AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES USED BY ENGLISH TEACHER DURING CLASSROOM INTERACTION AT SEVENTH GRADE OF SMP AL FIRDAUS SURAKARTA IN ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as A Partial Requirements

for the degree of Undergraduate in English Language Education

UNIVERSITAS ISLAM NEGERI
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Assalamu'alaikum Wr. Wb

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Has already fulfilled the requirements to be presented before The Board of Examiner (Munaqosyah) to gain an Undergraduate Degree in English Language Education

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, 14 December 2023
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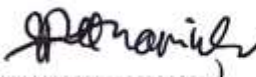NIP. 19681017 199303 2 002

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "An Analysis of Teacher's Questioning Strategies Used by English Teacher During Classroom Interaction At Seventh Grade of SMP Al-Firdaus Surakarta Im Academic Year 2022/2023" by Royana Ikrima H has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in UIN Raden Mas Said Surakarta.

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DEDICATION

This thesis is dedicated to:

1. My beloved Mom and Dad, all Trah Iman Dimedjo Sandem,

2. My Almamater Universitas Islam Negeri Raden Mas Said Surakarta

Motto

"I learned that courage was not the absence of fear, but the triumph over it"

(Nelson Mandela)

CERTIFICATE OF ORIGINALITY

This is to certify that:

Name   : Royana Ikrima H

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Title   : "An Analysis of Teacher Questioning Strategies Used by English Teacher During Classroom Interaction at Sevent Grade of SMP Al Firdaus Surakarta In Academic Year 2022/2023"

Study Program : English Education Department

Faculty   : Culture and Language Faculty

I hereby declare that the *Thesis* above is my own original work and written by myself carried out as parts of the requirements to accomplish an Undergraduate Degree in English Education Department in Culture and Language Faculty, Raden Mas Said State Islamic University of Surakarta (UIN Raden Mas Said Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in UIN Raden Mas Said Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text.

If later proven this thesis is a result of a plagiarism, I would undertake any legal sanction and of being repealed my academic degree.

Surakarta, December 2023

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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 22 Des 2023

The Researcher

Royana Ikrima H

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ABSTRAK

Royana Ikrima Himawan. 2023. *"An Analysis Of Teacher's Questioning Strategies Used By English Teacher During Classroom Interaction At Seventh Grade Of Smp Al Firdaus Surakarta In Academic Year Of 2022/2023"*. Thesis. English Language Education. Cultures and Language Faculty

Advisor : Prof. Dr. Hj. Woro Retnaningsih, M.Pd.

This study analyze interaction among English teacher and student with initate-response-feedback (IRF) pattern, which in used questioning strategies by the English teacher and teachers' feedback during English classroom at seventh grade of SMP Al-Firdaus Surakarta. This reaserch are focuse on 1) to know which types of questioning strategies that commonly used by the teacher while teached English at seventh grade of SMP Al-Firdaus Surakarta, and 2) to know the act of the teacher's feedback towards students' responses while teached English at seventh grade of SMP Al-Firdaus Surakarta.

The reseacher used Discourse Ananlysis qualitative research. The subject of this reserach is one English teacher. the collecting of data by Sudariyanto Theory used simak method with several tehcnique, there are simak bebas libas cakap (SBLC), Rekam Technique, catat tehcnique. The data displayed arranged based on the findings, classifying and categorizing the data and drawing conclusion. Trustworthiness of data this research used method of collecting data triangulation.

The result showed the English teacher at the classes of VII-A and VII-B post all types of question, there are twenty-seven procedural question, seventhy-four convergent question and ten divergent question overal question that were used. Therefore the teacher dominantly used convergent question on classroom interaction. Meanwhlile, the teachers' feedback toward students response the reseracher find all of variety, there are correct and incorrect feedback, praising, expanding, repeating, summarizing and critizing. the English teacher often used correct feedback on interaction.

Keywords: Classroom Interaction, Types Of Question, Teachers' Feedback

CHAPTER 1

INTRODUCTION

A. Background of study

Clasroom interaction is known as the main factor in faciliting on teaching learning process. According to Dagarin, (2004) defined classroom interaction as a two-way process between teacher and students which influences each other in the learning process. In the other side, The model of teaching and learning that used by teacher, become one of the basic important thing on process learning. The process of English teaching and learning, the language has been the primary role for build a interaction between teacher and studens. Interaction is the process collaborative which involved thought, feelings, or ideas between two or more people (teacher and students or students and studenst), it is resulting a reciprocal impact toward each other (Brown, 165 : 2001). It means to achieve great reciprocal on process learning, the role of teacher has become the key to make effective interaction between teacher and students, and to stimulate knowledge and skill students that been target of goal in learning. Further, Richards & Schmidt (2013) stated that classroom interaction is the patterns of verbal and non-verbal interaction and social relationships that occur in the classroom

According Ghos (2010) stated that there are three basic purpose of the classroom interaction. Firts is helping the students to identify their learning style. Second, explaining the students to communicate among their friends easily, and third, classrroom interaction to analyze the learning abilty of the students. So, as the teacher could conducted observed toward students ability and mastery of the language. In the other said, the teacher also having a good the ways to carried out pay attention for the students to make interaction well

As we know, build interaction in process learning is still difficult. A lot of elements that become problems on build interaction. One of the difficulty of students in expressing themselves using English (Arif & A, 2020). As a result, as a teacher, the most important thing is to know how to provide care and resources for students to develop their language skills. To put it another way, the instructor talks as a control, aiming to improve communication in a given space and proportions. Therefore realizing using appropiated talk by the teacher should be develop. As stated by Cullen(1998), it is important thing as the teacher is realizing how much they talk and what kind of talk should be performed.

Basically, questions uttered that used by teachers during the teaching process has many purposes, such as developing student interest and curiosity, attracting student attention, assessing student achievement and checking homework, developing student critical thinking, reviewing or remembering the previous lesson or sub-topic, evaluating student accomplishment, to stimulate students in stating information, to check students knowledge, to motivate and attract students activeness (Cotton ,1988);(Padmadewi, et. al., 2017:102);(Saputra et. al, 2018:9). It is means that the role of the teacher as a facilitator, in giving questions to students is an important point that must be reviewed in accordance with the objectives to be achieved. On the other hand, students sometimes could not answer the questions of teachers given. Using strategies of simplifying questions, repeating questions, giving examples, helping with body language, these things are expected to solve the problem.

Long and Sato (1983) stated that there are two types of question that commonly used by teacher; display questions and referential question (Brock,1985). Display question is questions which is given by teachers for students, but she/he already know about the correct answer. Meanwhile, referential questiosn is questions which is given by teacher for students, but she/he does not know the correct answer. In the other hand, a lot of the

teachers use more than one type of question in teaching and learning process. The question are commonly used are open question or closed question and display question (Sujariati, 2016). Open questions are questions which more than one correct answer, meanwhile closed questions are question that just only one correct answer.

The reason why reseacher choose an analysis of teachers' questioning strategy, because based on experience that there are common factor that make class or students silent because the teachers are not interactive and less comfortable learning environment with their students during the classroom. In the other hand, The teacher also have some pattern particular which are used same form question at every meeting class. Besides, a lot of form question that can used to help in interaction. Cotton (1988) stated that questions uttered that used by teachers has many purposes, such as developing student interest and curiosity, attracting student attention, assessing student achievement and checking homework, developing student critical thinking, reviewing or remembering the previous lesson or sub-topic, evaluating student accomplishment, to stimulate students in stating information, to check students knowledge, to motivate and attract students activeness. Therefore, using of form question should be devolep by teachers, so that teachers can maximize the function of a question and also be more helpful in the desired learning objectives.

Based on the phenomena and explanation above, there are types of questions which used by the teachers in a classroom. In this research is going to focuses on the types of questions based on Richard and Lockhart theory. There are three types of questions based on Richard and Lockhart. Firts is Procedural questions, the questions are used by teachers which has something to do with classroom routine, i.e. "why aren't you doing the assignment?". Second, Convergent questions are questions that need students to recall previous information, i.g. "what are they talking about?". Third, Divergent questions are question that can encourage the students to

respons the question based on material with higher level thinking, i.e. "what do you think about flood disaster?".

The reseacher took some several thesis and journals as previous studies to support the research. The first is Ayu et. al (2018), the title is *An Analysis Of Teachers' Questioning Strategy ELT, The Clasroom Interaction at Eleventh Grade Smp Muhammadiyah 1 Unismuh Makassar.* Focused on the types of questions that used by English teacher, and to know reason why teacher choose these types of strategy. Second is Rahaman (2017) with her research titled "*Teacher Questioning Strategies: to Improve Students' Motivation in English Classroom Learning Activity*", focused on the types of question and performing in the type questions in each session of teaching and students' motivation in an English classroom learning activities. Third, Rita,et al (2014), the title of journal "*Teacher Questions In EFL Classroom*". This research focused on frequencies the types of questions that was used by teacher and lenght students utterances in response from teacher questions.

In accordance with previous study above, they are investigatated the types of questions and feedback teacher that is used by English teacher in during interaction. Moreover, this reseach will be focused used theory based on Richard and Lockharts. this research is done in SMP Al-Firdaus Surakarta which educated the studenst have a good manners, dicsciplin and religious. This school has great facilities that can support the learning of students. Therefore, reseacher are interested in with issue entitled "***An Analysis of Teacher's Questioning Strategies Used by English Teacher During Classroom Interaction at SMP Al Firdaus Surakarta***"

B. Identification Problem

Based on the background above of the reseacrh, the reseacher identifies the problems.

1. Teacher's preparation to make good questions for students interest to respond the questions that was given by teacher. Sometime students

failed understand on question form of sentences, among error gramatically or new vocabullary.

2. There are several reason why the teacher used question form in interaction with students.

3. Lack of variaty question form that was used by English teacher

4. The English teacher needed more effort on build interaction with students.

C. Limitation of the Study

This research is done in seventh grade which are have one classes at seventh grade of SMP Al Firdaus in academic year 2023/2024. It will do observation during two meetings with the material is Daily Activity and Desciptive Text. There are only one Engish Teacher in this research. The researcher also describes the classroom interaction when the English teacher uses the questioning strategies then used classroom observation to get the data. In some problems will be limited to find out the type of questions that commonly used by English teacher during interaction in teaching-learning process which based on Richard and Lockhart Theory. Meanwhile, to knowing the teacher's feedback toward respons from students also Richard Theory.

D. Formulation of Study

1. What type of questioning strategies used by English teacher in classroom interaction at seventh grade of SMP Al-Firdaus Surakarta ?

2. How do the teachers' feedback towards students' responses in classroom interaction at sevent grade of SMP Al-Firdaus Surakarta ?

E. Objective of the Study

According these question mentioned above, the objective of this study are as follows

1. To know which types of questioning strategies that commonly used by the teacher while teached English at seventh grade of SMP Al-Firdaus Surakarta

2. To know the act of the teacher's feedback towards students' responses while teached English at seventh grade of SMP Al-Firdaus Surakarta.

F. Reseach Benefit

1. For the teacher

   a. giving information for the teacher which there are kind of questions that have function to encourage the level of think of students.

   b. giving information for the teacher to already preparation the material, supporting tool and questions that related objective of laerning, because it could be encourage student to active in interaction.

2. For further research

   a. The reseacher hopefully in this research giving benefit information toward interaction on learning process. And useful on strategy english teacher, especially toward questioning strategy.

G. Definition of the key term

1. **Questioning Strategy**

   Questioning strategy is the strategy that used by the teacher in giving question for students to get answer and student's respon during learning. Guest (1985) stated that questioning strategy is one of the tools to convey learning which can help the teachers for develop their own strategies, also to encourage students work and thinking.

2. **Interaction Classroom**

   Interaction classroom is a pattern of verbal and non verbal communication which occur by teachers and studens in classroom(Richard: 2002). Moreover, classroom interaction is defined as the communication patterns betweenteacher and student, or among students (Hitchkock and Huges 1989 cited Brown 2001)

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. Nature of Classroom Interction

a. Definition of classroom interaction

Basically, interaction occurs as long as people are comunicating each other and giving action and receiving the reaction in another anywhere and anytime, including in the classrrom setting. Interaction in the classroom is categorized as the pedagogic interaction(Sarosdy et al,2006). it means that the interaction in the teaching and learning process. Moreover, Dagarin (2004) stated that classroom interaction is two way process between the participants in the language process, the teacher influences the students and vice versa. It means needed reciprocal relationship which is can help teacher to engage students' understanding and get goals of the teacher in learning.

Classroom interaction describe the form and daily habit or social interaction in the classroom. It was created within the scope of the learning process activities which aim to encourage and stimulate the students to focus on learning. classroom interacion happens between teachers and students during teching and learning process. Richard (2002) stated that classroom interaction defined pattern verbal and non verbal communication and the types of social relationships that is occur in a classroom. verbal communication is a interaction which occour between teachers' and students' talk. While non-verbal communication is a interaction which happened between teacher students without using word. It means classroom interacton is a process of involving the students activities, such as writing, reading, listening and speaking during process teaching and learning.

Choudron (1998) stated that classroom interaction is classroom behaviours such as turn taking, questioning and answering, negotiating of meaning and feedback. It means all of the activities which related in process learning and there was relationship between teacher and sudents included classroom interaction. In the other hand, Hitchcok and Huges in Brown (2001) stated that classroom interactions has define is a communication pattern between teacher and students and students and students. it means that is not only process between teacher and student, but also among students during the learning process. By interaction teacher can involved in learning used the manner the students talk and share their opinion to each other. It can make interaction and good relationship with each other.

Through make interaction, students can participate on every activities and the teacher can measure the time to talk and to know effectiveness teaching style during learning process. Creemers and Kyriakides (2005) stated that classroom interaction is related to the theachers' style. It means that as the teacher must be know how to involved students during learning. So the teacher as the key that will studens participation in the classroom interaction actively. Give an opportunity for students to talk and exploring their idea is a one of the way can make students being active also will enthusiastic to participate in learning.

Therefore, can be concluded tha classroom interaction is a process of thought and idea exchange in teaching and learning process and build a relationship between teacher and students to be get the goal of teaching and learning.

b. Types of Classroom Interaction

Barker (1982) said that there are three types of classroom interaction and explain bellow:

1) Intrapersonal interaction

Intrapersonal interactionn is communication that happen among the person with him/herself. It can be used for teacher to self or for student to self. They speaks to himself, ask to himself and answered by himself. Intrapersonal is a basic of communication. The example of intrapersonal interaction is student that mubles to himself and imagine.

2) Interpersonal interaction

Interpersonal interaction may occur in any face to face encounter and is an important medium of interaction in classroom. there are three form if interpersonal interaction, it's like the teacher to students, student to teacher, and student to student. This types is sent the message by teacher for student, to the teacher by a particular students, or from student to other students respectively. It's usually occur concessling session between student aand teacher, particular question about assignment, team project between individual student.

3) Group

Group interaction is type of interaction that more frequently used in classroom than other types. Which is the activity need involved between teacher and several students, between several student and the teacher, or between student and other student. The example such as group discussion, recitation class, activities involving group project

From the explanation above, it can be conclude that types of interaction have function, role and particular goal in interaction. The teacher can used anything the types of interaction appropriate the goal learning.

Meanwhile, Al zahrani (2014) there are different types of classroom interaction.

1) Teacher-Learner Interaction

This types common occurs among the teacher and students in a classroom. Basically, the question from teacher then student's

response answer. Furthermore, students ask question and the teacher answered them. In some classroom, the teacher spent large amount give lecture, question, give direction. Meanwhile, students role is listening, taking notes, answering the teacher's question and asking some question. The focus of intercation, usually initiated and controlled by teacher. So, role's teacher is central to direct the classroom iteraction.

2) Learner- Learner Interaction

Learner-learner occurs among student with students or students whether in pairs or in smpll groups. In this type, the teacher plays a role as amonitor and students are the main participants, it is called peer interaction. So, the students share information with their peer interaction and discuss together to comment on each other and get feedback.

It can be conclude that this types of interaction, role of teacher is giving direction, controll activity that occurs in classroom. Eventhough, activity peers among student and other students, the teachers should be monitor activity.

2. Initation- Response- Feedback Pattern (IRF)

In classroom setting, there is an interaction between teacher and stundent or among students. Sometimes, interaction occur take place when the teacher expects a student's answer from particular question. It mean that the teacher may interact with some students or in a grup work. Basically, successfull learning in a classroom depend on the good interaction between teacher and students. Malamah-Thomas (1987);(Rahmi, 2018:2) stated that a teacher can initiate an interaction by asking students, than followed by the student's response and the feedback from teacher.

Sinlair and Coulthard (1975) proposed a certain pattern that was called IRF (initiation-response-feedback) pattern. IRF pattern describes a reciprocal relationship between teacher and students in classroom. which is the teacher raises a question, then students answer it and the teacher gives

an evaluative follow-up or feedback. This pattern describes a reciprocal realation among teacher and students in the classroom. Teacher raises a question, then students answer, and the teacher gives an evaluate follow up or feedback. This pattern has provides information for teacher or reseacher about how the target language is developed throung interaction, which is structurally formed in the classroom. Meanwhile, this model is powerful which allow researchers to evaluate communication which happens in the classroom (Nicholson,2014); (Ayouni,2019).   Taking at the basic, the analysis is focused on teacher's initian and feedback, which is the aim of teacher is stimulating students and making students active in class.

a. **Initiation**

Harmer (2009) stated that inititaion is teacher has to do something to get the students involved, engage and ready. It means, initiation been the way to create the interaction language classroom because it can be stimulated for the students to interact continually. In the other side, initiaion is movement which is the teacher ask question or action to initiate students to do interaction in classroom (Dayag et. al, 2008). It is make the teacher has to effort in engage students to involved in cominacating or interaction.

The form of question is usually as initiation in the classroom. Initiation in this research from the teacher it's form question.

According Richard and Lockhard (1994) there are three types of questions:

1) Procedural Question

Procedural questions is used by the teachers what going on in a classroom. Procedural questions have to do with classroom procedures and routine. Procedural questions not focus on the material. Procedural questions used by the teacher to check students' assigment and intructions for a new task. In procedurl questions the students can answer used short answer such as "yes"

or "no". Procedural questions for enhancing students; comperhension and classroom interaction.

2) Convergent Question

Convergent questions can encourage the students to response the question based on main topic or material. In convergent questions, the answer of the students must be based on the material which has been presented or explained by the teacher. These responses are often short answer, such as "yes" or "no" or short statement. Convergent questions is not engage the students to higher level thingking, but to engage the students to stay focus on the material that has been explained or presented by the teacher, and also focus on the recall of previously information

3) Divergent Question

Divergent questions can encourage the students to answer the questions in higher level thingking. Divergent questions can encourage the students to responses the questions based on their knowledge, experience and information. It means the students can long answer and more complex sentences based on their knowledge or experiences

So, initation have several types of form question,which have same goal is to engage or stimulated students in classroom interaction.

b. Response

Response is actually performed by the students toward initation which had given by the teacher. The student's response in interaction classrom shows their comprehension related to grammatical form, words usege, and their pronounciation(Ayouni,2019). So, respon can help the teacher to knows student's achievment on particular contex that happend in class.

The varieties of student response can be seen from interaction analysis as Foreign Language Interaction (FLINT) by Moskowitz in Brow (2001);(Rahmi,2018):

1) Student response, specific

   Responding to the teacher within a specific and limited range of available or previously practiced answer, reading aloud, dictation, drill

2) Student response, open-ended or student initiated

   Responding to the teacher with student's own ideas, opinion, reaction, feelings. Giving one from among many possible answers that have been previously practice.

3) Silence

   Pause in the interaction, periods of quiet during which there are not verbal comunication.

4) Silence-Audio Visual

   Silence in the interaction during which a piece of audio-visual equipment, i.e., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.

5) Confusion, work-oriented

   More than one person at a time talking, so interaction cannot be recorded, but students calling out excitedly, eager to participate or respon, also still concerned with the task at hand.

6) Confusion, non-work-oriented

   More than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, so, it is not concerned with the task at hand.

So the response happened because initiation lates that given by teacher. The responses given by students were varieties, also the response that occur in students have effect the learning process in the classroom interaction

c. Feedback

Feedback is an essential aspect of the IRF exchange, because it enables students to know whether their response has been accepted or not(pearson, 2016 & Ayouni, 2019). Meanwhile, according Dayag (2008) that feedback complete the cycle as it provides closure to the initiation and response (Rustandi et. al, 2017). It means that students get immediately the correction or evaluation for their response.

According to Richard and Lockheart (1996:188), feedback can be positive or negative. Varieties of feedback are available on content as known as feedback content. There are several varieties of feedback content as follows:

1) Correct feedback

    The teacher acknowledges that a students is correct by saying, example: "Good", "Yes", "That's right" or "Fine"

2) Inccorect feedback

    The teacher indicates that a student's answer is incorrect by saying, for example: "No, that's not quite right", or "Mmm"

3) Praising

    The teacher give a compliment for student's answer, for example saying "Yes, an excellent answer."

4) Expanding or modifying a student's answer

    The teacher respond to vague or incomplete answer by providing more information or rephrasing the answer in the teacher's own word, for example:

    T : Does anyone know the capital of United State?

    S : Washington.

    T : Yes, Washington, D.C. That's located on the east coast.

5) Repeating

    The teacher repeats the student's answer. When students give response than the teacher repeat the answer of students.

6) Summarizing

The teacher gives a summary of what the students or grup of students has said.

7) Critizing

The teacher criticizes the students for the kind of response that provided, example:

T : Donny, can you point out the topic sentences in this paragraph?

