



# APPENDICES

## Appendix 1 Instruments of the study

### INSTRUMENT VALIDATION CHECK LIST

#### A. INSTRUMENT

The blueprint is used to observe the teaching and learning process of seventh grade students at SMP Negeri 4 Singaraja. This blueprint and the check list are used to observe the types of questions used by an English teacher who taught seventh grade students at SMP Negeri 4 Singaraja, the purposes of the questions, and the strategy used by the teacher in coping with non-responded questions. The original blueprint of the check list can be seen in table 1.

**Table 1. The Blueprint of Observation Sheet**

<b>Dimension</b>	<b>Description</b>
<b>Procedural</b>	A question that has something to do with classroom routine.
<b>Convergent</b>	A question that requires the students to recall the previous information
<b>Divergent</b>	A question that encourages students to give their opinion or judgment instead of recall the previous information.
<b>Closed</b>	A question that accepts one answer. It usually requires the students to recall the previous information.
<b>Open</b>	A question that accepts more than one answer in which the students are required to give reason based on experience, evidence, or data.
<b>Display</b>	A question in which the answer is already known by the teacher.
<b>Referential</b>	A question in which the answer is not known by the teacher in order to elicit new information from the students and also known as genuine question

<p><b>Purposes</b></p>	<p>The purpose of teacher's questions can be defined as the intention of the teacher in asking such questions such as to develop student's interest and curiosity, to get student's attention, to evaluate student's preparation and to check on homework, to develop student's critical thinking, to review and summarize previous lesson or subtopic, to assess student's achievement, to stimulate students to pursue knowledge on their own, to give students time to understand the material, to stimulate students in stating information, to check student's knowledge, to diagnose student's difficulty in learning process, and to motivate and attract students activeness.</p>
<p><b>Strategy</b></p>	<p>The adjustment or attempt that teacher does to simplify or elaborate the questions which are not responded by the students such as simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.</p>

**Description:**

The blueprint of the check lists contains nine dimensions. The dimensions are the types of questions namely procedural, convergent, divergent, closed, open, display, and referential questions. And the other two dimensions are purpose and strategy.

## **APPENDIX**

### **Check List**

#### **(Types of Questions, Purposes, and Strategy to Cope with Non-Responded Questions)**

##### **Theory**

Question is a sentence which has interrogative form and function. In classroom context, question is defined as instructional cues or stimuli that help teacher to convey the content of lesson that need to be learnt and direction on what should the students do and how the students do it (Cotton, 2001). Meanwhile Tsui (as cited in Meng, Zhao, and Chattouphonexay, 2012) states that teacher questions are all types and structures of utterances classified, either syntactically or functionally, as questions asked by teacher before, during, and after instruction.

There are several types of teachers' questions that have been classified by experts. Richards and Lockhart (as cited in Hamiloğlu & Temiz, 2012) state that there are three types of questions namely procedural, convergent, and divergent questions. Procedural questions are questions that have to do with class procedures and routines and class management. Examples of these questions are like "Can you see the picture on the board?". Convergent questions are questions whose answers are similar between students or in other words the answer focuses on the center of the topic. The answer is usually 'yes or no' or a short statement. Questions usually do not require students to think at a higher level of thinking, but only to remember previous information. For example, "What kind of animal has a long trunk?". Divergent questions are questions that encourage students to provide information to them to remember previous information. The answers to divergent questions are longer than answers to convergent questions. Examples of questions like this are like "What do you think about Bob?".

In addition, Kao and Weng (2012) state that there are two types of questions that are based on the nature of the interaction, namely referential questions and display questions. Referential questions or also called original questions aim to obtain information unknown to the recipient. In the teaching and learning process, the teacher asks reference questions to get student answers based on opinions, judgments, and real life experiences where their function is to fill the information gap. Examples of these questions are like "What did you do yesterday?". Display questions or also called pseudo are questions whose answers are known by the teacher. "What is bag in Bahasa Indonesia?" This is used to check student's knowledge or to recall previous knowledge or information.

Meanwhile Tsui (as quoted in Yang, 2010) states that there are two types of questions namely open and closed questions. open questions bring students reasoning based on student experience or assessment Examples of questions like this are like “What do you think about the characters of the deer?”, while closed questions only receive one answer Examples of questions like this are like “Where did the deer go?”.

This study uses the theory by Cotton (2001) and Padmadewi (2017) to analyze data regarding the purpose of questions used by English teachers. Some of the points of the questions by the two experts are simplified based on their similarities. Overall, there is the twelfth objective used to analyze data to develop student’s interests and curiosity, to get student attention, to evaluate student preparation and check homework, to develop student’s critical thinking, to review and summarize previous lessons or subtopics, to assess student achievement, to stimulate students to pursue their own knowledge, gives students time to understand the material, to stimulate students to state information, to check student knowledge, diagnose student difficulties in the learning process, and to motivate and attract student activity.

Strategy is also known as modification techniques which can be defined as adjustment or attempt teachers employ to simplify or elaborate the original questions addressed to students when the questions fail to receive a response (Jansem, as cited in Meng, Zhao, and Chattouphonexay, 2012). According to Meng, Zhao, and Chattouphonexay (2012), there are several strategies to cope with non responded questions namely simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.

Based on statements above, the teacher’s questions are interrogative sentence which require an answer in order to get information and ended by question mark. There are seven types of questions open, closed, namely procedural, convergent, divergent, display, and referential questions. Teacher’s questions can serve several purposes such to develop student’s interests and curiosity, to get student attention, to evaluate student preparation and check homework, to develop student’s critical thinking, to review and summarize previous lessons or subtopics, to assess student achievement, to stimulate students to pursue their own knowledge, gives students time to understand the material, to stimulate students to state information, to check student knowledge, diagnose student difficulties in the learning process, and to motivate and attract student activity. Strategy is defined as the adjustment or attempt that teacher does to simplify or elaborate the questions which are not responded by the students such as simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.

## Blue print

<b>Dimension</b>	<b>Description</b>
<b>Procedural</b>	A question that has something to do with classroom routine.
<b>Convergent</b>	A question that requires the students to recall the previous information
<b>Divergent</b>	A question that encourages students to give their opinion or judgment instead of recall the previous information.
<b>Closed</b>	A question that accepts one answer. It usually requires the students to recall the previous information.
<b>Open</b>	A question that accepts more than one answer in which the students are required to give reason based on experience, evidence, or data.
<b>Display</b>	A question in which the answer is already known by the teacher.
<b>Referential</b>	A question in which the answer is not known by the teacher in order to elicit new information from the students and also known as genuine question
<b>Purposes</b>	The purpose of teacher's questions can be defined as the intention of the teacher in asking questions such as to develop student's interest and curiosity, to get student's attention, to evaluate student's preparation and to check on homework, to develop student's critical thinking, to review and summarize previous lesson or subtopic, to assess student's achievement, to stimulate students to pursue knowledge on their own, to give students time to understand the material, to stimulate students in stating information, to check student's knowledge, to diagnose student's difficulty in learning process, and to motivate and attract students activeness.

<b>Strategy</b>	The adjustment or attempt that teacher does to simplify or elaborate the questions which are not responded by the students such as simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.
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### Check List

No	Time	Questions	Types								Purposes	R	N-R	Strategy
			p	cr	dv	cl	o	Ds	r					

**Note:**

**p → procedural**

**cr → convergent**

**dv → divergent**

**cl → closed**

**o → open**

**ds → display**

**r → referential**

**R → responded**

**N-R → non-responded**



### Expert Judge Response Sheet

Instrument : Checklist

Expert's name : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

No	Name of Dimension	Decision		Suggestion
		Relevant	Irrelevant	
1	Procedural	✓		
2	Convergent	✓		
3	Divergent	✓		
4	Closed	✓		
5	Open	✓		
6	Display	✓		
7	Referential	✓		
8	Purpose	✓		
9	Strategy	✓		

Singaraja,  
Expert's name



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

NIP. 197609022000031001



### Expert Judge Response Sheet

Instrument : Checklist

Expert's name : I Wayan Swandana, S.S., M.Hum.

No	Name of Dimension	Decision		Suggestion
		Relevant	Irrelevant	
1	Procedural	✓		
2	Convergent	✓		
3	Divergent	✓		
4	Closed	✓		
5	Open	✓		
6	Display	✓		
7	Referential	✓		
8	Purpose	✓		
9	Strategy	✓		

Singaraja.  
Expert's name



I Wayan Swandana, S.S., M.Hum.

NIP. 198411182015041002

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## INSTRUMENT VALIDATION

### INTERVIEW GUIDE

#### A. ORIGINAL INSTRUMENT

The blueprint is for interviewing an English teacher who taught seventh grade students at SMP Negeri 4 Singaraja. This blueprint and the interview guide are used to get information about the purposes of questions used by an English teacher who taught seventh grade students at SMP Negeri 4 Singaraja, the strategy used by the teacher in coping with non-responded questions and how students respond to teacher questions. The original blueprint of the interview guide can be seen in table 1.

*Table 1. The Blueprint of Observation Sheet*

<b>Dimension</b>	<b>Description</b>	<b>Number of Items</b>
<b>Purposes</b>	The purpose of teacher's questions can be defined as the intention of the teacher in asking such questions such as to develop student's interest and curiosity, to get student's attention, to evaluate student's preparation and to check on homework, to develop student's critical thinking, to review and summarize previous lesson or subtopic, to assess student's achievement, to stimulate students to pursue knowledge on their own, to give students time to understand the material, to stimulate students in stating information, to check student's knowledge, to diagnose student's difficulty in learning process, and to motivate and attract students activeness.	1-4

<p><b>Strategy</b></p>	<p>The adjustment or attempt that teacher does to simplify or elaborate the questions which are not responded by the students such as simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.</p>	<p>5-6</p>
<p><b>Students Response</b></p>	<p>Types of student's responses into two types, Verbal responses and Non-verbal responses. The purpose of student interviews is to find out how the teacher asks questions in the students opinion, how students feel when asked questions by the teacher, know whether students understand each question asked by the teacher, the reasons why students not respond to the teacher's questions, how the effect on students when teachers often ask questions.</p>	<p>7-12</p>

**Description:**

The blueprint of the observation sheet contains three dimensions. The dimensions are purposes of the questions asked by the teacher in which it has four items, strategy used by the teacher to cope with non- responded questions in which it has two items and how students respond to teacher questions in which it has six items.

