ant and The Dove" and students observe the narrative text given by the teacher. The researcher found one types of question used by English teacher Mr Y, namely convergent question:

(1) Convergent Questions

Teacher: *Apa itu narrative text mba?*

(MY/XI/M-1/TQ4)

Teacher: *"To entertain" itu untuk apa, Najla?*

(MY/XI/M-1/TQ5)

Teacher: *Generic structure yang pertama itu ada orientation ada yang bisa mengartikan?*

(MY/XI/M-1/TQ6)

Teacher: *Terus yang ke 3 resolution yaitu apa ada yang tahu?*

(MY/XI/M-1/TQ7)

Teacher: *Terus coda atau reorientation itu apa?*

(MY/XI/M-1/TQ8)

Teacher: *Kemudian selanjutnya language features nya, menggunakan simple past tense, ada yang ingat? Simple past tense menerangkan kejadian apa?*

(MY/XI/M-1/TQ9)

Teacher: *Iya lampau atau yang sudah pernah terjadi. Menggunakan verb berapa?*

(MY/XI/M-1/TQ10)

Teacher: *Yulia, generic structure narrative text tadi ada apa aja?*

(MY/XI/M-1/TQ11)

c) Questioning Activity

In the questioning activity, the teacher questioning and students also ask about narrative text material, the teacher gives chance to student to questioning about the material. The researcher only found two types of question used by Mr Y, namely procedural and convergent question:

(1) Procedural Question

Teacher: *Oke, any question about narrative text?*

(MY/XI/M-1/TQ12)

(2) Convergent Questions

Teacher: *What is the myth?*

(MY/XI/M-1/TQ13)

d) Experimenting Activity

In the experimenting activity, the teacher gives instruction students to read, translate and understand narrative text that has been given, entitled "The ant and The Dove". Students practice reading and understanding the meaning of a narrative text entitled "The Ant and The Dove." The researcher found one type of question used by English Teacher Mr Y, namely convergent question:

(1) Convergent Questions

Teacher: *Ini ada ceita "The Ant and the Dove" apa artinya?*

(MY/XI/M-1/TQ14)

Teacher: The first paragraph please read and what the meaning, Rifa? *Sampai kalimat terakhir paragraf 1*

(MY/XI/M-1/TQ15)

Teacher: *"She" disini menunjukkan dia apa?*

(MY/XI/M-1/TQ16)

Teacher: Zakiyah, paragraph two, first sentence please read and what the meaning?

(MY/XI/M-1/TQ17)

Teacher: Dian, paragraph two, second sentence please read and what the meaning?

(MY/XI/M-1/TQ18)

Teacher: Yes right. *Merpatinya ngapain?*

(MY/XI/M-1/TQ19)

Teacher: The next sentences of paragraph 2, Nesa, read and what the meaning?

(MY/XI/M-1/TQ20)

Teacher: *Okay, lalu membawanya kemana?*

(MY/XI/M-1/TQ21)

Teacher: Next, paragraph three Raden, read and what the meaning?

(MY/XI/M-1/TQ22)

Teacher: Last paragraph Julia, read and what the meaning?

(MY/XI/M-1/TQ23)

e) Associating Activity

In the associating activity, the teacher gives instruction students together to identify the moral message in the narrative text entitled "The ant and The Dove" and students identify. The researcher found two types of question used by English Teacher Mr Y, namely divergent and convergent questions:

(1) Divergent Question

Teacher: What is the morality?

(MY/XI/M-1/TQ24)

(2) Convergent Question

Teacher: *Semut membalas jasa merpati tadi dengan cara apa?*

(MY/XI/M-1/TQ25)

f) Communicating Activity

In the communicating activity, the teacher gives instructions to students together to identify the generic structure in the narrative text entitled "The ant and The Dove" and students identify. The researcher found one type of question used by English Teacher Mr Y, namely convergent questions:

(1) Convergent Questions

Teacher: Sekarang identifikasi generic structure, paragraf pertama itu apa?

(MY/XI/M-1/TQ26)

Teacher: Paragraf kedua sudah ada masalah belum menurut kalian? Namanya apa?

(MY/XI/M-1/TQ27)

Teacher: What is the problem?

(MY/XI/M-1/TQ28)

Teacher: Terakhir paragraf ke empat namanya apa?

(MY/XI/M-1/TQ29)

g) Closing Activity

In the closing activity, the teacher tried to give the last question before closed to reflect on the conclusions of learning activities. Then informs students that the next English lesson material is continues to discuss about narrative text with the different narrative text, give assignments to study them and

questioning if there is anything to ask, “I have homework for u, study this narrative text, the tittle “Fox and Cat” for the next meeting and asks students if they have any questions. After that, English teacher B closes the learning activity by saying "thank for nice attention, see you next week.” The researcher found 2 types of question used by English Teacher M Y, namely convergent and procedural questions:

(1) Convergent Questions

Teacher: Okay time is up. *Kita sudah mempelajari narrative text “The Ant and the Dove” saya mau tanya tadi tokohnya siapa aja?*

(MY/XI/M-1/TQ30)

(2) Procedural Question

Teacher: *I have homework for you, study this narrative text, the tittle “Fox and Cat” for the next meeting. Any question?*

(MY/XI/M-1/TQ31)

The first meeting, the researcher gave the table to show the findings of teacher questions used by English teacher Mr Y during the English classroom interaction at the tenth grade especially class X-I. The table can be seen below:

Table 4. 4
Types of questions by English teacher (Mr Y) in the first meeting

Activity	Procedural	Convergent	Divergent
Opening	3		-
Observing	-	8	-
Questioning	1	1	-
Experimenting	-	10	-
Associating	-	1	1
Communicating	-	4	-
Closing	1	1	-
Total	5	25	1

From the table, it can be seen that first meeting in class Mr Y used all types of teacher's questions during the English classroom learning activity. The researcher found types of teacher's questions used by the English teacher in X-I class in the first meeting during the English classroom learning activity about narrative text were 5 procedural questions, 25 convergent questions and 1 divergent question. Mr Y used procedural question. Mr Y ask questions to students to check students' condition, check student attendance, to know students' condition during the English classroom learning activity, and check student's assignment, that instructions for a task were clear and instructions for a new task. This assisted teachers in maintaining order in the classroom in terms of classroom management. There are, how are you today? who is absent today? I have homework for you, study this narrative text, the tittle "Fox and Cat" for the next meeting. Any question? All of these procedural

questions were asked used to ensure the smooth flow of the teaching process and procedural question proved useful in to check students' condition and make them relaxed while studying.

Mr Y also used convergent question. All of the questions are used by the English teacher to ask the students to respond the questions based on the material, about the content of the lesson, sometimes also asked to remember the previous information, which needs short answer and non-higher-level thinking. There are, *apa itu narrative text mba?* The first paragraph please read and what the meaning, Rifa? *Simple past tense menerangkan kejadian apa? Yulia, generic structure narrative text tadi ada apa aja?* Etc. Convergent questions encourage similar student responses or responses which focus on a central theme and stimulate students to be active or involved in the teaching and learning process, also check students' understanding.

Mr Y used divergent question. Divergent question encourages students to provide their own knowledge, experience, and information and that students can be able to respond to questions with longer answers. This question is, "What is the morality?" Here the teacher to measure students' understanding by asking questions that provide their own opinion.

2) Meeting 2

The English teacher Mr Y who teaches in class X-I and was observed by the researcher on November 7, 2022, can be seen appendix 2 Mr Y, meeting 2. The material of this meeting is narrative text. In this meeting 2, english teacher Mr Y continuing the mterial of narrative text with the give different fabel narrative text in the previous meeting. Sequentially the results of data analysis are described starting from the activities of opening the lesson, observing, questioning, experimenting, associating, communicating and closing the lesson.

a) Opening Activity

The English teacher Mr Y open the class by greeted student "*assalamualaikum warohmatullahi wabarokatuh*" "good morning students" and asks students feelings, then check students' attendance. After that the English teacher checks students' attendance, then asked if there was a homework and teacher ask some questions about last materials or review and recall the previous materials. The researcher found two types of question used by English teacher Mr Y, namely procedural and convergent questions:

(1) Procedural Questions

Teacher: How are you today?

(MY/XI/M-2/TQ32)

Teacher: Who is absent today?

(MY/XI/M-2/TQ33)

Teacher: Is there any homework today?

(MY/XI/M-2/TQ34)

(2) Convergent Questions

Teacher: *Okay, kita review dulu pembelajaran kemarin, generic structure kemarin sudah dibahas ya. Slamet, coda atau reorientation itu apa?*

(MY/XI/M-2/TQ35)

Teacher: *Kemarin kan sudah membahas narrative text "The Ant and The Dove." Gimana ceritanya kemarin?*

(MY/XI/M-2/TQ36)

Teacher: *Semutnya kenapa?*

(MY/XI/M-2/TQ37)

Teacher: *Kemudian dibantu merpati dengan cara apa?*

(MY/XI/M-2/TQ38)

Teacher: *Terus imbal baliknya semut ke merpati apa?*

(MY/XI/M-2/TQ39)

Teacher: What the meaning of "Hunter"?

(MY/XI/M-2/TQ40)

Teacher: *Pemburunya membawa apa?*

(MY/XI/M-2/TQ41)

Teacher: *Jadi dia menggigit siapa?*

(MY/XI/M-2/TQ42)

Teacher: *Tumitnya siapa?*

(MY/XI/M-2/TQ43)

Teacher: *Terus pemburunya gimana?*

(MY/XI/M-2/TQ44)

Teacher: *“His net and the dove flew” apa itu?*

(MY/XI/M-2/TQ45)

Teacher: *Moral value kemarin sudah, moral valuenya apa mba Keisya?*

(MY/XI/M-2/TQ46)

b) Observing Activity

In the observing activity, the teacher prepares a narrative text entitled “Fox and Cat” and students observe the narrative text. The researcher only found one type question used by English teacher Mr Y, namely procedural question:

(1) Procedural Question

Teacher: *Sudah dikerjakan tugasnya?*

(MY/XI/M-2/TQ47)

Teacher: *Teks naratifnya sudah dibaca belum?*

(MY/XI/M-2/TQ48)

c) Questioning Activity

In the questioning activity, the teacher questioning and students also ask about the narrative text that has been given, the

English teacher gives chance to student to questioning about this narrative text. The researcher found one type of question used by English Teacher Mr Y, namely convergent question:

(1) Convergent Questions

Teacher: *Kemarin untuk tugas judul teks naratif nya the fox and cat ya?*

(MY/XI/M-2/TQ49)

Teacher: What the meaning of the "Fox and Cat"?

(MY/XI/M-2/TQ50)

d) Experimenting Activity

In the experimenting activity, the teacher gives instruction students to read, translate and understand narrative text that has been given, entitled "Fox and Cat". Students practice reading and understanding the meaning of a narrative text entitled "Fox and Cat." The researcher found one type of question used by English Teacher Mr Y, namely convergent question:

(1) Convergent Questions

Teacher: Mas Raden, read paragraph one, first and second sentence and what the meaning?

(MY/XI/M-2/TQ51)

Teacher: "Sombong" is conceited or creature?

(MY/XI/M-2/TQ52)

Teacher: And then creature mean?

(MY/XI/M-2/TQ53)

Teacher: Read last sentence Dialova, and what the meaning?

(MY/XI/M-2/TQ54)

Teacher: What the meaning of “least”?

(MY/XI/M-2/TQ55)

Teacher: *“A hundred trikcs to get away from our mutual enemies” apa artinya mba?*

(MY/XI/M-2/TQ56)

Teacher: *Ini latihan baca terus, kemarin kelas 3 ada yang masih terbata-bata. Okay, read paragraph two and what the meaning? Perkalimat ya*

(MY/XI/M-2/TQ57)

Teacher: *Okay, jadi “replied the fox airily” artinya apa mba?*

(MY/XI/M-2/TQ58)

Teacher: Fadli and Rifky, read paragraph three, first and second sentences and what the meaning?

(MY/XI/M-2/TQ59)

Teacher: Next, Sekar read paragraph three, third sentence and what the meaning?

(MY/XI/M-2/TQ60)

Teacher: Next sentences in paragraph 3. Zahra, read and what the meaning?

(MY/XI/M-2/TQ61)

Teacher: Najla, read last paragraph and what the meaning?