S : The firs sentence, sir!

T : How can it be the first sentence? Remember, I said the first sentence is not always the topic sentence in every paragraph. Look again!

After explanation above, it can be concluded that teacher's feedback has a role on occur interaction between teacher an students. However, teachers can encourage students to be more interactive in interactions, and also help students to get evaluation or correction from the teacher more quickly.

3. Question

a. Definition of Question

Questions are great conversation starters, with good questions can invite people to open up about them self. Question is a command or introgative form or expression that is used to get information or respons or test knowledge (Linch in Rahmh, 2017). Asking question to the students become strategy that used by teacher for get attention from students. in process learning setting, question can be defined as cue or stimulute lesson which help teacher to convey material that need to be learn and as direction on what should the students do, also how students do it (Cotton,1988); (Suputra P, E. D, 2018). It means, the questions have important role of controlling on process learning language that help the teacher.

Asking question during teaching and learing is often method that used by teachers. Harlen and Qualter (2004) stated that questions has play role in every level of students' scientific investigation (Syarifah,2017). It means questions could facilitate students to exploration and development process skill. Moreover, as the teacher must be know what goal to achive before asking question. the teacher can use questions to assess students performance, also involved students to participate activities in learning (Avdic, Artusson & Hatakka, 2016; Lee, 2006). It means Teacher can know the extent of students' level of understanding and should involved students in order to stay focus on the lesson by using interesting questions and easy answer. Questions has become a central part of classroom interaction.

According to Stiggins (2008) states that applied the question to the students can provide some reason than yes/no question, it can encourage the students to be more expressive and active to share their thought or opinions. Therefore, the teacher must be know how students' interesting and understanding toward materials.

2. **Form of question**

The aim of question is to look for information that we do not know before, so we need ask someone to get information. In build a question there are the applicable regulation of form question, according to Azzar (1999) there are two form of questions

a) Information Question, is asking for information using questions words. The questions words are "who, whom, what, when, where, why, which, and how.
   1) "Who" and "whom" are sometimes as part of subject and to ask someone or people as possessive pronoun.
      Ex: who is knocking on the door ?
      who broke the window ?

2) "What" is sometime used as part of subject and to ask the things.

Ex : what made you angry ?

what do you need now ?

3) "When" sometimes as part of subject and to ask the time.

Ex : when did you go to Canada ?

when will Jhon's uncle arrive ?

4) "Where" sometimes as part of subject and to ask place.

Ex :   where can I find a pen ?

where do you work ?

5) How, is used as part of subject and ask adverb of manner.

Ex : How did you know ?

How does he drive ?

b) Yes / No Questions, this questions does not use question word. Using auxiliary verb, the word yes / no question is used to answer if copula and auxiliary verb namely primary auxiliary and modal auxiliary.

Table 2.1 Kinds Of Auxilary

No	Kind of auxilary	Words	Example
1	Primary auxilary	be, have, do	− do you have a pen, please? − have you read the message from english teacher today? − are you okay?
2	Modal auxilary	can, could, will, would, shall, should, may, might, must and ought	− can you repeat it? − should'nt you be in school ? − would you like dringking tea?

4. **Nature of Questioning Strategy**

   a. **Definition Strategy**

   Strategy is action plans to achieve goals and objectives. Brown (2007, p.119) defined strategy as a particular method of an approaching a problem or a task, a mode of operation for achieving particular end, or a planned designed for controlling and manipulating certain information. It means that strategy is the teacher's approach by applying several methods. Strategy is used by teachers to plan material to be successful during the teaching and learning process.

   In the context of teaching, the strategy is intended as the effort of the teacher in creating an environmental system that allows the teaching process to occur, so that learning objectives can be achieved (Ekawati, 2019, p.5). The strategies applied in learning activities are called learning strategies. Learning strategies are the teacher's effort to create an environment that allows students to learn from teacher and student activities in the learning process. Teacher should choose the appropriate strategy based on the conditions in the classroom.

   To conclude, a strategy can be said as planned action or particular method of a task to achieve plan and solve problem in the class. It can be in form of procedures or application of certain action and important source to reach certain goal. It means that strategy helps to overcome problem and reach goals.

   b. **Definition of Questioning Strategy**

   Questioning strategy is derived two words, question and strategy. Questions defined question as any sentences which has interrogarive form or function (Cotton, K; 1998);(in Ayu Erianti, 2018). Moreover, command or introgative form or expression that is used to get information or respons or test knowledge (Rahmah; 2017). While defines strategy is a system of finding, formulating and develping a doctrine that will ensure long term success if followes faithfully (Kvint, 2009). Moreover Greek stated in (Barad, 2018) that strategy is high

level plan to achieve one or more goals under condition of uncertainty. The term of questioning strategies have been long to be know in teaching and learning process.

There are several definition about questioning strategy. Guest (1989) stated that questioning strategy is one of important tool to be develop students' learning which can help teacher for increas their own strategies to enhance students' work and thinking. it is clear, questioning strategy very important dimensions of teaching and learning process and we cannot ignore it. In other word, Chin (2007) defined that questioning strategy is characterized by flexibility as the teachers adjust questioning based on students' respond in order to engage students in hingher order thingking. It means the teachers as initial key who have play role ro arrange on the process learning. All of activites on process teaching and learning that happened is responsibility as the teachers.

According to Harvey (2000) explained that questioning strategy will most effective when the teacher allow students to become fully involved in learning process. It means the teachers must involved students on activity that done during process learning. In addition, strategies in questioning are used as guidance for teacher in giving questions to students. Kerry (cited Tan, 2007) stated that types of questions which are used and formulated by teacher are very important process for students' achievement, understanding and their level of engagement in teaching and learning.

c. **Types of teacher questioning strategy**

There are several types of questioning strategies that can help students to be more responsibilty for thier learning and engage the students pay attention in teahcing and learning process. The aim of teachers questioning strategies is to create the learning environment to be more interactive, active, and collaborative. As the teacher have to uses questioning strategy as assessment of learning to students in order

to determine how students' understanding. Therefore, to increase students ability in target language. The teacher can used several types of questions to make teaching and learning effectively.

According to Richard and Lockhart (1994) there are types of questions :

1) Procedural Questions

Procedural questions is used by the teachers what going on in a classroom. Procedural questions have to do with classroom procedures and routine. Procedural questions not focus on the material. Procedural questions used by the teacher to check students' assigment and intructions for a new task. In procedurl questions the students can answer used short answer such as "yes" or "no". Procedural questions for enhancing students; comperhension and classroom interaction. These exampke procedural qustions:

a) Are you understand students ?

b) How much more time you need?

c) Why aren't you doing the assignment?

2) Convergent questions

Convergent questions can encourage the students to response the question based on main topic or material. In convergent questions, the answer of the students must be based on the material which has been presented or explained by the teacher. These responses are often short answer, such as "yes" or "no" or short statement. Convergent questions is not engage the students to higher level thingking, but to engage the students to stay focus on the material that has been explained or presented by the teacher, and also focus on the recall of previously information. These examples of convergent questions?

a) What are they talking about?

b) What do you mainly use it for?

c) Do you use it everyday?

3) Divergent questions

Divergent questions can encourage the students to answer the questions in higher level thingking. Divergent questions can encourage the students to responses the questions based on their knowledge, experience and information. It means the students can long answer and more complex sentences based on their knowledge or experiences. Divergent questions require the students to analyze something based on information and knowledge than recall previously information. These example of divergent questions :

a) What do you think about video?

b) What do you predict will happen after they go home together?

c) What is the message of the video?

There are alot other theories about types of questioning strategies. According to Barns (1969) there are two types of teachers' questions (Yan, 2006):

1) Open Questions

Open Questions are answer of questions that have more than one acceptable answer. Ma (2008:100) stated that open questions require a longer and less limited response. Open questions allow the students to express their opinion and assumtion of an argument.

2) Closed Questions

Close Questions are questions which only accept one correct answer.

According to Thompson (1997) questions divided into two based on grammatical forms of the questions,(Yang 2010):

1) Yes / No questions, are need the answer yes or no

2) WH-Questions, are questions have functions to need more information, in the answer rether than just yes or no. It uses a question word such as who, what, where, when, why, and how

According Long and Sato (1983), the quetions devided two types, these questions are Display Question and Referential Questions.

1) Display Questions

The types of questions requesting information or answer that already know to the teachers and to get particular strucutur.

2) Referential Question

The types of questions requesting new information or the answer which the teacher does not know, and the students' answer the questions in order to give information to the teacher.

In fact there are so many difficulties experienced by students when they have to answer of teachers' questions. They do not know how to answer questions because they do not know how to say that. This is become hamework as the teachers, because the questions has been labeled as the most infuential teaching act (Taba, at. al, 1964). Moreover, some of the students still quite eventhough the teacher tried to encourage the students to speak up. The problems commonly occured by the students are the limit vocabulary, feeling afraid of fault and not interest with material of learning.

Based on theories above by diffenrence experts, this research will refer Richard and Lockhart's type of questioning (1994). The reason using the type of questions from Richard and Lockhart because it fits with the objective of this research to analyze the type of questioning used by the teacher in English classroom and theory from Richard and Lockhart is often used to analyze the type of questions.

d. The Application of Questioning Strategy

1) Questioning at the beginning of the learning

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some of teachers use questioning early in learning to help students who have questions about previous lectures, readings, or exam preparation (Eble, 1988). In the beginning of learning, giving a questions as opening questions can help students to learn new material and integrating it with the material before. This questions' session can also motivational for engage students to learn more and increase curiosity with the lesson going.

2) Questioning in the middle of the learning

Questioning in the middle of the learning is very effective in producing achievement, it gains more than instructional without questions. According to Eble (1988), students perform better on lesson items that are previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitably used during teaching and learning processes because it is more effective in develop learning than are written questions. Questions which are focused student attention on silent elements in the lesson result in better lesson comprehensions than no questions. Asking questions during teaching and learning processes is positively related to learning facts. Based on the functions, the question in this session can be as confirmation checks and classification requests

3) Questioning at the end of the learning

Questioning at the end of learning is mostly used by teacher because it is become instruments tools to know students' understanding, to assess students' learning, to test students input and evaluated teacher on quality of teach, also to know teaching

and learning whether have been running well or not. This section is essential for teacher to apply recall questions, a referential to check students' understanding, or other the types of questions can used by teachers for completing in the target learning. Furthermore, questioning students at the end of learning can help students to synthesize the information and draw conclusions. Their responses to one last question and most importan point can be submitted for teachers review to address student issues at the beginning of the next learning period or review to clarify conten.

e. The Reason of Using Questioning Strategy

A lot of reasons why teacher asked questions to their students. one of the reason is to checking through test students' ability or to engage them into discussion. Mehan (1979) stated that the traditional teachers used to ask questions by using recitation or the initiare response evalated (IRE) model of questioning. Eventhough, this model has beome effective way to check for knowledge or recall, this typically does not encourage higher order thinking because this kind of model used to expect one correct answer. When teachers ask a questions to the students, the teaxher should ask to every single students, for get the correct answer and evaluated it. Each around of interaction involved one student at a time, with the teacher asking, evaluating and then moving to other students. in this model, the teacher ussualy spending estimate 35-50 percent of their instructional time questioning students and asking one two three question per minutes.

According Elis (1992) there are two reason why the teachers asked questions in their learning. Firs, questions questions require respon. When students respond the questions, the teacher could give some feedback which can be used adjust context and expression in subsequence teacher talk. And second, the questions become a controling tools the progress of the interaction through which a lesson

is enected. According Richard there are several reason why questions are so commonly used in teaching.

a. They stimulate and maintain students' interest.

b. They encourage students to think and focus on the content of the lessom.

c. They enable a teacher to clarify what a student has said.

d. They enable a teacher to elicit particular structure or vocabulary items.

e. They enable teacher to check students' understanding.

f. They encourge students participation in a lesson.

Therefore, 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.

f. Curriculum

The curriculum is a reference for educational institutions in carrying out the educational process to achieve certain goals. SMP Al-Firdaus Surakarta used curriculum international, namely International Baccalaurate (IB). This schools used the IB Middle Years Programe Model

Ther are some fundamental that build in Middle Yers Program (MYP). That is Approaches to Learning (ATL) is a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for independent learning and success in further education and the world beyond the classroom. Developing and applying these communication, social, self-management, research and thinking skills helps students learn how to learn, a fundamental goal of curriculum.

The approaces to learning (ATL) skills that students are encouraged to develop in the MYP are:

1) communication skills

2) social: collaboration skills

3) self-management: organization, affective and reflection skills

    research: information literacy and media literacy skills

4) thinking: critical-thinking, creative and transfer skills

Based on international curriculum the learning process there are opening activity, anlysing, orgainizing, producing text, using language and closed activity. Opening activity, in this activity the teacher prepare students, check condition student and explained the learning objectives. As well as the teacher previous the material before.

Analysing Activity, analysing is activity provide for students to analysis particular context or content, through seeing, listening and reading activities. Organising activity, orginizing is activities of grouping information that were obtained by students based on determined procedure. the activity encourage student to orgainize opinion and idea in sustained, coherent and logical manner by discussion or writing. Producing text activity is the activity the teacher encourage student to make the result a product writing. The teacher giudes student by providing explanation, and monitoring student learning activity. Using language activity is the teacher give opportunies devolep, express student themself to communictaing idea or information. the students can used varied vocabulary, sentences structure, correct grammar, and punctuation in write and speak. Closing activities, in closing activities the teacher and students make a summary or conclusion of learning.

B. Previous Study

To conduct the research, the researcher has some references which is useful for making easier to conduct a research. In this research, the researcher is taking similar research as reference. The firts sudy is Ayu E, Erwin A, Farisha A (2018), the title is *"An Analysis Of Teachers' Questioning Strategy*

ELT, The Clasroom Interaction at Eleventh Grade Smp Muhammadiyah 1 Unismuh Makassar". This reserach was conducted at SMP Muhammadiyah 1 with the descriptive qualitative method. The research was carried out by observing, interview and taking video recordings of 1 English teacher and 15 students. The researcher takes 2 class in one meeting consist of 90 minutes each class. The result showed that procedural (13%), display (74%) and referential (13%) questions were found in the type of teacher questioning strategies used. Moreover, the purpose of this research is find out questionng strategy in english language teaching through types of question. The reseacher want to know what types of question that used by teacher during learning process. and also to know function questions which is why the teacher used these the questions.

This previous research has similiar with the current research. Similiar to know types of question. There are differences with the research by Ayu E, Erwin A, Farisha A, they used the categorized of types of questions is based on Bloom's Taxonomy, which is procedural, display and referential question. Meanwhile, the current research used Richard and Lockhart theory for categorize types of questions.

The second study is conducted by Syarifah Rahmah (2017), *entitled "Teacher Questioning Strategies: to Improve Students' Motivation In English Classroom Learning Activity"*. The porpose of this research is to find out the teachers' questoning strategy in teaching english at SMPN 8 Banda Aceh. The research want to know the improvement students' motivativation in learning english through teachers' questioning strategy. The approach that done by researcher is qualitative research. The data analysis showed that the teachers used questioning by applying some types of question. Using probing question, factual question, divergent question and higher question. Using probing and factual question in asking question were dominant. It depends on the material that teachers taught on learning process. Meanwhile, divergent and higher order question, it used only few time by teacher. The research finding also showed the positive effects from the use of questioning strategies

which were applied by the teachers in English classroom learning activity and also improved students" motivation in learning English. It means teachers" questioning strategy are accepted by them, both teachers and students.

This previous researh is similar with the current research. Similiar to knowing types of question. There are differences with the current research Syarifah' used P.E Bloseer theory to analyze the data and and also find out how far the role of questions in providing motivational effect on students. Meanwhile, the current research uses Richard and Lockhart theory and also to know teachers' reaction toward respon students.

The third study is conducted Rita E and Sari R (2018), entitled *"Teacher Questions In EFL Classroom"*. The purpose of this research is to find out the types of teacher question in clasroom interaction and addressed the length of students' utterance in response to teachers' question. The approach that done by researcher is qualitative research. The data analysis showed that the teachers used questioning by applying some types of questions. This study have shown some types of questions found such as rhetorical, procedural, closed, display, open and referential question. The result of research showed that the display questions are more than twice as much as referential one, 50.8% compared to 14.6% occurrences, and closed questions are the most preferred questions with a total number of 252 which is also slightly more than double of referential questions which compose 62 questions. Conversely, open and referential questions produced longer students" responses than closed and display ones

This previous research is similar with the curremt research, it is about types of questions based on Richard and Lockhart theory. But, there are several theory that become difference. In the other side also the difference with current research is the location. The researcher will be conducted in an Islamic School.

Table 2.2

The Differences between This Thesis with Previous Study

No	Title	The similarity	The Differences
1.	An Analysis Of Teachers' Questioning Strategy ELT, The Clasroom Interaction at Eleventh Grade Smp Muhammadiyah 1 Unismuh Makassar	The similarity of this research is focus on analyzing questioning strategies used by the teacher.	This research to found out types of question based on Bloom Taxonomy's Theory. There are three model of question, procedural, display and referential question
2.	Teacher Questioning Strategies: to Improve Students' Motivation In English Classroom Learning Activity	The similarity of this research with this study is analyzing questioning strategies.	This research used P.E Bloseer theory to analyze the type of question and and also find out how far the role of questions in providing motivational effect on students.
3.	Teacher Questions In EFL Classroom	The similarity of this research with this study is focus on analyzing questioning strategies used by the teacher.	This research used Richard and Lockhart combine Long and Sato, Bloom's taxonomy, and Asril theory. And also the location of research different, the current researc will be conducted in Islamic school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The reseach design of this research is descriptive qualitative research and applied discorse analysis model. Carter (1993) stated that discourse analysis is the way of examining the use of language functions in different speech communities and to discover pattern either in spoken or wirtten form. It means this model focus on individual part of language such as words and pharses thah were used it. The aimed of the reseacher used descriptive qualitative research is to describe the type teacher questioning strategies, how the teacher uses the questioning strategies when process interaction as virtual and to know teacher's reaction toward response from students. Craswell (1988) stated that Qualitatanive research as an inquiry process of understanding based on distinct, methodological tradition of inquiry that looking for or exploring a social or human problem. It means this research is used to explaining phenomena and using interview, observation, document as collecting data, but did not analyzed data using statistic pattern.

The aim of qualitative study is to describe the emperical reality of the phenomenon in field, and detailed. In this study, the descriptive research is done in the classroom as virtual, and main point of this research is to get information about questioning strategies which is used by English teacher and how apply these strategies, as well as to know teacher's reaction toward respons students at SMP Al-Firdaus.

B. Setting of Research

1. Place of the research

The research will take place in SMP Al-Firdaus Jl. Al Kautsar, Mendungan, Pabelan, Kec. Kartasura, Kab. Sukoharjo. In this school each class has around 20 students. The research conducted in two classes there are VII-A and VII-B on interaction learrning activity at the classroom.

2. Time of the research

The researcher conducted at Jully – December 2023, the timeline for conducting this research in showin in the table :

Table 3.1
Research Schedule

No	Activity	Month				
		Jully 2023	Agust 2023	Sept 2023	Okto 2023	Nov 2023
1	Pre – research	■				
2	Consulting thesis proposal	■	■			
3	Seminar Proposal			■	■	
4	Observation				■	
5	Collecting the Data				■	
6	Analysis the Data				■	
7	Writing Thesis				■	
8	Munaqosyah					■

C. Data and source of data

1. Data

This research was concerned on questioning strategy used by English teacher. The data of this research is interaction among English teacher and student or the utterances of expressions reflected the answer

of the problem statements about the types of questioning strategies used by the English teacher. How the classroom interaction when the English teacher uses questioning strategies, and how respon toward students feedback in process learning.

2. Source of data

The source of data in the descriptive qualitative research could human, activities or event, place or location, things, various picture and record, document and archives (Sutopo,2006). The source of dara is an English teacher of SMP Al-Firdaus. The researcher chooses one English teacher, because only one teacher who teaches at this School. There are two source of this research :

a. Event :

The event of this research is teacher's activities during teaching and learning process in Class VII-A and VII-B. the data obtained through interaction among teacher and students when learning process activity. Through the observation, the researcher can get types of questions used by the english teacher uses questioning strategies and how strategies teacher's feedback toward students' response.

b. Informant

The informant of the data is the English Teacher, the name Danang Catur Satrianto, S.Pd, M.Pd who teach English lesson at seventh grade of SMP Al-Firdaus.

D. Techniques of collecting data

Schreiber and Abber-self (2011) argued that an instrument is anything used to collect data. instrument of the research is the tool or facility which is used by researcher for collecting data in order to get better result. To get accurate the data, this study is used sudaryanto theory (1988).

1. Obsevation

The reseacher used sudaryanto theory (1988) argue that there are two types method of collecting data, the first is simak method, and the

second is cakap method. Especially simak method have several technique, those are *Simak Libat Cakap Technique* (SLC), *Simak Bebas Libat Cakap Technique* (SBLC), *Rekam Technique, Catat Technique*. In this research used three technique for collecting data.

a. *Simak Bebas Libas Cakap Technique* (SBLC)

This technique was done by researcher no involved talk process on conversation people. So, the reseacher only focus listen to prospective linguistic data that appears in linguistic events.

b. *Rekam Technique*

Rekam technique is the acquisition of data by means of recording the spontaneous use of spoker language. This technique can done together with SLC and SBLC, which are did observe and recording with electronic tools like a handycam, smprtphone etc. The recording must be carried out be carefull, so that is does not interfere with the fairness of the conversation process that occur.

c. *Catat Technique*

This note-taking can be done with observe echnique and recording technique and can also be done after the technique recording is done. Note-taking is done on candidate data in the form of orthographic, phonemic or phonetic, in accordance with the object of research carried out. Note-taking sheet can be done on paper that is capable saved, making it easier for readers and ensuring data durability.