## **APPENDIX**

### **Interview Guide**

#### **(Purposes of Questions, Strategy to Cope with Non-Responded Questions and Student's Responses)**

##### **Theory**

In the classroom, teacher's questions have several purposes such as to develop student's interest and to motivate students to become actively involved in the lesson, to evaluate student's preparation and to check on homework, to develop student's critical thinking, to review and summarize previous lessons or subtopic of the lesson, to assess achievement of instructional goals and objectives of the lesson, and to stimulate students to pursue knowledge on their own (Cotton, 2001). Meanwhile Padmadewi, Artini, and Agustini (2017:102) state that teacher's questions have several purposes namely to develop student's interest and curiosity towards the topic of the lesson, to get student's attention toward the topic of the lesson, to diagnose student's difficulty, to attract student's activeness, to give students time to understand the material, to stimulate students in stating information, to check student's knowledge, and to measure students achievement in learning process.

Strategy is also known as modification techniques which can be defined as adjustment or attempt teachers employ to simplify or elaborate the original questions addressed to students when the questions fail to receive a response (Jansem, as cited in Meng, Zhao, and Chattouphonexay, 2012). According to Meng, Zhao, and Chattouphonexay (2012), there are several strategies to cope with non responded questions namely simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.

According to Wu (1993) and Lorsch (2003) (as cited in Zaenudin, 2015), who classifies types of student's responses into two types, Verbal responses refer to the answers to teacher questions provided by students in the form of words, simple sentence, or complex sentence. Non-verbal responses refer to responses given by students in the form of gesture or body language, such as nodding, shaking. the purpose of student interviews is to find out how the teacher asks questions in the students opinion, how students feel when asked questions by the teacher, know whether students understand each question asked by the teacher, the reasons why students not respond to the teacher's questions, how the effect on students when teachers often ask questions.

Based on statements above, the purpose of teacher's questions can be defined as the intention of the teacher in asking questions such as to develop student's interest and curiosity, to get student's attention, to evaluate student's preparation and to check on homework, to develop student's critical thinking, to review and summarize previous lesson or subtopic, to assess student's achievement, to stimulate students to pursue knowledge on their own, to give students time to understand the material, to stimulate students in stating information, to check student's knowledge, to diagnose student's difficulty in learning process, and to motivate and attract students activeness. And strategy is defined as the adjustment or attempt that teacher does to simplify or elaborate the questions which are not responded by the students such as simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.



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## Blue print

<b>Dimension</b>	<b>Description</b>	<b>Number of Items</b>
<b>Purposes</b>	The purpose of teacher's questions can be defined as the intention of the teacher in asking questions such as to develop student's interest and curiosity, to get student's attention, to evaluate student's preparation and to check on homework, to develop student's critical thinking, to review and summarize previous lesson or subtopic, to assess student's achievement, to stimulate students to pursue knowledge on their own, to give students time to understand the material, to stimulate students in stating information, to check student's knowledge, to diagnose student's difficulty in learning process, and to motivate and attract students activeness.	1-4
<b>Strategy</b>	The adjustment or attempt that teacher does to simplify or elaborate the questions which are not responded by the students such as simplifying the questions, repeating the questions, employing additional questions, giving longer wait time, helping with body language, and explaining, exemplifying, or answering.	5-6
<b>Response Students</b>	Types of student's responses into two types, Verbal responses and Non-verbal responses. The purpose of student interviews is to find out how the teacher asks questions in the students opinion, how students feel when asked questions by the teacher, know whether students understand each question asked by the teacher, the reasons why students not respond to the teacher's questions, how the effect on students when teachers often ask questions.	7-12

## **1. Interview Guide (Teacher)**

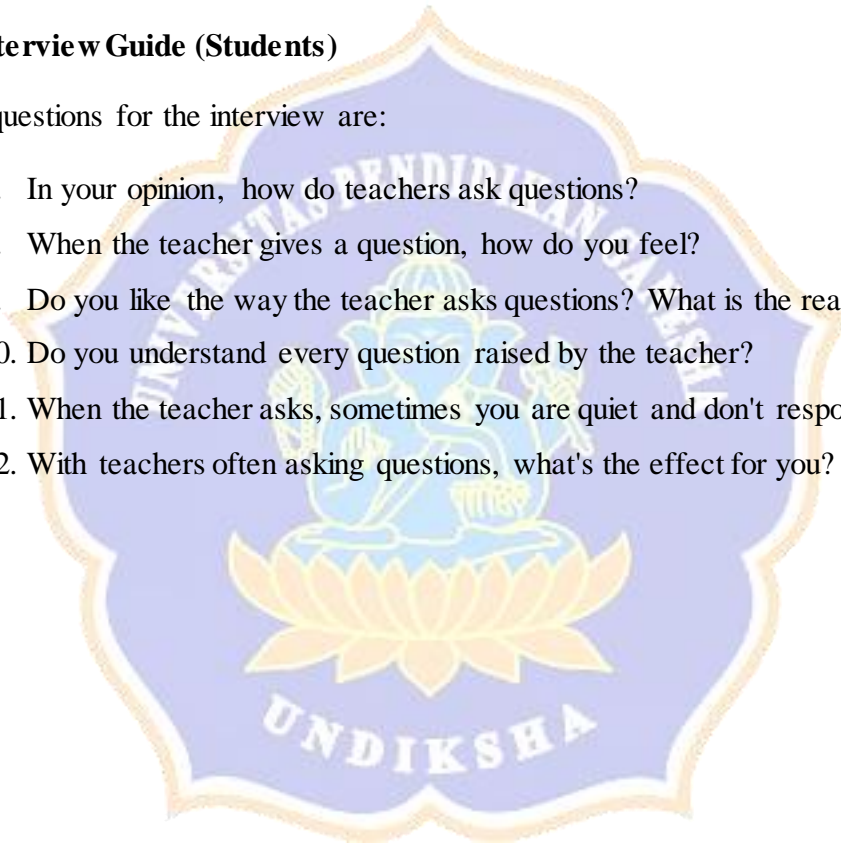
The questions for the interview are:

1. What is the purpose of the question?
2. Do you think the question has already been effective to achieve the purpose that you want to convey?
3. Why do you think the question has already been effective?
4. How do you know the question is effective?
5. How do you cope with non-responded question?
6. Do you think the strategy has already been effective?

## **2. Interview Guide (Students)**

The questions for the interview are:

7. In your opinion, how do teachers ask questions?
8. When the teacher gives a question, how do you feel?
9. Do you like the way the teacher asks questions? What is the reason?
10. Do you understand every question raised by the teacher?
11. When the teacher asks, sometimes you are quiet and don't respond, why?
12. With teachers often asking questions, what's the effect for you?





Expert Judge Response Sheet

Instrument : Interview Guide

Expert's name : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Name of Dimension	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		

Singaraja  
Expert's name



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

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Expert Judge Response Sheet

Instrument : Interview Guide

Expert's name : I Wayan Swandana, S.S., M.Hum.

Name of Dimension	Decision		Suggestion
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		

Singaraja  
Expert's name



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NIP. 198411182015041002

## REFERENCES

- Cotton, K. (2001). *Classroom Questioning*. School Improvement Research Series SIRS, Northwest Regional Educational Laboratory. Retrieved in December 10<sup>th</sup>, 2019 from [http://educationnorthwest.org/sites/default/files/ClassroomQuestioning.p df](http://educationnorthwest.org/sites/default/files/ClassroomQuestioning.pdf)
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## Appendix 2 Syllabus for Seventh Grade Students of Junior High School

Mata pelajaran : Bahasa Inggris  
 Kelas/semester : VII/2  
 Satuan pendidikan :SMP/ MTs

### Kompetensi Inti:

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan dalam ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran
<p>3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya (perhatikan unsur kebahasaan <i>be, adjective</i>)</p> <p>4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>My mother is beautiful and wise</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Mengamati penggunaan kata sifat</li> <li>• Mengamati tentang kata sifat yang digunakan untuk membicarakan ciri-ciri manusia, binatang, dan benda</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Merumuskan pertanyaan tentang penggunaan kata sifat mengenai ciri-ciri manusia</li> <li>• Merumuskan pertanyaan tentang penggunaan kata sifat mengenai ciri-ciri binatang</li> <li>• Merumuskan pertanyaan tentang penggunaan kata sifat mengenai ciri-ciri benda</li> </ul> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>• Mengumpulkan informasi tentang penggunaan kata sifat mengenai ciri-ciri manusia</li> <li>• Mengumpulkan informasi tentang penggunaan kata sifat mengenai ciri-ciri binatang</li> <li>• Mengumpulkan informasi tentang penggunaan kata sifat mengenai ciri-ciri benda</li> </ul>

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran
		<p><b>Menalar/Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Menganalisis penggunaan kata sifat yang tepat mengenai ciri-ciri manusia</li> <li>• Menganalisis tentang penggunaan kata sifat yang tepat untuk menggambarkan ciri-ciri binatang</li> <li>• Menganalisis tentang penggunaan kata sifat yang tepat untuk menggambarkan ciri-ciri binatang</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Mempraktikan dialog yang berisi bermacam-macam kata sifat untuk menunjukkan ciri-ciri manusia, binatang, dan hewan</li> <li>• Membuat sebuah dialog mengenai ciri-ciri manusia, binatang, dan benda menggunakan kata sifat</li> <li>• Menulis sebuah teks mengenai ciri-ciri manusia, binatang dan benda menggunakan kata sifat.</li> </ul>



### Appendix 3 Video Transcription of the Observation

#### Video Transcription (Observation 1)

Date : January, 16<sup>th</sup>, 2020

Class : VII B9

Time : 3-4 (14.10-15.10)

Topic : My Mother Is Beautiful and Wise

TIME	T / S	Question/Response
00.10	S	Good afternoon my teacher
00.12	T	Good afternoon, how are you?
00.14	S	I'm fine, thankyou. And you?
00.20	T	I'm fine too, sit down. Perhatikan ada beberapa vocabulary disana tentang Adjective for people ada fat, thin, tall, short, old, young, and handsome.
00.35	T	Bisa tolong hapus tulisan di papannya? ( <i>Could you please clean up the blackboard?</i> )
00.39	S	Okay Ms
00.42	T	Sudah di pelajari bukunya? ( <i>Have you studies your book?</i> )
00.45	S	Belum ( <i>not yet</i> )
00.47	T	Sudah bawa kamus? ( <i>do you bring your dictionary?</i> )
00.48	S	Belum ( <i>no yet</i> )
00.52	T	Siapa yang tidak bawa kamus? ( <i>Who does not bring the dictionary?</i> )
00.55	S	Saya bu ( <i>I am Ms</i> )
01.43	T	Apa saja yang kalian ketahui tentang adjective for people? ( <i>What do you know about adjective for people ?</i> )
01.45	S	Fat, handsome, beautiful, young, old.
02.55	T	Any other?
02.59	S	Tall
03.28	T	Lawan kata Stupid? ( <i>The opposite of stupid is?</i> )
03.30	S	Clever
04.40	T	What the meaning of fat?
04.45	S	Fat itu gemuk ( <i>fat is 'gemuk'</i> )
04.54	T	What the meaning of handsome ?
04.56	S	Ganteng
05.00	T	What the meaning of the bad? (Help with body language)
05.10	S	Bodoh, jelek
05.11	T	What the meaning of young ?
05.13	S	Muda, Cantik
05.40	T	What the meaning of tall ? (Help with body language)
05.45	S	Tinggi
06.15	T	What the meaning of small?
06.20	S	Small apa smile bu? ( <i>small or smile ms?</i> )