(MY/XI/M-2/TQ62)

Teacher: *Jadi, rubahnya ngapain?*

(MY/XI/M-2/TQ63)

Teacher: *“They fell upon the fox and tore her to pieces” disitu artinya apa?*

(MY/XI/M-2/TQ64)

e) Associating Activity

In the associating activity, the teacher to give instruction students together to identify the moral message in the narrative text entitled "Fox and Cat" and students identify. The researcher found one types of question used by English Teacher Mr Y, namely divergent question:

(1) Divergent Question

Teacher: *Sudah selesai kita baca dan artikan, selanjutnya cari pesan moralnya, what is the moral value from this narrative text?*

(MY/XI/M-2/TQ65)

f) Communicating Activity

In the communicating activity, In the communicating activity, the teacher gives instructions to students together to identify the generic structure in the narrative text entitled "Fox and Cat" and students identify. The researcher found one type of question used by English Teacher Mr Y, namely convergent question:

(1) Convergent Questions

Teacher: *Yang termasuk orientation paragraf berapa?*

(MY/XI/M-2/TQ66)

Teacher: *Yang termasuk complication paragraf berapa?*

(MY/XI/M-2/TQ67)

Teacher: *Yang termasuk resolution paragraf berapa?*

(MY/XI/M-2/TQ68)

g) Closing Activity

In the closing activity, the teacher informs students about the next English lesson is examination and asks students if they have any questions. After that, the teacher closes the learning activity by saying "thank for nice attention, see you next week." The researcher found one types of question used by English Teacher Mr Y, namely procedural question:

(1) Procedural Question

Teacher: *Sudah selesai, any question about the narrative text?*

(MY/XI/M-2/TQ69)

The researcher gave the table to show the findings of teacher questions used by English teacher Mr Y during the English classroom interaction at the tenth grade especially class X-I. The table can be seen below:

Table 4. 5
Types of questions by English teacher (Mr Y) in the Second Meeting

Activity	Procedural	Convergent	Divergent
Opening	3	12	-
Observing	2	-	-
Questioning	-	2	-
Experimenting	-	14	-
Associating	-	-	1
Communicating	-	3	-
Closing	1	-	-
Total	6	31	1

From the table, it can be seen that second meeting by the English teacher mr Y used all types of teacher's questions during the English classroom learning activity. The researcher found types of teacher's questions used by the English teacher mr Y in X-I class in the second meeting during the English classroom learning activity about narrative text were 6 procedural questions, 31 convergent questions and 1 divergent question. Mr Y used procedural question. Mr Y ask questions to students to check students' condition, check student attendance, and check student's assignment. This assisted teachers in maintaining order in the classroom in terms of classroom management. There are, how are you today? who is absent today? Is

there any homework today? All of these procedural questions were asked used to ensure the smooth flow of the teaching process and procedural question proved useful in to check students' condition and make them relaxed while studying.

Mr Y also used convergent question. All of the questions are used by the English teacher to ask the students to respond the questions based on the material, about the content of the lesson, sometimes also asked to remember the previous information, which needs short answer and non-higher-level thinking. There are, *Generic structure kemarin sudah dibahas ya. Slamet, coda atau reorientation itu apa?* what the meaning of "Hunter"? Fadli and Rifky, read paragraph three, first and second sentence and what the meaning? *Jadi, rubahnya ngapain? Etc.* Convergent questions encourage similar student responses or responses which focus on a theme and stimulate students to be active or involved in the teaching and learning process, also check students' understanding.

Mr Y used divergent question. Divergent question encourages students to provide their own knowledge, experience, and information and that students can be able to respond to questions with longer answers. This question is, "okay, what is the moral value from this narrative text?" Here the teacher to measure students' understanding by asking questions that provide their own opinion.

The research finding showed that in the first and second meeting during the English classroom learning activity, the English teacher Mr Y used types of questions. The researcher found all types of questions used by the English teacher in class X-I in the first and second meeting during the teaching and learning process, there are procedural question, convergent question and divergent question. From the table the most dominant types of questions in first meeting and second meeting are convergent questions.

Table 4. 6
The total number of types of question used by English teacher Miss R and Mr Y

Types of Questions	Miss R		Mr Y		Total Number
	Meeting				
	1	2	1	2	
Procedural	4	3	5	6	18
Convergent	28	25	25	31	109
Divergent	1	0	1	1	3

From the table, the research findings showed English teacher Miss R in the first and second meetings used more convergent questions. Meanwhile, while the English teacher Mr Y in meetings one and two also used convergent question types more dominantly. So, the types of questions that are often used by Miss R and Mr Y are convergent questions.

2. The Questioning Strategies Used by the Teachers During the English Classroom Interaction at the Tenth Grade of SMAN 1 Karangdowo Klaten

In this section, the researcher was discussing the findings on what are questioning strategies used by the teachers during the English classroom interaction at the tenth grade of SMAN 1 Karangdowo Klaten. The following are the result:

a. Questioning Strategies used by English Teacher (Miss R)

1) Meeting 1

The research finding showed that first meeting by the English teacher Miss R used of teacher's questioning strategies during the English classroom learning activity. The researcher found types of teacher's questioning strategies used by Miss R in class X-A in the first meeting during the English classroom learning activity about narrative text were wait time consist of two types are wait time post question and wait time post response, repetition, paraphrasing, simplification and probing. The data can be seen below:

a) Opening Activity

In the opening activity of the lesson by Miss R, there was one questioning strategy used, namely:

(1) Wait Time Post Question

Teacher: *Siapa yang tidak masuk?*

Students: *Masuk semua*

(MR/XA/M-1/QS1)

b) Observing Activity

In the observing activity of the lesson by Miss R, there was five questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: What is the narrative text?

Student: *Cerita imajinatif*

(MR/XA/M-1/QS2)

(2) Wait Time Post Response

Teacher: *Bisa digambarkan seperti apa, example of narrative text?*

Student: *Ini Bu "The Monkey and The Bird"*

Teacher: *Ya, oke, yang lainnya?*

Another student: Story of "bandung bondowoso"

Teacher: Okay

(MR/XA/M-1/QS3)

Teacher: *Menulis narrative itu menggunakan aturan dan urutan, apa saja?*

Together: Orientation

Teacher: *Ya, orientasi berisi pengenalan tokoh. Lalu?*

Student: *Komplikasi, kayak masalah*

Another student: Resolution

(MR/XA/M-1/QS6)

(3) Repetition

Teacher: *Tujuan narrative text apa?*

Student: (Silent)

Teacher: *Tujuan narrative text apa?*

(MR/XA/M-1/QS4)

Teacher: *Language featuresnya menggunakan tenses apa?*

Student: (Silent)

Teacher: *Menggunakan tenses apa?*

Student: Past

(MR/XA/M-1/QS9)

Teacher: *Past tense pakai verb berapa mas?*

Student: (Silent)

Teacher: *Past tense pakai verb berapa?*

Student: Verb 2

(MR/XA/M-1/QS10)

(4) Simplification

Teacher: *Tujuan narrative text apa?*

Student: (Silent)

Teacher: *Kalau kamu pernah membaca cerita bandung bondowoso atau malin kundang itu tujuanmu apa?*

Student: *Untuk mendapatkan atau mengajar nilai moral*

(MR/XA/M-1/QS4)

(5) Probing

Teacher: What is the narrative text?

Student: *Cerita imajinatif*

Teacher: Example of narrative text?

Student: *Ini Bu "The Monkey and The Bird"*Teacher: *Tujuan narrative text apa?*

(MR/XA/M-1/QS1)

Teacher: *Language features nya menggunakan tenses apa?*

Student: Past

Teacher: *Past tense pakai verb berapa?*

Student: Verb 2

(MR/XA/M-1/QS9)

c) Questioning Activity

In questioning activity, Miss R did not use the questioning strategy because what the teacher said about the material was clear during the observing activity.

d) Experimenting Activity

In the experimenting activity of the lesson by Miss R, there was two questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: *Kalau "continue" itu apa?*

Student: *Selanjutnya*

(MR/XA/M-1/QS15)

Teacher: “*Other wood*” apa?

Student: *Yang mana Bu?*

Teacher: *Ya masih di paragraf yang sama*

Student: *Kayu lainnya*

(MR/XA/M-1/QS16)

Teacher: “*Luggage*” itu bacanya gimana?

Student: (Read correctly)

(MR/XA/M-1/QS23)

(2) Paraphrasing

Teacher: *Selanjutnya, saya mau tanya yang ditanda petik itu pakai tenses apa?*

Student: (Silent)

Teacher: *Itu yang “I am going to...” pakai tenses apa?*

Student: Present continuous

(MR/XA/M-1/QS21)

e) Associating Activity

In the experimenting activity of the lesson by Miss R, there was two questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: “soon they pulled the boat to the coast and loaded the monkey’s luggage and food on the boat.”

What does it mean?

Student: “*mereka segera menarik perahu ke pantai dan memasukkan barang dan makanan monyet kedalam kapal*”

(MR/XA/M-1/QS25)

(2) Repetition

Teacher: “Boastfully” mean?

Student: (Silent)

Teacher: “Boastfully” mean?

Student: *Sombong*

(MR/XA/M-1/QS28)

f) Communicating Activity

In the communicating activity, Miss R did not use the questioning strategy because the teacher did not do the questioning activity because students already understand.

g) Closing Activity

In the experimenting activity of the lesson by Miss R, there was one questioning strategy used, namely:

(1) Wait Time Post Question

Teacher: *Oke, karena waktu sudah habis, until here, any question?*

Student: No Miss

(MR/XA/M-1/QS33)

Table 4. 7
Questioning strategies by English teacher (Miss R) in the first meeting

Activity	WPQ	WPR	R	PP	S	PB
Opening	1	-	-	-	-	-
Observing	1	2	3	-	1	2
Questioning	-	-	-	-	-	-
Experimenting	3	-	-	1	-	-
Associating	1	-	1	-	-	-
Communicating	-	-	-	-	-	-
Closing	1	-	-	-	-	-
Total	7	2	4	1	1	2

The researcher found questioning strategies used by the English teacher Miss R in class X-A in the first meeting during the English classroom learning activity, there are, wait time post question strategy is used 7x and wait time post response strategy is used 2x, repetition strategy is used 4x, paraphrasing strategy is used 1x, simplification strategy is used 1x and the last probing strategy is used 2x.

Wait time post question strategy is waiting time after a teacher's question and a student's responds, while wait time post response is the period of time following a student's response until another student responds. Repetition strategy is used by repeat questions without altering the original form. Paraphrasing strategy is used the teacher give the questions again because

students still do not understand what question are posed by rephrasing them in terms that are simple words, easier and more understandable to students.

Simplification strategy, teachers change the sentence structure to focus the meaning, teacher give focus on the certain matter that the students are unable and comprehend and will present another view or ask them into different ways. Probing strategy is used when the teacher asked after the first by another question, but both will still be relevant to and support the first question. This strategy requires students to expand and develop responses.

2) Meeting 2

The research finding showed that second meeting by the English teacher Miss R only used three types of teacher's questioning strategies out of five strategies during the English classroom learning activity. The researcher found types of teacher's questioning strategies used by Miss R in class X-A in the second meeting during the English classroom learning activity about narrative text were wait time consist of two types are wait time post question and wait time post response, repetition, and probing. The data can be seen below:

a) Opening Activity

In the opening activity of the lesson by English teacher Miss R, there was three questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: *Oke, kemarin sudah dijelaskan tujuan narrative text. What is the purpose of narrative text?*

Students: To amuse the reader

(MR/XA/M-2/QS35)

Teacher: *Terus, monkey suka mencuri makanan dan menyimpannya karena apa?*

Students: *Karena jahat takut diminta*

(MR/XA/M-2/TQ38)

(2) Wait Time Post Response

Teacher: *Apa saja urutan menulis narrative text?*

Students: Orientation,

Another student: Complication, resolution

(MR/XA/M-2/QS36)

Teacher: *Monkey kemarin memiliki sifat bagaimana?*

Student: Lazy

Another student: *Serakah*

(MR/XA/M-2/QS37)

(3) Probing

Teacher: *Oke, kemarin sudah dijelaskan tujuan narrative text. What is the purpose of narrative text?*

Students: To amuse the reader

Teacher: *Apa saja urutan menulis narrative text?*

Students: Orientation

(MR/XA/M-2/QS35)

b) Observing Activity

In the observing activity, Miss R did not use the questioning strategy because students already understand.

c) Questioning Activity

In the questioning activity, Miss R did not use the questioning strategy because the teacher didn't ask in the activity

d) Experimenting Activity

In the opening activity of the lesson by English teacher Miss R there was four questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: *Di paragraf 11 ada kata yang mempunyai arti keras kepala, coba baca yang mana?*

Students: Stubborn

(MR/XA/M-2/QS48)

Teacher: *"He certainly didn't permit to take" itu artinya apa?*

Student: *Permit itu izin*

(MR/XA/M-2/QS55)

(2) Wait Time Post Response

Teacher: So, what does it means of pecked, boat dan sink in the paragraph 9?