The researcher observes the teaching learning process without doing any involvement in the classroom. the firts step is the researcher joined in English lesson class directly. To get data by observation, the researcher used recorder media from researcher's laptop or smprtphone, it's one of the recording aplication for record interaction process among teacher and students as a video. On the other sides, the researcher also writes about condition and situation during teaching learning process to get additional information.

E. Technique of analyzing data

The data analysis was based on Miles and Hubermant (1994) that consisting of three consepts, namely : data reduction, data display, conclusion drawing and verification conclusion. The researcher carried out four technique of ananlysing data, there are data collection, data reduction, data display, consluison drawing and verification.

1. Data reducting

   In this step, the researcher conducted selection and attention focus on simplifying, abstracting and transforming a hard data achieved. Qualitative data could be eliminate and transformed in a lot of ways. There were selection and summary or paraphrase. Moreover the researcher make sure that the data is appropriate or not the appropriate data systematically arranged and the inappropriate data will be separated.

2. Data Display

   In this step, the researcher tried develop and arrange information who got it, make description to take conclusion and action, the data which was used a narrative text. The display was organized, compressed assembly of information that probably take conclusion drawing and action.

3. Conclusion drawing and verification

   The reseacher attempted to take a conclusion and to do verification by looking for meanings of every single phenomenon achieved. Conclusion was verified at the analysist process. Make sure discovery from an answer of reseach problem.

F. Research Instrument

The researcher is the key instrument of the research in qualitative research because the researcher collects the data by the writer. 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 thrustworthiness of data is degree to measure accuratelly and represent what is supposed. The validity of the data is important in doing inquiry to check creadibility of the data. according to Denzin (1978) stated that there are 4 techniques of trianggulation : (1) data trianggulation,(2) investigator triangulation, (3) methods triangulation, (4) theoritical triangulation. The data triangulation means that the researcher triangulates some sources of the data that have been obtained. It means the researcher have to collect the data with different data sources. Investigator triangulation is the researcher triangualates the sources of data by check data to some expert to reach the validation. It means that the result of research from data or conclusion can be tested or check validity by some experts. Methods triangulation, refers to the reseachers technique in collecting the data to obtain data validation. It can also be defined that methodological triangulation is the way of the researcher to test or check the validity of data by collecting similar data but using a technique or a different data collection methods. While theoritical triangulation refers to the triangulation process to use of some related theories by the researcher to validate the data of the research. It means that to check the validity of data using more than one theory to discussed the problem statement so that it can be analyzed.

This research apllied methods triangulation, which are involves using more than one methods of collecting data, that are simak, rekam, catat technique. It's to get the validation of data, the researcher would compare the data which were obtained from data simak, rekam, catat technique. The reseacher also uses expert judgment to check validity of data again.

Chapter IV

Research Finding and Discusssion

In this chapter, the reseacher presented the finding and discussion of the study done in SMP Al-Firdaus Surakarta in seventh 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 seventh grade of SMP Al-Firdaus Surakarta.

A. **Research Finding**

The chapter of this research are to identify the answer from the research question as obtainable from the instrument which aims to find out the kinds of the teachers questioning strategies during the classroom interactions and the reason why the English teacher used their questioning strategies. The researcher will explained the result of the research done in SMP Al-Firdaus Surakarta in seventh grade students. The research finding are the results to answer two research questions. The research questions are what are the questioning strategies used by the English teacher at the seventh grade students of SMP Al-Firdaus Surakarta, and how strategies the teachers' feedback towards students' responses in classroom interaction at SMP Al-Firdaus Surakarta.

The reseacher had observed four meeting and one only English teacher. The reseacher used the technique of the collecting data according Sudaryanto theory are simak, rekam, catat technique. The data was recorded on the video, it will transcript to become sentences in order to make easier analysis the result. The observation conducted in seventh grade in two meeting and two classes. The observation was conducted on Thusday, Jully 24th 2023 - Friday 19th 2023. The researcher also used coding to make the data explanation easier, the codes in this reserach are

Table 4.1

Code in Transcription

Code	Description
1A	First meeting Class VII-A material Daily Activity
1B	First meeting Class VII-B material Daily Activity
2A	Second meeting Class VII-A material Descriptive Text
2B	Second meeting Class VII-B material Descriptive Text
CF	Correct feedback
IF	Incorrect feedback
RT	Repeating
PR	Praising
SM	Summarizing
EX	Expanding
CR	Critizing

1. **The Types of Questioning Strategies Used by the English Teacher in Classroom Interaction At Sevent Grade A & B**

   In this section, the researcher was discussing the finding on types of questioning strategies used by the English teacher at sevent grade of SMP Al-Firdaus Surakarta, the following are the result

   a. **The types of Questioning Strategies used by English Teacher at VII-A (Daily Activity)**

   In the first meeting, the researcher observed at VII A class in SMP Al-Firdaus on thuesday, Jully 24th 2023 at 08.50-10.00. the material of this meeting is about Daily Activity. In the opening class, the English teacher greeted students and asked about students' condition. Checking attendence with litle joke for ice breaking condition class. The main activity was begin played video by English teacher,meanwhile as

student observe of the video on LCD proyektor. The students must observed the video carefully students should take notes about the video, then the English teacher asking question to the students what information that got from the video to check students' understanding about the video.

After played the video, the teacher rivew of video and tried to asked question for students. the next activity is the English teacher give some pictures, the students read of the information and required repeat several words after by the teacher. The teacher expalained how to used adverb in the context daily activity. The students were given ten minutes to make sentences based on picture that was given by the teacher. In end section the students read of their sentences, meanwhile other students focuse listen and correction. Therefore, explanation will be describe starting used questionong strategies used by English teacher during interaction in learning class. That was followed described the types of question and feedback teacher used by English teacher.

1) **Opening Activity**

Opening activity is the teacher open class by greeted "*assalamu'alaikum wr,wb*", then check student's attedences before meeting started and asked condition students.The reseacher found types of question is procedural question

a) Procedural Question

Teacher	: **What are you feeling today ?**
Students	: I'm good, and you ?
Teacher	: I'm a right, thanks, and I hope all of you here are healthy and happy right. So today....
Teacher	: okey, **who is absent today ?**
Students	: (silent)
Teacher	: hello, ada yang ga masuk hari ini ?
Student	: kyaknya komplit pak

> Teacher   : okay. I'll checking attendence first, students, **are you ready for study english today?**
>
> Students   : yes
>
> *Teacher   : okey. So, today...*

b) Convergnet Question

  Convergent question is question that used for encourage the student to response based on main topic or material. In this opening activity the researcher did not found convergent question, commonly the teacher prevoius material berfore strated learning, but in this meeting the teacher direclty enter to the material.

c) Divergent Question

  Divergent questions can encourage the students to responses the questions based on their knowledge, experience and information. In this opening activity the researcher found that the teacher didn't used divergent question.

 In this opening the researcher found that the English teacher used procedural question only to asked condition student, i,e " what are you feeling today?", and also to checking attendece of students, i.e "who is abset today?"

2) **Main Activity**

 This activity the teacher begin with show videos material on projector LCD, to stimulate student information that will be learned, which was followed explanation about the material

a) Analysing

  After the students wacthed some videos and pictures, the English teacher tried to discussion related the material what kinds of activity that often done by person with his students. The researcher found one types of question, namely convergent question.

(1) Convergent Question

Part 1 :

After watched the videos, the teacher asked about the video, that was strated the teacher give bridge question to initiate imagine on material.

Teacher : Okay everyone, **do you know the song of the video?**

Students : Yes, the song is Ed-sheeran.

Teacher : That's good, I think it song is so populer.

Part 2 :

In this section the teacher used convergent question to prepare students in learning activity. The teacher asked habit of students based on topic.

Teacher :... now I have a question to you, **do you listen music everyday ?**

Students : Yes (several students raised hand)

Teacher : Okay, banyak ya, **when you ussually listening music ?** Alea ?

Student : I ussually listen to music before I study.

Part 3 :

The teacher used convergent question to analysing two sentences in slide. Then continue explained about the material lesson.

Teacher : Okay, now we have many subject like "I, you, we, they, she, he and it. please, look at the screen, there are two sentences, that's like similar but different. **Where is different these sentences ?**

Students : itu mister, yang atas listen, yang bawah listens ada "s" nya.

Teacher : that's good, "I listen to music...

(2) Procedural question

The teacher used procedural question at end explained material. Which are to check understanding students toward used verb in simple present tense.

Teacher :...*simple nya gini, yang ngeses-ngeses di tambah "es"*. Example : "Watch = watches, go = goes, wash = washes, fix = fixes" **did you get it ?**

Students : Yes!

Teacher : Good, please, Iqbal read these words

(3) Divergent Question

The teacher asked more deeply question from student's response before, and to encourage student to more speak based on his knowledges or experiences.

Teacher : Okay, listen music before study**, why you need listening music ?**

Student : Because listening music can fix my mood.

Teacher : That's great, if that help you more better Alea.

In analysing activity the reseracher found all types, there procdural, convergent and divergent question. procedural question used to checking understanding student, i.e "did you get it". convergen question used to discussing about the video, i.e "dou you know the song of video?". Divergent question used to encourage student to respon based on their experience, i.e "why you need listening music?"

b) Organising

In organising activity, the teacher give opportunity to make sentences about daily activiy used verb "I" only, but there is no question that were used by teacher, because the student have done according procedure.

c) Using Language

In this section the teacher tried to encourage student involved interaction based on material. The teacher tried to asked question about daily activity. The researcher found types of question, namely convergent question.

(1) Convergent Question

Teacher	:...**What do you usually do in the morning ?** Yahya
Student	: I usually do some.. mmm *latihan* in the morning
Teacher	:*ayo bahasa inggrisnya latihan apa?*
Students	: exercise, practices
Teacher	: *okay jadi gimana kalimat komplitnya ?,* Yahya,
Student	: I usually do some exercise in the morning.
Teacher	: That's good your best answer Yahya.

(2) Procedural Question

the teacher will conducted practice pronounce how to correct spell several words in slide . the teacher share some of pictures in slide projector. Then, student repeat the words after teacher said.

Teacher	: I have shared some picture in front of class now, which several talking about daily activity, **can you see clearly ?**

Students	: yes sir!
Teacher	: and now let's read those pictures, repeat after me
Students	: (students repeat after teacher)
Teacher	: **is that easy for you students ?**
Student	: yes (but several students' silent)
Teacher	: **Bahar, do you still here?**
Students	: (other students laughing to Bahar's embrassed)
Student	: yes Mister, I'm here.
Teacher	: Good , I think you imagine something else

In using language activity, the English teacher used two types of question, namely convergent question and procedural. In convergent question the teacher asked bahaviour of students, i.e 'What do you usually do in the morning ?'. in procedural question the teacher aksed translated English word, i.e '*ayo bahasa inggrisnya latihan apa?'*. Which the follow complete the sentences for student.

d) Producting text

The teacher asked about the result writing of students. the students make sentences about daily activity based on rules that were explained by the teacher before.

(1) Convergent Question

Part 1 :

Teacher	:..**Any body know what is lost ?**
Students	: (silent)

Teacher   : I always listen music in my room, *kurang apa ?* **Adverb of ?**

Student   : place, eh..Time!

Teacher   : yaa, Bunga, please help your friend to complete his sentence

Part 2 :

Teacher   : **Ayo bahasa inggrisnya mengendarai ?**

Students   : Silent

Teacher   : Open your dictioanary, please !

Student   : *Ride pak*

Teacher   : Okay, *bacanya* raid. ulangi lagi yahya

(2) Procedural Question

The teacher asked question any students didn't understood about the material and example were given before.

Teacher   : Okay, until here, **any question for this topic ?**

Student   : No yet pak

Teacher   : Okay, now we have many subject...

In this activity the researcher found two types, there are convergnt question and procedural question. the researcher found convergent question were used by the teacher to examine the result writing of students, i.e "*kurang apa? Adverb of ?*. procedural question was used to whether student diffuclt or unclear, i.e "any question for this topic?"

e) **Closed Activity**

At the close activity the teacher done previous material that were learned before and to know whether students understood about the material.

(1) Procedural Question

The teacher used procedural question to asked if there were confused or unclear in students.

Teacher : That is good, okay *ada pertanyaan sampai sini ?*

Students : *Tidak pak*

(2) Convergent Question

The teacher used convergent question to asked students previous material that were learned, in order student more understood about the material.

Teacher : Okay students, because the time almost the end, **do yo know what we have learn today ?,** (the students raised hand) okay Dina

Student : We learn about Verb *tambah S*

Teacher : Iya, Present tense ya, **any other opinion students? the conclusion?**

Students : We learn about daily activity and adverb-adverb *tadi pak*

Teacher : That's good Galih*, ternyata memperhatikan kamu ya*, okay after you learning the material today, I hope you...

In closed activity the researcher found that the teacher used two types, there are procedural and convergent question. procedural question is used by the teache to check whether student unclear, i.e "ada pertanyaan sampai sini?". Convergent

question is used by the teacher to recall material that were studied before, i.e "do you know what we have learned today?"

From the first meeting, the researcher given the table to show the findings of types of teacher question by the English teacher during classroom interaction at seventh grade. The table can be seen below.

Table 4.2

Types of Questions By English Teacher In The First Meeting VII-A

Activity	Procedural	Convergent	Divergent
Opening	3	-	-
Analysis	2	6	1
Organising	-	-	-
Producing	-	4	-
Using language	1	2	-
Closed	1	2	-
Total	7	14	1

On the table, the first meeting by English teacher, the teacher used all types of teacher's question during the English classroom learning activity. The researcher found types of teacher's question used by English teacher in class seventh grade in firts meeting during the English classroom learning activity about daily activity, the researcher founded 7 procedural question, 14 convergent question, and 1 divergent question. The English teacher used procedural question to know check students attendance. The utterance is *ada yang ga masuk hari ini?*. in the other side, the procedural question also can know student's focus toward lesson

or not. The utterance is Bahar, do you still here? That help the teacher to control classes.

The English teacher used convergent question, it was almost directly lesson actvity used that question. The english teacher asked the students to respond the question based on the material, about the content, topic of the lesson. The English teacher more give opportunity to speak among students alternatly, that is like any other opinion?. Meanwhile, the divergent question used to encourage students speak their opinion based on knowledge and experiences. The teacher aksed to student why you need listening music ?

The research finding showed in the first meeting the english teacher used types of question. The types of question where often used is procedural and convergent question, meanwhile divergent queation used in once. In this meeting focus in speaking and writing skill as long as lesson activity.

b. **The types of Questioning Strategies used by English Teacher at VII-B (Daily Activity)**

In second observation, the researcher observed at VII B class in SMP Al-firdaus Surakarta on Friday, Jully 28th, 2023. The material is Daily Activity. In the opening class, the English teacher greeted students and asked about the students' conditions. Then the English teacher checks students' attendance. After the English teacher checks students' attendance.

In main acitivty the English teacher used LCD projector in English learning activity. The teacher shared the material in classgroup, then students read of the material, make a sentences, analysis topic.

1) **Opening Activity**

The teacher open the class by *"Assalamu'alaikum warohmatullahi wabarokatuh"*. Then, the teacher asked student's attendence and condition. There are ice breaking such as talking

something about breakfast to make relax condition class and student can already to learned.

a) Procedural Question

Teacher	:	**What are you feeling today ?**
Students	: I'm good, and you ?	
Teacher	: I'm a right, thanks......**Who is absent today?**	
Student	: *Ga ada pak*	
Teacher	: That's good.	

b) Convergent Question

The teacher convergent question to control condition class, in order prepare to already the student strated learning activity.

Teacher	: that's good, **have you breakfast students ?**
Student 1	: yes, saya sudah pak
Teacher	: okey, **what are menu in your breakfast ?** Arhan
Student 1	: just noodle.
Teacher	: okey noodle, other student? **Have you breakfast in home ?** Sarah
Student 2	: yes, I breakfest with chicken.
Teacher	: Wow, that's delicious menu Sarah

c) Divergent Question

Divergent question to courage student to response based on their knowledge or experience and information. In this section the researcher found that the teacher did not used divergent question.

In the opening activity the reseacher found that the English teacher used two types there procedural question and convergent question. procedural to asked about condition and

attendence students, and convergent to control students before teaching and learning.

2) Main Activity

a) Analysing

The main activity early the teacher show the video learning, which are the content about daily activity. The student order keep focus, after the watched explanation from the videos. the teacher build interaction to know point that have been obtained from the video learning.

(1) Convergent Question

Part 1 :

Teacher	: okay, I have question for all of you, what do you think about the video ?
Students	: (silent)
Teacher	: **what does she do in the morning ?**
Student	: cooking
Teacher	: okay, **so the video explain about ?** Hana
Student	: kegiatan sehari-hari
Teacher	: that's good. **Apa bahasa inggrisnya kegiatan sehari-hari ?**
Student	: Daily Activity

Part 2 :

Teacher	: **what do you usually do in the morning ?** raised hand please.. iya Ana
Student	: I usually watching Netflix
Teacher	: okay, **any other opinion ? iya rizki**
Student	: I should be breakfast before acivity
Teacher	: wow, finally we know the reason why you so look fresh.

Part 3 :

the teacher started explained about used verb add s or es, which are the material in slide power point.

Teacher : okay, I'm goingto show you something, so **what is differences these two sentences in screen ?**

Student : itu pak di listen ada s dan es

Teacher : that's good the verb used s and es.

(2) Divergent Question

The teacher asked more deeply question based on the answer student before. This make student have their opinion.

Teacher : **what happen if you do not breakfast before?**

Student : Lemas pak, I feel like no power.

Teacher : Okay no power.

(3) Procedural question

The teacher usually aksed a question after explained the material, to make to know there are student did not understood from explanation.

Teacher : *simple nya gini, yang ngeses-ngeses di tambah "es"*. Example : "wash = washes, fix = fixes Watch = watches, go = goes," Like example these words. the first sentence is I listen music every morning, and the second she listens music every weekend. **Did you get it ?**

Student : Yes

Teacher   : Okay, and now I

In analysing activity, that was found by researcher that the teacher used all types of question, there are convergent, divergent and procedural question. convergent question is used whether student get the point from the video, i.e "what does she doing in the morning?". procedural question is used to know get understanding student after explanied about the material. Divergent question is used to knowing students' opinion based on their knowledge or experience.

b) Using Language

This section The teacher asked expressing students, which are to engage students make sentences based on their experience. the teacher to make student can use appropiate variatey vocabulary, correct grammar in speak.

(1) Convergent Question

Part 1 :

Teacher   : The first word is watch. ***Ada yang mau mencoba*** *?* Putri ?

Student   : She wacthes tv with..

Teacher   : **with who...?** ayo, !

Student   : With her brother

Teacher   : That's good. The second 'fix'

Part 3 :

The techer encourage students to make sentences with different subject and to knew how used verb added s or es directly.

Teacher   :The second 'fix', raised hand please!

Student 1   : saya pak. He fixs my robot

Teacher   : hmm*.. ayo yang benar apa* **fix or fixes ?**
              Ada yang tau **?**

Studen 2 : fixes.. *mungkin pak*

Teacher   : nice, **so the complete correct sentences ?**

Student 2 : he fixes my robot.

(2) Procedural Question

The teacher used procedural question to check students already focus, followed the process learning.

Teacher   : purpose of topic is you can described your daily activity to your friends, and you can asked and shared your activity to your friends. **Did you get it ?**

Students : yes sir!

Teacher   : attention please students!, okay, I have shared some picture in front of class now, which several talking about daily activity, **can you see clearly ?**

Students : yes sir!

Teacher   : **any want to tried read a words on slide ?**

Student   : saya pak

Teacher   : Okay, yg lain perhatikan

In using language activity the resacher found two types, there are convergent and procedural question. convergent question is used engage student to respon, i.e " ayo apa yang benar fix or fixes?". Procedural question to check understanding student about the material, i.e "did you get it ?"

c) Producting Text

The teacher command student to make sentences daily activity, based on procedure arrange sentences that were explained, about subject, verbs and adverb. Then teacher correction the result.

(1) Convergent Question

> Teacher : Okey, she always study homework in my room, **ada yg kurang, apa kira-kira ?**
>
> Student : (silent)
>
> Teacher : **Adverb of ?**
>
> Student 1 : place
>
> Teacher : No. Place nya 'in my room" itu. **Ayo dilihat lagi apa yang kurang ?**
>
> Student 2 : Adverb of time
>
> Teacher : That's good, adverb of time. **Ada yang salah lagi tidak ?**
>
> Student : hmm... study kurang es pak
>
> Teacher : nice, verb add es, **So what is the correct sentence?**
>
> Student : She always studies homework at my room in the evening
>
> Teacher : Nice, excelent your answer Nana.

The producting tex the researcher one types, there are convergent question used by the english teacher to examine the result students' write.

d) Closed Activity

In the closed activity the teacher prevoius several material that had learned as long as learning acitivity, and closed by *salam*.

(1) Convergnet Question

> Teacher : **Do you know what we have learned today ?**

Student   : Adverb of frequenty

Teacher   : Good. **any other opinion ?**

Student   : We learn about tambah s or es.

Teacher   : That's good, we learn about simple present tense, and also talking about daily actiiviy. Okey....