TIME	T / S	Question/Response
06.21	T	Small beda dengan smile. Kalau small itu kecil dan smile itu senyum. ( <i>Small is different with smile .If small is 'kecil' and smile is 'senyum'</i> )
06.30	S	Kalau di buku, Small itu termasuk bagian apa? ( <i>If in a book , small it is in the category of what ?</i> )
07.06	T	Bagian dari adjective for animal. Siapa yang bisa tuliskan adjective for animal yang lain? ( <i>Category of the adjective for animal. Who can write example adjective for animal?</i> )
07.30	S	Saya bu ( <i>I am Ms 'write the answers on the board'</i> )
07.35	T	Apa yang kamu tuliskan itu di papan? ( <i>What did you write that on the board?</i> )
07.45	S	Wide
07.58	T	Apa itu wide? ( <i>What is 'wide'?</i> )
07.58	S	( <i>The students did not response</i> )
08.00	T	Wide itu kata sifat untuk benda. ( <i>Wide is an adjective for things.</i> )
08.08	T	Sekarang kita bahas adjective for animal. Siapa yang tahu contohnya? ( <i>Now we discuss adjective for animal. Who knows the example?</i> )
08.20	S	Cat
08.23	T	Apa maksudnya cat? ( <i>What meaning of cat?</i> )
08.30	S	Kucing ( <i>cat</i> )
09.18	T	Maksudnya sdjective for animalnya. Siapa yang bisa tuliskan contohnya di depan? ( <i>I mean adjective for the animal. Who can write an example in front?</i> )
09.40	S	Saya bu. ( <i>I am ma'am</i> ) (The student wrote 'big' on the whiteboard)
10.28	T	Ada contoh yang lainnya dari Adjective for animal? ( <i>There are examples others from adjective for animal ?</i> )
10.40	S	Saya bu. (Menulis fluffy) ( <i>I am ma'am</i> ) (The student wrote 'fluffy' on the whiteboard)
10.47	T	Ada contoh lainnya dari Adjective for animal? ( <i>There are examples others from adjective for animal ?</i> )
11.00	S	Saya bu. (Menulis wild) ( <i>I am ma'am</i> ) (The student wrote 'wild' on the whiteboard)
11.15	T	Siapa lagi yang mau maju? ( <i>who wants to come in front?</i> )
11.45	S	Saya bu (Menulis beautiful) ( <i>I am ma'am</i> ) (The student wrote 'beautiful' on the whiteboard)
11.53	T	Selanjutnya kita bahas adjective for thing ( <i>next, we discuss about adjective for thing</i> )

TIME	T / S	Question/Response
12.00	S	Big
12.30	T	Salah. Yang lain? ( <i>incorrect. Who can?</i> )
12.33	S	Narrow
12.40	T	Ok. Ada contoh yang lain? ( <i>Okay. There are examples others from adjective for thing ?</i> )
13.00	S	Smooth, Wide
13.02	T	Apa artinya wide? ( <i>what the meaning of 'wide'</i> )
13.10	S	Pemandangan ( <i>Scenery</i> )
13.24	T	Wide is?
13.25	S	Buas
13.29	T	Ada contoh yang lain? ( <i>another example?</i> )
13.32	S	Long/short.
13.29	T	Apa artinya long? ( <i>what the meaning of 'long'</i> )
13.30	S	Panjang
13.31	T	Apa artinya short? ( <i>what the meaning of 'short'</i> )
13.33	S	Pendek
13.40	T	What is smooth? ( <i>what the meaning of 'smooth'</i> )
13.45	S	Batu, Krikil ( <i>stone, gravel</i> )
13.57	T	Smooth itu lembut, dan apa itu shiny? ( <i>Smooth is 'lembut', and what is 'shiny'?</i> )
14.00	S	Berlian ( <i>diamond</i> )
14.09	T	No. What the meaning of shiny?
14.49	T	Kalau berlian itu bagaimana dia? ( <i>how is a diamond?</i> )
14.59	T	Kalau matahari kan bersinar, apa yang mendekati kata bersinar? ( <i>If the sun is 'bersinar', what a similar word of 'bersinar'?</i> )
15.10	T	Shiny itu berkilau atau glowing
15.18	T	Sudah ya. Ada pertanyaan? Any question? No question?
15.30	S	No
15.33	T	Jadi bisa dilanjutkan ya? ( <i>can we continue the discussion?</i> )
15.34	S	Bisa ( <i>Yes</i> )
15.35	T	Adjective has three forms. Lets have a look at the examples below. Positive: ready, magnificent, bad, tiny, famous, clever, high, diligent, sturdy, and strong
21.15	T	Apa arti dari kata-kata yang ibu tuliskan di papan? ( <i>What does it mean of words i write on the board ?</i> )
21.18	T	Apa artinya Ready? ( <i>What the meaning of 'ready'?</i> )



TIME	T / S	Question/Response
21.19	S	Siap
21.30	T	Kalau reader apa artinya? <i>(What the meaning of 'reader?')</i>
21.33	T	Reader adalah yang paling siap
21.45	T	Semuanya sudah ada di buku. Oke lanjut sekarang Task 1 pada buku <i>(All information in the books. Okay, now task 1 on the book)</i>
21.55	T	Read the task below and answer the following question about it!
22.01	T	Disana ada cerita Yasintha Agustina Putri <i>(There is a story Yasintha Agustina Putri)</i>
22.09	T	What is the text about?
22.10	T	Judul teks diatas apa?
22.15	T	Who is Mrs. Linda Astari?
22. 17	T	Pertanyaan kedua, siapakah Mrs Linda Astari?
22. 20	T	How is her physical appearance?
22. 25	T	How is her personality?
22.30	T	What does she like to do?
22.35	T	Kalian menjawab pertanyaan tersebut dengan membaca Taks 1, jawabannya catat dibuku latihan <i>(You can answer this questions by reading Task 1, the answer can you write in a exercise book)</i>
22.50	S	Halaman berapa bu? <i>(Which page, ma'am?)</i>
22.51	T	Halaman 9, Page Nine
23.14	S	Soalnya di buat bu?
23.15	T	Tidak <i>(No)</i>
24.35	T	Ibu kasi waktu 15 menit. Bisa selesai 15 menit? <i>(I'll give you 15 minutes. Can it be finished in 15 minutes?)</i>
30.20	S	Apa artinya how is her physical appearance? <i>(What the meaning of 'how is her physical appearance' ?</i>
30.24	T	How is her physical appearance artinya bagaimana penampilan pisiknya. Mengacu pada cerita pada taks satu, jelaskan bagaimana penampilan pisiknya. Maksudnya hidungnya bagaimana, rambutnya bagaimana.
30.50	S	Seperti ciri-cirinya? <i>(As like the characteristics?)</i>
30.51	T	Iya <i>(Yes)</i>
34.40	T	Siapa yang bisa menjawab dan menuliskan jawaban di papan ? <i>(Who that can answer and wrote on whiteboard )</i>
34.41	S	Saya bu. (Menulis jawaban di papan) <i>(I'm Ms. (The student then wrote the answer on the whiteboard))</i>
36.18	T	Siapa bisa menjawab nomor 2? <i>(Who can answer number 2?)</i>
36.19	S	Saya bu. (Menulis jawaban di papan) <i>(I'm Ms. (The student then wrote the answer on the whiteboard))</i>
39.00	T	Siapa yang bisa menjawab nomor 3? <i>(Who can answer number 3?)</i>

TIME	T / S	Question/Response
39.02	S	Saya bu. (Menulis jawaban di papan) <i>(I'm Ms. (The student then wrote the answer on the whiteboard))</i>
39.20	T	Siapa yang mau menjawab nomor 4? <i>(Who wants to answer number 4?)</i>
39.22	S	Saya bu. (Menulis jawaban di papan) <i>(I'm Ms. (The student then wrote the answer on the whiteboard))</i>
39.51	T	Siapa yang mau menjawab nomor 5 hanya itu yang belum dijawab? <i>(Who wants to answer number 5 only that hasn't been answered?)</i>
40. 26	T	Sekarang kita bahas. Nomor 1 what is the text about? <i>(Now we discuss together. Number 1, what is the text about)</i>
40.30	T	Atau tentang apa teks di atas? <i>(Or what is the text about?)</i>
41. 28	T	Is about Yasintha's mother.
43.48	T	Number 2, Who is Mrs. Linda Astari?
43.50	S	She is Yasintha's mother.
45.45	T	Number 3, How is her physical appearance?
45. 50	T	Maksudnya adalah bagaimana matanya, rambut, kulitnya dan bagaimana penampilannya. Ada yang bisa tidak? <i>(The meaning is how his eyes, hair, skin and how she looks. Can anyone answer?)</i>
46.13	T	She is beautiful and has a pointed nose, beautiful eyes, and light skin
46.35	T	Number 4, How is her personality?
46.40	T	She is wise and active mother
47.08	T	Number 5, what does she like to do ?
48.02	S	She like cooking
48.09	T	The answer of number 5 is very good
48.12	S	Horeeeee....
48.23	T	Next, Taks 2. Talk about the characteristics of each animal below verbally! One until five
48.35	T	Maksudnya bagaimana karakteristiknya wild or tame animal. Buas apa jinak? <i>(The meaning is how the characteristic. wild or tame?)</i>
49.00	T	What the characteristics of number one?
49.10	S	Saya bu, wild <i>(I'm Ms, 'wild')</i>
49.15	T	Binatang apa itu? <i>(What animal is that?)</i>
49.20	T	What is the name of this animal?
49.29	S	Macan <i>(Tiger)</i>
49.30	T	Macan , Apa bahasa inggrisnya? <i>(Macan, what in english?)</i>
49.32	S	Tiger
49.42	T	Bagaimana sifatnya? <i>(what the characteristic?)</i>
49.48	S	Buas atau white (Menulis di papan) <i>(Buas or white. (The student then wrote the answer on the whiteboard))</i>
50. 12	T	Is that correct?
50.24	S	False