Student: "*Boat*" is *perahu* Miss

Another student: "*Pecked*" itu mematuk kalau "*sink*" tenggelam

(MR/XA/M-2/QS43)

(3) Repetition

Teacher: Impatiently mean?

Students: (Silent)

Teacher: What does it mean "impatiently"

Student: *Tidak sabar*

(MR/XA/M-2/QS52)

(4) Probing

Teacher: How to read the word of "ripe"?

Student: (Speeling)

Teacher: *Good, apa artinya "ripe"?*

Students: *Matang*

(MR/XA/M-2/QS53)

e) Associating Activity

In the associating activity, Miss R did not use the questioning strategy because the teacher didn't ask in the activity because students already understand

f) Communicating Activity

In the communicating activity, English teacher Miss R did not use the questioning strategy because the teacher did not do the questioning activity because students already understand

g) Closing Activity

In the closing activity, English teacher Miss R did not use the questioning strategy because the teacher didn't ask in the activity because students already understand.

Table 4. 8
Questioning strategies by English teacher (Miss R) in the second meeting

Activity	WPQ	WPR	R	PP	S	PB
Opening	2	2	-	-	-	1
Observing	-	-	-	-	-	-
Questioning	-	-	-	-	-	-
Experimenting	2	1	1	-	-	1
Associating	-	-	-	-	-	-
Communicating	-	-	-	-	-	-
Closing	-	-	-	-	-	-
Total	4	3	1	0	0	2

The researcher found questioning strategies used by the English teacher Miss R in class X-A in the second meeting during the English classroom learning activity, there are, wait time post question strategy is used 4x and wait time post response strategy is used 3x, repetition strategy is used 1x, and the last probing strategy is used 2x.

Wait time post question strategy is waiting time after a teacher's question and a student's responds, while wait time post response is the period of time following a student's response until another student responds. Repetition strategy is used by repeat questions without altering the original form. Probing strategy is used when the teacher asked after the first by another question, but both will still be relevant to and support the first question. This strategy requires students to expand and develop responses.

The research finding showed that in the first and second meeting during the English classroom learning activity, the English teacher used questioning strategies. The researcher found types of questioning strategies used by the English teacher Miss R in class X-A in the first meeting used all types of questioning strategies, there are wait time post question and wait time post response strategy, repetition strategy, paraphrasing strategy, simplification strategy and the last probing strategy. In second meeting only used three types of questioning strategies there are wait time, consist two types are wait time post question and wait time post response strategy, repetition strategy and probing strategy. From the table the most dominant questioning strategies in first meeting and second meeting is wait time strategy.

b. Questioning Strategies used by English Teacher (Mr Y)

1) Meeting 1

The research finding showed that first meeting by the English teacher Mr Y used of teacher's questioning strategies during the English classroom learning activity. The researcher found of teacher's questioning strategies used by Mr Y in X-I class in the first meeting during the English classroom learning activity about narrative text were wait time consist of two types are wait time post question and wait time post response, repetition, and probing. The data can be seen below:

a) Opening Activity

In the opening activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Question

Teacher: Who is absent today?

Students: *Adam sakit*

(MY/XI/M-1/QS2)

b) Observing activity

In the observing activity of the lesson by Mr Y, there was four questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: *Terus coda atau reorientation itu apa?*

Student: *Pembelajaran dari cerita*

(MY/XI/M-1/QS8)

Teacher: *Yulia, generic structure narrative text tadi ada apa aja?*

Student: Orientation. complication, resolution, coda atau reorientation

(MY/XI/M-1/TQ11)

(2) Wait Time Post Response

Teacher: *Apa aitu narrative text mba?*

Student: *Cerita imajinasi*

Teacher: *Oke, cerita imajinasi, cerita imajinatif, terus yang lain?*

Another Student: *Cerita karangan*

(MY/XI/M-1/QS4)

(3) Repetition

Teacher: *“To entertain” itu untuk apa?*

Student: (Silent)

Teacher: *Najla, “to entertain” untuk apa?*

Student: *Untuk menghibur*

(MY/XI/M-1/QS5)

(4) Probing

Teacher: *Kemudian selanjutnya language features nya, dia menggunakan simple past tense. Ada yang ingat? Simple past tense menerangkan kejadian apa?*

Students: *Lampau*

Teacher: *Iya lampau atau yang sudah pernah terjadi.*

Menggunakan verb berapa?

(MY/XI/M-1/QS9)

c) Questioning Activity

In the questioning activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Question

Teacher: *Oke, any question about narrative text?*

(MY/XI/M-1/QS12)

d) Experimenting Activity

In the experimenting activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Question

Teacher: *Merpatinya ngapain?*

Students: *Menjatuhkan daun ke air*

(MY/XI/M-1/QS19)

e) Associating Activity

In the associating activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Response

Teacher: *Okay sudah selesai, sekarang what is the morality?*

Student: *Kebaikan akan dibalas*

Teacher: *Ya, yang lain apa?*

Another student: *Satu kebaikan akan mendapatkan kebaikan lain*

Another Student: *Kebaikan akan mendapatkan kebaikan juga*

(MY/XI/M-1/QS24)

f) Communicating Activity

In the communicating activity of the lesson by Mr Y there was two questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: What is the problem?

Student: *Semutnya kecemplung*

(MY/XI/M-1/QS24)

(2) Wait Time Post Response

Teacher: *Sekarang identifikasi generic structure, paragraf pertama itu apa?*

Student: Orientasi

Another student: Orientation

(MY/XI/M-1/QS26)

Teacher: *Paragraf kedua sudah ada masalah belum menurut kalian? Namanya apa?*

Student: *Sudah*

Another student: *Sampun*

Another Student: *Complication*

(MY/XI/M-1/QS27)

Teacher: *Terakhir paragraf ke empat namanya apa?*

Student: *Penyelesaian*

Another Student: *Resolusi*

(MY/XI/M-1/QS29)

g) Closing Activity

In the closing activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Response

Teacher: *Okay time is up. Kita sudah mempelajari narrative text "The Ant and the Dove" saya mau tanya tadi tokohnya siapa aja?*

Students: *Semut, merpati*

Another Student: *Hunter*

(MY/XI/M-1/QS30)

Table 4. 9
Questioning strategies by English teacher (Mr Y) in the first meeting

Activity	WPQ	WPR	R	PP	S	PB
Opening	1	-	-	-	-	-
Observing	2	1	1	-	-	1
Questioning	1	-	-	-	-	-
Experimenting	1	-	-	-	-	-
Associating	-	1	-	-	-	-
Communicating	1	3	-	-	-	-
Closing	-	1	-	-	-	-
Total	6	6	1	0	0	1

From the table the researcher found questioning strategies used by the English teacher B in class X-I in the first meeting during the English classroom learning activity, there are, wait time post question strategy is used 6x and wait time post response strategy is used 6x, repetition strategy is used 1x, and the last probing strategy is used 1x.

Wait time post question strategy is waiting time after a teacher's question and a student's responds, while wait time post response is the period of time following a student's response until another student responds. Repetition strategy is used by repeat their questions without altering the original form. Probing strategy is used when the teacher asked after the first by another question, but both will still be relevant to and support the first question. This strategy requires students to expand and develop responses.

2) Meeting 2

The research finding showed that in the second meeting by the English teacher Mr Y only used three types of teacher's questioning strategies out of five strategies during the English classroom learning activity. The researcher found types of teacher's questioning strategies used by Mr Y in class X-I in the second meeting during the English classroom learning activity

about narrative text were wait time consist of two types are wait time post question and wait time post response, repetition, and paraphrasing. The data can be seen below:

a) Opening Activity

In the opening activity of the lesson by Mr Y, there was three questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: *Kemarin kan sudah membahas narrative text the ant and the dove. Gimana ceritanya kemarin?*

Student: *Semut dan merpati yang saling menolong*

(MY/XI/M-2/QS36)

Teacher: *Kemudian dibantu merpati dengan cara apa?*

Student: *Menjatuhkan daun*

(MY/XI/M-2/QS38)

Teacher: *Terus imbal baliknya semut ke merpati apa?*

Students: *Menolong merpati dengan mengigit pemburu*

(MY/XI/M-2/QS39)

Teacher: *"...was throwing out his net towards the dove, hoping to trap it in this way" jadi pemburunya membawa apa?*

Student: *Jaring*

(MY/XI/M-2/QS41)

(2) Wait Time Post Response

Teacher: *Moral value kemarin sudah, moral valuenya apa mba Keisya?*

Student: *Satu kebaikan berharga untuk orang lain*

Teacher: *Ada yang lain lagi mba Ayu?*

Another student: *Satu kebaikan akan dibalas kebaikan pula*

(MY/XI/M-2/QS46)

(3) Paraphrasing

Teacher: *"...his net and the dove flew..." apa itu?*

Student: (Silent)

Teacher: *Terus burungnya gimana?*

Student: *Terbang*

(MY/XI/M-2/QS45)

b) Observing activity

In the observing activity Mr Y did not use the questioning strategy because what the teacher says and teacher questioning is clear and students understand

c) Questioning Activity

In the questioning activity, Mr y also did not use the questioning strategy because what the teacher says and teacher questioning is clear and students understand

d) Experimenting Activity

In the experimenting activity of the lesson by Mr Y, there was two questioning strategies used, namely:

(1) Wait Time Post Question

Teacher: *“A hundred trikcs to get away from our mutual enemies” Apa artinya mba?*

Student: *Seratus cara menjauh dari anjing-anjing*

(MY/XI/M-2/QS56)

(2) Repetition

Teacher: And then creature mean?

Students: (Silent)

Teacher: *Apa mba creature?*

Student: *Makhluk*

(MY/XI/M-2/QS53)

e) Associating Activity

In the asociating activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Question

Teacher: Okay, what is the moral value from this narrative text?

Student: *Satu rencana yang berhasil lebih baik daripada banyak rencana*

(MY/XI/M-2/QS65)

f) Communicating Activity

In the communicating activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Question

Teacher: *Yang termasuk complication paragraf berapa?*

Student: Paragraph 3

(MY/XI/M-2/QS67)

g) Closing Activity

In the closing activity of the lesson by Mr Y, there was one questioning strategy used, namely:

(1) Wait Time Post Response

Teacher: *Sudah selesai, any question about the narrative text?*

Student: No

Another student: Tidak

(MY/XI/M-2/QS69)

Table 4. 10
Questioning strategies by English teacher (Mr Y) in the second meeting

Activity	WPQ	WPR	R	PP	S	PB
Opening	4	1	-	1	-	-
Observing	-	-	-	-	-	-
Questioning	-	-	-	-	-	-
Experimenting	1	-	1	-	-	-
Associating	1	-	-	-	-	-
Communicating	1	-	-	-	-	-
Closing	-	1	-	-	-	-
Total	7	2	1	1	0	0

From the table the researcher found questioning strategies used by the English teacher Mr Y in class X-I in the second meeting during the English classroom learning activity, there are, wait time post question strategy is used 7x and wait time post response strategy is used 2x, repetition strategy is used 1x, and the last paraphrasing strategy is used 1x.

Wait time post question strategy is waiting time after a teacher's question and a student's responds, while wait time post response is the period of time following a student's response until another student responds. Repetition strategy is used by repeat their questions without altering the original form. Paraphrasing strategy is used the teacher give the questions again because students still do not understand what question are posed by rephrasing them in terms that are simple words, easier and more understandable to students.

The research finding showed that in the first and second meeting during the English classroom learning activity, the English teacher used questioning strategies. The researcher found types of questioning strategies used by Mr Y in class X-I in the first meeting used three types of questioning strategies, there are wait time, consist of wait time post question and wait time post response strategy, repetition strategy, and probing strategy. In second meeting only used three types of questioning

strategies there are wait time are consist wait time post question and wait time post response strategy, repetition strategy and paraphrasing strategy. From the table the most dominant questioning strategies in first meeting and second meeting is wait time strategy.

Table 4. 11
The total number of types of questioning strategies used by Miss R and Mr Y

Types of Questioning Strategies	Miss R		Mr Y		Total Number
	Meeting				
	1	2	1	2	
Wait time post question	7	4	6	7	24
Wait time post response	2	3	6	2	13
Repetition	4	1	1	1	7
Paraphrasing	1	0	0	1	2
Simplification	1	0	0	0	1
Probing	2	2	1	0	5

From the table, the research findings showed English teacher Miss R in the first and second meetings used more wait time strategy. Meanwhile, while the English teacher Mr Y in meetings one and two also used wait time strategy more dominantly. So, the questioning strategies that are often used by Miss R and Mr Y are wait time strategy.