Th researcher found one types in closed activity, there are convergent question, that is used to previous material that had studied before, i.e "do yo know what we have learned today?"

From the first meeting, the researcher given the table to show the findings of types of teacher question by the English teacher during classroom interaction at seventh grade. The table can be seen below.

Table 4.3
Types of Questions By English Teacher In
The First Meeting VII-B

Activity	Procedural	Convergent	Divergent
Opening	2	3	-
Analysis		6	1
Organising	-	-	-
Producting	-	5	-
Using language	3	4	-
Closed	-	2	-
Total	5	20	1

On the table, the teacher used all types of teacher's question during the English classroom learning activity. The researcher found types of teacher's question used by English teacher in class seventh grade in firts meeting during the English classroom learning activity about daily activity. The researcher founded 5 procedural questio, 19 convergent question and 1 divergent question.

The teacher used procedural question to check conditon and attendence in opening, as well as asked in end explanation material, there are who is absent today ?, did you get it ?. All of these procedural question were asked used to ensure the smooth flow of teaching process. the teacher also used convergent question to ask the students to respond the questions based on the material, about the content of the lesson, sometimes also asked to prevous information. There are, do you know what we have laerned today ?, what is the correct sentences ?. meanwhile, divergent question used to asked more deeply information involved high order level thinking based on knowledge and information, there are what happen if you do not breakfast before. This question to encourage student said their opinion.

The reseach finding showed that first meeting between VII-A and VII-B during classroom activity in material daily activity, the English teacher used types of question. in first class the researcher found all the types of question, procedural question and convergent question. Meanwhile, in second class the researcher found all the types of question, there are procedural, convergent and divergent question. That's things the most used by the teacher among both class is convergent question.

c. **The types of Questioning Strategies used by English Teacher at VII-A (Descriptive Text)**

In second observation, the researcher observed at VII A class in SMP Al-firdaus Surakarta on Thursday , 8th Agustus 2023. The material is Descriptive Text. In the opening class, the English teacher greeted students and asked about the students' conditions. Then the English teacher checks students' attendance. After the English teacher checks students' attendance, the teacher tried to asked some bridge question before enter the material.

In the main activity, the English teacher shows some slide on power point to give them materials in this lesson about some of pictures , the

teacher explained the materials clearly and easy to learned, and if the student doesn't understand yet then the teacher will give one more explanation about the materials. Also give the students opportunity to presentation.

1) **Opening Activity**

The teacher started the teaching and learning process by greeted students *"assalammualaikum 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 types of questions used by English teacher, namely procedural question.

a) Procedural Question

Part 1 :

Teacher : **How are you everyone ?**

Students : I'm good

Teacher : **Good? are you feeling good ?**

Students : Yes

Teacher : Okay. well, **who is absent today ? is there any one ?**

Part 2 :

The question was used by the teacher to lead in begining laerning activity, after the teacher give advice about how the study English.

Teacher :...**Is there any feel difficult learned English ?**

Students : (student's silent)

Teacher : **Who is still difficult ?**

Student : No one

b) Convergnet Question

The teacher asked to students to build confident and warming up, in order the students focus and already in learned.

Part 1

> Teacher : **Today, what is our lesson now ?**
>
> Student : English
>
> Teacher : English okay, **do you feel happy when you learned English students ?**
>
> Students 1 : yes,always
>
> Student 2 : sometimes
>
> Student 3 : feel happy pak

Part 2 :

The teacher asked a question to know whether the students have already to started the learning, and alos did previous the material last week.

> Teaher : **..can you mention a part of body that you have?** Raised hand, please!...okay Rehan
>
> Student : everyone of course has an eye, two eyes, one nouse, and two ears, eyelashes lips and teeth.

c) Divergent Question

The teacher asked more deeply a question from the information provided, make student tried to said what they knew.

Part 1 :

> Teacher : wow, **why do you feel always happy when you learned english ? Ardian**
>
> Student : emm.. because my favorit lesson.
>
> Teacher : wow, really your favorite lesson? , hmm... I'm not sure, **why do you like it ?**

Part 2 :

The teacher asked to get the reason from the student based on their knowledge, so involved high order thingking.

Teacher	: nice, good job,..... **why do we have to know the part of body that we have ?**
Students	: hmmm (silent)
Teacher	: **why we have to know, like this is eyes , nose, ect?**
Student	: migh be, untuk mengetahui karakteristik orang atau benda pak
Teacher	: okey, the specific characteristic,..

In the opening activity the researcher found all types that were used by the English teacher. There procedural, convergent and divergent question. procedural question are used to check condition and attendence students, i.e "who is absent today?". Convergent question are used to previous the last material, i.e " can you mention part of body that you have?". Divergent question is used also in previous the last material, i.e " why we have to know part of body that we have?".

2) Main Activity

a) Analysing

The teacher asked about someone to be first step enter material. The purpose is stimulate student what kind of topic that will sudied.

(1) Divergent question

Teacher	: **Why we should described someone?**
Student	: Because we have to get know of them.
Teacher	: Good, beause we have to get know of them, for examples which one is Hakimi ,or which one is Einstain, which one is Oppenheimer, Nah. If we cannot describe someone, so we

can not tell each other, it is like which a Einstein, Oppenhimer, **tau kalian Oppenheimer siapa?**

(2) Convergent Question

The teacher aksed a question after explained how the students to make sentences in describe someone in many senteces to become the paragraph. There were particular pattern that were used into make a pragraph

Part 1 :

Teacher	:**..Is there any remember what is adjective?**
Students	:(silent)
Teacher	: **kata sifat ayoo?**
Student	: strong, weak, clean and dirty.

Part 2 :

Teacher	: the job is like status. **The students the job now is ?**
Student	: Student
Teacher	: okay,Good. Next I'll show you the picture and let's try to described. **Okay, who are they ?**

Part 3 :

Teacher	: okay, iyaa **is there any one who want to try to described from the picture here?**...okey Ahmad
Student	: I gonna described Atta Halilintar.
Teacher	: okey, that's good,

Part 4 :

Teacher	:**okey and the character ?** okey, yaa..Arhan
Student	: (silent)
Teacher	: **friendly ga?**

Student   : he is friendly, he is kind

Teacher   : nice, he is friendly, kind, finish?..okey **how about the job?**

In this section, the researcher found two types. There divergent and convergent question. divergent question is used by the teacher to stimulate student more deeply about information, i.e "why we should describe someone?". Convergent question is used by the teacher to discussing the topic, i.e " is there any remember what is adjective?"

b) Producting Text

The teacher tried to encourage student to make sentences decriptive text used sevreal categories that have explained before.

(1) Covergent Question

Teacher   : Okey next. I have the example paragrapf about the artis. The paragraph is identification, talking the indonesian artis, and the description is based on our mapping before, like she have brown eys and ect. **Ada yang mau mencoba ?** raished hand, please...yak Sasa

Student   : She is Nikita Wily

(2) Procedural Question

The teacher asked to students understood, after the other student give some example sentences of descriptive text.
Part 1 :

Student   : The physical, she has straigh hair, brown eyes, the character like she is charming, she is beatifull, and the jobs she is famous actor.

Teacher : That's good your answer, Sasa. **Any question here until here**?

Student : Not yet.

Teacher : Not yet? Okey, so le's make....

c) Organizing

In this section the student carried out a grup, then the teacher give a assigment sheet. The student should disccusion with their friend

(1) Procedural question

Teacher : **Is there any difficult for the task or unclear?**

Student : *kalo hasil karya orang identification atau description pak?*

(2) Convergent Question

Teacher : Attention please, *temenmu ada yang belum paham*, **hasil karya sesorang masuknya ke apa kira-kira?**

Student : Identification pak

Teacher: That's good,

In this section, the researcher found two types, there ae procedrual and convergent question. procedrual question is used by the teacher to control student as long as activity, i.e "is there any difficult for the task or unclear?". Convergent question is used by the teacher to asked a question category in describe paragraph, i.e "hasil karya seseorang masuknya ke apa ya kira-kira?".

d) Using language

In this section the student should be explain about the result paragraph in front of class, other student have to give a respon toward what have explained by the grup.

(1) Convergent Question

Part 1 :

   Teacher   : Okey, **any want to give advise or aksed for this grup** ? yak...rizal

   Student   : Might be you put her hobby in indetifaction part not description part.

Part 2 :

   Teacher   : Okay, **any body want to asked them**?.. okey firts grups

   Student 1   : What is special Kevin?

   Student 2   : He is so fat

(2) Procedural question

The teacher asked a question whether students finished for their task.

   Teacher   : Pay attention students, time is up, **have you finished students ?**

   Students   : Sebentar pak, dikit lagi.

In this section the researcher found two types, there convergent and procedural question. convergent question are used by the teacher to control condition as long as student presentation, i.e "any one to give advice or asked for this grup?". Procedural question is used by the teacher to check whether students finished about the task.

3) **Closed Activity**

The teacher only summary the material descriptive text what have studied before. The english teacher did not previous material, and no interaction. The teacher closed the meeting by *Hamdallah* together and *Wassalamu'alaikum Warohmatullahi wabarokatuh*

From the first meeting, the researcher given the table to show the findings of types of question by the English teacher during

classroom interaction at seventh grade. The table can be seen below.

Table 4.4

Types of Questions By English Teacher In The second Meeting VII-A

Activity	Procedural	Convergent	Divergent
Opening	5	3	3
Analysis		7	3
Organising	1	1	-
Producing	1	1	-
Using language	1	2	-
Closed	-	-	-
Total	8	14	6

On the table, the teacher used all types of teacher's question during the English classroom learning activity. The researcher found types of teacher's question used by English teacher in class seventh grade in second meeting during the English classroom learning activity about descriptive text. The researcher founded 9 procedural questio, 14 convergent question and 6 divergent question.

The teacher used procedural question to check attendence students, build motivated spirit and sometimes checking understanding toward material. There are, who is absent today ?, is there any feel difficult learned English ?, any question until here ?. that's these form of question used by the teacher to asked control condition in learning activity.

The teacher 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 can you mention a part of body that you have?, is there any one who want to try to described from the picture here ?, Is there any remember what is adjective ? 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 to know student's understandinf toward topic of material.

The teacher used divergent question. Divergent question encourages students to provide their own knowledge, experience, and information. Theare why do you feel always happy when you learned english ?, Why we should described someone?. The question make students can be able to respond based own their opinion.

d. **The types of Questioning Strategies used by English Teacher at VII-B (Descriptive Text)**

In second observation, the researcher observed at VII B class in SMP Al-firdaus Surakarta on Friday , 11th Agustus 2023. The material is Descriptive Text. In the opening class, the English teacher greeted students and asked about the students' conditions. Then the English teacher checks students' attendance. After the English teacher checks students' attendance, the teacher tried to asked some previous question about the material last week before enter the material.

In the main activity, the English teacher shows some slide on power point, videos and pictures to explained the materials in this lesson, the teacher explained the materials very clearly and easy to know easy to learn and if the student doesn't understand yet then the teacher will give one more explanation about the materials, also encourage the students to presentation.

1) **Opening Activity**

The teacher open the class by greeted student "*assalammualaikum warohmatullahi wabarokatuh"* "good morning

students" and asks students feelings, then check students' attendance. After that the English teacher checks students' attendance, then teacher ask some questions about last materials or review and recall the previous materials.

(a) Procedural Question

Teacher	: Good moorning student ?
Students	: Good morning
Teacher	: **how are you today ?**
Students	: I'm fine, and you ?
Teacher	: I'm good thank you, well, **who is absent today ? ada yang ga masuk hari ini ?**

(b) Convergent Question

The teacher asked recall topic last week, whether the student still memorizing or not.

Teacher	: Okay. Before we started our matarial today. **Do you still remember about our meeting material last week ?**
Students	: yes!
Teacher	: **what is the material ?**
Students	: Publik place
Teacher	: okay, public place. **can you mention public place arround us?**

(c) Divergent Question

The teacher asked a question more deeply information to encourage student said their own opinion. This question used in previous material last week by teacher.

Teacher	:**Why we should know these place ?**
Student	: (silent)
Teacher	: **what is benefit when we know these place, such as know hospital, airport. ?**

In this opening activity the researcher found all types that were used by the nrglish teacher, there procedural, convergent and divergent question. the proedural question were used by the teacher to asked condition and attendence students, i.e "how are you today?". convergent question were used by the teacher to previous the last material, i.e "do you still remember our meeting last week?". Divergent question were used by the teacher to tried to get respond more deeply information, i.e "why we should know these place ?

2) Main activity

a) Analysing

In the main activity the teacher started to show a picture and video related the topic of material, that descriptive Text. The teacher expkained how to make a senctences which are described someone from general information until personality.

(1) Procedural Question

Part 1

Teacher   : Please look at picture here. **Can you see clearly?**

Students   : yes

Part 2 :

Teacher   :...Or example about personality, characteristic, and about physical appearance. **Until here, any question students?**

Students   : No.

(2) Convergnet Question

The teacher convergent to encourage the student more active in learning activity. In the other side, the teacher can check whether student had been understand about the

material and to be stay focus to student. Since the teacher involved students to be more active.

Part 1 :

Teacher : Okay. **Do you know who is he ?**

Student : He is Raffi Ahmad

Teacher : Good, he is Raffi Ahmad and than **what does he look like ?**

Part 2 :

Teacher : After you look at the picture , **do you now what will we learn for today ?**

Students : (silent)

Teacher : **Can you guess what will we learn for today ?**

Part 3 :

The teacher show the video in slide, after that the teacher ask a question related material on video.

Teacher : okay, **what is the point from the vidio students ?**

Students : Yes

Teacher : what is the point ? Aldi

Student : the point is describes ciri-ciri ...umm..umm

Teacher : **the describe characteristic ?** ayo!

Part 4 :

Teacher : Next, **who is being discribe this vidio. The first is ?**

Student : Jors

Teacher : **And the second ?**

Students : Jesicca

Teacher : Jesicca. Very good and **what does Jors look like ?**

Student : Talls, Short black hair

Teacher : He has short black hair, good, and than he some time use glasses. And than **what does Jesicca look like ?**

Part 5 :

Teacher : **Is there any description in this paragraph?**

Students : Yes!

Teacher : **What kind a description ?**

In this anaysing activity the researcher found two types, there are procedrual and convergent question. procedural used by the teacher to check understanding students, i.e " until here any question student?. Convergent question used by the teacher to analys the picture and video about material, i.e "what is the point from the video students?".

b) Producting Text

In this section the teacher give a example some pictures. The teacher tried to student to described about the picture, in order to the student more understood about the topic descriptive text.

(1) Convergent Question

Teacher : **Who are they students ?**

Studets : Artis

Teacher : okay, **any want to tried describes ?** Nanda? Bebas pilih yang mana orangnya. Galuh !

Student : she is Agnes Monica, she have long hair

Teacher : okay, **the charcter and status?**

Student : she is friendly, the status she is singer

(2) Procedural question

The teacher asked question to compliment student that the material not difficult, and keeping focuse students.

Teacher : **Is that easy right ?**

Students : Yess

Teacher : Well, I have a some paragraph here.
In this section the reseacher found two types, there are convergent and procedural question. convegent

c) Organizing

In this section the teacher make a grup to discussion among students and student. They have given the assigment to make paragraph descriptive text. The teacher also move arround to control the student.

(a) Convergent Question

Part 1 :

Teacher : *ayo, ini baru description, **yang identfication mana ?***

Student : *Ini pak, kalimat* she used black glasses..

Teacher : Hmm. I think is description, identification is general infomation. *Ayo tambahkan dulu. Untuk yang lain,* becarefull to make paragraph here. *Jangan ketuker description and identification ya*

Part 2 :

The teacher examine the result mapping information according determine the procedure.

Teacher : Okey, in physical coloum, **what is physic of sule ?** where the grups described the sule ?

Students : He has long brown hair, oval face

Teacher : That's good, long hair, oval face. **The character ?**

Student : He kind, he funy

Teacher	: Okay, **and the job ?**
Student	: He is pelawak
Teacher	: *ayo bahasa inggrisnya pelawak ?*
Student	: comedian

Part 2 :

Teacher	: Okey next. *Siapa yang dapet Cinta Laura ?* raise hand... iya Ana please read your result
Student	: In physical she has long black hair, she tall women, and the character she good women, she is smart, the job is actor.

In this section the resercher found one types, the re are convergent question. the teacher used convergnt question to control students when they dscusion, i.e "yang identification yang mana ini?"

d) Using Language

The teacher give opportunity to student explained the result assigment and other student have to response toward the content.

(1) Divergent Question

The teacher used divergent question to encourage the student involved high order thinking, in order to student given opinion based on the result their experience and knowledge.

Teacher	: Okay, **what do you think about the Nanda and friend performance ?**
Silent	: Silent
Teacher	: **What do you think students?**
Student	: Good
Teacher	: Okay the performance is good enough.

(2) Convergnet Question

Teacher : Okay, that 's good. **any want to aksed azka group ?** ayo harus tanya, ilham

Student 1 : Kenapa Agnes Monica bisa dikatan penyanyi international

Student 2 : Because, the song until america, and she berkerya disana

Teacher : okey, That's good question and answer.

This section the researcher found two types, there are divergent question and convergent question. divergent qustion used the teacher expressing their idea or information were obtained, i.e "what dou you think about the nanda and friend performace?". Convergnet is used by the teacher to encourage student to asked a question, i.e "any want to asked azka group?".

e) Closed activity

In the closed activity, the teacher only asked a question for the student if the student did not understanding yet. Then, closed by *Wassalama'ualaikum Wr, Wb.*

(1) Procedural Question

Teacher : that's good your answer Ana**. Until here any question?**

Students : (silent)

Teacher : *ada yang masih bingung tidak?*

Student : *tidak*

Teacher : okay, I think enough...

(2) Convergent question

The teacher previuos the material before closed the metting. Asked a question what have students studied.

Teacher	: Okay, I think enough for this meeting today becuase time is up. **What we have studied today students ?**
Student	: Descriptive text
Teacher	: okay, **other opinion ?**
Student	: Physical, character and the job.
Teacher	: That' good, ada lagi ?
Student	: Silent
Teacher	: identification and description, ayoo perhatikan dulu, apa tadi ?
Student	: Identification and description
Teacher	: Okay, I think enough for today,

In the closed activity the researcher found two types, there procedural and convergent question. procedural to check understanding students, i.e "ada yang masih bingung tidak ?". convergnet question is used by the teacher to prevouis the material that have studied before, i.e " what we have studied today students ?

The researcher gave the table to show the findings of the question used by the English teacher during classroom interaction at seventh grade. The table can be seen below.

Table 4.5

Types of Questions By English Teacher In The Second Meeting VII-B

Activity	Procedural	Convergent	Divergent
Opening	2	3	1
Analysis	2	10	
Organising	-	4	-

Activity	Procedural	Convergent	Divergent
Producting	1	3	
Using language	-	3	1
Closed	1	3	-
Total	6	26	2

On the table, the teacher used all types of teacher's question during the English classroom learning activity. The researcher found types of teacher's question used by English teacher in class seventh grade in second meeting during the English classroom learning activity about descriptive text. The researcher founded 6 procedural questio, 26 convergent question and 2 divergent question. the teacher 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 ? finishied ?. all of these procedural question were used to ensure the smooth flow of the learning activity and proved usefu in to check students' condition, in order to relaxed while studying.

The teacher also used convergent question. which are to asked the student to respond the question based on the material, asked to remember the previous information. There are Do you still remember about our meeting material last week ?, who is being discribe this vidio. The first is ?, what is the physic of sule, *ayo, baha*sa inggrisnya pelawak apa ? 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.

The teacher used divergent question. Divergent question encourages students to provide their own knowledge, experience,

and information and that students can be able to respond. The question is what is benefit when we know these place, such as know hospital, airport. ?, what do you think about the Nanda and friend performance ?. the teacher can measure students' understanding by asking question, then student can share their own opinion.

The researcher concluded based on explanation above, will be seen table in below.

Table 4.6

The Result Of The Teacher Used Types Of Question

Activity	Procedural				Convergent				Divergent			
	Classes and Meeting				Classes and Meeting				Classes and Meeting			
	1A	1B	2A	2B	1A	1B	2A	2B	1A	1B	2A	2B
Opening	3	2	5	2	-	3	3	3	-	-	3	1
Analysis	2	-	-	2	6	6	7	10	1	1	3	-
Organising	-	-	1	-	-	-	1	4	-	-	-	-
Producting	-	-	1	1	4	5	1	3	-	-	-	-
Using language	1	3	1	-	2	4	2	3	-	-	-	1
Closed	1	-	-	1	2	2	-	3	-	-	-	-

Based on the table above the researcher found all activity used kind of types of question. convergent question often used by the English teacher, almost all of activity there were. Since convergent question can control students to involved students inetraction as long as learning activity. Charateristic convergent is a question related the topic of material has become often used by the reacher Procedural question enough often used by the teacher in several activity. The teacher used procedural question commonly to checking understanding students toward the topic of material. That is help teacher to know and evaluated whether the students get target on

purpose the learning. Divergent question is rarely used by the English teacher in several activities. Characteristic divergent question used high order thinking skill sometimes did not fully achieved yet. That is caused the students afraid false toward what he/she said, lack of vocabulary also caused the students. Therefore, several activity uncomplete used types of question.

There are three activity which the teacher often used convergent question at interaction learning activity. There are analysis, producting text, and using language activity. In analysis activity, the teacher explained about the material. Producting text, the teacher encourage student make sentences. Using langugae is the teacher give opportunities to students can expressing or explanied about the information or idea.