TIME	T / S	Question/Response
50.25	T	Yes it that false
50.28	T	Yang benar adalah wild ( <i>The right answer is wild</i> )
52.24	T	Siapa yang bisa menebak gambar nomor 2? ( <i>Who can guess the picture number 2?</i> )
52.30	S	Saya bu (Menulis di papan) ( <i>I'm Ms. (The student then wrote the answer on the whiteboard)</i> )
53.00	T	Siapa yang bisa jawab nomor 3? ( <i>Who can answer number 3?</i> )
53.10	S	Saya bu (Menulis di papan) ( <i>I'm Ms. (The student then wrote the answer on the whiteboard)</i> )
53.13	T	Siapa yang bisa nomor 4? ( <i>Who can answer number 4?</i> )
53.45	S	Saya bu (Menulis di papan) ( <i>I'm Ms. (The student then wrote the answer on the whiteboard)</i> )
54.00	T	Bagaimana dengan nomor 5? ( <i>how about number 5?</i> )
54.02	S	Saya bu (Menulis di papan) ( <i>I'm Ms. (The student then wrote the answer on the whiteboard)</i> )
54.59	T	Itu yang dibelakang. What is your name? ( <i>That's the one behind. What is your name?</i> )
55.20	S	Saya nggak bisa jawab bu. ( <i>I can't answer, Ms.</i> )
56.30	T	Sudah ya, nanti selanjutnya sebagai Pr di rumah, dan bagian kedua yang find and write ten other adjectives you can use to talk about the characteristic of people, animals, and thing.
57.32	T	Coba temukan 10 karakter hewan, manusia, dan benda yang seperti tabel di bawah. ( <i>Try to find 10 animal, human, and object characters like the table below</i> )
57.44	S	Pakai bahasa Inggris bu ya? ( <i>Use English, right?</i> )
57.47	T	Iya pakai bahasa Inggris ( <i>yes, use English</i> )
57.55	T	Sekarang kita dengarkan musik ya, dengarkan aja dulu ya. Jangan ribut bagaimana caranya mendengarkan musik. ( <i>Now we listen to music yes , listen to does it first yes .Do not be noisy how to listen to music</i> )
58.36	T	Judul lagunya how are you today ( <i>The name of the song is how are you today</i> )
59.19	T	Karena sudah bel istirahat, Ibu cukupkan sampai di sini.
60.00	S	Stand Up. Paramasanthi please Om Shanti Shanti Shanti Om

## Video Transcription (Observation 2)

Date : January, 21<sup>st</sup>, 2020

Class : VII B5

Time : 1-2 (13.00-14.00)

Topic : My Mother Is Beautiful and Wise

TIME	T / S	Question/Response
00.15	S	Stand Up, Panganjali Please, Om Swastyastu Greeting Good afternoon my teacher
00.20	T	Good afternoon, how are you today?
00.23	S	Im fine thankyou. And you?
00.30	T	Im fine too thankyou
00.34	S	Thankyou
01.25	T	Berapa siswa yang absen hari ini? <i>(How many students are absent today?)</i>
01.27	S	6 orang sudah ada suratnya di meja. <i>(6 students, the letter is already on the table)</i>
04.49	T	Kita lanjut ya, kan ada tugas ya? <i>(Well, do you have any homework?)</i>
04.51	S	Iya ada bu <i>(yes Ms)</i>
04.59	T	Sudah dikerjakan? <i>(Have you done your homework?)</i>
05.00	S	Sudah <i>(already)</i>
05.05	T	Siapa yang belum? <i>(Who hasn't?)</i>
05.30	T	Taks 1 Yashinta Agustina Putri, right?
05.32	S	Ya bu. <i>(Yes Ms)</i>
05.33	T	Siapa yang bisa menjawab nomor satu? <i>(Who can answer number one?)</i>
05.37	T	What the text about?
05.38	S	Bukan itu PR nya Bu. Tetapi mencari kata – kata sulit pada tabel halaman 9. <i>(That's not the homework Ms. But searching for difficult words in table 9.)</i>
05.41	T	Siapa yang tidak buat PR? <i>(Who doesn't do homework?)</i>
07.40	T	Ya kita lanjutkan, yang tidak membuat PR biarkan mereka.
08.06	T	Nomor 1, apa artinya? <i>(Number 1, what does it mean?)</i>
08.10	S	Ready artinya siap
08.30	T	Ready adalah bentuk positive. Kalo bentuk comparative? <i>(Ready is a positive form. The comparative form is?)</i>
08.42	T	Readier, apa artinya? <i>(Readier, what does that mean?)</i>
08.51	T	Lebih siap. Superlativenya? <i>(Readier. The superlative?)</i>
09.03	S	Readiest

TIME	T / S	Question/Response
09.14	T	Readiest artinya tersiap
10.12	T	Selanjutnya magnificent. Artinya apa? (Next, magnificent. what does that mean?)
10.26	S	Bagus sekali (magnificent)
10.33	T	Comperativenya adalah more magnificent artinya apa? (The comperative form is more magnificent. What does it mean?)
10.47	T	Lebih bagus, kalau superlativenya? (More magnificent. how about the superlatives?)
11.00	T	Terbagus atau sangat bagus (Most magnificent)
11.21	T	Sedangkan bad, comperativenya apa? (if bad, what comperativeness?)
11.30	S	Lebih jelek (worse)
11.35	T	Superlative bad apa? (What the superlative from bad?)
12.00	S	Worst artinya terjelek
12.23	T	Tiny?
12.30	S	Kecil sekali
12.38	T	Tiny, comperative?
12.48	S	Tinier, lebih kecil
12.50	T	Tiny, superlative?
12.53	S	Tiniest, terkecil
13.13	T	Famous, apa artinya famous? (Famous. What the meaning of 'famous'?)
13.22	S	Terkenal. (Famous)
13.35	T	Famous, comperative?
13.37	S	More famous, lebih terkenal
13.45	T	Famous, superlative?
13.54	S	Most famous, paling terkenal
14.03	T	Clever, apa artinya clever? (Clever. What the meaning of 'clever'?)
14.11	T	Pandai. (Clever)
14.19	T	Clever, comperative?
14.20	S	Cleverer, lebih pandai
14.32	T	Clever, superlative?
14.38	S	Cleverest, terpandai atau sangat pandai
14.50	T	High, apa artinya high? (High. What the meaning of 'High'?)
14.53	S	Tinggi.
15.00	T	High, comperative?
15.04	S	Higher, lebih tinggi
15.19	T	High, superlative?
15.25	S	Highest, paling tinggi
15.38	T	Diligent, apa artinya diligent?

TIME	T / S	Question/Response
		<i>(Diligent. What the meaning of 'Diligent?')</i>
15.45	S	Rajin atau tekun. <i>(Diligent)</i>
15.50	T	Diligent, comparative?
15.55	S	More diligent, lebih rajin
16.10	T	Diligent, superlative?
16.15	S	Most diligent, terajin
16.40	T	Sturdy, apa artinya sturdy? <i>(Sturdy. What the meaning of 'Sturdy?')</i>
16.45	T	Kokoh <i>(Sturdy)</i>
16.50	T	Sturdy, comparative?
16.54	S	Sturdier, lebih kokoh
17.10	T	Sturdy, superlative?
17.15	S	Sturdiest, terkokoh
17.23	T	Strong?
17.27	S	Kuat <i>(Strong)</i>
17.35	T	Strong, comparative?
17.40	S	Stronger, lebih kuat
17.50	T	Strong, superlative?
18.03	S	Strongest, terkuat
18.18	T	Itu aja kan Prnya ya? <i>(That's all the homework, right?)</i>
18.20	S	Iya <i>(Yes)</i>
18.42	T	Sekarang lanjut kerjakan Task 1 dan 2 ya. Task 1 caranya kalian jawab pertanyaan dibawah itu sesuai dengan teks di atasnya, dibaca dulu carilah jawabannya pada bacaan tersebut. Task 2 binatang mana yang termasuk wild animal and tame animal.
19.20	T	Bisa kan di diskusikan jawabannya? <i>(can you discuss the answer?)</i>
19.24	S	Iya <i>(yes)</i>
19.26	T	Task 2, talk about the characteristics of each animal below verbally
19.42	T	Bagian kedua, carilah kata-kata masing-masing lima kata untuk adjectives for people, animals, and things. Misalnya pada people naughty;slender dan kalau pada binatang cute;long. Kalau pada thing thick;sharp;thin
20.23	T	Kerjakan pada buku latihan, ada pertanyaan? <i>(Do it in the exercise book, any questions?)</i>
20.28	S	Belum <i>(not yet)</i>
20.39	T	Task 1, what is the text about?
20.41	T	Judul teks diatas yang ditanyakan, the text is about, gitu caranya menjawab
34.00	S	How is her physical appearance, artinya apa bu?
34.30	T	How is her physical appearance, artinya bagaimana penampilan fisiknya dilihat dari rambutnya atau hidungnya atau matanya. Paham?

TIME	T / S	Question/Response
		<i>(How is her physical appearance, meaning how her physical appearance is seen from her hair or nose or eyes. Understand?)</i>
34.45	S	Oke, paham bu <i>(Okay, I understand Ms)</i>
39.19	S	Task 2, talk about the characteristics of each animal below verbally. Maksudnya apa bu?
39.25	T	Dari gambar binatang yang mana buas atau jinak, wild or tame animal. Mengerti maksudnya? <i>(From the pictures of animals which are wild or tame, wild or tame animal. Understand?)</i>
39.29	S	Oke, mengerti bu <i>(Okay, understand Ms)</i>
42.10	T	Sudah selesai diskusi ya? <i>(Have you finished the discussion?)</i>
42.11	S	Belum <i>(Not yet)</i>
44.00	S	Task 2 nomor 2 maksudnya apa bu? <i>(Task 2 number 2, what does that mean, ms?)</i>
44.02	T	Find and write ten other adjectives you can use to talk about the characteristics of people, animal, and things. Artinya cari dan tulis tentang kata sifat lain yang dapat kamu gunakan untuk karakteristik orang, binatang, dan benda-benda. Misalnya pada people naughty dan kalau pada binatang cute lalu kalau pada thing thin.
45.11	T	Kalian bisa lanjut diskusikan 15 menit lagi, karena ibu harus melihat yang ekstra nari jadi kalian bisa lanjut diskusi. Ingat jangan ada berkeliaran sebelum ibu datang ok? <i>(You can continue to discuss in 15 minutes, because I have to see the extracurricular dance so you can continue the discussion. Remember there is no wandering around before Ms.come okay?)</i>
46.00	S	Ok bu. <i>(Okay, Ms)</i>

### Video Transcription (Observation 3)

Date : January, 22<sup>nd</sup>, 2020

Class : VII B8

Time : 6-7 (16.30-17.30)

Topic : My Mother Is Beautiful and Wise

TIME	T / S	Question/Response
00.10	S	Good afternoon my teacher
00.15	T	Good afternoon, how are you?
00.25	S	I'm fine, thankyou. And you?
00.31	T	I'm fine too, sit down.
00.57	T	Sudah membawa kamus? <i>(do you bring your dictionary?)</i>
01.03	S	Belum <i>(not yet)</i>