B. Research Discussion

The number of questions asked by the teacher during teaching-learning process, since questioning is considered as one of the most influential teaching strategies. It is supported by Dewi, questioning has the ability to enhance students' involvement, thinking, and learning (Dewi et al, 2014). So, lots of questions asked by the teachers during teaching-learning process.

Questioning is a crucial tool for enhance education in general and language teaching. Question in language classrooms plays a significant role in to inform and practice their language, in order to create conditions in which students can improve their ability in learning English. Teacher uses various types of questions and use questioning strategies to make teaching effective, and the effectiveness of learning is if students are actively involved in the process. After getting the data of the teacher's questions, this research analysed the type of question that frequently to be used by the teacher and strategy used while teachers questioning in the classroom interaction. After that, the result of the research question presenting on the research finding, then the data are discussed in the discussion.

Based on the results of data collection obtained from observations have been conducted by researchers, the researcher listened, made documentation by using video recorders and then transcribed into written text, after that researcher analysed. Then the researcher presents the discussion in this section to explain the results of the research that has been carried out by the researcher on the X-A and X-I grade teachers of SMAN 1 Karangdowo Klaten where this research

is a questioning strategy analysis. Researchers use the theory of Jack C. Richards and Charles Lockhart and Mei-Hui Chen as a guide in conducting observations. When conducting research in four learning activities meeting, researchers analysed the types of questions and questioning strategies used by the teachers during the classroom interaction.

In this discussion, the researcher discusses the results of the research findings and some theories about teachers questioning strategies and types of questions to answer the research questions in chapter I. The results of the research questions are served in the research findings and the data are discussed in the discussion. The researcher observations in a classroom at the tenth grades in SMAN 1 Karangdowo Klaten with two English teachers, carried out for 4 meetings. English teacher Miss R was made two meetings in class X-A and English teacher Mr Y were made two meetings in class X-I. The observation was conducted on Monday, 31 October 2022 – Tuesday, 22 November 2022.

1. The Types of Questions Used by The Teachers in Questioning at the Tenth Grade of SMAN 1 Karangdowo Klaten

Based on Jack C. Richards and Charles Lockhart in (Suartini et al., 2020) that there are three types of questions, first are procedural questions, convergent questions, and divergent questions. All types of questions were used by the English teacher Miss R in class X-A and also in class X-I, the English teacher Mr Y used all types of questions.

The researcher found that sixty-one questions in two meeting in class X-A and sixty-nine questions in two meetings in class X-I. The total

number of the sixty-one questions, there were seven procedural questions, fifty-three convergent questions, and one divergent question used by Miss R in class X-A. The total number of sixty-nine questions, there were eleven procedural questions, and fifty-six convergent questions, and two divergent questions used by Mr Y in class X-I.

According to Jack C. Richards and Charles Lockhart in (Suartini et al., 2020) convergent question is type of question are mostly types of questions used by English teachers in class X at SMAN 1 Karangdowo Klaten.

Convergent questions became first order as types of questions mostly used by the English teacher because encourage the students to response the question based on a topic of material. In the convergent questions, students can answer questions based on previous material or information. Convergent questions only need short answers, like yes-no questions and short statements. Convergent questions can stimulate students to answer questions based on the material and inspire students to participate during the session of lesson. Convergent questions do not involve students to think at a higher level, but to involve students to stay focused on the material and focus on the recall of previously presented information. Convergent questions became first order as types of questions mostly used by the English teacher during the English Classroom learning activity, because convergent questions about content related to the subject or material explained by the English teachers in the classes. Convergent

questions which were aimed for recalling from what was stated on the text, referred to the answer which lied on the text.

While procedural questions as types of questions used by the English teacher because of procedural questions in a classroom as to procedure classroom or classroom management. Procedural questions posed by the English teachers with the class routine, the questions are not related about the material, are used by English teachers what will happen in a classroom to check the assignment and that instructions for a task were clear, to maintaining order in the classroom, used by English teacher to questioning about bring dictionary, to check students' condition, used by English teacher to questioning about understanding students.

Based on Jack C. Richards and Charles Lockhart in (Suartini et al., 2020), among the three, divergent questions were the least found, divergent questions encourage students to answer questions in higher order thinking, since the answers were beyond the text so that they had to analyze or synthesis the right answers from the questions. This can encourage students to answer questions based on their own knowledge. The total of questions, Miss R who teach in class X-A and Mr Y who teach in class X-I the researcher finds there are only three divergent questions. Some students also seemed interested in answering but not as much in the procedural questions and convergent questions, cause in divergent questions, the students must take more time to think the answer.

When the English teachers uses procedural questions and convergent questions, most students can answer questions because both procedural and convergent questions did not require that much effort from students to answer for, they were either easily found within the text, students' recall. Students answer based on previous questions or information and confirm previous answers. Can be seen from the number of convergent and procedural questions used by teachers in class X-A and X-I were proposed to encourage students think and focus on the lesson content, namely in narrative text, for encouraging participation and checking students' understanding. As in a purpose classified by Jack C. Richards and Charles Lockhart. Teachers mostly used the convergent questions it showed that teacher's questions were meant to engage students to comprehend the reading text narrative they read. It could be concluded that the types of procedural questions and convergent questions can control the class, especially in reading skills, engage students comprehend the reading text narrative they read, students focus on the lesson content narrative text. So, encouraging students' participation during the English classroom interaction.

2. The Questioning Strategies Used by the Teachers During the English Classroom Interaction at the Tenth Grade of SMAN 1 Karangdowo Klaten

Teacher's questioning is one of the ways to increase students active and students 'productive skills. Nevertheless, teacher's questions are not

always clear and sometimes make students confuse and make them think that the questions are ambiguous. Thus, the teacher should modify the questions to make it clear, that is as Guest in (Terfa, 2019) said definition of questioning strategy is one of the essential instruments can help teachers develop and modify their own strategies to enhance their students' work and thinking. So, questioning strategy refers to the strategy the teacher uses to questioning, to elicit responses from students. During delivering the questions, the teachers inserted some strategies of questioning. Because using only one strategy of question has not succeeded to make students respond. Teachers will modify that is combine another strategy if students do not understand toward the questions. All of the strategies had been categorized into five questioning strategies based on Mei-Hui Chen in (Kholisoh & Linggar Bharati, 2021) in order to make the teacher's question understandable.

When students cannot answer or not respond the questions, the teachers should tries used repetition, but when the answer or response is not coming even after repetition, the teacher should modify the questions with another strategy, such as paraphrasing and simplification. Not only that, teachers also can use wait time strategy to give students some times to answer, and also can use probing to requires students to expand and develop answer responses. From data finding, Miss R who teach in class X-A used all strategies, there are wait time are consist wait time post question and wait time post response, repetition, paraphrasing, simplification, and probing.

While, Mr Y who teach in class X-I only used some strategies, there are wait time are consist wait time post question and wait time post response, repetition, paraphrasing and probing. The English teachers in class X-A and X-I dominant used the same strategy is wait time strategy. In wait time students can create an answer and respond during the post question, and during the post response wait time, other students can consider their own prespectives. Wait time is an important strategy cause according to Tan in (Wati, 2019) indicated that when L2 students rarely engage in conversation or don't respond to question because when there isn't enough wait time. Therefore, adequate wait time is important.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the chapter four in research finding and discussion. The researcher makes some conclusion about the types of questions and teachers questioning strategies used by the English teacher, namely Miss R in class X-A and Mr Y in class X-I at SMAN 1 Karangdowo Klaten. The conclusion:

1. The Types of Questions Used by the Teachers in Questioning at the Tenth Grade of SMAN 1 Karangdowo Klaten

The English teacher Miss R in class X-A used all types of questions. English teacher Mr Y in class X-I also used all three types of questions. They are procedural questions, convergent questions and divergent questions. Every type of question has the function, procedural question was one that asked about the classroom procedure used to check student's assignment, that instructions for a task were clear and instructions for a new task and can control the classroom management. Convergent questions can encourage the students to response the question based on a topic of material and review the previously presented information. Divergent question encourages diverse student responses and which require students to engage in higher-level thinking. Convergent question is type of question that mostly used by the English teachers at the tenth grade of SMAN 1 Karangdowo Klaten. In relation to the purpose of questions, the teachers aimed the most

of questions for the purpose of encouraging students' thinking and focus on the content of reading text, namely in narrative text, for encouraging participation and checking students' understanding.

2. The Questioning Strategies Used by the Teachers During the English Classroom Interaction at the Tenth Grade of SMAN 1 Karangdowo Klaten

There is of teachers questioning strategies used the teacher to questioning, when students cannot answer or respond the questions, the teachers try used repetition, but when the answer or response is not coming even after repetition, the teacher should modify the questions with another strategy, such as paraphrasing and simplification. Not only that, teachers also use wait time strategy to give students some times to answer, and also use probing to requires students to expand and develop answer responses. Miss R who teaches in class X-A used all strategies, there are wait time are consist wait time post question and wait time post response, repetition, paraphrasing, simplification, and probing. While, Mr Y who teach in class X-I only used four strategies, there are wait time are consist wait time post question and wait time post response, repetition, paraphrasing and probing. But, the Englis teacher Miss R dan Mr Y dominant used the same strategy is wait time strategy.

B. Suggestion

After conducting the research, interpreting the data and discussing the result, the researcher proposed some suggestions based on the findings above

and based her experiences in conducting this research. It is expected that the result of the study gives useful contributions to the teaching-learning process, especially in teaching for English teachers and other researchers. There are some suggestions as follows:

1. For English Teacher

Advised that English teachers to frequently uses questioning strategies and knowing the types of questions extensive. Especially, suggested that teacher also promotes higher-level question or divergent questions, because the frequent number of convergent questions dominating the reading lesson. The teacher should see the students' characteristics, see what the most effective type of questions will be the most to maximize students' learning, and accommodate both lower and higher level of questions to students, especially the one which promote higher-level of thinking for the better learner. It is also important to think about how to use appropriate vocabulary in every question, so the students will not confuse, miss understanding or don't understand with the questions. When you want to modify your questioning strategy, make sure it's clear enough for students to understand it.

2. For the Other Researcher

The researcher who wants to research similar topics about questioning strategies, this study can be one of the references for the researchers who want to study with the teachers' skill. Questions are used in any aspects such as writing, listening or speaking. They can use this study

to support or give another perspective for their studies. The future researchers can explore widely about the use of teachers' questioning strategies and use this study as their reference because teachers often use questions while doing teaching and learning process in classroom interaction.

3. For Students

Students have initiative to raise their hand voluntary and teachers do not always have to point them directly. Students must try to be active and give contribution in the classroom as much as they can. Answer every question without being afraid about the correct answers. If they want to get the better scores.

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APPENDICES

Appendix 1

Field Note

Teacher name : Miss Rina (Miss R)

Meeting : 1

Day / Date : 3 November 2023

Place : X-A SMAN 1 Karangdowo Klaten

The first observation in class X-A, the researcher observation on Thursday at SMAN 1 Karangdowo Klaten. Firstly, the English teacher started the teaching and learning process by greeting "*assalamualaikum warohmatullahi wabarokatuh*", "good afternoon", then checked student's attendances. After the English teacher checks students' attendance "*siapa yang tidak masuk?*" The English teacher not reviewing the previous lesson and starts giving material.

In the main activity, after the class was conducive, English teacher start conveying the material to be studied accompanied by classroom interaction with students by questioning. Then English teacher gives each student a narrative text in titled "The Monkey and The Bird" to be read in each paragraph by the students and questioning for its meaning and questions related to the text. There are, what is the narrative text? *Tujuan narrative text apa? Past tense pakai verb berapa? Ayo dibaca, lalu baru diterjemahkan, apa artinya paragraf 1 mba? continue itu apa?* etc.

The text is not yet finished to be studied but the English lesson is over. In the end of the class, English teacher asks student if they have any questions "any question?", then closes the learning activity and informs students that the next English lesson is continues to discuss narrative text. Then the English teacher closed the class by saying hamdallah together and "*wassalamualaikum warohmatullahi wabarokatuh.*"

Teacher name : Miss Rina (Miss R)

Meeting : 2

Day / Date : 22 November 2022

Place : X-A SMAN 1 Karangdowo Klaten

The second observation in class X-A, the researcher observation on Tuesday at SMAN 1 Karangdowo Klaten. Firstly, the English teacher started the teaching and learning process by greeting "assalamualaikum warohmatullahi wabarokatuh", "good morning", then the checked student's attendance "siapa yang tidak masuk?" After the English teacher checks students' attendance, the English teacher asks some questions about last materials or review and recall the previous materials. There are, kemarin sudah dijelaskan tujuan narrative text, apa saja? Kemarin kita sudah membahas separuh cerita dari narrative text berjudul "The Monkey and the Bird". Monkey kemarin memiliki sifat bagaimana? Ketika monyet berlayar dengan siapa? Etc.