The reacher also summary the finding of data above that in first and second meeting among VII-A and VII-B. The English teacher used types of question. the researcher found all types of question used by the English teacher in both class. The researcher will show the table below.

Table 4.7

The Total Number of Types of Question By English Teacher Among Classes

Types of Question	Meeting				Total
	VII-A		VII-B		
	1	2	1	2	
Procedural	7	5	8	6	27
Convergent	14	20	14	26	74
Divergent	1	1	6	2	10

From the table above the research finding showed that English teacher on used types of question in every meeting seen clearly. Which are the pocedual question often enough used by teacher, twenthy seven times appeared from overall meeting.Convergent question is more dominant, seventhy three times appeared from overal meeting, and divergent question is less used, ten times only from overall meeting. So, the types of question that often used by English teacher is convergent question.

2. The Feedback Teacher Toward Students' Response in Classroom Interaction

In this section, the researcher was discussing the finding on how do the teachers' feedback towards students' responses in classroom interaction at sevent grade of SMP Al-Firdaus Surakarta the following are the result.

a. The Feedback Teacher Used By The Teacher In VII-A (Daily Activity)

The reserach finding showed that first meeting, in VII-A in learning activiy. The researcher found a variety of strategies giving feedback on content that were used by English Teacher. there are correct or incorect, praising, expanding, repeating, summarizing and critizing. The data can see below.

1) Opening Activity

At he opening the teacher open class by *Salam.* The teacher asked question condition student, whether absent thier friend.

a) Summarizing

The teacher get summary from the answer of condition students. this done to make the students feel calm and focus before learning started.

Teacher   : What are you feeling today ?

Students   : I'm good, and you ?

Teacher : I'm a right, thanks, and **I hope all of you here are healthy and happy, right** . So today before

b) Correct Feedback

The teacher just give simple feedback toward an answer student, whether any his friends absent or not coming school.

Teacher : Hallo, ada yang ga masuk hari ini ?

Student : kyaknya komplit pak

Teacher : **Good**. I'll checking attendence first.

In the opening activity the researcher found there are two variety of feedback, summarizing and correct feddback. Sumarazing the teacher summary condition students that attendences in classroom. Meanwhile, correct feedback is used the teacher to checking attendence students.

2) Main activity

a) Analysis

After the students wacthed some videos and pictures, the English teacher tried to discussion related the material about daily activity.

(1) Correct Feedback

After watched the videos, the teacher asked a question relaed the topic in video. It was started by give stimulate question in initial learning

Part 1 :

Teacher : do you know the song of the video?

Student : Yes, the song is Ed-sheeran.

Teacher : **That's good, I think it song is so populer**,

Part 2 :

The teacher explained material. After that the teacher check understanding students toward used verb in simple present tense.

Teacher :...simple nya gini, yang ngeses-ngeses di tambah "es". Example : "Watch = watches, go = goes, wash = washes, fix = fixes" did you get it ?

Students : Yes!

Teacher : **Good**, please, Iqbal read these words

(2) Repeating

The teacher asked habit of student based on their experiences.

Part 1 :

Teacher : when you ussually listening music? Alea?

Student : I ussually listen to music before I study

Teacher : **Okay, listen music before study...**

Part 2 :

The teacher show the slide the student analysing two sentences. Then continue explained about the material lesson.

Teacher : Where is different these sentences ?

Student : itu mister, yang atas listen, yang bawah listen ada "s" nya

Teacher : **That's good, "I listen to music at home every night" and the second "she listens to music at home every night**

(3) Praising

The teacher asked more deeply question from student's response before, and to encourage student to more speak based on his knowledges or experiences

Teacher : why you need listening music ?

Student : Because, listening music can fix my mood

Teacher : **That's great, if that help you more better Alea**.

In the analysis activity the researcher found variety of feedback. there are correct, repeat, and praisng feedback. correct feedback is used by the teacher to acknowledge if students' answer is correct. Repeating is used by the teacher to repeat students' answer, because the answer is correct . Praising is used by the teacher to compliment for the sudent answer, because the answer is correct.

b) Using Language

  (1) Critizing

the teacher tried to encourage student involved interaction based on materia, asked question about daily activity. The teacher give a feedback ciritizing to command student open dictionary and complete the sentences of answer correctly.

Teacher : what do you usually do in the morning ? Yahya

Student : I usually do some.. mmm *latihan* in the morning

Teacher : **Ayo bahasa inggrisnya latihan apa?**

Students : exercise, practices

Teacher : **Okay jadi gimana kalimat komplitnya ?, Yahya,**

  (2) Praising

The teacher aksed the complete sentences from respon students.

Teacher : okay jadi gimana kalimat komplitnya ?, Yahya,

Student : I usually do some exercise in the morning.

Teacher : **That's good your best answer Yahya.**

  (3) Correct feedback

The teacher conducted practice pronounce spell words in slide, teacher said then student repeat.

Teacher : Bahar, do you still here?

Students : (other students laughing and Bahar's embrassed)

Student : yes Mister, I'm here.

Teacher : **Good , I think you imagine something else..**

In using language activity the researcher found three variety of feedback. there are critizing, praising and correct feedback. critizing is used by the teacher to check again the answer students. the teacher correct students' answer which feel are not correct. Praising is used by the teacher compliment answer studnets, because can correct answer. Correct feedback is used by the teacher acknowlendge answer student.

c) Producting Text

The teaher examine the result writing students based on rules, shoud be there adverb of place, time, frequenty.

a) Repeating

Student : I always listen music in my room

Teacher : nice, but, it feels like something that incomplete, right. Any body know what is lost ?

Student : Silent

Teacher : **I always listen music in my room,** kurang apa? Adverb of ?

Student : place, eh..Time!

Teacher : yaa, Bunga, please help your friend to complete his sentence

b) Correct Feedback

The teacher check whether student any difficulties or unclear toward the topic of material.

Part 1 :

  Teacher   : Okay, until here, any question for this topic ?

  Student   : No yet pak

  Teacher   : **Okay**, now we have many subject...

Part 2 :

  Teacher   : okay, time is up. Number one, please, raised your hand!, Iqbal

  Student   : I usually watch tv with my family at home in the evening.

  Teacher   : **That's good**, rehan? okay

  Student   : I play video game at home every night.

  Teacher   : **Okay, that's good**

c) Incorrect feedback

After the students' answer the teacher give feedback toward the answer, because the answer correct but incomplete accordance the rule of write daily activity that was studied.

  Teacher   : okay, that's good, lia ? okay

  Student   : I always listen music in my room

  Teacher   : nice, **but, it feels like something that incomplete, right,** Any body know what is lost ?

In this activity the researcher found three variety of feedback used by the teacher. there are repeating, correct feedback and incorrect feedback. repeating is used by the teacher to other student understood about correct answer. Correct feedback is used by the teacher acknowledge

toward students' answer is correct. Incorrect feedback is indicating incorrect answer. In this case the students answer not complete yet. So the teacher asked to complete sentences.

d) Closed Activity

At the close activity the teacher done previous material that were learned before and to know whether students understood about the material.

a) Summarizing

The teacher summarize an answer of student. Which done in preivous material before closed meeting. To make sure the student has understand about the material.

Teacher : ..do yo know what we have learn today ?, (the students raised hand) okay Dina

Student : We learn about Verb *tambah S*

Teacher : **Iya, Present tense ya**, any other opinion students?

b) Praising

The teacher give compliment for an answer, beacuse the student can answer correctly, and this indicited the student understand also remember about the topic of material.

Teacher : iya, Present tense ya, any other opinion students? the conclusion?

Student : we learn about daily activity and adverb- adverb tadi pak

Teacher : **that's good Galih, ternyata memperhatikan kamu ya**,..

In this closed activity, the researcher found two variety of feedback. there are summarizing and praising. Summarizing is used by the teacher to summary students' answer previous the material. Meanwhile, praising is used by the teacher to

compliment students, because student has understand about the material.

From explanation the first meeting above, the researcher given the table to show the feedback teacher toward students' response in interaction classroom. the table can be seen below.

Table 4.8

Feedback Teacher Toward Students' Response

In The First Meeting VII-A

Activity	CF	IF	RT	PR	SM	EX	CR
Opening	1	-	-	-	1	-	-
Analysing	2	-	2	1	-	-	-
Organizing	-	-	-	-	-	-	-
Producting	3	1	1	-	-	-	-
Using Language	1	-	-	1	-	-	2
Closed	-	-	-	1	1	-	-
Total	7	1	3	3	2	-	2

The researcher found that the teacher used all of feedback on content in classroom interaction on first meeting VII-A class. There are seven correct feedback, which are the teacher aknowlwdging a correct answer from students said. one incorect feedback, the teacher just correction about the answer the student, because incompletly sentences. Three times the teacher repeats the students' answer. Three times praising, the teacher used praising because the correct answer from students. two times for summarizing and critizing, summarizing used by the teacher in

opening activity, summary condicition student. Meanwhile critizing feedback were used by the teacher to asked check the answer student. Critizing the teacher critizes a students based on his answer. In this case, ciritizing will created other diverent question to make a deep information from students. Meanwhile expanding is used to give feedback more information from students' answer. But, the researcher did not found the teacher used expanding feedback at interaction classroom.

Based on explanation and the table above, the reseracher can conluced that the teacher often used correct feedback in given feedback toward student's response in interaction learning activity.

b. The Feedback Teacher Used By The Teacher In VII-B (Daily Activity)

The reserach finding showed that first meeting, in VII-B in learning activiy. The researcher found a variety of strategies giving feedback on content that were used by English Teacher. there are correct or incorect, praising, expanding, repeating, summarizing and critizing. The data can see below.

1) Opening Activity

The teacher open the class by "Assalamu'alaikum warohmatullahi wabarokatuh". Then, the teacher asked student's attendence and condition. There are ice breaking such as talking something about breakfast to make relax condition class and student can already to learned.

a) Correct feedback

Teacher	: Who is absent today?
Student	: ga ada pak
Teacher	: **That's good**, have you breakfast students ?
Student 1	: yes, saya sudah pak
Teacher	: **Okey**, what are menu in your breakfast ? Arhan

b) Repeating

The teacher make relax condition class before enter the topic. The purpose students relax and already to started learning activity.

Teacher : what are menu in your breakfast ? Arhan

Student 1 : Just noodle.

Teacher : **Okey noodle**, other student?

2) Main activity

a) Analysing

The main activity early the teacher show the video learning, which are the content about daily activity. The student were ordered keep focus, after the watched explanation from the videos. the teacher build interaction to know point that have been obtained from the video learning

(1) Correct Feedback

Part 1 :

Teacher : Okay, so the video explain about ? Hana

Student : *Kegiatan sehari-hari*

Teacher : **That's good.** *Apa bahasa inggrisnya kegiatan sehari-hari ?*

Part 2 :

Teacher : simple nya gini, yang ngeses-ngeses di tambah "es". Example : "wash = washes, fix = fixes Watch = watches, go = goes," Like example these words. the first sentence is I listen music every morning, and the second she listens music every weekend. Did you get it ?

Student : Yes

Teacher : **Okay,** and now I...

(2) Praising

Teacher	: Okay, so the video explain about ? Hana
Student	: *Kegiatan sehari-hari*
Teacher	: That's good. *Apa bahasa inggrisnya kegiatan sehari-hari ?*
Student	: Daily Activity
Teacher	: **Good, correct your answer Rehan, give a plus for Rehan**. Iyaa today we are going to discuss about daily activity

(3) Repeating

Teacher	: Okay, I'm goingto show you something, so what is differences these two sentences in screen ?
Student	: Silent
Teacher	: Hello, what is different kira-kira ?
Student	: Itu pak di listen ada "s" dan "es"
Teacher	: **That's good the verb used "s" and "es"**. So because daily activity....

b) Using Language

This section The teacher asked the habit students, which are to engage students to response based on their experience. the teacher to make student can use appropiate variatey vocabulary, correct grammar in speak.

(1) Correct feedback

Part 1 :

Teacher	: what do you usually do in the morning ? raised hand please.. iya Ana
Student	: I usually watching Netflix
Teacher	: **Okay**, any other opinion ? iya rizki
Student	: I should be breakfast before activity

Teacher : **Wow, finally we know the reason why you look so fresh.**

(other students laugh)

Part 2 :

Teacher : The first word is watch. *Ada yang mau mencoba ?* Putri ?

Student : She wacthes tv with..

Teacher : with who...? ayo, !

Student : With her brother

Teacher : **That's good**. The second 'fix'

(2) Repeating

Teacher : What happen if you do not breakfast before?

Student : *Lemas pak*, no power.

Teacher : Okay okay, **you do not have power**

(3) Incorrect feedback

The techer encourage students to make sentences with different subject and to knew how used verb added s or es directly.

Teahcer : That's good. The second 'fix', raised hand please!

Studen 1 : *Saya pak*. He fix my robot

Teacher : **Hmm.. *hayo yang benar apa* fix or fixes ? *Ada yang tau ?***

Student 2 : fixes.. *mungkin pak*

Teacher : nice fixes,

In this activity the researcher found three variety of feedback. there correct feedback, repeating and incorrect feedback. correct feedback is used by the teacher to acknowledgemt students' coreect answer. Repeating is used by the teacher to translated answer students. incorrect feedback used by the teacher to

indicating uncorrect used verb in students' sentences, so teacher asked again how the correct form.

c) Producing Text

The teacher command student to make sentences daily activity, based on procedure arrange sentences that were explained, about subject, verbs and adverb. Then teacher correction the result.

(1) Correct feedback

Teacher   : Okay, time is up. Number one, please, raised your hand!

Student   : I usually goes to shcool in Sunday

Teacher   : **That's good**, number two rehan?

Student   : my brother usually plays video game in my room in the evening

Teacher   : **Okay**, next Bila

(2) Critizing

Teacher   : Adverb of ?

Student 1 : Place

Teacher   : **No. Place nya 'in my room" itu. Hayo dilihat lagi apa yang kurang ?**

Student 2 : Adverb of time

Teacher   : That's good, adverb of time

(3) Praising

Teacher   : So what is the correct sentence?

Student 3 : I always study homework at my room in the evening

Teacher   : **Nice, excelent your answer Nana**

in this activiy the reseacher found three variety of feedback. there are correct feedback, critizing and praising. Correct feedbak used by the teacher to acknowledge correct answer of students. Critizing is used by the teacher to examine sentences uncompletly. So the teacher askes students to complete the

sentences. Praising is used by the teacher to compliment toward correct answer of students.

d) **Closed Activity**

In the closed activity the teacher prevoius several material that had learned as long as learning acitivity, and closed by *hamdallah* together then closed by *salam*

a) Critizing

Teacher	: Do you know what we have learned today?
Student	: Adverb of frequenty
Teacher	: **Good. other opinion ?** *ayo yang lain ?*

b) Summarizing

Teacher	: Good. other opinion ? ayo yang lain ?
Student	: We learn about tambah s or es.
Teacher	: **That's good, we learn about simple present tense, and also talking about daily actiiviy**....

In this closed activities the researcher found two variety of feedback. there are critizing and summarizing, critizing is used by the teacher to asked other materil at previous material. Meanwhile, summarizing is used by the teacher to summary what are topic that have learned before.

From explanation the first meeting above, the researcher given the table to show the feedback teacher toward students' response in interaction classroom. the table can be seen below.

Table 4. 9

Feedback Teacher Toward Students' Response In

The First Meeting VII-B

Activity	CF	IF	RT	PR	SM	EX	CR
Opening	2	-	1	-	-	-	-

Activity	CF	IF	RT	PR	SM	EX	CR
Analysing	2	-	1	1	-	-	-
Organizing	-	-	-	-	-	-	-
Producting	1	-	-	1	-	-	1
Using Language	2	1	1	-	-	-	-
Closed	-	-	-	-	1	-	1
Total	7	1	3	2	1	-	2

The researcher found that the teacher used all of feedback on content in classroom interaction on first meeting VII-B class. There are seven correct feedback, which are the teacher aknowlwdging a correct answer from students said. One incorrect feedback, the teacher indicating incorrect used verb in used by the student, then the teacher give correct answer. Three repeating feedback, which are the teacher repeat students' response or correct answer. Two prasing feedback, the teacher give compliment toward students' answer. Meanwhile, Once arised summarizing in the closed activity, that the purpose prevoius material that was taught. Two times critizing, the teacher criticizes a student has said, basically the teacher used it when student just answer of question from teacher without thought before.

Based on the first VII-A and VII-B during the English classroom learning activity, the feedback used by teacher in both classes the teacher used all variety giving feedback on content. The researcher finding showed in first meeting there are correct or incorrect feedback, praising, expanding, repeating,

summarizing, critizing. Meanwhile, in second meeting only expanding that were not used by the teacher. from the table and explanaion above in first and second meeting the teacher often used correct feedback and repeating toward students' response.

c. **The Feedback Teacher Used By The Teacher In VII-A (Descriptive Text)**

The reserach finding showed that second meeting, in VII-A in learning activiy. The researcher found a variety of strategies giving feedback on content that were used by English Teacher. there are correct or incorect, praising, expanding, repeating, summarizing and critizing. The data can see below.

1) **Opening Activity**

The teacher open learning activity by "assalammualaikum warohmatullahi wabarokatuh". Then the teacher asked condition students and check students' attendences. After the teacher checks students' attendance. Then the English teacher asks some questions about last materials or review and recall the previous materials.

a) Correct feedback

Teacher   : okay. well, who is absent today ? is there any one ?

Student   : no one

Teacher   : **That's good**, alhamdulillah,

b) Repeating

The teacher asked to students to build confident and warming up, in order the students focus and already in learned.

Part 1 :

Teacher   : Today, what is our lesson now ?

Student   : English

Teacher   : **English okay,**

Part 2 :

The teacher asked more deeply a question from the information provided, make student tried to said what they knew.

Teacher : Why do you like it ?

Student : It's fun

Teacher : **Okay, Fun** , so guys, if you feels difficult when you learned English....

c) Critizing

Teacher : wow, why do you feel always happy when you learned english ?

Student : emm.. because my favorit lesson.

Teacher : **Wow, really your favorite lesson ?** , hmm... I'm not sure,

(the other students laugh)

Teacher : Why do you like it ?

Student : It's fun

d) Prasing

Teacher : can you mention a part of body that you have? Raised hand, please!...okay Rehan

Student : Everyone of course has an eye, two eyes, one nouse, and two ears, eyelashes lips and teeth.

Teacher : **Nice, good job, that's the hard part enough.**

in this opening activity the researcher found four variety of feedback correct feedback, repeating, critizing and praising. The teacher used correct feedback to acknowledge corret answer students. repeating is used by the teacher to repeat answer student, the teacher respect toward students' answer. It make build confident for students. critizing is used by the teacher

2) Main activity

a) Analysing

The teacher asked about someone to be first step enter material. The purpose is stimulate student what kind of topic that will sudied

(1) Expanding

Teacher :... If we cannot describe someone, so we can not tell each other, it is like which a Einstein, Oppenhimer, tau kalian Oppenheimer siapa?

Student : *Fisikawan* might be..

Teacher : **Yes, he is physicist,** *seorang ahli fisika ,Oppenheimer itu bapak nuklir, dia yang membuat bom nuklir pertama punya amerika*, *ada filmnya kan, bagus itu.*

(2) Repeating

Part 1 :

Teacher : Why we should described someone?

Student : Because we have to get know of them.

Teacher : **Good, beause we have to get know of them**, for examples which one is Hakimi ,or which one is Einstain,

Part 2 :

Teacher : Kata sifat ayoo?

Student : Strong, weak, clean and dirty.

Teacher : Yaa, **the adjective like strong, weak, clean**, like your class now, clean in the mornig, dirty in the afternoon.

Part 3 :

The teacher show the pictures in slide, in order to stimulate student tried described about the pictures.

Teacher : Okay, iyaa is there any one who want to try to described from the picture here?...okey Ahmad

Student : I gonna described Atta Halilintar.

Teacher : **Okey, that's good, might be we tried from physical, Intan, please**

Part 4 :

Teacher : Okey, that's good, might be we tried from physical, Intan, please!

Student : He has got a black straigh hair, he has got thin eyerbrows

Teacher : **That's good, he has black straigh hair and thin eyebrows,** okey and the character ? okey, yaa..Arhan

Student : Silent

Teacher : Friendly ga ?

Student : He is friendly, he is kind

Teacher : **Nice, he is friendly, kind**, finished ?..okey how about the job ?

Student : He is a youtuber,

Teacher : **Yes, he is a famous youtuber right**

in this activity the researcher found there are two variety of feedback. there are expanding and repeating. The teacher used expanding in explaning material, which give more information from students' answer.

b) Producting Text

The teacher tried to encourage student to make sentences used severeal categories that have explained before, according information paragraph

(1) Correct Feedback

Part 1 :

Teacher : Ada yang mau mencoba ? raished hand, please...yak Sasa

Student : She is Nikita Wily

Teacher : Okey, let's described use our mapping the physical, character and the jobs

Student : The physical, she has straigh hair, brown eyes, the character like she is charming, she is beatifull, and the jobs she is famous actor

Teacher : **That's good your answer, Sasa.**

(2) Repeating

Student : The physical, she has straigh hair, brown eyes, the character like she is charming, she is beatifull, and the jobs she is famous actor.

Teacher : That's good your answer, Sasa. Any question here until here? Student : Not yet.

Teacher : **Not yet?** Okey, so le's make

In this activity the researcher found two types, there are correct feedback and repeating. Correct feedback is used by the teacher to appreciate toward student correct answer. Meanwhile, repeating is used by the teacher with the repeat students's answer. The teacher repeat an answer build confident students

c) Organizing

In this section the student carried out a grup, then the teacher give a assigment sheet. The student should disccusion with their friend, and the teacher also control move arround if there are unclear.