TIME	T / S	Question/Response
01.37	T	Siapa yang nggak sekolah hari ini? ( <i>Who are absent today?</i> )
01.39	S	Nihil ( <i>Nil</i> )
01.59	T	Sampai halaman berapa ya kemarin? ( <i>What is the page number we discussed yesterday?</i> )
02.07	S	Halaman 8 bu. ( <i>Page 8 Ms.</i> )
02.12	T	Pr itu ya? ( <i>That is homework, right?</i> )
02.13	S	Iya bu ( <i>Yes Ms.</i> )
02.20	T	Yang ada beberapa kosakata itu ya? ( <i>That's some vocabulary, right?</i> )
02.23	S	Iya bu ( <i>Yes Ms.</i> )
02.27	T	Adjective for people, animal and thing. Sudah dicari arti kosakatanya? ( <i>Have you find for the meaning of vocabulary?</i> )
02.31	S	Sudah ( <i>Alright</i> )
02.34	T	Siapa yang tidak buat Pr? ( <i>Who doesn't do homework?</i> )
02.46	T	Ibu mau cek ya, coba tunjukkan buku latihan sekarang ( <i>I want to check, now please show your exercise book</i> )
05.39	T	Lanjut ya, yang halaman 9. Adjective has three forms. Let's have a look at the examples below! Positive, Comparative, and Superlative. Positive ready, berubah comperativenya menjadi readier dan superlativenya menjadi readiest; magnificient, more magnificient, most magnificient; bad, worse, worst; tiny, tinier, tiniest; famous, more famous, most famous; clever, cleverer, cleverest; high, higher, highest; diligent, more diligent, most diligent; sturdy, studier, sturdiest; strong, stronger, strongest.
06. 41	T	Ibu tuliskan artinya ya, kalian ada yang sudah mencari dikamus sebelumnya? ( <i>I'll write the meaning, yes, you've searched for the meaning in your dictionary before, right?</i> )
06.51	T	Ready?
06. 52	S	Siap
06.54	T	Readier?
06.58	S	Lebih siap
07.00	T	Readiest?
07.02	S	Sangat siap
07.04	T	Magnificient ?
07.06	S	Bagus
07.08	T	More magnificient?
07.10	T	Sangat bagus sangat indah
07.15	T	Most magnificient?
07.16	S	Paling indah atau terindah
07.18	T	Bad?
07.20	S	Jelek atau buruk



<b>TIME</b>	<b>T / S</b>	<b>Question/Response</b>
07.25	T	Worse?
07.27	S	Lebih jelek
07.30	T	Worst?
07.34	S	Paling jelek atau terjelek
07.35	T	Tiny?
07.36	S	Kecil sekali
07.38	T	Tinier?
07.42	S	Lebih kecil
07.43	T	Tiniest?
07.44	S	Terkecil atau paling kecil
07.48	T	Famous?
07.50	S	Terkenal
07.51	T	More famous?
07.53	S	Lebih terkenal
07.55	T	Most famous?
07.58	S	Paling terkenal
08.00	T	Clever ?
08.02	S	Pintar
08.09	T	Clevere?
08.10	S	Lebih pintar
08.11	T	Cleverest?
08.12	S	Paling pintar atau terpintar
08.13	T	High?
08.14	S	Tinggi
08.16	T	Higher?
08.17	S	Lebih tinggi
08.19	T	Highest?
08.20	S	Tertinggi
08.22	T	Diligent?
08.24	S	Rajin
08.26	T	More diligent?
08.28	S	Lebih rajin
08.30	T	Most diligent?
08.32	S	Terajin
08.33	T	Sturdy?
08.34	S	Kokoh
08.36	T	Sturdier?
08.37	S	Lebih kokoh
08.38	T	Sturdiest?
08.40	S	Terkokoh
08.41	T	Strong?
08.42	S	Kuat
08.44	T	Stronger?
08.46	S	Lebih kuat
08.48	T	Strongest?
08.50	S	Terkuat

TIME	T / S	Question/Response
08.52	T	Kita lanjut ke exercise, task 1 sebelumnya ibu baca dulu ya. Kalian ikut membaca. Oke listen and repeat. Dengarkan lalu ulangi setelah ibu membaca ya?
09.12	T	Hi, I'm Yasintha Agustina Putri.
09.16	S	Hi, I'm Yasintha Agustina Putri.
09.19	T	I'm a student in a public junior high school in Magelang.
09.23	S	I'm a student in a public junior high school in Magelang.
09.26	T	Do you know
09.29	S	Do you know
09.35	T	what I would do
09.38	S	what I would do
09.43	T	if there is a leisure time in my life?
09.46	S	if there is a leisure time in my life?
09.50	T	Leisure
09.55	S	Leisure
10.01	T	leisure time in my life
10.04	S	leisure time in my life
10.12	T	I usually spend my time with my mother
10.15	S	I usually spend my time with my mother
10.18	T	My mother is Mrs. Linda Astari.
10.20	S	My mother is Mrs. Linda Astari.
10.22	T	She is a woman who has a beautiful face.
10.24	S	She is a woman who has a beautiful face.
10.30	T	She has a pointed nose,
10.35	S	She has a pointed nose,
10.38	T	beautiful eyes,
10.39	S	beautiful eyes,
10.41	T	and light skin.
10.43	S	and light skin.
10.45	T	My mother can be my best friend
10.50	S	My mother can be my best friend
10.56	T	because I can share anything to her.
11.00	S	because I can share anything to her.
11.02	T	She always gives me great advise
11.05	S	She always gives me great advise
11.10	T	if I have difficulty in my life.
11.15	S	if I have difficulty in my life.
11.17	T	She is a wise mother.
11.19	S	She is a wise mother.
11.22	T	My mother is also an active mother.
11.25	S	My mother is also an active mother.
11.29	T	She works in an office
11.34	S	She works in an office
11.39	T	as a public relation officer
11.41	S	as a public relation officer
11.43	T	Officer
11.45	S	Officer

TIME	T / S	Question/Response
11.46	T	and she also has a great hobby.
11.48	S	and she also has a great hobby.
11.53	T	Her hobby is cooking.
11.56	S	Her hobby is cooking.
12.00	T	I really respect and love my mother so much.
12.05	S	I really respect and love my mother so much.
12.11	T	What is the text about?
12.16	S	What is the text about?
12.18	T	Apa cerita teks di atas? ( <i>What is the text about?</i> )
12.20	T	Number 2, Who is Mrs. Linda Astari?
12.29	T	Siapakah Mrs Linda Astari? ( <i>Who is Mrs. Linda Astari?</i> )
12.31	T	Number 3, How is her physical appearance?
12.36	T	Bagaimana penampilannya dia? ( <i>How is her physical appearance?</i> )
12.40	T	Number 4, how is her personality?
12.44	T	Bagimana kepribadiannya dia? ( <i>how is her personality?</i> )
12.49	T	Number 5, What does she like to do?
12.52	T	Apa hobi yang sering dia lakukan? ( <i>What does she like to do?</i> )
12.55	T	Silakan kerjakan dibuku latihan, sama yang halaman selanjutnya. Task 2 talk about the characteristics of each animal below verbally artinya kamu tuliskan karakteristiknya wild or tame animal number one until number five, trus selanjutnya number 3, carilah kata-kata adjective for people, animals, and things selain yang sudah kita bahas masing-masing lima kata. Silakan diskusikan dan dikerjakan di buku latihan.
42.00	T	Ayo kita diskusikan bersama, oke semuanya tolong perhatikan ya? ( <i>Let's discuss together, okay everyone attention please?</i> )
42.06	T	Nomor 1 binatang apa itu? ( <i>Number 1. What animal is that?</i> )
42.08	S	macan tutul ( <i>Leopard</i> )
42.23	T	Buas atau jinak? ( <i>wild or tame?</i> )
42.25	S	Buas ( <i>wild</i> )
42.27	T	Wild
42.32	T	Nomor 2 binatang apa? ( <i>Number 2. What animal is that?</i> )
42.33	S	Merak ( <i>peacock</i> )
42.40	T	Siapa yang mau menuliskan jawabannya di depan? ( <i>Who wants to write the answer in front?</i> )
42.42	S	Saya bu (menuliskan di papan) ( <i>I'm Ms. (The student then wrote the answer on the whiteboard)</i> )
43.20	T	Merak apa cendrawasih?

TIME	T / S	Question/Response
		<i>(peacock or cendrawasih?)</i>
43.22	S	Merak <i>(peacock)</i>
43.30	T	Apa bisa dipelihara? <i>(can be a pet?)</i>
43.35	S	Tidak bu <i>(No, Ms.)</i>
43.41	T	Harganya mahal <i>(it costs too much)</i>
43.45	T	Siapa mau jawab nomor 3 ? <i>(Who wants to answer number 3?)</i>
43.46	S	Saya bu (menulikan di papan) <i>(I'm Ms. (The student then wrote the answer on the whiteboard))</i>
44.18	T	Ya bagus. Bebek termasuk tame animal <i>(Yes, good job. Duck is tame animals)</i>
44.20	T	Siapa nomor 4? <i>(who number 4?)</i>
44.23	S	Saya bu (menulikan di papan) <i>(I'm Ms. (The student then wrote the answer on the whiteboard))</i>
44.35	T	Ya benar, kuda nil termasuk wild animal <i>(That's right, hippos is wild animals)</i>
44.40	T	Nomor 5? <i>(number 5?)</i>
44.41	S	Saya bu tapi belum-belum. <i>(I'm Ms. but it's not finished yet)</i>
44.56	T	Sebentar kamu jawab bagian kedua aja ya? <i>(you can answer the second part, okay?)</i> Adjective for people, animals, and things
44.58	S	Eh ya bu sebentar bu <i>(wait a minute, Ms.)</i>
45.40	T	Iya jawabannya benar <i>(Yes the answer is correct)</i>
45. 55	T	Bagian keduanya nanti di lanjutkan, kalian nanti harus ya di cari-cari artinya di kamus. <i>(Second part will be continued later, You must try to find the meaning in your dictionary)</i>
53.21	T	Baik ya cukup sampai di sini, selamat siang <i>(Well, that's all for today, good afternoon)</i>
53.22	S	Siang <i>(Good afternoon)</i>

## Appendix 4 Check List

### (Observation 1)

Date : January, 16<sup>th</sup>, 2020

Class : VII B9

Time : 3-4 (14.10-15.10)

Topic : My Mother Is Beautiful and Wise

Note:

p : procedural

ds : display

R : responded

cr : convergent

r : referential

NR: not responded

dv : divergent

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
1	00.12	Good afternoon, how are you?	√				√	√			
2	00.35	Bisa tolong hapus tulisan di papannya? <i>(Could you please clean up the blackboard?)</i>	√				√	To evaluate student preparation	√		
3	00.42	Sudah di pelajari bukunya? <i>(Have you studied your book?)</i>	√				√	To evaluate student preparation.	√		
4	00.47	Sudah bawa kamus? <i>(do you bring your dictionary?)</i>	√				√	To evaluate student preparation	√		
5	00.52	Siapa yang tidak bawa kamus? <i>(Who does not bring the dictionary?)</i>	√				√	To evaluate student preparation	√		