In the main activity, after the class was conducive, English teacher start convey material that was not completed in the previous meeting accompanied by classroom interaction with students by questioning. The material is a narrative text entitled "The Monkey and The Bird", students continue reading the next paragraph and teacher questioning some questions about the meaning and questions related to the text. There are, paragraf selanjutnya 9 dibaca dan apa artinya mba? How to read the word of "island"? "Delighted" mean? etc. Then the English teacher gives a question sheet to answer.

The question sheet is not yet finished to be answered. In the end of the class, the English teacher instruction the question sheet to be completed as homework. Then, closed the learning activity and informs students that the next English lesson is test examination. Then the English teacher closed the class by saying hamdallah together and "wassalamualaikum warohmatullahi wabarokatuh."

Teacher name : Mr Yoga (Mr Y)

Meeting : 1

Day / Date : 31 Oktober 2022

Place : X-I SMAN 1 Karangdowo Klaten

The first observation in class X-I, the researcher observation on Monday at SMAN 1 Karangdowo Klaten. Firstly, the English teacher started the teaching and learning process by greeting "good afternoon students", and "how are you today?", then the checked student's attendance. After the English teacher checks students' attendance "who is absent today?" Then, the English teacher asks question about review previous lesson but still related to the material to be studied "*ada yang sudah mendengar narrative text?*"

In the main activity, after the class was conducive, the English teacher instruct students to open books and shows some slides on power point to give them materials in this lesson, accompanied by classroom interaction with students by questioning. Then, asked students to observe the task on the LCD projector. English teacher gives each student a narrative text in titled "The Ant and the Dove" to be read in each paragraph by the students and questioning for its meaning and questions related to the text. There are, *apa itu narrative text, mba? Ini ada narrative text entitled "The Ant and The Dove, artinya apa? The first sentence please read and what the meaning, Rifa? Sekarang, identifikasi generic structure, paragraf pertama itu apa? etc.*

The text is finished to be studied. English lesson is over. In the end of the class, the English teacher tried to give the last question before closed "okay, time is up. Kita sudah mempelajari narrative text "The Ant and The Dove" saya mau tanya tadi tokohnya siapa aja?" Then the inform students that the next English lesson material is continues to discuss about narrative text with the different narrative text, give assignments to study them and questioning if there is anything to ask "I have homework for you, study this narrative text "Fox and Cat" for the next meeting. Any question?" Then the English teacher closed the class by saying "thank for nice attention, see you next week."

Teacher name : Mr Yoga (Mr Y)

Meeting : 2

Day / Date : 7 November 2022

Place : X-I SMAN 1 Karangdowo Klaten

The second observation in class X-I, the researcher observation on Monday at SMAN 1 Karangdowo Klaten. Firstly, the English teacher started the teaching and learning process by greeting "assalamualaikum warohmatullahi wabarokatuh" "good morning students", and "how are you today", then the checked student's attendance "who absence today?". After the English teacher checks students' attendance, the English teacher asked if there was a homework and teacher ask some questions about last materials or review and recall the previous materials. There are, Is there any homework today? *Generic structure kemarin udah dibahas ya. Slamet, apa itu coda/ reorientation? Kemarin sudah membahas narrative text "The Ant and The Dove" gimana ceritanya kemarin? Etc.*

In the main activity, after the class was conducive, the English teacher shows a narrative text task in titled "Fox and Cat" to be read in each paragraph by the students and accompanied by classroom interaction with students by questioning for its meaning and and questions related to the text. There are, mas Raden, read paragraph one, first and second sentence and what the meaning? Sombong is conceited or creature? *Jadi rubahnya ngapain? what is the moral value from this narrative text? Yang termasuk orientation di paragraf berapa? Etc.*

The text is finished to be studied. In the end of the class, English teacher questioning about material this learning and if there anything to ask "Sudah selesai, any question about narrative text?" The English teacher closed the learning activity and inform students that the next English lesson is examination. Then closed the class by saying "thank for nice attention, see you next week."

Appendix 2
Transcription of Classroom Observation

Teacher Name : Miss Rina (Miss R)

Meeting : 1

Day / Date : 3 November 2022

Place : X-A SMAN 1 Karangdowo Klaten

Teacher : Assalamu'alaikum Wr. Wb

Student : Waalaikumussalam Wr.Wb

Teacher : Good afternoon students

Student : Good afternoon

Teacher : Siapa yang tidak masuk?

Student : Masuk semua

Teacher : Okay, hari ini kita akan belajar materi narrative text dan memahami contoh narrative text. (Teacher while given examples of narrative text)

Teacher : What is the narrative text?

Student : Cerita imajinatif

Teacher : Bisa digambarkan, example of narrative text?

Student : Ini Bu, the monkey and the bird

Teacher : Ya oke, yang lain?

Student : Story of bandung bondowoso

Teacher : Okay

Student : Candi prambanan

Teacher : Oh, no. Candi prambanan bukan narrative text, tapi descriptive text

Teacher : Tujuan narrative text apa?

Student : (Silent)

- Teacher : Tujuan narrative text apa?
- Student : (Silent)
- Teacher : Kalau kamu pernah membaca cerita bandung bondowoso atau maling kundang itu tujuan mu apa?
- Student : Untuk mendapatkan atau mengajar nilai moral
- Teacher : Iya bisa, menurut kalian moral value dari cerita malin kundang apa?
- Student : Tidak boleh durhaka kepada orang tua
- Teacher : Don't disobedient
- Student : To entertain, untuk menghibur
- Teacher : Speeling word of "entertain"!
- Student : (Speeling correctly)
- Student : To amuse
- Teacher : Yes, to amuse the reader
- Teacher : Menulis narrative itu menggunakan aturan dan urutan, apa saja?
- Together : Orientation. (Teacher while explained according to what the teacher wrote on the whiteboard)
- Teacher : Ya, orientasi berisi pengenalan tokoh
- Student : Komplikasi, kayak masalah
- Teacher : Yes, complication is problem arise
- Student : Resolution
- Teacher : Yes, resolution itu apa?
- Student : Penyelesaian masalah.
- Teacher : Apa bahasa Inggrisnya penyelesaian masalah?
- Student : (Silent)
- Teacher : Solve the problem, apakah ini nanti akan semakin membaik atau semakin memburuk
- Teacher : Next is re...

- Student : Reorientation
- Teacher : Yes, jadi nanti happy ending atau sad ending
- Teacher : Okay next, language featuresnya menggunakan tenses apa?
- Student : (Silent)
- Teacher : Menggunakan tenses apa?
- Teacher : Past
- Teacher : Past tense pakai verb berapa mas?
- Student : (Silent)
- Teacher : Past tense pakai verb berapa?
- Student : Verb 2
- Teacher : Sudah diberi text narrative sudah diamati dan pahami? Any question?
- Student : Sudah
- Student : Belum
- Teacher : Ayo dicoba pelajari dan pahami. Dibaca lalu baru diterjemahkan, apa artinya paragraf 1 mba?
- Student : (Read and translate paragraph 1 correctly)
- Teacher : Okay, sip. Selanjutnya dibaca paragraf 2 dan apa artinya, saya tawarkan siapa yang bisa?
- Student : (Read and translate paragraph 2. The teacher corrected a little)
- Teacher : Ya, good. Paragraf selanjutnya 3 dibaca dan apa artinya? gapapa ini 2 jam latihan baca, biar lancar
- Student : (Read and translate paragraph 3. The teacher corrected a lot)
- Teacher : Okay, “intend” itu maksud atau istilahnya niat ya
- Teacher : “Continue” itu apa?
- Student : Selanjutnya
- Teacher : Kalau other wood?
- Student : Yang mana Bu?

- Teacher : Ya masih di paragraf yang sama
- Student : Kayu lain
- Teacher : Okay, paragraf 4 dibaca dan apa artinya mas Edo?
- Student : (Read paragraph 4. The teacher corrected a little)
- Teacher : “Enough” bacanya gimana?
- Student : (Read correctly)
- Together : (Teacher and students help translate together)
- Teacher : What is the mean of “suddenly” man?
- Student : (Silent)
- Teacher : What is the mean of “suddenly” man?
- Student : (Silent)
- Teacher : Tiba-tiba ya
- Teacher : “Flew toward him” how does it mean, Dani?
- Together : Menuju kearahnya
- (Teacher and students discussion translate about paragraph 4 and the discussion is very interactive)
- Teacher : Selanjutnya saya mau tanya, yang ditanda petik itu pakai tenses apa?
- Student : (Silent)
- Teacher : Itu yang “I am going to...” pakai tenses apa?
- Students : Present continuous
- Teacher : Kasih alasannya!
- Student : Karena tiba-tiba
- Teacher : Ya, bisa karena spontan. Jadi ceritanya lampau, namun karena ada action dialog, itu tidak menggunakan past tense tetapi menggunakan present continuous
- Teacher : Paragraf 5 ayo siapa baca dan apa artinya?
- Student : Paragraph 5 Bu?

- Teacher : Yes, come on bro
- Student : (Read and translate paragraph 5. The teacher corrected a lot)
- Teacher : “Luggage itu bacanya apa?”
- Student : (Read correctly)
- Teacher : Stop dulu, “Pulled” disini menarik sesuatu ya, kalau menarik pacarmu itu “interest”
- Teacher : Ada yang bawa kamus oxford?
- Student : Bawa
- Teacher : Dibuka kamusnya, cari arti “coast”!
- Student : Pantai Bu
- Teacher : Yes, sama dengan “beach”
- Teacher : “Soon they pulled the boat to the coast and loaded the monkey’s luggage and food on the boat.” What does it mean?
- Student : “Segera mereka menarik perahu ke pantai dan memasukkan barang bawaan dan makanan monyet ke kapal”
- Teacher : Next, “the loyal bird” mean?
- Student : Burung yang setia
- Teacher : “Green land” mean?
- Student : Tanah hijau
- Teacher : “Had a deal” is kesepakatan, “allowed” is memperbolehkan, “row” men...
- Student : Mendayung Bu
- Teacher : Good, “boastfully mean?”
- Student : (Silent)
- Teacher : “Boastfully” mean?
- Student : Sombong
- Teacher : Paragraf 6,7 dan 8 dibaca ayo satu paragraf satu siswa. Kemudian kita akan cari vocabularies yang kemungkinan kalian belum mengerti, untuk di cari makna nya dan diartikan sama-sama

- Student : (Read paragraph 6 correctly)
- Teacher : Okay, start from the word of “Loose” mean lepas. “Captain” mean?
- Student : Pimpinan
- Teacher : Ayo diartikan sama-sama
- Together : “Burung tidak bisa mendayung, sehingga terlihat lepas, menjadi nahkoda di depan perahu tanpa menikmati makananya”
- Student : (Read paragraph 7 correctly)
- Teacher : “Realize” is menyadari. “intention” is maksud
- Teacher : “Cruel” and “disappointed” mean?
- Student : Kejam
- Teacher : Disappointed?
- Student : Kecewa
- Teacher : So, “Monkey’s didn’t realize...” what does it mean?
- Student : “Monyet itu tidak menyadari...”
- Together : bahwa burung pelatuk mengetahui niat jahat monyet itu. Burung itu kecewa”
- Teacher : Karena waktu sudah habis untuk terakhir, itu “damn you” apa?
- Student : Seperti misuh Miss
- Student : Sialan
- Teacher : Ya, “sialan kau monyet! Kata burung pada dirinya sendiri”
- Teacher : Oke, karena waktu sudah habis, until this paragraph, any question?
- Student : No Miss
- Teacher : The next English lesson is continued to discuss narrative text. Next paragraph. Study first. Enough, let say hamdallah together.
- Together : “Alhamdulillah Rabbil’aalamiin.”
- Teacher : "Wassalamu’alaikum Wr. Wb.”

Teacher name : Miss Rina (Miss R)

Meeting : 2

Day / Date : 22 November 2022

Place : X-A SMAN 1 Karangdowo Klaten

Teacher : Assalamu'alaikum Wr. Wb

Student : Waalaikumussalam Wr. Wb

Teacher : Good morning students

Student : Good morning, Miss

Teacher : Siapa yang tidak masuk?

Student : Amanda

Teacher : Oke, kemarin sudah dijelaskan tujuan narrative text. What is the purpose of narrative text?