(1) Correct feedback

Teacher : Attention please, temenmu ada yang belum paham, hasil karya sesorang masuknya ke apa kira-kira?

Students : Identification pak

Teacher : **That's good**, masuk kategori identification, ayo dicermati lagi yaa, jangan sampe keliru

In this activity the researcher found one variety of feedback. there correct feedback. the teacher used question students to asked answer other student, the purpose is hopes other students also get point from the question.

d) Using Languge

In this section the student should be explain about the result paragraph in front of class, other student have to give a respon toward what have explained by the grup.

(1) Correct feedback

Teacher : Pay attention students, time is up, have you finished students ?

Students : sebentar pak, dikit lagi

Teacher : **Okay**, sambil menunggu yang kurang. Ayo third grup keliatannya sudahkan

(2) Critizing

Teacher : Okay, any body want to asked them?.. okey firts grups

Student : what is special Kevin?

Student : he is so fat

Teacher : **oww... the fat is special ? I don't think so**

(3) Praising

Teacher   : Okey, any want to give advise or aksed for this grup ? yak...rizal

Student   : Might be you put her hobby in indetifaction part not description part

Teacher   : Okay, **that's good Rizal, hampir saja kita terkecoh yaa**

in this section the researcher found three variety of feedback. there are correct feedback, critizing and praising. Correct feedabck is used by the teacher to check finised students. critizing is used by the teacher to relax condition class, enjoy but keep focus. Praising is used by the teacher to compliment students, because the student realise there are something correct on grup's performance.

e) Closed activity

The teacher only summary the material descriptive text what have studied before. The english teacher did not previous material, and no interaction. The teacher closed the meeting by Hamdallah together and Wassalamu'alaikum Warohmatullahi wabarokatuh

From explanation the first meeting above, the researcher given the table to show the feedback teacher toward students' response in interaction classroom. the table can be seen below.

Table 4. 10

Feedback Teacher Toward Students' Response

In The Second Meeting VII-A

Activity	CF	IF	RT	PR	SM	EX	CR
Opening	1	-	2	1	-	-	1
Analysing	-	-	1	-	-	1	-
Organizing	1	-	-	-	-	-	-

Activity	CF	IF	RT	PR	SM	EX	CR
Producting	1	-	-	1	-	-	-
Using Language	1	-		1	-	-	1
Closed	-	-	-	-	-	-	-
Total	4	-	3	3	-	1	2

The result based on table above, the reseracher found there are five correct feedback, which the teacher acknowledge an answer by student, commoly the teacher said, Good, That's good, Okay. Incorrect feedback, the teacher indicating incorrect feedback with refute students' answer, but this meeting the researcher did not found it. Three repeating, the teacher repeat the answer that have said by students. Four praising, the teacher used praising to compliment an answer by student. Summarizing is the teacher give a summary of what student said, but the researcher did not found it. Meanwhile, once expanding , the teacher used expanding is give more information based on an answer by student. Two citizing that were used by the teacher. Critizing is the teacher used commonly asked question again toward students' answer, this happened beacuse student direct answer without think before.

Based on the table above the researcher concluded that the teacher often used correct feedback to give feedback as long as interaction learning activity.

d. The Feedback Teacher Used By The Teacher In VII-B (Descriptive Text)

The reserach finding showed that second meeting, in VII-B in inetraction learning activiy. The researcher found a variety of strategies giving feedback on content that were used by English Teacher. there are correct or incorect, praising, expanding, repeating, summarizing and critizing. The data can see below.

1) Opening Activity

The teacher open the class by greeted student "assalammualaikum warohmatullahi wabarokatuh" "good morning students" and asks students feelings, then check students' attendance. After that the English teacher checks students' attendance, then teacher ask some questions about last materials or review and recall the previous materials.

a) Repeating

Part 1 :

The teacher check students' attendence before started learning activity.

Teacher	: I'm good thank you, well, who is absent today ? ada yang ga masuk hari ini ?
Students	: No
Teacher	: **No one? Okay**. Before we started our matarial today

Part 2 :

Teacher	: Do you still remember about our meeting material last week ?
Student	: Yes!
Teacher	: What is the material ?
Student	: Publik place
Teacher	: **Okay, public place**. can you mention public place arround us?

Student : Hospital, Airpot, Cinema, Zoo

Teacher **: Iyaa hospital, airport, cinema ect**

b) Expanding

Teacher : What is benefit when we know these place, such as know hospital, airport. ?

Student : mmm...agar tau fungsinya..

Teacher **: That's good. To know the function of place if we needed. Something like you sick, urgent condition, yo have to go hospital. Right**

In this opening the researcher found two variety of feedback used by the teahcer. There are repeating and expanding. Repeating is used by the teacher to previous material last week. The teacher asked to mention the material. Meanwhile, expanding is used by the teacher to explanied students' answer with added more information.

2) Main Activity

a) Analysing

In the main activity the teacher started to show a picture and video related the topic of material, that descriptive Text. The teacher expkained how to make a senctences which are described someone from general information until personality

(1) Correct feedback

Teacher : Please look at picture here. Can you see clearly?

Students : Yes

Teacher **: Okay**. Do you know who is he ?

(2) Repeating

the teacher show the picture on slide to stimulate students what the topic that will be studied.

Part 1 :

Teacher   : Okay. Do you know who is he ?

Student   : He is Raffi Ahmad

Teacher   : **Good, He is Raffi Ahmad** and than what does he look like?

Student   : Handsome, Slim, Good Locking

Teacher   :That's good, after you look at the picture , do you now what will we learn for today?

Part 2 :

Teacher   : What is the point ? Aldi

Student   : The point is describes ciri-ciri ...umm..umm

Teacher   : The describe characteristic ? ayo!

Student   : Silent

Teacher   : Okay, he has long hair?

Student   : Describe characteristic a people from part of body

Teacher   : **Okay, describe characteristic a person from part of body**. Next who is being...

Part 3 :

The teacher ask student describe the video what have the student watch by speak directly.

Teacher   : Next, who is being discribe this vidio. The first is ?

Student   : Jors

Teacher   : And the second ?

Students   : Jesicca

Teacher   : **Jesicca. Very good** and what does Jors look like ?

Student   : Talls, Short black hair

Part 4 :

The teacher show the pragraph in slide, then student read and analysis the paragraph, Then students mention which one is indentification, which one is description.

Teacher : is there any description in this paragraph?

Student : Yes !

Teacher : What kind a description ?

Student : Brown eyes, long hair

Teacher : **Good, brown eyes, long hair, keep remember description is spesific character**

(3) Praising

Teacher : ..and then what does Jesicca look like?

Student : Short and stylish

Teacher : **Yes short, She is very stylish, Very Good give applause.**

In this secrtion the researcher found three variety of feedback that were used by the teacher. there are correct feedback, repeating, and praising. The teacher used correct feedback to ask is that clear the picture on slide. Repeating is used by the teacher when answer student is correct, and also aims build confident student in involved interaction. Meanwhile, praising is used the teacher when student can correct answer,so the teacher complimet for the answer

b) Producting Text

In this section the teacher give a example some pictures. The teacher tried to student to described about the picture, in order to the student more understand about the topic descriptive text.

(1) Correct feedback

Teacher : who are they students ?

Students : Artis

Teacher : **Okay**, any want to tried describes ? Nanda? *Bebas pilih yang mana orangnya.* Galuh !

Student	: She is Agnes Monica, she have long hair
Teacher	: **Oka**y, the charcter and status?
Student	: She is friendly, the status she is singer
Teacher	: **That's good Nanda**.

In this activity the resercher found one variety of feedback. there are correct feedback. the teacher used correct feedback in simple feedback, because the teacher can correct answer.

c) Organizing

In this section the teacher make a grup to discussion among students and student. They have given the assigment to make paragraph descriptive text. The teacher also move arround to control the student

(1) Incorrect feedback

Part 1 :

Teacher	: Ayo, ini baru description, yang identfication mana ?
Student	: Ini pak, kalimat she used black glasses.
Teacher	: **Hmm. I think is description**, identification is general infomation. Ayo tambahkan dulu. Untuk yang lain, becarefull to make paragraph here. Jangan ketuker description and identification ya.

(2) Correct feedback

Teacher	: Okey next. Siapa yang dapet Cinta Laura ? raise hand... iya Ana please read your result
Student	: In physical she has long black hair, she tall women, and the character she good women, she is smart, the job is actor.
Teacher	: **That's good your answer Ana**

(3) Repeating

Teacher : Okey, in physical coloum, what is physic of sule ? where the grups described the sule ?

Students : He has long brown hair, oval face.

Teacher :**That's good, long hair, oval face**. The character ?

Student : He kind, he funny

In this activity, the researcher found three variety of feedback. there are incorrect, correct feedback and repeating. The teacher check the answer in assigment, because there are incomplete. The teacher command to complete paragraph. Correct feedback is used by the teacher appreciate for correct answer can share the result main mapping. Meanwhile, repeating is used the teacher when the students can correct answer. The teacher used it to build confident students as long as leaning activity.

d) Using Language

The teacher give opportunity to student explained the result assigment and other student have to response toward the content from grups' performance.

(1) Repeating

Teacher : What do you think students ?

Student : Good

Teacher : **Okay the performance is good enough**, any want to give advise ? Aldo

(2) Praising

Teacher : any want to give advise ? Aldo

Student 1 : why you choose Cinta Laura ?

Student 2 : I think she very famous and smart girl

Teacher : **Okay that's good, give a plus for Nanda and friends.**

(3) Expanding

Teacher	: any what to aksed azka group ? ayo harus tanya, ilham
Student 1	: Kenapa Agnes Monica bisa dikatan penyanyi international
Student 2	: Because, the song until america, and she berkerya disana
Teacher	: **Okey, That's good question and answer. So if you have masterpiece and this masterpiece acknowledge other countries. You can go international actris, singer or actor,you will be star**. Okay give apluse for third grups

In this activity the resarcher found three variety of feedback, the re are repeating, praising and expanding. Repeating is used by the teacher to give example complete sentences. Praising is used by the teacher to compliment students correct answer. Meanwhile expanding is used by the teahcher give more information from students answer before.

3) Closing Activity

The teacher previuos the material before closed the metting. Asked a question what have students studied. Then the close by *hamdallah* and *Salam*

a) Correct feedback

Teacher	: What have you done learning today ?
Student	: Descriptive text Teacher : okay, other opinion ?
Student	: Physical, character and the job.
Teacher	: **That's good,** ada lagi ?
Student	: Silent , crowded

Teacher   : Identification and description, *ayoo perhatikan dulu, apa tadi ?*

Student   : Identification and description

Teacher   : Okay, I think enough for today.

From explanation the first meeting above, the researcher given the table to show the feedback teacher toward students' response in interaction classroom. the table can be seen below.

Table 4.11

Feedback Teacher Toward Students' Response

In The Second Meeting VII-B

Activity	CF	IF	RT	PR	SM	EX	CR
Opening	-	-	3	-	-	1	-
Analysing	1	-	4	1	-	-	-
Organizing	1	1	1	-	-	-	-
Producting	3	-	-	-	-	-	-
Using Language	-	-	1	1	-	1	-
Closed	1	-	-	-	-	-	-
Total	6	1	9	2	-	2	-

The researcher found that the teacher used several of feedback on content in classroom interaction on second meeting VII-B class. There are five correct feedback, which are the teacher aknowledging an answer by students, such as 'good','that's good'. there one incorrect feedback, the researcher found the teacher used it, indicating incorrect answer from the students. Repeating nine times the teacher repeat students' answer if the students' correct answer.

Two times the teacher praising, the teacher compliment toward answer students. Summarizing, the researcher did not found the teacher used this feedback. Expanding, there are two times the teacher added information through answer student, it make the teacher more explained. Meanwhile, critizing the researcher did not found in this meeting.

Based on the explanation above among second meeting VII-A and second meeting VII-B during in the classroom interaction. The feedback were used by teacher in class VII-A have found five variety, there are correcr feedback, repeating, praising, expanding and critizing. Incorrect feedback and summarizing did not identification used by the teacher. Meanwhile, class VII-B there are five feedback, that are correct feedback, incorrect feedback repeating, praising, and expanding. Summarizing and critizing did not identification used by the teacher. The researcher going to show the finding result about feedback teacher toward student's response in table below.

Table 4.13

The Result The Feedback Teacher Used By The English Teacher

Activity	CF				IF				RT				PR				SM				EX				CR			
	1A	1B	2A	2B	1A	1B	2A	2B	1A	1B	2A	2B	1A	1B	2A	2B	1A	1B	2A	2B	1A	1B	2A	2B	1A	1B	2A	2B
Opening	1	2	1	-	-	-	-	-	-	1	2	3	-	-	1	-	1	-	-	-	-	-	-	1	-	-	1	-
Analysing	2	2	-	1	-	-	-	-	2	1	1	4	1	1	-	1	-	-	-	-	-	-	1	-	-	-	-	-
Organizing	-	-	1	1	-	-	-	1	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Producting	3	1	1	3	1	-	-	-	1	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	2	1		-
Using Language	1	2	1	-	-	1	-	-	-	1	-	1	1	-	1	1	-	-	-	-	-	-	-	1	-	-	1	-
Closed	-	-		1	-	-	-	-	-	-	-		1	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-
Total	7	7	4	5	1	1	-	1	3	3	3	9	3	2	3	2	2	1	-	-	-	-	1	2	2	1	2	-

From the table above among class VII-A and VII-B in all learning activity. The researcher find the teacher often used feedback teacher in analysing activity, and producting . In the other side variety of feedback often enough there are two, that are correct feedback and repeating feedback. the both variety used when the student can correct answer according the teacher want.

Table 4.12

Total The Feedback Teacher Toward Student's Response

In Classroom Interaction

Feedback Teacher	VII A		VII B		Total
	Meeting				
	1	2	1	2	
Correct Feedback	7	4	7	6	24
Incorrect Feedback	1	-	1	1	3
Repeating	3	3	3	9	18
Praising	3	3	2	2	10
Summarizing	2	-	1	-	3
Expanding	-	1	-	2	3
Critizing	1	2	2	-	5

Based on the table above, the reseacher found that the feedback teacher that were used is more dominant correct feedback. Which are the ninety times appeared in both claases on overall meeting.

Meanwhile, the repeating also often enough used by the English teacher to give feedback in interaction between studnets.

B. **Reserach Discussion**

The number of question asked by the English teacher during teaching-learning process, since questioning is considered as one of the most influenting teaching strategies. it is supported by Critelli and Tritapoe (2013) said that question process is an important part of instruction that allows teacher to monitor student's competence and understanding as well as increase discussion. Question is essential tool to enhance education in general and language teaching.

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 question and use question strategies to make teaching effective, and the effectiveness of learning is when students involved actively in the process laerning. 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 teacher of SMP Al-Firdaus Surakarta where this research is a questioning strategy analysis. Researcher used theory of Jack C. Richard and Charles Lockhart as guide in conduction observation. When conduction research in four meeting learning activities, researchers analysed the first is questioning

strategy used by the teacher, then followed analysed how feedback teacher used by the teacher during the classroom interaction.

In this discussion, the researcher discusses the results of the research findings and some theories about types of questions and feedback teacher 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

1. **The Types of Questions Used by The English Teachers in Classroom Interaction at the Seventh Grade of SMP Al-Firdaus Surakarta**

Based on Jack C. Richard and Charles Lockhard that there are three types of question, first are procedural question, convergnt question, and divergent question. All types of question were used by the English teacher in class VII-A and VII-B. the researcher found that fourty-eight in two meeting class VII-A and sixty-two question in two meeting in class VII-B. on class VII-A the English teacher used procedural question there were twelve, thirty-four convergen question and two divergent question as long as classroom interaction. While, on class B the English teacher used procedural question were fourteen, forty convergent question and two divergent question.

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.

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 from both class the resracher finds threre are four only divergent question. some students seemed interested in answering but not interactive than procedural or convegent question. Since in divergent question, the student have to take more deeply to think the answer.

In learning activity the teacher uses procedural question and convergent question, most student can answer question because both procedural and convergent question did not require that much effort to student. Commonly the teacher just give a second the student can answer question from the teacher. Since in a purpose classified by Jack C. Richard and Charles Lockhart. The teacher mostly used the convergent question it show when teacher engage students interaction as long as learning activity. It can be concluded that convergent question and procedural can control class, encourage student to more active and engage student in learning process.

2. **The Feedbak Teacher Towars Response Students in Classroom Interaction at Seventh Grade of SMP Al-Firdaus Surakarta**

Feedback is one of the pattern that had done according Initate-response-feedback (IRF) pattern in classroom interaction. The English teacher are required to provide feedback to students, because this feedback is very helpful for students in learning process. Bakla (2020) and Best (2011) stated that feedback can be used as a student's motivation to improve their learning, and feedback can be as student's reflection to commit learning activities better than before. So the feedack can be facilitate that help student in learning process, and the teacher can build confident student as long as occur learning. Content feedback is one of the feedback which can motivate the learners in teaching learning process. Content feedback is about validating what the students have done, and talking it beyond just being something they did because teacher told them to. All of feedback teacher had been categorized into seven according Richard and Lockhard theory.

When students can correct an answer from teacher's question, the teacher ussually acknowledging and prasing an answer student. Event these answer uncompletly, the teacher will do expanding or modifying the student's anwer providing information, in order to the studens more understand and added information about the topic of material. The teacher also repeating the answer when these answer is correct, it make student confident and apreciate toward their answer, also summary from these answer student. In the osther side, sometimes an answer students is incorrect, the teacher ussualy indicating an incorrect answer used gesture or verbal comunication. While the teacher also have to critizing toward answer students, sometime students string or quick answer without though before. The role of teacher to maintain students focus and understand about the topic of material.

From data finding, the English teacher used all feedback content. There are correct and incorrect feedback, praising, expanding, repeating, summarizing and critizing. The English teacher in class VII-A and VII-B

the feedback often used is correct feedback and repeating. The kind of the both feedback occur because the answer students has correct, so the teacher appreciated toward student's answer. Ellis (2009) suggest that it is very important for teachers to correct their students' answer because it provides the positif support and encourage motivation n learning. This will affect the positif learning atmosphere in the classroom where learners feel able to be more confident in learning.

BAB V

CONCLUSION AND SUGESTION

A. **Conclusion**

Based on the chapter four in research finding and discussion. The researcher makes some conclusion about the types of questions and teacher's feedback that was used by the English teacher in seventh grade of SMP Al-Firdaus 2022/2023.

1. **The types of questioning strategies used by the English Teacher in Classroom interaction at Seventh Grade of SMP Al-Firdaus Surakarta**

The English teacher in class VII-A and VII-B used all types of question. 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 seventh grade of SMP Al-Firdaus Surakarta. The purpose of question used by the English teacher is encouraging student's thinking and focus on the material Daily Activity and Descriptive Text.

2. **The Feedback Teacher toward Student's Response in Classroom Interaction at Seventh Grade of SMP Al-Firdaus Surakarta**

The feedback teacher in class VII-A and VII-B used all feedback content in classroom interaction. Which are theare seven feedback, When students can correct an answer from teacher's question, the teacher ussually acknowledging and repeating an answer student. Event

these answer uncompletly, the teacher will do expanding or modifying the student's anwer providing information, in order to the studens more understand and added information about the topic of material. The teacher also repeating the answer when these answer is correct, it make student confident and apreciate toward their answer, as well as summary from these answer student. In the osther side, sometimes an answer students is incorrect, the teacher ussualy indicating an incorrect answer used gesture or verbal comunication. While the teacher also have to critizing toward answer students. it can be concluded The English teacher in class VII-A and VII-B the feedback often used is correct feedback and repeating

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 question and feedback. if better analyze based on news curriculum and more than one teacher and classroom meeting. So that will get a lot of the data and can compare with another teacher and other researchers can research different findings. The more subect used, so more accurate concluision can be drawn.

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APPENDICES

Appendix 1

Field Note

Meeting   : 1

Day / Date   : Jully 24th 2023

Place   : VII-A SMP Al-Firdaus Surakarta

Materi   : Daily Activity

The first observation in class VII-A, the researcher observation on Tuesday at SMP Al-Firdaus Surakarta. Firstly, the English teacher started the teaching and learning process by greeting by greeting *"assalammualaikum warohmatullahi wabarokatuh",* "good afternoon", then checked student's attendances. After the English teacher checks students' attendanceThe English teacher not reviewing the previous lesson and starts giving material.

In begining the main activity the English teacher give videos related the material that will learning. All of student focus and take note if there were important thing. After watched video, the teacher asked about material enter asked about the backsound of video. The teacher asked a quetion "what do you usually do in the morning ?" for the student, tried build interaction and involved student. In the oher side, the Englis teacher give some new vocabulary who read together. The teacher teach simple present and adverb of time and place. the student should give sentences and will be checked according procedur,

The feedback teacher toward students response have variety, there are "Okay", that's good", that are appreciate students correct answer. The teacher also give critize such as " it feel like uncomplete senntence right". Almost the teacher give feedbak toward response students as long as learning activity.

The point in meeting is students can expressing about their habitual. The teacher give picture which there are subject, then student have to make sentences based on pictures. If finished, the students read and explained for other students. since time is up the teacher previous material before the closed meeting. Then the English teacher closed the class by saying hamdallah together and "wassalamualaikum warohmatullahi wabarokatuh."