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
6	01.43	Apa saja yang kalian ketahui tentang adjective for people? ( <i>What do you know about adjective for people ?</i> )		√		√		To check student knowledge.	√		
7	02.55	Any other?			√		√	To stimulate students to state information.	√		
8	03.28	Lawan kata Stupid? ( <i>The opposite of stupid is?</i> )		√		√		To check student knowledge.	√		
9	04.40	What the meaning of fat?		√		√		To check student knowledge.	√		
10	04.54	What the meaning of handsome ?		√		√		To check student knowledge.	√		
11	05.00	What the meaning of the bad? (Help with body language)		√		√		To develop student's critical thinking.	√		
12	05.11	What the meaning of young ?		√		√		To check student knowledge.	√		
13	05.40	What the meaning of tall ? (Help with body language)		√		√		To develop student's critical thinking.	√		
14	06.15	What the meaning of small?		√		√		To check student knowledge.	√		
15	07.06	Bagian dari adjective for animal. Siapa yang bisa tuliskan adjective for animal yang lain? ( <i>Category of the adjective for animal. Who can write example of adjective for animal?</i> )			√	√		To stimulate students to state information.	√		

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
16	07.35	Apa yang kamu tuliskan itu di papan? ( <i>What did you write that on the board?</i> )			√		√	To stimulate students to state information.	√		
17	07.58	Apa itu wide? ( <i>What is 'wide'?</i> )		√		√		To check student knowledge.	√	√	Answering
18	08.08	Sekarang kita bahas adjective for animal. Siapa yang tahu contohnya? ( <i>Now we discuss adjective for animal. Who knows the example?</i> )			√	√		To develop student's critical thinking.	√		
19	08.23	Apa maksudnya cat? ( <i>What the meaning of cat?</i> )			√		√	To check student knowledge.	√		
20	09.18	Maksudnya adjective for animalnya. Siapa yang bisa tuliskan contohnya di depan? ( <i>I mean adjective for the animal. Who can write an example in front?</i> )			√	√		To develop student's critical thinking.	√		
21	10.28	Ada contoh yang lainnya dari Adjective for animal? ( <i>There are examples others from adjective for animal ?</i> )			√	√		To develop student's critical thinking.	√		
22	10.47	Ada contoh lainnya dari Adjective for animal? ( <i>There are examples others from adjective for animal ?</i> )			√	√		To develop student's critical thinking.	√		
23	11.15	Siapa lagi yang mau maju? ( <i>who wants to come in front?</i> )			√		√	To stimulate students to state	√		

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
								information.			
24	12.30	Salah. Yang lain? <i>(Incorrect. Who can?)</i>			✓		✓	To check student knowledge.	✓		
25	12.40	Ok. Ada contoh yang lain? <i>(Okay. There are examples others from adjective for thing?)</i>			✓	✓		To check student knowledge.	✓		
26	13.02	Apa artinya wide? <i>(what the meaning of 'wide')</i>		✓		✓		To check student knowledge.	✓		
27	13.24	Wide is?		✓		✓		To check student knowledge.	✓		
28	13.29	Ada contoh yang lain? <i>(What is another example?)</i>			✓	✓		To develop student's critical thinking.	✓		
29	13.29	Apa artinya long? <i>(what the meaning of 'long')</i>		✓		✓		To check student knowledge.	✓		
30	13.31	Apa artinya short? <i>(what the meaning of 'short')</i>		✓		✓		To check student knowledge.	✓		
31	13.40	What is smooth?		✓		✓		To check student knowledge.	✓		
32	13.57	Smooth itu lembut, dan apa itu shiny? <i>(Smooth is 'lembut', and what is 'shiny'?)</i>		✓		✓		To check student knowledge.	✓		
33	14.09	No. What the meaning of shiny?		✓		✓		To check student knowledge.		✓	Employing additional questions
34	14.49	Kalau berlian itu bagaimana dia? <i>(how is a diamond?)</i>		✓		✓		To stimulate students to state information		✓	Employing additional questions



No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
35	14.59	Kalau matahari kan bersinar, apa yang mendekati kata bersinar? (If the sun is 'bersinar', what a similar word of 'bersinar'?)		✓		✓		To stimulate To stimulate students to state information		✓	Employing additional questions
36	15.18	Sudah ya. Ada pertanyaan? Any question? No question?	✓				✓	Diagnose student difficulties in the learning process	✓		
37	15.33	Jadi bisa dilanjutkan ya? (can we continue the discussion?)	✓				✓	To get students attention.	✓		
38	21.15	Apa arti dari kata-kata yang ibu tuliskan di papan? (What does it mean of words i write on the board?)		✓		✓		To check student knowledge.		✓	Giving longer wait time
39	21.18	Apa artinya ready? (What the meaning of 'ready'?)		✓		✓		To check student knowledge.			
40	21.30	Kalau readier apa artinya? (What the meaning of 'readier'?)		✓		✓		To check student knowledge.		✓	Answering
41	22.09	What is the text about?		✓		✓		To stimulate students to state information		✓	Employing additional questions
42	22.10	Judul teks diatas apa?		✓		✓		To stimulate students to state information.		✓	Employing additional questions
43	22.15	Who is Mrs. Linda Astari?		✓		✓		To stimulate students to state information		✓	Simplifying the questions
44	22. 17	Pertanyaan kedua, siapakah Mrs Linda Astari?		✓		✓		To stimulate students to state information.		✓	Simplifying the questions

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
45	22. 20	How is her physical appearance?		√		√		To stimulate students to state information		√	Helping with body language
46	22. 25	How is her personality?		√		√		To stimulate students to state information		√	Helping with body language
47	22.30	What does she like to do?		√		√		To stimulate students to state information		√	Helping with body language
48	24.35	Ibu kasi waktu 15 menit. Bisa selesai 15 menit? ( <i>I'll give you 15 minutes. Can it be finished in 15 minutes?</i> )	√				√	Gives students time to understand the material	√		
49	34.40	Siapa yang bisa menjawab dan menuliskan jawaban di papan ? ( <i>Who that can answer and wrote on whiteboard</i> )			√		√	To stimulate students to state information.	√		
50	36.18	Siapa bisa menjawab nomor 2? ( <i>Who can answer number 2?</i> )			√		√	To stimulate students to state information.	√		
51	39.00	Siapa yang bisa menjawab nomor 3? ( <i>Who can answer number 3?</i> )			√		√	To stimulate students to state information.	√		
52	39.20	Siapa yang mau menjawab nomor 4? ( <i>Who wants to answer number 4?</i> )			√		√	To develop student's interests and curiosity.	√		
53	39.51	Siapa yang mau menjawab nomor 5 hanya itu yang belum dijawab?			√		√	To develop student's interests		√	Giving longer wait time

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
		<i>(who wants to answer number 5 only that hasn't been answered?)</i>						and curiosity.			
54	40. 26	Sekarang kita bahas. Nomor 1 what is the text about? <i>(Now we discuss together. Number 1, what is the text about)</i>		√		√		To stimulate students to state information.		√	Simplifying the questions
55	40.30	Atau tentang apa teks di atas? <i>(Or what is the text about?)</i>		√		√		To stimulate students to state information.		√	Answering
56	43.48	Number 2, Who is Mrs. Linda Astari?		√		√		To stimulate students to state information.			Answering
57	45.45	Number 3, How is her physical appearance?		√		√		To stimulate students to state information.		√	Answering
58	45. 50	Maksudnya adalah bagaimana matanya, rambut, kulitnya dan bagaimana penampilannya. Ada yang bisa tidak? <i>(The meaning is how his eyes, hair, skin and how she looks. Can anyone answer?)</i>			√	√		To develop student's critical thinking.		√	Explaining
59	46.35	Number 4, How is her personality?		√		√		To stimulate students to state information.		√	Explaining
60	47.08	Number 5, what does she like to do ?		√		√		To stimulate students to state information.	√		

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
61	48.35	Maksudnya bagaimana karakteristiknya wild or tame animal. Buas apa jinak? <i>(The meaning is how the characteristic. wild or tame?)</i>		√		√		To develop student's critical thinking.	√	√	Giving longer wait time
62	49.00	What the characteristics of number one?		√		√		To develop student's critical thinking.	√		
63	49.15	Binatang apa itu? <i>(What animal is that?)</i>		√		√		To stimulate students to state information.	√		
64	49.20	What is the name of this animal?		√		√		To stimulate students to state information.	√		
65	49.30	Macan , Apa bahasa inggrisnya? <i>(Macan, what in english?)</i>		√		√		To check student knowledge.	√		
66	49.42	Bagaimana sifatnya? <i>(what the characteristic?)</i>		√		√		To develop student's critical thinking.	√		
67	50. 12	Is that correct?			√	√		To get students attention.	√		
68	52.24	Siapa yang bisa menebak gambar nomor 2? <i>(Who can guess the picture number 2?)</i>			√	√		To stimulate students to state information.	√		
69	53.00	Siapa yang bisa jawab nomor 3? <i>(Who can answer number 3?)</i>			√	√		To stimulate students to state information.	√		

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
70	53.13	Siapa yang bisa nomor 4? (Who can answer number 4?)			√	√		To stimulate students to state information.	√		
71	54.00	Bagaimana dengan nomor 5? (how about number 5?)			√	√		To stimulate students to state information.	√		
72	54.59	Itu yang dibelakang. What is your name? (That's the one behind. What is your name?)	√				√	To get students attention.	√		

### Student's Respond

No	Description of Student Respond
1	The students answered by saying "I'm fine, thankyou. And you?"
2	The students answered by saying "Okay Ms"
3	The students answered by saying "Belum ( <i>not yet</i> )"
4	The students answered by saying "Belum ( <i>not yet</i> )"
5	The students answered by saying "Saya bu ( <i>I am Ms</i> )"
6	The students answered by saying "Fat, handsome, beautiful, young, old."
7	One student answered by saying "Tall"
8	One student answered by saying "Clever"
9	One student answered by saying "Fat itu gemuk ( <i>fat is 'gemuk'</i> )"
10	One student answered by saying "Ganteng"
11	The student answered by saying "Bodoh, jelek"
12	One student answered by saying "Muda, Cantik"
13	The students answered by saying "Tinggi"
14	One student answered by saying "Small apa smile bu? ( <i>small or smile ms?</i> )"