Student : To amuse the reader

Teacher : Oke, apa saja urutan menulis narrative text?

Student : Orientation,

Student : Complication, resolution

Teacher : Good

Teacher : Kemarin kita sudah membahas separuh cerita dari narrative text berjudul "The Monkey and The Bird". Monkey kemarin memiliki sifat bagaimana? Sebelum melanjutkan paragraf berikutnya, kita review dulu.

Student : Lazy

Student : Serakah

Teacher : Terus, monkey suka mencuri makanan dan menyimpannya karena apa?

Student : Karena jahat takut diminta

Teacher : Yes, monyetnya berfikir bahwa he must add a little more so that I have a lot of food to eat. The monkey is so stingy and greedy, sangat pelit dan serakah ya

- Teacher : Lalu, ketika monyet berlayar, dengan siapa?
- Student : The bird
- Teacher : Wood picker. Kemarin sampai ini ya yang “damn..” paragraf 8 ya, until this paragraph, are you understand?
- Student : Understand Miss
- Teacher : Oke kita lanjutkan paragraf selanjutnya, apakah sudah dibaca dan dipelajari dirumah?
- Student : Sudah Miss
- Student : Belum Bu
- Teacher : Kalau begitu sekarang Bu guru kasih waktu untuk di baca dan dipelajari dulu sendiri. Biar nanti kalau disuruh baca lancer
- Student : “Pecked sama began” itu bacanya gimana Bu?
- Teacher : (Read)
- Student : Kalau began Bu?
- Teacher : (Read) Sudah ya kita lanjut
- Teacher : Okay, next. Paragraf selanjutnya 9 dibaca dan apa artinya mba?
- Student : (Read and translate correctly)
- Teacher : So, what does it means of pecked, boat dan sink in the paragraph 9?
- Student : “Boat” is perahu Miss
- Student : “Pecked” itu mematak kalau “sink” tenggelam
- Teacher : Ya betul, ditulis vocabularies yang tidak tahu artinya. Selanjutnya, paragraf 10 dibaca dan apa artinya, ayo siapa?
- Student : (Read correctly)
- Teacher : Hayo, arti kalimat “while rowing the boat” apa? yang lain boleh bantu
- Student : Mendayung perahu
- Teacher : Ya, jadi “monyet tidak tahu karena dia menikmati makanan sambil mendayung perahu.” Lanjut lagi

Students and Teacher : (Help translate together)

Teacher : Itu ada kata “island”, how to read the word of “island”?

Student : (Spelling)

Teacher : Right, good

Teacher : Ini ada kata “leave”, leave dan live bacanya bagaimana?

Student : (Silent)

Teacher : (Spelling one by one)

Student : (Repeat)

Student : Live itu kayak live Instagram itu ya Miss

Teacher : Iya bisa (laugh)

Teacher : Paragraf selanjutnya baca terlebih dahulu mas, lalu ditulis artinya untuk vocabularies yang tidak tahu artinya

Student : (Read correctly)

Teacher : Di paragraf 11 ada kata yang mempunyai arti keras kepala, coba baca yang mana?

Student : Stubborn

Teacher : Delighted mean?

Student : (Silent)

Teacher : Delighted itu sama kayak “happy” artinya senang sekali

Student : Sinonimnya ya Bu?

Teacher : Yes, right

Teacher : How to read “cashew”?

Student : (Spelling)

Teacher : Ya

Teacher : Next, paragraf 12 dibaca dan apa artinya mba?

Student : (Read and translate. The teacher corrected a little)

Teacher : Nah, impatiently mean? (repet)

Student : (Silent)

- Teacher : What does it mean “impatiently”
- Student : Tidak sabar
- Teacher : How to read the word of “ripe”?
- Student : (Spelling)
- Teacher : Good, apa artinya “ripe”?
- Student : Matang
- Teacher : Paragraf selanjutnya yaitu 13 baca satu orang two sentences!
- Student : (Read and the teacher corrected a little)
- Student : (Read correctly)
- Student : (Read correctly)
- Student : (Read correctly)
- Teacher : Okay good. Kita artikan sama-sama. “He certainly didn’t permit to take” itu artinya apa?
- Student : Permit itu izin
- Teacher : Yes, artinya dia tidak mengizinkan untuk mengambil. So, burung mau minta kacang mete kepada monyet tapi dia tidak mengizinkannya untuk mengambil dan malah menyuruh atau memerintah burung untuk mencarinya di pulau lain.
- Teacher : Next, ini owl artinya apa?
- Student : Burung hantu
- Teacher : Iya, untuk kalimat 3 dan 4 ini sama intinya meminta kacang mete, tetapi yang minta burung hantu. The next sentences, the monkey memberikan persyaratan apa pada burung hantu?
- Student : Menyanyi Miss
- Student : Bernyanyi yang bagus, namun tidak bagus
- Teacher : Yes. Then, the monkey instructed the bird to?
- Student : Go far away from the tree, pergi dari pohon
- Teacher : Good
- Teacher : Paragraf 14 dibaca

- Student : (Read and the teacher corrected a little)
- Teacher : Paragraf 14 apa artinya?
- Student : (Translate correctly)
- Teacher : Good job. Jadi, burung kenari datang minta kacang metenya, kemudian monyet menjawab kalau harus bernyanyi terlebih dahulu untuknya “well you must sing for me nicely, first”
- Teacher : The last paragraph read mas dan mba, 2 orang! And any vocabularies that you don't understand the meaning?
- Student : (Read correctly)
- Student : (Read and the teacher corrected a little)
- Teacher : Good, lalu kosa kata yang tidak mengerti?
- Student : Obviously
- Teacher : Lagi, yang lain
- Student : Blamed Miss
- Student : Realized
- Teacher : Okay, the meaning of obviously is “jelas”. Kalau blamed itu “menyalahkan” and realized is “menyadari”. Di artikan sama-sama
- Together : “Burung kecil itu mulai bernyanyi lagu yang bagus sehingga monyet tidur. Monyet itu jatuh dari pohon, kakinya patah. Terluka parah dan tidak bisa berjalan. Semua burung datang lagi untuk menikmati makan jambu mete tapi monyet tidak bisa apa-apa. Dia menyalahkan dirinya sendiri dan menyadari kesalahannya.”
- Teacher : The end
- Teacher : Ini ada soal, nomer 1 suruh identifikasi generic structure nya, apa saja generic structure tadi?
- Student : Orientation, complication and resolution
- Teacher : Ya, kira kira ada di paragraf berapa orientation, complication sama resolution, ayo dijawab
- Student : Orientation paragraph 1 Bu
- Teacher : Iya, tunjukkan sampai paragraf berapa

Student : (Silent)

Teacher : Paragraf 4 ya, karena waktunya habis untuk tugas rumah.

Teacher : And the next English lesson is test for examination. Enough, let say hamdallah together.

Together : "Alhamdulillah Rabbil'aalamiin"

Teacher : "Wassalamu'alaikum Wr. Wb"

Teacher name : Mr Yoga (Mr Y)

Meeting : 1

Day / Date : 31 Oktober 2022

Place : X-I SMAN 1 Karangdowo Klaten

Teacher : Good afternoon students

Student : Good afternoon, Mr

Teacher : How are u today?

Student : I'm fine, thank u, and you?

Teacher : I'm very well, thank you

Teacher : Who is absent today?

Student : Adam sakit

(The teacher continues to take student attendance by calling names one by one)

Teacher : Oke, jadi ini yang tidak berangkat 4

(The teacher teaches using an LCD computer)

Teacher : Dibuka bukunya. Today we will study about narrative text. Ada sudah mendengar narrative text?

Student : Sudah

Teacher : Apa itu narrative text mba?

Student : Cerita imajinasi

Teacher : Oke, cerita imajinasi, cerita imajinatif, terus yang lain?

Student : Cerita karangan

Teacher : Okay. So, narrative text is one of 13 types of English text (genre) born from narration as well as recount text, anecdote text, spoof text. Then, the definition of narrative text is an imaginative story to entertain people. Jadi, narrative itu adalah salah satu dari 13 gender, kalau di SMP sulu pak guru diberi buku gender. Narrative teks menggambarkan cerita imajinasi untuk..., itu tujuannya to entertain people. "To entertain" itu untuk apa?

Student : (Silent)

- Teacher : “To entertain” itu untuk apa, Najla?
- Student : Untuk menghibur
- Teacher : So, narrative text itu adalah cerita imajinatif yang bertujuan menghibur pembaca
- Teacher : Ini ya tujuannya, “the purpose of narrative text is to amuse atau entertain the reader with a story” Jadi, nanti kalau di soal ada pertanyaan tujuan narrative text, di pilihan ganda pilihannya kalau ngga ada “entertain” jawabnya “to amuse.” Itu tujuannya untuk menghibur pembaca dengan ceritanya.
- Teacher : Terus generic structure, generic structure yang pertama itu ada orientation “It is about the opening paragraph where the characters of the story are introduced” ada yang bisa mengartikan?
- Student : (Silent)
- Teacher : Orientation di dalamnya menerangkan tentang karakter, memperkenalkan karakter dalam cerita, to introduce. Kedua namanya complication, please read, Hafidz!
- Student : (Read correctly)
- Teacher : Complication disitu dimana ada sebuah cerita itu ada masalah nya, yang namanya complication itu tidak hanya ada di 1 paragraf, ada komplikasi 1, komplikasi 2, komplikasi yang ke 3. Tergantung dari ceritanya, Panjang ceitanya mau dibikin seberapa. Terus yang ke 3 resolution yaitu apa ada yang tahu?
- Student : Penyelesaian.
- Teacher : Iya, dimana sebuah masalah di dalam cerita tersebut di selesaikan. Terus coda atau reorientation itu apa?
- Student : Pembelajaran dari cerita
- Teacher : Yes, pembelajaran dari cerita, namanya moral lesson (pesan moral)
- Teacher : Nah itu tadi ya coda atau reorientation.
- Teacher : Kemudian selanjutnya language features nya, dia menggunakan simple past tense. Ada yang ingat? Simple past tense menerangkan kejadian apa?
- Student : Lampau
- Teacher : Iya lampau atau yang sudah pernah terjadi. Menggunakan verb berapa?
- Student : (Silent)

Teacher : Verb 2 ya, selanjutnya adverb of time atau keterangan waktu, itu bisa menggunakan “once upon a time”, “one fine day” terus masih banyak lagi ya. Lalu menggunakan conjunction. Conjunction itu adalah kata penghubung. Terus spesifik karakter, disini ada karakter cinderella, snow white, ali baba, terus menggunakan action verb direct speech.

Teacher : Yulia, generic structure narrative text tadi ada apa aja?

Student : Orientation. complication, resolution, coda atau reorientation

Teacher : Next is kinds of narrative text are fable, folk tale fairytale, myth and legend

Teacher : Oke, any question about narrative text?

Student : Folktale itu apa Bu?

Teacher : Folktale itu cerita rakyat. There are malin kundang, kalau disemarang itu ada namanya barun klitik. Kalau fabel..

Student : Cerita tentang binatang

Teacher : Iya, contohnya si kancil, the cat and the fog. Terus ada fairy tale

Teacher : Terus ada fairy tale

Student : Fairy tale itu kayak thinker bell itu Miss?

Teacher : Yes, berhubungan dengan peri.

Teacher : Terus ada Myth, what is the myth?

Student : Mitos

Teacher : Kemudian ada legend, cerita legenda daerah, ada lake toba, rawa pening

Teacher : Next, ini ada ceita “The ant and the Dove” apa artinya?

Student : Semut dan merpati

Teacher : Rifa, baca paragraf pertama!

Student : (Read correctly)

Teacher : The first paragraph please read and what the meaning, Rifa? Sampai kalimat terakhir paragraf 1

Student : (Translate correctly)

Teacher : Okay, “an” disini menunjukkan seekor ya semutnya

- Teacher : Disini menunjukkan she, “she” disini menunjukkan dia apa?
- Student : Perempuan
- Teacher : Semutnya perempuan
- Teacher : Zakiyah, paragraph two, first sentence please read and what the meaning?
- Student : (Read)
- Teacher : Artinya, dia bisa tenggelam jika burung merpati di pohon terdekat tidak melihatnya
- Teacher : Dian, paragraph two, second sentence please read and what the meaning?
- Student : (Read and translate correctly)
- Teacher : Yes, right. Merpatinya ngapain?
- Student : Menjatuhkan daun ke air
- Teacher : Didekat sumur ya
- Teacher : Okay, the next sentences of paragraph 2, Nesa, read and what the meaning?
- Student : (Read and translate. The teacher corrected a little)
- Teacher : Okay, lalu membawanya kemana?
- Student : Tanah yang kering
- Teacher : Next, paragraph three Raden, read and what the meaning?
- Student : (Read correctly)
- Teacher : Lalu apa artinya, Raden?
- Student : (Translate correctly)
- Teacher : Good job. Jadi, Tidak lama kemudian, ada seorang pemburu di dekatnya yang sedang menebarkan jalanya ke arah merpati, berharap untuk menjebaknya.
- Teacher : Last paragraph Julia, read and what the meaning?
- Student : (Read correctly)
- Teacher : Diartikan per kalimat!