Field Note

Meeting : 1

Day / Date : Jully 28th 2023

Place   : VII-B SMP Al-Firdaus Surakarta

Materia : Daily Activity

   The first observation in class VII-B, the researcher observation on Tuesday at SMP Al-Firdaus Surakarta. Firstly, the English teacher started the teaching and learning process by greeting by greeting *"assalammualaikum warohmatullahi wabarokatuh",* "good afternoon", then checked student's attendances. After the English teacher checks students' attendance "siapa yang tidak masuk?" The English prepare student by warming up asking question abou menu breakfast. To stimulate student what will learned today

   In begining the main activity the English teacher give videos related the material that will learning. All of student focus and take note if there were important thing. After watched video, the teacher asked about material enter asked about the backsound of video. The teacher asked a quetion "what does she do in the morning?". continue student explained about simle present tense, adverb of time adverb of place.

   The teacher give feedback toward student respond are variety, such as "that's good","Nice", sometime compare with other students's answer "any other opinion?", repeating student's answer, the teacher repeat student for other students can listen clearly and build confident in studnets.

   The point in meeting is students can expressing about their habitual. The teacher give picture which there are subject, then student have to make sentences based on pictures. If finished, the students read and explained for other students. since time is up the teacher previous material before the closed meeting. Then the English teacher closed the class by saying hamdallah together and "wassalamualaikum warohmatullahi wabarokatuh."

Field Note

Meeting   : II
Day / Date   : Jully 7th 2023
Place   : VII-A SMP Al-Firdaus Surakarta
Materia   : Descriptive Text

The second observation in class VII-B, the researcher observation on sunday at SMP Al-Firdaus Surakarta. Firstly, the English teacher started the teaching and learning process by greeting by greeting *"assalammualaikum warohmatullahi wabarokatuh",* "good afternoon", then checked student's attendances. The teacher conducted previous material last week, student encourage mention part of body such as ".can you mention a part of body that you have?". Then the teacher give pictute to tried described abou the picture, give quetion such as "who are they?" The teacher explain about identification, description, and main mapping about physical, job, the character. Then students have to make a grup to do some assiggment.

The teacher give feedback toward student respond are variety, such as "that's good","Nice", sometime compare with other students's answer "any other opinion?", repeating student's answer, the teacher repeat student for other students can listen clearly and build confident in studnets. Sometime give more information that student did not know. Telling about Openhimer. The teacher encourag student to explaned in front of class, and other students should be give a feedback toward group's performance.

Since time is up the teacher previous material before the closed meeting. Then the English teacher closed the class by saying hamdallah together and "wassalamualaikum warohmatullahi wabarokatuh

Field Note

Meeting   : II
Day / Date   : Jully 7th 2023
Place   : VII-B SMP Al-Firdaus Surakarta
Materia   : Descriptive Text

The second observation in class VII-B, the researcher observation on sunday at SMP Al-Firdaus Surakarta. Firstly, the English teacher started the teaching and learning process by greeting by greeting *"assalammualaikum warohmatullahi wabarokatuh",* "good afternoon", then checked student's attendances. The teacher conducted previous material last week, student encourage mention public place such as ".can you mention public place arround us?". Then the teacher give video to tried described abou the video, give quetion such as "who are they?" The teacher explain about identification, description, and main mapping about physical, job, the character. Then students have to make a grup to do some assiggment.

The teacher give feedback toward student respond are variety, such as "that's good","Nice", sometime compare with other students's answer "any other opinion?", repeating student's answer, the teacher repeat student for other students can listen clearly and build confident in studnets. Sometime give more information that student did not know. The teacher encourag student to explaned in front of class, and other students should be give a feedback toward group's performance.

The closed activity the teacher previous material before the closed meeting. Then the English teacher closed the class by saying hamdallah together and "wassalamualaikum warohmatullahi wabarokatuh

Appendix 2

Transcription of Classroom Observation

Meeting   : 1

Day / Date   : Jully 24th 2023

Class   : VII-A

Material   : Daily Activity

T   : assalamu'alaikum Wr Wb,

T   : good morning everyone!

S   : good morning

T   : What are you feeling today ?

Ss   : I'm good, and you ?

T   : I'm a right, thanks, and I hope all of you here are healthy and happy, right . So today before we start our meeting today, let's saying *basmallah* together.

T   : Okey, who is absent today ?

S   : (silent)

T   : Hallo, ada yang ga masuk hari ini ?

S   : kyaknya komplit pak

T   : Good. I'll checking attendence first. okey, students, are you ready for study english today?

S   : yes

T   : okey. So, today we have new material, but in begining of session, I'm going to show you video

(all of students wached a videos)

T : Okay everyone, do you know the song of the video?

S : Yes, the song is Ed-sheeran.

T : That's good, I think it song is so populer, and now I have a question to you, do you listen music everyday ? raised hand ,please.

S : yes (several students raised hand)

T : Okay, banyak ya, when you ussually listening music? Alea?

S : I ussually listen to music before I study

T : okay, listen music before study, why you need listening music ?

S : Because, listening music can fix my mood

T : That's great, if that help you more better Alea.

T : Well students, so, today we have new material. It's talking about daily activity, and the purpose of topic is you can described your daily activity to your friends, and you can asked and shared your activity to your friends. Did you get it ?

S : yes sir!

T : Okay, let's tried, I have a question for you, what do you usually do in the morning ? Yahya

S : I usually do some.. mmm *latihan* in the morning

T : Ayo bahasa inggrisnya latihan apa?

Ss : Exercise, practices

T : Okay jadi gimana kalimat komplitnya ?, Yahya,

S : I usually do some exercise in the morning.

T   : That's good your best answer, Yahya. Okay attention please students!, I have shared some picture in front of class now, which several talking about daily activity, can you see clearly ?

S   : Yes sir!

T   : And now let's read those pictures, repeat after me

S   : (students repeat after teacher)

T   : Is that easy for you students?

S   : yes (but several students' silent)

T   : Bahar, do you still here?

Ss   : (other students laughing and Bahar's embrassed)

S   : Yes Mister, I'm here.

T   : Good , I think you imagine something else. , for to make you understand better to expressing daily activity, I give a picture and adverb of frequency "always, usually, often, sometimes, seldom, hardly ever and never". So we are going to tried make the sentence. I'll give an example " I usually watch tv in the living room with my family in the morning", or "I always..." so you can add adverb of frequency after subject "I usually, I often, I always" and than acitivity, okay after put the activity, you also add adverb of place and adverb of time. Did you get it ?

S   : Yes sir!

T   : Okay, and now we go to next slide, don't used adverb of time and adverb of frequenty in same time. For example I mean " I **always** watch TV in the living room with my family **every** morning". there is always word also every in the same sentence, it's incorrect sentence, . So, you can change the sentence like this "I watch TV in the living room with my family every morning" or "I **always** watch TV in the living room with my family in the morning",it just especially used on "every" word. Did you get it ?

S   : Yes!

T   : So this time for all of you to practices, tried to describe some activity, and I gve you a picture and all of you describe the picture. You only used the subject "I". So try starting number one until number five the subject used "I" okay ? I give you one minutes to prepare. Okay ?

S   : (students tried to writed sentences at their book)

T   : Okay, time is up. Number one, please, raised your hand!, Iqbal

S   : I usually watch tv with my family at home in the evening.

T   : That's good, rehan? okay

S   : I play video game at home every night.

T   : Okay, that's good, lia ? okay

S   : I always listen music in my room

T   : Nice, but, it feels like something that incomplete, right. Any body know what is lost ?

S   : Silent

T   : I always listen music in my room, kurang apa? Adverb of ?

S   : Place, eh..Time!

T   : Yaa, Bunga, please help your friend to complete his sentence

S   : I always listen music at my room in the morning

T   : yaa good, remember, please, mention adverb of place and adver of time, okay once more, Ibnu ?

S   : I study mathematic with Ibnu at my home every week.

T   : Okay, until here, any question for this topic ?

S   : No yet pak

T   : Okay, now we have many subject like "I, you, we, they, she, he and it. please, look at the screen, there are two sentences, that's like similar but different. Where is different these sentences ?

S   : Itu mister, yang atas listen, yang bawah listen ada "s" nya

T   : That's good, "I listen to music at home every night" and the second "she listens to music at home every night. So, if the subject are "she, he, it" you have to add "s" or "es". Okay, In the subject he,she or it, we have to add s or es, but. The end word of verb are "ch, o, s, sh, x, z added "es" no "s" *simple nya gini, yang ngeses-ngeses di tambah "es"*. Example : "Watch = watches, go = goes, wash = washes, fix = fixes" did you get it ?

S :   Yes!

T   : Good, please, Iqbal read these words in screen now

S   : Discuss = discusses, Watch = watches, go = goes, wash = washes, fix = fixes

T   : that great, and now I have vocabullary in this screen, let's read this words and repeat after me. "fold laundry"

S   : fold laundry

T   : equals

S   :equel

(teacher did repitation with several vocabulary for the students)

(than the teacher gived the task paper to each students, the aim is checking understanding the material with this task. It is not only given task, the teacher also help students if they were difficult on carried out the task.)

T   : Okay students time's up, let's checking together the answer. Okey, picture number one until three, please Rara!

S : My sister is always irons at home on Sunday morning, I usually clean up my room in the morning, she is often washes the cloth on wash machine.

T : That is good, yang cowo ayo Yahya

S : My father always wake up in the morning, I brush my theeth everyday, he always mengendarai the car in the weekend.

T : Ayo bahasa inggrisnya mengendarai ?

S : Silent

T : Open your dictioanary, please !

S : *ride pak*

T : okay, *bacanya* raid, raiding. ulangi lagi yahya

S : He always ride the car in the weekend

T : That's good, give a plus for Yahya, okay unil here, ada pertanyaan sampai sini ?

S : Tidak pak

T : Okay students, because the time almost the end, do yo know what we have learn today ?, (the students raised hand) okay Dina

S : We learn about Verb *tambah S*

T : Iya, Present tense ya, any other opinion students? the conclusion?

S : We learn about daily activity and adverb-adverb tadi pak

T : That's good Galih, ternyata memperhatikan kamu ya, okay after you learning the material today, I hope you practice the material with your friends, you can ask and share your activities to your friend. Okay ? well I think is over today, let close the meeting by reciting hamdallah together. Wassalamu'alaikum Wr,Wb.

Transcription of observation

Meeting   **: 1**

Day / Date   **: Jully 28th 2023**

Class   **: VII-B**

Material   **: Daily Activity**

Teacher : assalamu'alaikum Wr Wb,

T   : good morning everyone!

S   : good morning

T   : what are you feeling today ?

Ss   : I'm good, and you ?

T   : I'm a right, thanks, and I hope all of you here are healty and happy. So today before we start our meeting today, let's saying *basmallah* together. Who is absent today?

S   : ga ada pak

T   : that's good, have you breakfast students ?

S1   : yes, saya sudah pak

T   : okey, what are menu in your breakfast ? Arhan

S1   : just noodle.

T   : okey noodle, other student? Have you breakfast in home ? Sarah

S2   : yes, I breakfest with chicken.

T   : Wow, that's delicious menu Sarah. I think this morning all of you have more power and spirit right, Okey. So today have new material, before we started our lesson, I'm going to show you a video. Please focus okay.

(all of students wached a videos)

T   : okay, I have question for all of you, what do you think about the video ?

S   : (silent)

T   : what does she do in morning ?

S   : cooking

T   : okay, so the video explain about ? Hana

S   : kegiatan sehari-hari

T   : that's good. Apa bahasa inggrisnya kegiatan sehari-hari ?

S   : Daily Activity

T   : good, correct your answer Rehan, give a plus for Rehan. Iyaa today we are going to discuss about daily activity. what do you usually do in the morning ? raised hand please.. iya Ana

S   : I usually watching Netflix

T   : okay, any other opinion ? iya rizki

S   : I should be breakfast before activity

T   : wow, finally we know the reason why you look so fresh.

(other students laugh)

T : what happen if you do not breakfast before?

S : lemas pak, no power.

T : okay okay, you do not have power. Well, today we have new material, it's talking about daily activity, and the purpose of topic is you can described your daily activity to your friends, and you can asked and shared your activity to your friends. Did you get it ?

S   : yes sir!

T   : attention please students!, okay, I have shared some picture in front of class now, which several talking about daily activity, can you see clearly ?

S   : yes sir!

T   : any want to tried read a words on slide ?

S   : saya pak

T   : Okay, yg lain perhatikan.

(the students read)

T   : okay. Now let's read those picture, repeat after me, together all of you. Sambil koreksi cara baca temanmu tadi

(student read)

T : okay, is that easy for you students ?

S : yes

T : okay, I'm goingto show you something, so what is differences these two sentences in screen ?

S : itu pak di listen ada s dan es

T : that's good the verb used s and es. So because daily activity is activity that you often doing, the verb must be add s or es, if subject "he, she, it". Meanwhile the subject they, "we, I, you" not add anything. Okay? , but, for the end word of verb are "ch, o, s, sh, x, z added "es" no "s" *simple nya gini, yang ngeses-ngeses di tambah "es"*. Example : "wash = washes, fix = fixes Watch = watches, go = goes," Like example these words. the first sentence is I listen music every morning, and the second she listens music every weekend. Did you get it ?

S : yes

T : okay, and now I have vocabullary in this screen, let's read this words and repeat after me. "fold laundry"

S : fold laundry

T : equals

S :equel

(teacher did repitation with several vocabulary for the students)

T :okay, we continue, let try to make some sentences based on verb here and try to used subject kata orang ketiga he, she, it or name of someone. The first word is watch. Ada yang mau mencoba ? Putri ?

S : she wacthes tv with..

T : with who...? ayo, !

S : with her brother

T : that's good. The second 'fix', raised hand please!

S1 : saya pak. He fixs my robot

T : hmm.. hayo yang benar apa fix or fixes ? Ada yang tau ?

S2 : fixes.. mungkin pak

T : nice, so the complete sentences ?

S2   : he fixes my robot.

T   : he fixes my robot, that's good. Is to easy right ?

S   : yess

T   : good. For to make you understand better about daily activity, I give you a picture and adverb of frequency, such as "always, usually, often, sometimes, seldom, hardly, and never". I'll give an example "I usually watch movie with my family". so you can add adverb of frequency after subject "I usually, I often, I always" and than acitivity, okay after put the activity, you also add adverb of place and adverb of time. Did you get it ?

S   : yes sir!

T   : okay, and now we go to next slide, don't used adverb of time and adverb of frequenty in same time. For example I mean " I **always** watch TV in the living room with my family **every** morning". there is always word also every in the same sentence, it's incorrect sentence, . So, you can change the sentence like this "I watch TV in the living room with my family every morning" or "I **always** watch TV in the living room with my family in the morning",it just especially used on "every" word. Did you get it ?

S   : yes!

T   : so this time for all of you to practices, tried to describe some activity, and I gve you a picture and all of you describe the picture. You only used the subject "I". So try starting number one until number five. You can used all of subject, okay ? I give you five minutes to prepare. Okay ?

S   : (students tried to writed sentences at their book)

T   : okay, time is up. Number one, please, raised your hand!

S   : I usually goes to shcool in Sunday

T   : that's good, number two rehan?

S   : my brother usually plays video game in my room in the evening

T   : okay, next Bila

S   : I always study homework in my room

T   : okey, I always study homework in my room, ada yg kurang, apa ya kira-kira ?

S   : (silent)

T   : adverb of ?

S1   : place

T   : no. Place nya 'in my room" itu. Hayo dilihat lagi apa yang kurang ?

S2   : adverb of time

T   : that's good, adverb of time. So what is the correct sentence?

S3   : I always study homework at my room in the evening

T   : nice, excelent your answer Nana.

T   : okay, karena waktu sudah mau habis, ayo tenang dulu, so let us conclusion this meeting today, do you know what we have learned today?

S   : adverb of frequenty

T   : good. other opinion ?

S   : we learn about tambah s or es.

T   : that's good, we learn about simple present tense, and also talking about daily actiiviy. Okey. well I think is over today, let close the meeting by reciting hamdallah together. Wassalamu'alaikum Wr,Wb

Transcription Observation

Meeting : II

Day / Date : agust 7th 2023

Class : VII-A

Material : Descriptive Text

Theme : Descriptive Text

Teacher : assalamu'alaikum wr.wb

Student : wa'alaikum salam wr.wb

T : how are you everyone ?

S : I'm good

T : good? are you feeling good?

S : yes

T : okay. well, who is absent today ? is there any one ?

S : no one

T : that's good, alhamdulillah, so everyone is here?

S : yess

T : so, before we started our lesson now, please check your invorment, is there
    any rubish, and please put your book on the table, put your pen or pencil
    before to make sure you are already to start the lesson.

(student prepare their necessary)

T : okay, finished ? ready for lesson today?

S : yes, sudah pak

T : Well, before we start out lesson today please say basmallah together!

(*Bismillahirrohmanirrohim*)

T : Today, what is our lesson now ?

S : English

T : English okay, do you feel happy when you learned English students ?

S1 : yes,always,

S2 : sometimes,

S3 : feel happy pak

T : wow, why do you feel always happy when you learned english ?

S : emm.. because my favorit lesson.

T : wow, really your favorite lesson? , hmm... I'm not sure,

(the other students laugh)

T :why do you like it ?

S : it's fun

T : Okay, Fun !, so guys, if you feels difficult when you learned English, please, don't stop. Okay, leanrned day by day, learning by youtube, by watching movie, there a so many tools when you want learning English. Is there any feel difficult learned English ?

S : (silent)

T : who is still difficult ? (10)

S : no one

T : wow, that's great, okay, I gonna asked you about...hmm public place or par of bady ya, part of body aja ya, can you mention a part of body that you have? (11)Raised hand, please!...okay Rehan

S : everyone of course has an eye, two eyes, one nouse, and two ears, eyelashes lips and teeth.

T : nice, good job, that's the hard part enough. Okey, so why do we have to know the part of body that we have ?

S : hmmm (silent)

T : why we have to know, like this is eyes , nose?. Etc

S : migh be, untuk mengetahui karakteristik orang atau benda pak

T : okey, the specific characteristic, and then we can tell others from the spesific things, right . Well, is there any answer, why we should described someone?

S : because we have to get know of them.

T : good, beause we have to get know of them, for examples which one is Hakimi ,or which one is Einstain, which one is Oppenheimer, Nah. If we cannot describe someone, so we can not tell each other, it is like which a Einstein, Oppenhimer, tau kalian Oppenheimer siapa?

S : *fisikawan* might be..

T : yess, he is physicist, seorang ahli fisika ,Oppenheimer itu bapak nuklir, dia yang membuat bom nuklir pertama punya amerika, ada filmnya kan, bagus itu. Well, let's back to the material. Today we are going to learned about descriptive text. Hanam. Please read the sentences

(student reading of the text on screen)

T : okay, descriptive text it means that we can describe someone else, we can describe a person or a things, the purpose of describe and refille a partical person, place or things. Just like what we talk just now, then describe someone, we can tell others about onether abut someone else, and if we tell the other in sentences, or writing text we called descriptive text, until here, any question?(16)

S : Silen)

T : No? Belum ya. Okay next. Please, read definition language feature, Hanan.

(student reading of the text on screen)

T : okay good job, the language feature is we can tell about spesifict participant, migh be if you want to tell about Radit, please describe abaout Radit. Radit is tall, don't tell Radit is short. You have to be spesifict, so the use simple present tense are followed adjactive. Is there any remember what is adjective?

S : Silent

T : kata sifat ayoo?

S: strong, weak, clean and dirty.

T : yaa, the adjective like strong, weak, clean, like your class now, clean in the mornig, dirty in the afternoon. Okey, when we describe someone in many sentences if you feel difficult in writing of the paragraph, we can begin in describe the first is physical. Okay, like the eyes, is he/she have big eyes, small eyes, so, the second one is character, is he/she kind, is he/she friendly, charming, beautifull. And the third one is the job. The job is like status. The students the job now is...?

S : student

T : okay,Good. Next I'll show you the picture and let's try to described. Okay, who are they ? (20)

S : content creator, the familly, artis, influencer

T : okay, iyaa is there any one who want to try to described from the picture here?(21)...okey Ahmad

S : I gonna described Atta Halilintar.

T : okey, that's good, might be we tried from physical, Intan, please!

S : he has got a black straigh hair, he has got thin eyerbrows

T : that's good, he has black straigh hair and thin eyebrows, okey and the character ? okey, yaa..Arhan

S: (silent)

T : friendly ga?

S : he is friendly, he is kind

T : nice, he is friendly, kind, finish?..okey how about the job?

S : he is a youtuber,

T : yes.. he is a famous youtuber right, how many subscriber that he had?

S : twenty million

T : twenty million, wow, sudah bisa menghasilkan uang dari rumah ya..

S : iya pak

T : okey next. I have the example paragrapf about the artis. The first paragraph is identification, talking the indonesian artis, she is Nikita Purnama willy. She was born on twenty nine Junne nineteen and ninthy four in jakarta. This is ndentifiaction. Meanwhile description is that we learned main mapping before, like, Nikita Willy have brown eys and ect. Ada yang mau mencoba ? raished hand, please...yak Sasa

S: she is Nikita Wily

T : okey, let's described use our mapping the physical, character and the jobs.

S : the physical, she has straigh hair, brown eyes, the character like she is charming, she is beatifull, and the jobs she is famous actor

T : that's good your answer, Sasa. Any question here until here?(25)

S : not yet.

T : not yet ? Okey, so le's make a group with your friends, there three students in each groups. In every single group have a work sheet to write down the result.

After you discussion with your grups, on of the member of groups stand up, please, explainned what you had wrote on the sheet. Okay ?