No	Discription of Student Respond
15	One student answered by saying “Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
16	One student answered by saying “wide”
17	The students keep silent and did not answer teacher’s question
18	One student answered by saying “Cat”
19	One student answered by saying “Kucing ( <i>cat</i> )”
20	One student answered by saying “Saya bu. ( <i>I am Ms</i> )” and wrote ‘big’ on the whiteboard
21	One student answered by saying “Saya bu. ( <i>I am Ms</i> )” and wrote ‘fluffy’ on the whiteboard
22	One student answered by saying “Saya bu. ( <i>I am Ms</i> )” and wrote ‘wild’ on the whiteboard
23	One student answered by saying “Saya bu. ( <i>I am Ms</i> )” and wrote ‘beautiful’ on the whiteboard
24	One student answered by saying “Narrow”
25	The students answered by saying “Smooth, Wide”
26	One student answered by saying “Pemandangan ( <i>Scenery</i> )”
27	One student answered by saying “Buas”
28	One student answered by saying “Long/short.”
29	The students answered by saying “Panjang”
30	The students answered by saying “Pendek”
31	One student answered by saying “Batu, Krikil ( <i>stone, gravel</i> )”
32	One student answered by saying “Berlian( <i>diamond</i> )”
33	The students keep silent and did not answer teacher’s question
34	The students keep silent and did not answer teacher’s question
35	The students keep silent and did not answer teacher’s question
36	The students answered by saying “no”
37	The students answered by saying “Bisa ( <i>Yes</i> )”
38	The students keep silent and did not answer teacher’s question
39	The students answered by saying “Siap”
40	The students keep silent and did not answer teacher’s question
41	The students keep silent and did not answer teacher’s question
42	The students keep silent and did not answer teacher’s question
43	The students keep silent and did not answer teacher’s question
44	The students keep silent and did not answer teacher’s question

No	Discription of Student Respond
45	The students keep silent and did not answer teacher's question
46	The students keep silent and did not answer teacher's question
47	The students keep silent and did not answer teacher's question
48	One student answered by saying "Apa artinya how is her physical appearance? (What the meaning of 'how is her physical appearance')?"
49	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
50	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
51	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
52	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
53	The students keep silent and did not answer teacher's question
54	The students keep silent and did not answer teacher's question
55	The students keep silent and did not answer teacher's question
56	The students answered by saying "She is Yasintha's mother."
57	The students keep silent and did not answer teacher's question
58	The students keep silent and did not answer teacher's question
59	The students keep silent and did not answer teacher's question
60	The students answered by saying "She like coocking"
61	The students keep silent and did not answer teacher's question
62	One student answered by saying "Saya bu, wild ( <i>I'm Ms, 'wild'</i> )"
63	The students answered by saying "Macan ( <i>Tiger</i> )"
64	The students answered by saying "Tiger"
65	One student answered by saying "Buas atau white ( <i>Buas or white.</i> )"
66	The student wrote the answer on the whiteboard
67	The students answered by saying "False"
68	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
69	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
70	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
71	One student answered by saying "Saya bu ( <i>I am Ms.</i> ) and wrote the answer on the whiteboard
72	One student answered by saying "Saya nggak bisa jawab bu. ( <i>I can't answer, Ms.</i> )"

**(Observation 2)**Date : January, 21<sup>st</sup>, 2020

Class : VII B5

Time : 1-2 (13.00-14.00)

Topic : My Mother Is Beautiful and Wise

Note:

p : procedural

ds : display

R : responded

cr : convergent

r : referential

NR: not responded

dv : divergent

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
1	00.20	Good afternoon, how are you today?	√				√	To motivate and attract student activity.			
2	01.25	Berapa siswa yang absen hari ini? (How many students are absent today?)	√				√	To evaluate student preparation			
3	04.49	Kita lanjut ya, kan ada tugas ya? (Let's continue, there is an assignment, right?)	√			√		To evaluate student preparation and check homework.			
4	04.59	Sudah dikerjakan? (Have you done your homework?)	√				√	To evaluate student preparation and check homework			
5	05.05	Siapa yang belum? (Who hasn't?)	√				√	To evaluate student preparation and check homework		√	Employing additional questions



No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
6	05.30	Taks 1 Yashinta Agustina Putri, right?		√			√	To review previous lessons or subtopics.			
7	05.33	Siapa yang bisa menjawab nomor satu? ( <i>Who can answer number one?</i> )			√		√	To stimulate students to state information.		√	Employing additional questions
8	05.37	What the text about?		√		√		To stimulate students to state information.			
9	05.41	Siapa yang tidak buat PR? ( <i>Who doesn't do homework?</i> )	√				√	To evaluate student preparation and check homework.		√	Giving longer wait time
10	08.06	Nomor 1, apa artinya? ( <i>Number 1, what does it mean?</i> )		√		√		To check student knowledge.			
11	08.30	Ready adalah bentuk positive. Kalo bentuk comparative? ( <i>Ready is a positive form. The comparative form?</i> )		√		√		To check student knowledge.		√	Answering
12	08.42	Readier, apa artinya? ( <i>Readier, what does that mean?</i> )		√		√		To check student knowledge.		√	Answering
13	08.51	Lebih siap. Superlativenya? ( <i>Readier. The superlative?</i> )		√		√		To check student knowledge.			
14	10.12	Selanjutnya magnificent. Artinya apa? ( <i>Next, magnificent. what does that mean?</i> )		√		√		To check student knowledge.			

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
15	10.33	Comperativenya adalah more magnificent artinya apa? ( <i>The comperative form is more magnificent. What does it mean?</i> )		√		√		To check student knowledge.		√	Giving longer wait time + Answering
16	10.47	Lebih bagus, kalau superlativenya? ( <i>More magnificent. how about the superlatives?</i> )		√		√		To check student knowledge.		√	Giving longer wait time + Answering
17	11.21	Sedangkan bad, comperativenya apa? ( <i>if bad, what the comperativeness?</i> )		√		√		To check student knowledge.			
18	11.35	Superlative bad apa? ( <i>What the superlative from bad?</i> )		√		√		To check student knowledge.			
19	12.23	Tiny?		√		√		To check student knowledge.			
20	12.38	Tiny, comperative?		√		√		To check student knowledge.			
21	12.50	Tiny, superlative?		√		√		To check student knowledge.			
22	13.13	Famous, apa artinya famous? ( <i>Famous. What the meaning of 'famous'?</i> )		√		√		To check student knowledge.			
23	13.35	Famous, comperative?		√		√		To check student knowledge.			
24	13.45	Famous, superlative?		√		√		To check student knowledge.			
25	14.03	Clever, apa artinya clever? ( <i>Clever. What the meaning of 'clever'?</i> )		√		√		To check student knowledge.			

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
26	14.19	Clever, comperative?		√		√		To check student knowledge.			
27	14.32	Clever, superlative?		√		√		To check student knowledge.			
28	14.50	High, apa artinya high? ( <i>High. What the meaning of High?</i> )		√		√		To check student knowledge.			
29	15.00	High, comperative?		√		√		To check student knowledge.			
30	15.19	High, superlative?		√		√		To check student knowledge.			
31	15.38	Diligent, apa artinya diligent? ( <i>Diligent. What the meaning of Diligent?</i> )		√		√		To check student knowledge.			
32	15.50	Diligent, comperative?		√		√		To check student knowledge.			
33	16.10	Diligent, superlative?		√		√		To check student knowledge.			
34	16.40	Sturdy, apa artinya sturdy? ( <i>Sturdy. What the meaning of Sturdy?</i> )		√		√		To check student knowledge.		√	Answering
35	16.50	Sturdy, comperative?		√		√		To check student knowledge.			
36	17.10	Sturdy, superlative?		√		√		To check student knowledge.			
37	17.23	Strong?		√		√		To check student knowledge.			
38	17.35	Strong, comperative?		√		√		To check student knowledge.			

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
39	17.50	Strong, superlative?		√		√		To check student knowledge.			
40	18.18	Itu aja kan Prnya ya? ( <i>That's all the homework, right?</i> )	√				√	To evaluate student preparation and check homework.			
41	19.20	Bisa kan di diskusikan jawabannya? ( <i>can you discuss the answer?</i> )	√				√	Gives students time to understand the material			
42	20.23	Kerjakan pada buku latihan, ada pertanyaan? ( <i>Do it in the exercise book, any questions?</i> )	√				√	Diagnose student difficulties in the learning process.			
43	20.39	Task 1, what is the text about?		√		√		To stimulate students to state information.		√	Explaining + Exemplifying
44	34.30	How is her physical appearance, artinya bagaimana penampilan fisiknya dilihat dari rambutnya atau hidungnya atau matanya. Paham? ( <i>How is her physical appearance, meaning how her physical appearance is seen from her hair or nose or eyes. Understand?</i> )			√		√	Diagnose student difficulties in the learning process.			
45	39.25	Dari gambar binatang yang mana buas atau jinak, wild or tame animal. Mengerti maksudnya? ( <i>From the pictures of animals</i>			√		√	Diagnose student difficulties in the learning process.			

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
		<i>which are wild or tame, wild or tame animal. Understand?)</i>									
46	42.10	Sudah selesai diskusi ya? <i>(Have you finished the discussion?)</i>	√					√	To get students attention.		
47	45.11	Kalian bisa lanjut diskusikan 15 menit lagi, karena ibu harus melihat yang ekstra nari jadi kalian bisa lanjut diskusi. Ingat jangan ada berkeliaran sebelum ibu datang ok? <i>(You can continue to discuss in 15 minutes, because I have to see the extracurricular dance so you can continue the discussion. Remember there is no wandering around before Ms.come okay?)</i>	√					√	Gives students time to understand the material		

## Student's Respond

No	Discription of Student Respond
1	The students answered by saying "Im fine thankyou. And you?"
2	One student answered by saying "6 orang sudah ada suratnya di meja. (6 students, the letter is already on the table)"
3	The students answered by saying "Iya ada bu (yes Ms)"
4	The students answered by saying "Sudah (already)"
5	The students keep silent and did not answer teacher's question
6	The students answered by saying "Iya Ms (yes Ms)"
7	The students keep silent and did not answer teacher's question
8	One student answered by saying "Bukan itu PR nya Bu. Tetapi mencari kata – kata sulit pada tabel halaman 9. (That's not the homework Ms. But searching for difficult words in table 9)"
9	The students keep silent and did not answer teacher's question
10	One student answered by saying "Ready artinya siap"
11	The students keep silent and did not answer teacher's question
12	The students keep silent and did not answer teacher's question
13	The students answered by saying "Readiest"
14	One student answered by saying "Bagus sekali (magnificent)"
15	The students keep silent and did not answer teacher's question
16	The students keep silent and did not answer teacher's question
17	The students answered by saying "Lebih jelek (worse)"
18	The students answered by saying "Worst artinya terjelek"
19	One student answered by saying "Kecil sekali"
20	The students answered by saying "Tinier, lebih kecil"
21	The students answered by saying "Tiniest, terkecil"
22	One student answered by saying "Terkenal.(Famous)"
23	The students answered by saying "More famous, lebih terkenal"
24	The students answered by saying "Most famous, paling terkenal"
25	The students answered by saying "Pandai. (Clever)"
26	The students answered by saying "Cleverer, lebih pandai"
27	The students answered by saying "Cleverest, terpandai atau sangat pandai"
28	The students answered by saying "Tinggi."