- Student : (Translate correctly)
- Teacher : Okay sudah selesai, sekarang what is the morality?
- Student : Kebaikan akan dibalas
- Teacher : Ya, yang lain apa?
- Student : Satu kebaikan akan mendapatkan kebaikan lain
- Student : Kebaikan akan mendapatkan kebaikan juga
- Teacher : Jadi moralitynya satu kebaikan seseorang itu akan mendapatkan balasan dari orang lain. Ketika semut kesusahan merpati membantu, lalu giliran saat merpati kesusahan, semut membalas jasa merpati tadi dengan cara apa?
- Student : Mengigit pemburu
- Teacher : Sekarang identifikasi generic structure, paragraf pertama itu apa?
- Student : Orientasi
- Student : Orientation
- Teacher : Yes, right.
- Teacher : Paragraf kedua sudah ada masalah belum menurut kalian? Namanya apa?
- Student : Sudah
- Student : Sampun
- Student : Complication
- Teacher : What is the problem?
- Student : Semutnya keceplung
- Teacher : Paragraf ketiga masih complication ya
- Teacher : Terakhir paragraf ke empat namanya apa?
- Student : Penyelesaian
- Student : Resolusi
- Teacher : Okay, tadi tokohnya siapa aja? (The teacher and students discuss review the lesson)
- Student : Semut, merpati

Student : Hunter

Teacher : Okay time is up. I have homework for u, study this narrative text, the tittle "Fox and Cat" for the next meeting. Any question?

Student : Dipelajari bagaimana Mr?

Teacher : Kita akan latihan reading dulu seperti tadi, dan kalian cari tokoh di dalamnya siapa saja, generic structurenya, moral lessonnya, gitu ya. Any question?

Students : No, Mr

Teacher : Okay, enough for this learning process today, thank for nice attention, see you next week

Student : See you

Teacher name : Mr Yoga (Mr Y)

Meeting : 2

Day / Date : 7 November 2022

Place : X-I SMAN 1 Karangdowo Klaten

Teacher : Assalammu'alaikum Wr. Wb

Student : Waalaikumussalam Wr. Wb

Teacher : Good morning students

Student : Good morning, Mr

Teacher : How are you today?

Student : I'm fine thank you, and you?

Teacher : I'm very well, thank you

Teacher : Who is absent today?

Student : Aditya

Teacher : Is there any homework today?

Student : Yes, mempelajari narrative text

(The teacher continues to take student attendance by calling names one by one. Then the teacher continues the review of previous learning that is still related to the previous material, namely narrative text)

Teacher : Okay, kita review dulu pembelajaran kemarin, generic structure kemarin sudah dibahas ya. Slamet, coda atau reorientation itu apa?

Student : Amanat

Teacher : Amanat ya, tadi kalian sudah dapat amanat upacara kan?

Student : Sudah, tidak boleh dangdutan di kelas

Teacher : Kemarin kan sudah membahas narrative text "the ant and the dove" gimana ceritanya kemarin?

Student : Semut dan merpati yang saling menolong

- Teacher : Iya, semutnya kenapa?
- Student : Tenggelam
- Teacher : Kemudian dibantu merpati dengan cara apa?
- Student : Menjatuhkan daun
- Teacher : Merpati menjatuhkan daun didekatnya semut
- Teacher : Terus imbal baliknya semut ke merpati apa?
- Student : Menolong merpati dengan mengigit pemburu
- Teacher : Okay
- Teacher : What the meaning of “hunter”?
- Studens : Pemburu
- Teacher : “...was throwing out his net towards the dove, hoping to trap it in this way” jadi pemburunya membawa apa?
- Student : Jaring
- Teacher : Jaring untuk menangkap merpati ya
- Teacher : Sopo sek kulino nangkap doro?
- Student : Adam
- Teacher : “Guessing what he should do, the ant quickly bit him on the hell” jadi dia menggigit siapa?
- Student : Tumit
- Teacher : Tumitnya siapa?
- Student : Pemburu
- Teacher : Terus pemburunya gimana?
- Student : Kesakitan
- Teacher : “His net and the dove flew” apa itu?
- Student : (Silent)
- Teacher : Terus burungnya gimana?
- Student : Terbang
- Teacher : Iya, keluar dari jaringnya ya

- Teacher : Moral value kemarin sudah, Moral valuenya apa mba Keisya?
- Student : Satu kebaikan berharga untuk orang lain
- Teacher : Ada yang lain lagi mba Ayu?
- Student : Satu kebaikan akan dibalas kebaikan pula
- Teacher : Terus kita lanjut teks berikutnya rubah dan kucing. Sudah dikerjakan tugasnya?
- Teacher : Teks naratifnya sudah dibaca belum?
- Student : Sudahhh
- Teacher : Kemarin untuk tugas judul teks naratif nya fox and cat ya?
- Student : Iya Bu
- Teacher : What the meaning of the “Fox and Cat”?
- Student : Kucing dan rubah
- Teacher : Ya, kita lanjut saja. Mas Raden, read paragraph one, first and second sentence and what the meaning?
- Student : (Read and translate. The teacher corrected a little)
- Teacher : Sombong is conceited or creature?
- Student : Conceited
- Teacher : And then creature mean?
- Student : (Silent)
- Teacher : Apa mba creature?
- Student : Makhluk
- Teacher : Read last sentence Dialova, and what the meaning?
- Student : (Read correctly)
- Teacher : What the meaning of “least”?
- Student : (Silent)
- Teacher : “Least” itu setidaknya
- Teacher : “A hundred trikcs to get away from our mutual enemies” apa artinya mba?

- Student : Seratus cara menjauh dari anjing-anjing
- Teacher : Ya, itu kata ...
- Student : Fox
- Teacher : Ini latihan baca terus, kemarin kelas 3 ada yang masih terbata-bata. Okay, read paragraph two and what the meaning? Perkalimat ya
- Student : (Read and translate correctly)
- Teacher : Okay, jadi “replied the fox airily” artinya apa mba?
- Student : Jawab rubah dengan santai
- Teacher : Fadli and Rifky, read paragraph three, first and second sentence and what the meaning?
- Student : (Read and translate correctly)
- Student : (Read and translate correctly)
- Teacher : Next, Sekar read paragraph three, third sentence and what the meaning?
- Student : (Read and translate correctly)
- Teacher : Jadi, memanjat ke...
- Student : Cabang
- Teacher : “Branches” itu cabang ya
- Teacher : Next sentences in paragraph 3. Zahra, read and what the meaning?
- Student : (Read and translate correctly)
- Teacher : Iya, itu kata..
- Student : Kucing
- Teacher : Najla, read last paragtraph and what the meaning?
- Student : (Read and translate some of sentences correctly)
- Teacher : Jadi, rubahnya ngapain?
- Student : Berdiam di bawah pohon
- Together : Bertanya-tanya trik mana yang harus dia gunakan
- Teacher : “Before she could make up her mind, the dogs arrived”

- Student : Sebelum dia bisa mengambil keputusan, anjing-anjing itu tiba
- Teacher : “They fell upon the fox and tore her to pieces” disitu artinya apa?
- Student : Menimpa, nibani rubah
- Teacher : Sudah selesai kita baca dan artikan, selanjutnya cari pesan moralnya, what is the moral value from this narrative text?
- Student : Satu rencana yang berhasil lebih baik daripada banyak rencana
- Teacher : Good. Itu ya about the narrative text “fox and cat”
- Teacher : Next, yang termasuk orientation paragraf berapa?
- Student : Paragraph 1
- Teacher : Ini sama paragraf 2 ya
- Teacher : Yang termasuk complication paragraf berapa?
- Student : paragraph 3
- Teacher : Yes, paragraph 3
- Teacher : Yang termasuk resolution paragraf berapa?
- Student : Paragraph 4
- Teacher : Sudah selesai, any question about narrative text?
- Srudent : No
- Student : Tidak
- Teacher : Pertemuan berikutnya ulangan ya
- Teacher : Enough for process learning today, thank for nice attention, see you next week.
- Student : See you Mr

Appendix 3

Observation Note

Name of Teacher : Miss Rina (Miss R)

Place : X-A SMAN 1 Karangdowo

Teacher Questioning Strategies	Important note
Greet students before start teaching	English teacher always greeted students before learning process by greeting "assalamualaikum warohmatullahi wabarokatuh", "good afternoon/morning", and she greeted students very well when she started the learning process.
Ask students condition before learning process	She doesn't ask students condition before she started the class
Ask the previous lesson before describe about material will be given	She asked previous lesson only in second meeting and some students were interested with the question. She also described the material that would give clearly.
All students clear about the structure and objective of the lesson	She only explained the lesson one and the students got her point.
Teacher asks and checks for understanding of instruction.	She always checks all students understanding
Question used to ensure students are listening	Question used to ensure students are listening
Students are active listener	Students active during teaching and learning
Teacher asks clear question	Sometime teacher asked clear question.
Teacher engages the students in to discussion	She always engaged students in to discussion.
Teacher gives opportunities to the students to help another student	Sometimes the teacher gave opportunities to other students to help their friend
Teacher builds the interest of student	She tried to build students' interest by providing pictorial narrative text material, conveying it expressively and sometimes the material is related to daily life/activities
Teacher creates interactive, communicative and collaborative class.	The whole class were active, interactive, communicative and collaborative and the students always

	get the point
Teacher help given to the students who need support and resources to solve the problem.	Teacher supports her students
Teacher support students with difficulties.	She also supports students who get difficulties during learning process.
Teacher as a coach behaviour	As a teacher she can control the class she also created an active class.

Name of Teacher : Mr Yoga (Mr Y)

Place : X-I SMAN 1 Karangdowo

Teacher Questioning Strategies	Important note
Greet students before start teaching	English teacher greeted students very well before learning process.
Ask students condition before learning process	He asked students condition before learning process
Ask the previous lesson before describe about material will be given	He always asked previous lesson and some students is excited with the question. He also described the material that would give clearly.
All students clear about the structure and objective of the lesson	Some students understood and some other busy on their own activities.
Teacher asks and checks for understanding of instruction.	He checks all students understanding before continue the lesson
Question used to ensure students are listening	Question used to ensure students are listening
Students are active listener	Girls were active listener while boys were passive listener
Teacher asks clear question	Sometime teacher asked clear question
Teacher engages the students in to discussion	Teacher tried to engaged students in to discussion, but sometime he could not control the classroom
Teacher gives opportunities to the students to help another student	Sometimes the teacher gave opportunities to other students to help their fiend
Teacher builds the interest of student	He tried to build student interest by providing narrative text material from compute LCD, and sometimes the material is related to daily life/activities
Teacher creates interactive, communicative and collaborative class.	The whole class were active, interactive, communicative and collaborative and some students always get the point
Teacher help given to the students who need support and resources to solve the problem.	Teacher support students to solve problem
Teacher support students with difficulties.	Teacher also supports students who get difficulties in learning process
Teacher as a coach behaviour	Yes

Appendix 4

Lesson Plan Material

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA N 1 Karangdowo

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2022/2023

Kelas / Semester : X / Ganjil

Materi Pokok : Narrative Text

Alokasi Waktu : 4 x 45 menit

Pertemuan Ke- : 1-4

A.

Kompetensi Inti	Kompetensi Dasar
KI 3 Memahami, menerapkan, menganalisis pengetahuan (faktual, konseptual, procedural), berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif tulis dengan memberi dan meminta informasi terkait narrative text fabel sederhana, sesuai dengan konteks penggunaannya.
KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait narrative text fabel.