S: yaa pak.

(all of students make a group quickly, then the teacher gived the paper for each group. Meanwhile the teacher move around to controling student)

T : is there any difficult for the task or unclear?

S: kalo hasil karya orang identification atau description pak?

T : attention please, temenmu ada yang belum paham, hasil karya sesorang masuknya ke apa kira-kira?

S : identification pak

T: that's good, masuk kategori identification, ayo dicermati lagi yaa, jangan sampe keliru

T : pay attention students, time is up, have you finished students ?(26)

S : sebentar pak, dikit lagi

T : okay, sambil menunggu yang kurang. Ayo third grup keliatannya sudahkan. Come on, stand up and explain about your had written, and other students listening and have to asked, okay?... okey, time is yours the third grup.

S: hello friends, I'm Hamdan from third grup. Today I'm want to described Kevin as students SMP Al-Firdaus. He like to wear t-shirt and short pants, he has got brown eyes, he use black glasses.....(student's presentation)

T : finished ?

S : sudah pak

T : okay, any body want to asked them?(27).. okey firts grups

S : what is special Kevin?

S : he is so fat

T : oww... the fat is special ? I don't think so.

(laugh together)

T : okay, that good job for the tird grups. Give a plus for them.

T : okay the first grup ?.. okey, time is yours

S : hello friends, I'm Sasa from firts grup. I'm gonna do explained about described some one. She is Ari, she is students from SMP Al-Firdaus, she was born elevent November two tousand nine, she is big fans anxity k-pop and she like traveling, she has brown clean dit eyes, she has tall, she has got thin lips. She is freindly and she is beautifull......(student presentation)

T : okay, finished students ?

S : sudah pak

T : okey, any want to give advise or aksed for this grup ? (28) yak...rizal

S : might be you put her hobby in indetifaction part not description part

T : okay, that's good Rizal, hampir saja kita terkecoh yaa. Okey lanjut mapping table the grup four

S : pak sudah habis jamnya, sudah bel

T : okey okey. Well today we have learned about descriptive text right ? still remember of pattern about the physical, character and job. Okey for close the meeting today let's say Hamdallah together

S: Alhamdulillahirobil'alamin

T : see you next week. Wassalamu'alaikum wr

Transcription Observation

Meeting   : II

Day / Date   :

Class   : VII-B

Material   : Descriptive Text

Teacher : assalamualaikum

Students : wa'alaikum salam

T   : good moorning student ?

S   : good morning

T   : how are you today ?

S   : I'm fine, and you ?

T   : I'm good thank you, well, who is absent today ? ada yang ga masuk hari ini ?

S   : no

T   : no one? Okay. Before we started our matarial today. Do you still remember about our meeting material last week ?

S   : yes!

T   : what is the material ?

S 2   : part of body

S 1   : Publik place

T   : okay,we try public place. can you mention public place arround us?

S   : hospital, Airpot, Cinema, Zoo

T   : iyaa hospital, airport, cinema ect. Why we should know these place ?

S   : silent

T   : what is benefit when we know these place, such as know hospital, airport. ?

S   : mmm...agar tau fungsinya..

T   : That's good. To know the function of place if we needed. Something like you sick, urgent conditon, yo have to go hospital. Right?, okay. let's continue our material today. Please look at picture here. Can you see clearly?

S   : yes

T   :okay. Do you know who is he ?

S   : He is Raffi Ahmad

T   : He is Raffi Ahmad and than what does he look like?

S   : Handsome, Slim, Good Locking

T   : that's good, after you look at the picture , do you now what will we learn for today?

S   : Silen)

T   : Can you gest what will we learn for today?

S   : Descriptive

T   : Very Good we will learn about descriptive Text. And than this is learning objective for today. The first you will analyse the social funcion, generic structer, and also language features about descriptive person and than for the next learning objective you will create and make descriptive teks you see main mapping and than you will present your descriptive teks in front of the classroom. Do you understand?

S   : Yes

T   : Okay very good. I'm going to show yo the video, please, focus and listen okay.

(the teacher played the material of video)

T   : okay, what is the point from the vidio students ?

S   : Yes

T   : what is the point ? Aldi

S   : the point is describes ciri-ciri ...umm..umm

T   : the describe characteristic ? ayo!

S   : (silent)

T   : okay, he has long hair?

S   : describe characteristic a people from part of body

T   : okay, describe characteristic a person from part of body. Next who is being discribe this vidio. The first is?

S   : Jors

T   : And the second?

S   : Jesicca

T   : Jesicca. Very good and what does Jors look like?

S   : Talls, Short black hair

T   : He has short black hair, good, and than he some time use glasses. And than what does Jesicca look like?

S   : Short and stylish

T   : Yes short, She is very stylish, Very Good give applause. Well, I will expline a little bit the devinition of descriptive teks. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveral a

particullar person, place or thing. And what is the social functionc ?. Social Functionc is to give information about person but by describing physical appearence, physical appearance means that you can see things, and also you can used adjective before things, like small eyes, long hair, personality, special characteristic. Then the Generic structure of descriptive text have two kind. The first is identifitation and the second description. In identifitation means two introduction of the a person, place, animals or object will be discribe. Identifitation means in general. And for the second description it discribe and explain more detail. Or example about personality, characteristic, and about physical appearance. Until here, any question students?

S   : No.

T   : Okay, I'll give you some a pictures. Please describe of the picture in sentences, if you feels difficult when you long sentences, we can begin in describe the first is physical, such as he/she have big eyes, small eyes, so, the second one is character, is he/she kind, is he/she friendly, charming, beautifull. And the third one is the job. The job is like status. Okay, who are they students ?

Ss   : Artis

T   : okay, any want to tried describes ? Nanda? Bebas pilih yang mana orangnya. Galuh !

S   : she is Agnes Monica, she have long hair

T   : okay, the charcter and status?

S   : she is friendly, the status she is singer

T   : that's good Nanda, is that easy right ?

S   : yess

T   : well, I have a some paragraph here. Please read Azka

(student read the paragraph)

T   : okay the paragraph is example identification, identification some person, right, is there any description in this paragraph?

S   : yess

T   : what kind a description ?

S   : brown eyes, long hair

T   : good brown eyes, long hair, keep remember description is spesific character. Okay, now please make a grup, each grup three students. I'll give you work sheet here, arrange your paragraph here. and also analysing some paragraph, so you have to divided where is description, where is identification, so after so finished all, please explained your the result in front of class. Did you get it ?

S   : yess

T   : okay, let's move arround to make a grup.

(all of students make a group , then the teacher gived the paper for each group then student carried on the task, and teacher move arround to checking by grups)

T   : hayoo ini baru description, yang identificationnya mana ?

S   : ini pak kalimat she used black glasses...

T   : hmm. I think is description, identification is general infomation. Ayo tambahkan dulu. Untuk yang lain becarefull to make paragraph here. Jangan ketuker description and identification ya.

T   : okay student attention please, time is up, have you finished ?

S   : no, not yet

T   : itu grup Nanda sepertinya sudah selesai, ayok sini maju explaind your friend sambil menunggu yang lain. Nanti gantian

S   : hello friend, I'm Nanda from five grup. I will described about Cinta Laura. Cinta Laura is smart, famous actris indonesia........(student presentation)

T   : okay, what do you think about the Nanda and friend performance ?

S   : (silent)

T   : what do you think students?

S   : good

T   : okay the performance is good enough, any want to give advise ? Aldo

S1   : why you choose Cinta Laura ?

S 2   : I think she very famous and smart girl

T   : okay that's good, give a plus for Nanda and friends. Okey next Azka's grup

S   : belum pak

T   : nggak papa, ayo sedapetnya.

S   : good morning, I'm Azka from group three, I will decribed about Agnes Monica. Agnes Monica is international singer. She has short hair, tall body...etc (student presentation)

T   : okay, that 's good. any want to aksed azka group ? ayo harus tanya, ilham

S1   : kenapa Agnes Monica bisa dikatan penyanyi international

S2   : because, the song until america, and she berkerya disana

T   : okey, That's good question and answer. So if you have masterpiece and this masterpiece acknowledge other countries. You can go international actris, singer or actor. Okay give apluse for third grups. Okay, yang mengelompokannya sudah belom?

S   : sudah pak

T   : okey, ayo di bahas yang mapping table in physical coloum, what is physic of sule ? where the grups described the sule ?

S   : he has long brown hair, oval face

T   : that's good, long hair, oval face. The character ?

S   : he kind, he funy

T   : okay, and the job ?

S   : he is pelawak

T   : ayo bahasa inggrisnya pelawak ?

S   : comedian

T   : that's good comedia, or actris. Okey next. Siapa yang dapet Cinta Laura ? raise hand... iya Ana please read your result

S   : in physical she has long black hair, she tall women, and the character she good women, she is smart, the job is actor.

T   : that's good your answer Ana. Until here any question?

S   : (silent)

T   : ada yang masih bingung tidak?

S   : tidak

T   : okay, I think enough for this meeting today becuase time is up. What we have studied today students ?

S   : descriptive text

T   : okay, other opinion ?

S   : physical, character and the job.

T   : that' good, ada lagi ?

S   : silent, crowded

T : identification and description, ayoo diperhatikan dulu. Apa tadi?

S : identification and description

T : okay, I think enough for today, for closed our meeting today by hamdallah together. Wassalamu'alaikum wr, wb.

Appendix 3

Checklist observation

Class   **: VIIA**

Material   **: Daily activity**

Meeting   **: 1**

No	Activity		Types Of Question			Teachers' Feedback						
			PQ	CQ	DQ	Cf	IF	RT	PR	SM	EX	CT
1	Opening	1. The teacher check condition student	√	-	-	√				√		
		2. The teacher control students' attendance	√	-	-							
		3. The teacher previous the last material	-	-	-							
2	Analysing	1. The teacher show the video ralated the topic		√		√		√				
		2. The teacher explained related the material daily acivity		√								
		3. The teacher discussion with students		√	√	√		√	√			
		4. The teacher check udnerstanding student to asks question.	√									
3	Organising	1. The teacher command students make a sentences about daily activity directly	-	-	-	-	-	-	-	-	-	-
4	Producting text	1. The teacher examaine the result writing of student based on rules		√			√	√				

No	Activity		Types Of Question			Teachers' Feedback						
			PQ	CQ	DQ	Cf	IF	RT	PR	SM	EX	CT
		2. The teacher asked question if there were difficult about the material	√			√						
5	Using language	1. The teacher asked a question about daily activity based on students' experience		√					√			√
		2. The teacher did drill repeating vocabulary	√			√						
6	Closed	1. Review the material that were study before	√	√					√	√		

Code	description		code	Description
1A	First meeting Class VII-A material Daily Activity		CF	Correct feedback
1B	First meeting Class VII-B material Daily Activity		IF	Incorrect feedback
2A	Second meeting Class VII-A material Descriptive Text		RT	Repeating
2B	Second meeting Class VII-B material Descriptive Text		PR	Praising
PC	Procedural Question		SM	Praising
CQ	Convergnet Question		EX	Expanding
DC	Divergent Question		CR	Crtizing

Checklist Observation

Class   :VII-B

Material   : Daily Activity

Meeting   : 1

No	Activity		Types Of Question			Teachers' Feedback						
			PQ	CQ	DQ	CF	IF	RT	PR	SM	EX	CR
1	Opening	1. The teacher check condition student	√	-	-	√						
		2. The teacher control students' attendance	√	-	-	√						
		3. The teacher previous the last material	-	-	-							
		4. The teacher prepare condition student to get already started study	-	√	-			√				
2	Analysing	1. The teacher showed the video about daily activity, then asked a question		√		√			√			
		2. The teacher explained related the material daily acivity		√				√				
		3. The teaher discussion with students		√	√	√						
		4. The teacher check udnerstanding student to asks question.	√			√						
3	Organising	1. The teacher command students make a sentences about daily activity directly	-	-	-	-	-	-	-	-	-	-

No	Activity		Types Of Question			Teachers' Feedback						
			PQ	CQ	DQ	CF	IF	RT	PR	SM	EX	CR
4	Producting text	1. The teachere examine the result writing of student based on rules		√		√			√			√
5	Using language	1. The teacher asked expressing about daily activity based on students' experience		√		√		√				
		2. The teacher did drill repeating vocablary	√									
		3. The techer encourage students to make sentences with different subject		√			√					
6	Closed	1. Review the material that were study before		√						√		√

Checklist observation

Class   : VII-A

Material   : Descriptive Text

Meeting   : 2

No	Activity			Types Of Question			Teachers' Feedback						
				PQ	CQ	DQ	CF	IF	RT	PR	SM	EX	CR
1	Opening		1. The teacher check condition student	√	-	-	√						
			2. The teacher check students' attendance	√	-	-	√						
			3. The teacher give advice and warming up to make relax condition and warming up	√	√	√			√				√
			4. The teacher previous the last material	-	√	-				√			
			5. The teacher prepare condition student to get already started study	-	√	√							
2	Analysing		1. The teacher showed the pictures to stimulate students	-	√	-			√				
			2. The teacher explained related the material how to make senteces accordance procedure.	-	√	-			√				
			3. The teaher discussion with students	-	√	√			√			√	

No		Activity	Types Of Question			Teachers' Feedback						
			PQ	CQ	DQ	CF	IF	RT	PR	SM	EX	CR
3	Organising	1. The teacher encourage student to discussion with other student by group	-	√	-	√	-	-	-	-	-	-
		2. The teacher move arround control students whether unclear assigment	√	-	-							
4	Producting text	1. The teachere tried to encourage student to make sentences	-	√		√						
		2. The teacher asked students whether student unclear or difficult	√					√				
5	Using language	1. The teacher give opportuity student so expressing and explanined the result assigmen	-	√					√			
		2. The teacher give opportunity other student give respond toward students' performance		√								√
		3. The teacher asked whether student finished for their task	√	-		√						
6	Closed	1. Review the material that were study before	-	-								

Checklist observation

Class   : VII-B

Material   : Descriptive Text

Meeting   : 2

No	Activity			Types Of Question			Teachers' Feedback						
				PQ	CQ	DQ	CF	IF	RT	PR	SM	EX	CR
1	Opening		1. The teacher check condition student	√	-	-							
			2. The teacher control students' attendance	√	-	-			√				
			3. The teacher previous the last material	-	√	√			√			√	
			4. The teacher prepare condition student to get already started study	-	-	-							
2	Analysing		1. The teacher showed the pictures to stimulate students.	√	√	-	√		√	√			
			2. The teacher explained related the material indetification, description	-	√	-			√				
			3. The teacher asks students to analysis paragraph.		√				√				
			4. The teacher discussion with students	-	√	-			√				
3	Organising		1. The teacher encourage student to discussion with other student by group	-	√	-	-	√	-	-	-	-	-
			2. The teacher examine the result	-	√	-							

No	Activity		Types Of Question			Teachers' Feedback						
			PQ	CQ	DQ	CF	IF	RT	PR	SM	EX	CR
4	Producting text	1. The teachere tried to encourage student to make sentences	-	√								
5	Using language	1. The teacher give opportuity student so expressing and explanined the result assigmen	-	√							√	
		2. The teacher encourage students to give response toward grup's performance.		√	√			√	√			
		3. The teacher asked whether student finished for their assigment		-								
6	Closed	1. Review the material that were study before	-	√								

Appendix 4

Unit Planner

Teacher(s)	Danang Catur Satrianto S.Pd, M.Pd	Subject gruop amd discipline	Language and literaure (English)		
Unit title	• Daily Activity	MYP year	G7	Unit Duration (hrs) : 100 minutes	IB Profile learners : Communicators **Asmahul Husna :** الْمُهَيْمِنُ (*Al Muhaimin)* The Protector *(Yang Maha Mengatur)* السَلَامُ (As-Salam) The Source of Peace (Yang Maha Memberi Kesejahteraan)

Inquiry : Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Comunicating	• Purpose • Self expression	Personal expressing of their habit

Statement of Inquiry
Discipline is a form of obeying existing rules, it involved dicipline time which make productiviy and respect toward the time is a form grateful for carried out activitity.

Inquiry question
Factual
Who is wake up before subuh ?
Consceptual
what are you doing in the morning ?
Debetable
Why you should breakfast before acitivity ?

Objective	Summative assessment	
Phases 1 **Criterion C** : Comunicating in response to spoken and/or written and/or visual text At the end of phase 4, student should be able to: i. respond appropriately to spoken and/or written and/or visual text ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. express ideas and feelings, and	Outline of summative assessment task(s) including as follows: **Task : Listening And Speaking** Listening video and explanation teacher about daily activity. Speaking the giving answer or response by teacher. clear pronounced at word or sentences **Writing** Write some sentences according intruction that were given.	Relationship summative assessment task(s) and statement of inquiry: In the begining of the unit student analysing and identify daily activity according dicipline time that were specified.

communicate information in simple and complex texts. iv. communicate with a sense of audience and purpose **Criterion D**: Using language in spoken and/or written form the end of phase 4, students should be able to: i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. ii. organize information and ideas into a structured text; use a wide range of cohesive devices iii. use language to suit the context.	**Grammar:** i. Simple Present Tense (subject + V+es/s + C) ii. Adverb of time, adverb of place.	

Approacher to learning (ATL) Skill			
Collaboration	**Communication**	**Self-manage**	**Tranfer**
Listen actively to other perspective and iedea aas well as encourage other to contribute.	Use a variety of speaking technique to communicate with variety audience.	Plan short and long term assignment.	Making connection between subject groups and diciplines.

content	Learning process
(One meeting) • Daily activity • Simple presentense • adverb	**Learning experinces and teaching strategies through inquiry** 1. Asking students to watch a video about daily activity 2. Give some question about habitual, for example "who is wake up before subuh?";"what are doing in the morning". 3. Explain the material about daily activity 4. Stimulute student involved interaction as long as teaching learning 5. Asking student to mention their acrivity ussualy done 6. Asking student to expressing or explanied what activity ussually done.
	Formative assessment 1. Student write some sentences according intruction and grammatical that were explaned by teacher 2. Student can correct and clear pronounce word when they said.
	Differentiation 1. Student mention example activity based own their experience 2. Students tell that what they have done ussually.
Resources	
Cambridge University Press 2010	

Unit Planner

Teacher(s)	Danang Catur Satrianto S.Pd, M.Pd	Subject gruop amd dicipline	Language and literaure (English)		
Unit title	• Described	**MYP year**	**G7**	**Unit Duration (hrs) :** 100 minutes	**IB Profile learners :** Communicators **Asmahul Husna :** الْرَحْمَنَ *(Ar Rahman)* The All Beneficent *(Yang Maha Pemurah)* الرَحِيْمِ *(Ar Rahim)* The most merciful *(Yang Maha Penyayang)*

Inquiry : Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Relationship	• Function • Model	Identities and relationships (identity formating)
Statement of Inquiry		
Something visualize relationship between the structure and function that shape human or places identity.		
Inquiry question		

Factual
Any body know who are they ?
Consceptual
What does he/she look like ?
Debetable
Why you have to know about this ?

Objective	Summative assessment	
Phases 1 **Criterion A** : Analysing in the material the picture that will be showed. At the main of phase 4 student should be able to : i. Analysing main point of pictures, build idea, visual representation or argumen ii. Explain and justify the need for point of information, idea **Criterion C** : Comunicating in response to spoken and/or written and/or visual text At the end of phase 4, student should be able to: i. respond appropriately to spoken and/or	Outline of summative assessment task(s) including as follows: **Task : Reading And Speaking** Reading the material that is showed by the teacher. read definition description and indetification Speaking the giving answer or response by teacher. clear pronounced at word or sentences **Writing** Write some sentences according intruction that were given. Correct grammar and punctuation **Grammar:** Language Features i. Simple Present Tense	Relationship summative assessment task(s) and statement of inquiry: In the begining of the unit student focus on explanation by teacher. then, the student make a grups to created senctences and explained the result in front of class.

written and/or visual text.	(subject + V+es/s + C)
ii. Comunicate information and idea in way that is appropriate for audience and purpose	ii. Action verb and adjective
iii. Demonstrate subject specifict content using description, explaining and example.	
Criterion D: Using language in spoken and/or written form the end of phase 4, students should be able to:	
i. use appropiate and varied vocabulary, sentences structure in the result achivement.	
ii. according procedure used correct grammar, syntax and punctuation	
iii. write and speak in an appropriate register and style.	

Approacher to learning (ATL) Skill			
Collaboration	**Communication**	**Organization**	**Tranfer**
Listen actively to other perspective and iedea aas well as encourage other to contribute.	Collborate with peers and expert using a variety of digital environment and media	Using appropiate strategies for organizing complex information.	Making connection between subject groups and diciplines.

content	Learning process
(One meeting) • Descriptive Text • Language Features	**Learning experinces and teaching strategies through inquiry** 1. Teacher warming up to stimulate student what will learning 2. Asking students to watch video about descriptive text. 3. Give some question about the described person, for example "any body know who are they?";"why you have to know about this ?". 4. The teacher xplain the material about descriptive text, generic structure. 5. Asking students to write according main mapping generic structure. 6. Stimulute student involved interaction as long as teaching learning. 7. Asking student make grup to do assigment. 8. Asking students to expressing and explained the result write. 9. Asking students to give response toward other student. 10. The teacher previous material that have studied.
	Formative assessment 1. Student write some paragraph according intruction and grammatical that were explaned by teacher 2. Presentation the result paragraph in front of class 3. Student can correct and clear used grammar and punctuation
	Differentiation 1. Student mention example activity based own their experience 2. Students explained based on the result paragraph
Resources	
Cambridge University Press 2010	