B. Indikator

1. Memahami pengertian dan tujuan teks naratif
2. Memahami struktur teks pada teks naratif
3. Memahami unsur kebahasaan dari teks naratif
4. Mengetahui macam-macam teks naratif
5. Membaca dan menerjemahkan teks naratif dengan tepat dan benar

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Mengetahui pengertian, tujuan, unsur kebahasaan dan macam-macam teks naratif
2. Mengidentifikasi struktur teks naratif
3. Membaca teks naratif dengan pengucapan yang tepat
4. Menerjemahkan teks naratif dengan benar

D. Langkah-Langkah Pembelajaran

Miss Rina

Pertemuan ke-1

1. Kegiatan Pendahuluan

- a. Guru memberi salam dan menyapa peserta didik
- b. Guru dan peserta didik berdoa kemudian menyanyikan lagu Indonesia raya
- c. Guru mengecek kehadiran peserta didik
- d. Guru memaparkan topik dan tujuan pembelajaran
- e. Guru menyampaikan kegiatan pembelajaran yang akan dilakukan

2. Kegiatan Inti

a. Mengamati

Guru menjelaskan materi, mengenai pengertian, tujuan, struktur teks, dan unsur kebahasaan dan memberikan contoh mengenai teks naratif berjudul “The Monkey and The Bird.” Peserta didik mendengarkan dan memperhatikan penjelasan guru mengenai materi naratif dan mengamati teks naratif yang diberikan guru

b. Menanya

Guru memberi kesempatan peserta didik bertanya mengenai materi teks naratif.

c. Mencoba

Guru meminta peserta didik untuk membaca, menerjemahkan dan memahami teks naratif yang sudah diberikan, berjudul “The Monkey and The Bird.” Peserta didik membaca dan memahami makna teks naratif berjudul “The Monkey and The Bird”

d. Menalar

Guru meminta peserta didik untuk membuka kamus dan guru menyebutkan kosa kata kosa kata bahasa Inggris dalam teks naratif berjudul “The Monkey and The Bird” untuk di cari artinya. Peserta didik mencari arti kosa kata kosa kata dalam bahasa Inggris yang di berikan oleh guru

e. Mengkomunikasikan

Guru meminta peserta didik untuk menerjemahkan secara lisan dan lengkap beberapa paragraf yang sudah di cari arti kosa kata kosa katanya dalam teks naratif berjudul “The Monkey and The Bird.” Peserta didik mengartikannya secara lengkap.

3. Kegiatan Penutup

- a. Guru menanyakan kepada peserta didik apakah ada yang ingin ditanyakan
- b. Guru menyampaikan materi pertemuan selanjutnya, melanjutkan teks naratif, kemudian bersama peserta didik menutup pembelajaran dengan berdoa.

Pertemuan ke-2

1. Kegiatan Pendahuluan

- a. Guru memberi salam dan menyapa peserta didik
- b. Guru dan peserta didik berdoa kemudian menyanyikan lagu Indonesia raya
- c. Guru mengecek kehadiran peserta didik
- d. Guru menanyakan materi sebelumnya sebagai dasar untuk mempelajari pelajaran hari ini.

2. Kegiatan Inti

a. Mengamati

Guru menyiapkan teks naratif yang berjudul “The Monkey and The Bird” melanjutkan pertemuan sebelumnya. Peserta didik mengamati teks naratif yang diberikan guru

b. Menanya

Guru mengarahkan dan membimbing peserta didik agar peserta didik bertanya mengenai materi teks naratif. Peserta didik mempertanyakan informasi terkait materi teks naratif

c. Mencoba

Guru meminta peserta didik untuk melanjutkan membaca, menerjemahkan dan memahami teks naratif yang sudah diberikan, berjudul “The Monkey and The Bird.” Peserta didik membaca dan memahami makna teks naratif berjudul “The Monkey and The Bird”

d. Menalar

Guru memberikan lembar pertanyaan. Peserta didik memahami pertanyaan berdasarkan teks naratif yang sudah di pelajari

e. Mengkomunikasikan

Guru meminta peserta didik untuk menjawab pertanyaan yang sudah diberikan. Peserta didik menjawab pertanyaan yang diberikan guru berdasarkan teks naratif yang sudah dipelajari.

3. Kegiatan Penutup

- a. Guru memberikan tugas rumah untuk peserta didik dan menyampaikan kegiatan pertemuan selanjutnya
- b. Guru bersama peserta didik menutup pembelajaran dengan berdoa.

Mr Yoga

Pertemuan ke-1

1. Kegiatan Pendahuluan

- a. Guru memberi salam dan menyapa peserta didik
- b. Guru dan peserta didik berdoa kemudian menyanyikan lagu Indonesia raya
- c. Guru mengecek kehadiran peserta didik
- d. Guru memaparkan topik dan tujuan pembelajaran
- e. Guru menyampaikan kegiatan pembelajaran yang akan dilakukan

2. Kegiatan Inti

a. Mengamati

Guru menjelaskan materi, mengenai pengertian, tujuan, struktur teks, unsur kebahasaan, macam-macam teks naratif dan memberikan teks naratif berjudul “The Ant and The Dove.” Peserta didik mendengarkan dan memperhatikan penjelasan guru dan mengamati teks naratif yang diberikan guru

b. Menanya

Guru memberi umpan dengan bertanya agar peserta didik juga bertanya mengenai materi teks naratif

c. Mencoba

Guru meminta peserta didik untuk membaca, menerjemahkan dan memahami teks naratif yang sudah diberikan, berjudul “The Ant and The Dove.” Peserta didik membaca dan memahami makna teks naratif berjudul “The Ant and The Dove”

d. Menalar

Guru meminta peserta didik bersama-sama untuk mengidentifikasi pesan moral dalam teks naratif berjudul “The ant and The Dove.”

Peserta didik mengidentifikasi pesan moral dalam teks naratif berjudul “The Ant and The Dove”

e. Mengkomunikasikan

Guru meminta peserta didik bersama-sama untuk mengidentifikasi generic structure dan tokoh-tokoh yang ada di dalam teks naratif berjudul “The Ant and The Dove.” Peserta didik mengidentifikasi generic structure dalam teks naratif berjudul “The Ant and The Dove”

3. Kegiatan Penutup

- a. Sebelum pelajaran ditutup, guru melakukan refleksi kesimpulan kegiatan pada hari ini yaitu dengan memberikan pertanyaan.
- b. Guru memberikan tugas rumah untuk peserta didik dan menyampaikan kegiatan pertemuan selanjutnya, kemudian, menanyakan kepada peserta didik apakah ada yang ingin ditanyakan. Kemudian, guru bersama peserta didik menutup pembelajaran dengan berdoa.

Pertemuan ke-2

1. Kegiatan Pendahuluan

- a. Guru memberi salam dan menyapa peserta didik
- b. Guru dan peserta didik berdoa kemudian menyanyikan lagu Indonesia raya
- c. Guru mengecek kehadiran peserta didik
- d. Guru mengecek tugas rumah peserta didik
- e. Guru menanyakan materi sebelumnya yang telah dipelajari dan mengarahkan materi yang akan dipelajari

2. Kegiatan Inti

a. Mengamati

Guru menyiapkan teks naratif yang berjudul “Fox and Cat.” Peserta didik menyimak, membca dan memahami teks naratif yang diberikan guru

b. Menanya

Guru memberi umpan dengan bertanya agar peserta didik juga bertanya mengenai materi teks naratif.

c. Mencoba

Guru meminta peserta didik untuk membaca, menerjemahkan dan memahami teks naratif yang sudah diberikan, berjudul “Fox and Cat.” Peserta didik membaca dan memahami makna teks naratif berjudul “Fox and Cat”

d. Menalar

Guru meminta peserta didik bersama-sama untuk mengidentifikasi pesan moral dalam teks naratif berjudul “Fox and Cat.” Peserta didik mengidentifikasi pesan moral dalam teks naratif berjudul “Fox and Cat”

e. Mengkomunikasikan

Guru meminta peserta didik bersama-sama untuk mengidentifikasi generic structure di dalam teks naratif berjudul “Fox and Cat” Peserta didik mengidentifikasi generic structure dalam teks naratif berjudul “Fox and Cat”

3. Kegiatan Penutup

- a. Guru menanyakan kepada peserta didik apakah ada yang ingin ditanyakan
- b. Guru menyampaikan kegiatan pertemuan selanjutnya, kemudian bersama peserta didik menutup pembelajaran dengan berdoa.

A. Penilaian

1. Sikap

- a. Teknik penilaian : Observasi
- b. Bentuk penilaian : Lembar pengamatan
- c. Instrumen penilaian : Jurnal

2. Pengetahuan

- a. Teknik penilaian : Lisan
- b. Bentuk tes : Tes tertulis

3. Keterampilan

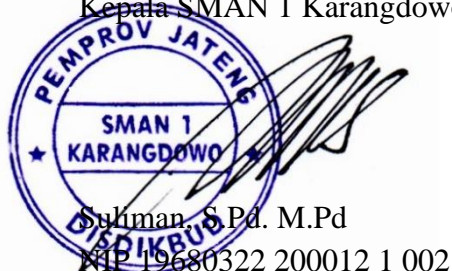
- a. Teknik : Praktik
- b. Bentuk : Portofolio
- c. Instrumen : Terlampir


Mengetahui

Karangdowo, 1 Oktober 2022

Kepala SMAN 1 Karangdowo

Guru Mata Pelajaran


Sulman, S.Pd. M.Pd
NIP 19680322 200012 1 002


Ardi Yoga Riyanta, S.Pd
NIP

The Monkey and The Bird



Once there was a monkey. This monkey had very bad behaviour. He was lazy, greedy. Everyday he used to steal some food from other people. Even, although he had some he still did it and kept the stolen food in other place in order not to be seen.

He did this because he was afraid when somebody else asked for some. Yes he was very mean. "I must add a little more so that I have a lot of food to eat", he said to himself. The food in the island where he lived was getting less and less so that he decided to cross the sea to find other island.

The following day he made a rowing boat. He cut some wood from the forest and began to make it. It was such a hard wood that he didn't intend to continue because he was lazy. Then, he tried to find some other wood.

This time he had very soft wood. It made him easy to finish his job. When the rowing boat had been ready, suddenly there was a wood pecker bird flew toward him and stood on the rowing boat. "Hi friend! where are you going to go? you look so busy to make a boat", the wood pecker asked. "I am going to sail to find other island the food here was getting more and more difficult to get, you may take a part

in sailing, because I had enough food on boat", the monkey said. "Ok. I'll go with you", the bird replied.

Soon they pulled the boat to the coast and loaded the monkey's luggage and food on the boat. The loyal bird also helped the monkey. "We will find a new world, new food and new green land full of food!" the monkey said. "Yes I agree with you", the bird added. Before sailing, they had a deal. "The one who rows is allowed to eat because it is a heavy duty job, while the one in the front is not!" the monkey said boastfully.

The bird was not able to row so that it seemed loose then it became a captain in the front of the boat without enjoying the food.

The monkey didn't realize that the wood pecker bird knew the cruel intention of the monkey. The bird was disappointed.

"Damn you bad monkey!" the bird said to himself.

Then the bird pecked the front part of the boat. It could do it easily because the wood was so soft. In a short time the boat began to sink.

The monkey didn't know it because he enjoyed eating the food while rowing the boat. Suddenly there was a lot of water in the boat. It made the monkey so shocked that he jumped into the sea and swam difficultly to the closest island. The bird, certainly, flew away to leave him.

When he reached an island, he still never take a hint from his experience. He was still stubborn. This time he was so hungry that he was very delighted to see a cashew-fruit tree. It was full of fruits.

Later, the hungry monkey climbed up the cashew-fruit tree impatiently. The cashews looked ripe and delicious. He had counted all cashews on that tree before he ate them. No body was allowed to pick.

Some birds were coming to the tree because they liked the cashew fruits very much. They asked the monkey for the cashews but he certainly didn't permit

to take and ordered the birds to look for in another island. Also, there was an owl flew toward the tree the owl wanted some fruits too but the monkey stopped and asked, "why are you here?". "Can you share the cashews with me?" the owl asked the monkey. "Well you may take them if you can sing beautiful song", the monkey said. The bird began to sing but it was not a good song. The owl sang badly. It was impossible for an owl to sing beautifully. The monkey finally instructed the bird to go far away from the tree.

One day a canary came and asked for the something. "Hey, the kind monkey! Could you share the cashew with me?" the bird said dearly to persuade him. "Well you must sing for me nicely, first". the monkey replied.

The little bird now started to sing. It was such a nice song that the monkey fell asleep. What happened then? The monkey, obviously fell from the high tree and broke his legs. He was wounded seriously and couldn't walk anymore. All the birds in the island came again to eat and enjoy the delicious cashew fruits but the monkey did nothing. He only blamed himself and finally realized his mistakes.

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Fox and Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said.

"I know only one trick to get away from dogs," said the cat. "You should teach me some of yours!" "Well, maybe someday, when I have the time, I may teach you a few of the simpler ones," replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know," said the cat. "Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Appendix 5
Photograph Documentation