No	Discription of Student Respond
29	The students answered by saying “Higher, lebih tinggi”
30	The students answered by saying “Highest, paling tinggi
31	One student answered by saying “Rajin atau tekun.( <i>Diligent</i> )
32	The students answered by saying “More diligent, lebih rajin”
33	The students answered by saying “Most diligent, terajin”
34	The students keep silent and did not answer teacher’s question
35	The students answered by saying “Sturdier, lebih kokoh”
36	The students answered by saying “Sturdiest, terkokoh”
37	The students answered by saying “Kuat ( <i>Strong</i> )”
38	The students answered by saying “Stronger, lebih kuat”
39	The students answered by saying “Strongest, terkuat”
40	The students answered by saying “Iya ( <i>Yes</i> )”
41	The students answered by saying “Iya ( <i>yes</i> )”
42	The students answered by saying “Belum ( <i>not yet</i> )”
43	The students keep silent and did not answer teacher’s question
44	One student answered by saying “Oke, paham bu ( <i>Okay, I understand Ms</i> )”
45	One student answered by saying “Oke, mengerti bu ( <i>Okay, understand Ms</i> )”
46	The students answered by saying “Belum ( <i>not yet</i> )”
47	The students answered by saying “Iya Ms. ( <i>yes Ms.</i> )”



**(Observation 3)**Date : January, 22<sup>nd</sup>, 2020

Class : VII B8

Time : 6-7 (16.30-17.30)

Topic : My Mother Is Beautiful and Wise

Note:

p : procedural

ds : display

R : responded

cr : convergent

r : referential

NR: not responded

dv : divergent

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
1	00.15	Good afternoon, how are you?	√				√	To motivate and attract student activity.			
2	00.57	Sudah membawa kamus? (do you bring your dictionary?)	√				√	To evaluate student preparation			
3	01.37	Siapa yang nggak sekolah hari ini? (Who are absent today?)	√				√	To evaluate student preparation			
4	01.59	Sampai halaman berapa ya kemarin? (What is the page number we discussed yesterday?)	√				√	To review previous lessons or subtopics.			
5	02.12	Pr itu ya? (That is homework, right?)	√				√	To evaluate student preparation and check homework.			



No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
6	02.20	Yang ada beberapa kosakata itu ya? <i>(That's some vocabulary, right?)</i>	√				√	To evaluate student preparation and check homework.			
7	02.27	Adjective for people, animal and thing. Sudah dicari arti kosakatanya? <i>(Have you find for the meaning of vocabulary?)</i>	√				√	To evaluate student preparation and check homework.			
8	02.34	Siapa yang tidak buat Pr? <i>(Who doesn't do homework?)</i>	√				√	To evaluate student preparation and check homework.		√	Giving longer wait time
9	06. 41	Ibu tuliskan artinya ya, kalian ada yang sudah mencari dikamus sebelumnya? <i>(I'll write the meaning, yes, you've searched for the meaning in your dictionary before, right?)</i>	√				√	To evaluate student preparation and check homework		√	Simplifying the questions
10	06.51	Ready?		√			√	To check student knowledge.			
11	06.54	Readier?		√			√	To check student knowledge.			
12	07.00	Readiest?		√			√	To check student knowledge.			
13	07.04	Magnificient ?		√			√	To check student knowledge.			

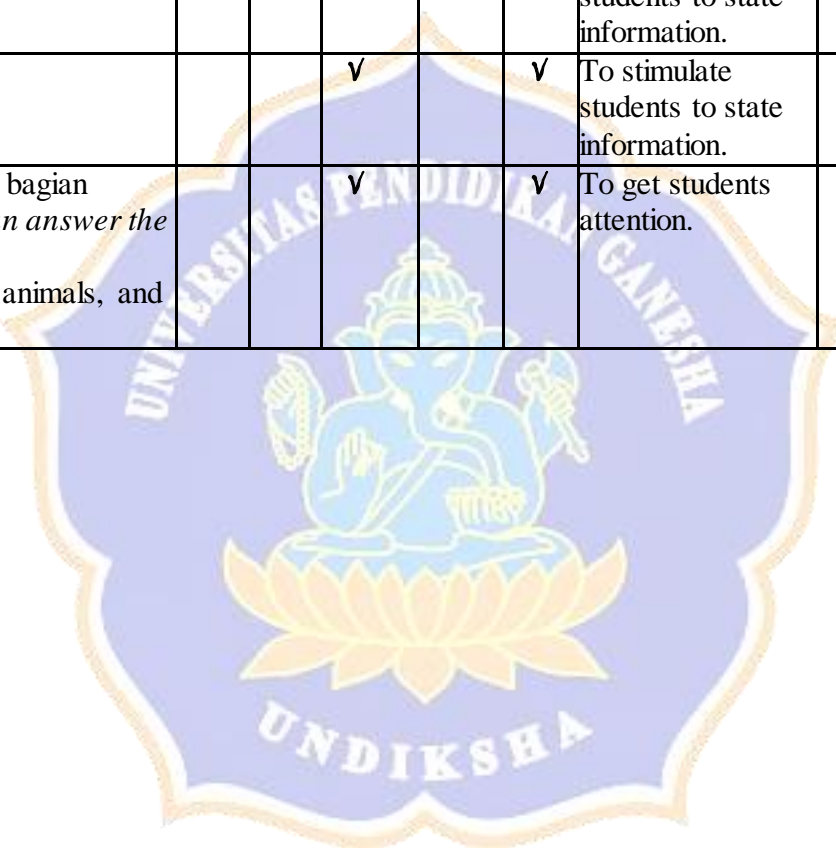
No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
14	07.08	More magnificient?		√		√		To check student knowledge.		√	Answering
15	07.15	Most magnificient?		√		√		To check student knowledge.			
16	07.18	Bad?		√		√		To check student knowledge.			
17	07.25	Worse?		√		√		To check student knowledge.			
18	07.30	Worst?		√		√		To check student knowledge.			
19	07.35	Tiny?		√		√		To check student knowledge.			
20	07.38	Tinier?		√		√		To check student knowledge.			
21	07.43	Tiniest?		√		√		To check student knowledge.			
22	07.48	Famous?		√		√		To check student knowledge.			
23	07.51	More famous?		√		√		To check student knowledge.			
24	07.55	Most famous?		√		√		To check student knowledge.			
25	08.00	Clever ?		√		√		To check student knowledge.			
26	08.09	Clevere?		√		√		To check student knowledge.			
27	08.11	Cleverest?		√		√		To check student knowledge.			

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
28	08.13	High?		✓		✓		To check student knowledge.			
29	08.16	Higher?		✓		✓		To check student knowledge.			
30	08.19	Highest?		✓		✓		To check student knowledge.			
31	08.22	Diligent?		✓		✓		To check student knowledge.			
32	08.26	More diligent?		✓		✓		To check student knowledge.			
33	08.30	Most diligent?		✓		✓		To check student knowledge.			
34	08.33	Sturdy?		✓		✓		To check student knowledge.			
35	08.36	Sturdier?		✓		✓		To check student knowledge.			
36	08.38	Sturdiest?		✓		✓		To check student knowledge.			
37	08.41	Strong?		✓		✓		To check student knowledge.			
38	08.44	Stronger?		✓		✓		To check student knowledge.			
39	08.48	Strongest?		✓		✓		To check student knowledge.			
40	08.52	Kita lanjut ke exercise, task 1 sebelumnya ibu baca dulu ya. Kalian ikut membaca. Oke listen and repeat. Dengarkan lalu ulangi setelah ibu membaca ya?	✓				✓	To get students attention.		✓	Exemplifying

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
41	09.43	is there any free time in my life?	√			√		To review subtopics.			
42	12.11	What is the text about?		√		√		To stimulate students to state information.			
43	12.18	Apa cerita teks di atas? ( <i>What is the text about?</i> )		√		√		To stimulate students to state information.		√	Giving longer wait time
44	12.20	Number 2, Who is Mrs. Linda Astari?		√		√		To stimulate students to state information.		√	Explaining
45	12.29	Siapakah Mrs Linda Astari? ( <i>Who is Mrs. Linda Astari?</i> )		√		√		To stimulate students to state information.		√	Giving longer wait time
46	12.31	Number 3, How is her physical appearance?		√		√		To stimulate students to state information.		√	Explaining
47	12.36	Bagaimana penampilannya dia? ( <i>How is her physical appearance?</i> )		√		√		To stimulate students to state information.		√	Giving longer wait time
48	12.40	Number 4, how is her personality?		√		√		To stimulate students to state information.		√	Explaining
49	12.44	Bagaimana kepribadiannya dia? ( <i>how is her personality?</i> )		√		√		To stimulate students to state information.		√	Giving longer wait time
50	12.49	Number 5, What does she like to do?		√		√		To stimulate students to state information.		√	Explaining

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
51	12.52	Apa hobi yang sering dia lakukan? ( <i>What does she like to do?</i> )		√		√		To stimulate students to state information.		√	Giving longer wait time
52	42.00	Ayo kita diskusikan bersama, oke semuanya tolong perhatikan ya? ( <i>Let's discuss together, okay everyone attention please?</i> )	√				√	To get students attention.		√	Simplifying the questions
53	42.06	Nomor 1 binatang apa itu? ( <i>Number 1. What animal is that?</i> )		√		√		To develop student's critical thinking.			
54	42.23	Buas atau jinak? ( <i>wild or tame?</i> )		√		√		To develop student's critical thinking.			
55	42.32	Nomor 2 binatang apa? ( <i>Number 2. What animal is that?</i> )		√		√		To develop student's critical thinking.			
56	42.40	Siapa yang mau menuliskan jawabannya di depan? ( <i>Who wants to write the answer in front?</i> )			√		√	To stimulate students to state information.			
57	43.20	Merak apa cendrawasih? ( <i>peacock or cendrawasih?</i> )			√	√		To develop student's interests and curiosity.			
58	43.30	Apa bisa dipelihara? ( <i>can be a pet?</i> )			√	√		To develop student's interests and curiosity.			
59	43.45	Siapa mau jawab nomor 3 ? ( <i>Who wants to answer number 3?</i> )			√		√	To stimulate students to state information.			

No	Time	Questions	Types					Purposes	R	N-R	Strategy
			p	cr	dv	ds	r				
60	44.20	Siapa nomor 4? ( <i>who number 4?</i> )			√		√	To stimulate students to state information.			
61	44.40	Nomor 5? ( <i>number 5?</i> )			√		√	To stimulate students to state information.			
62	44.56	Sebentar kamu jawab bagian kedua aja ya? ( <i>you can answer the second part, okay?</i> ) Adjective for people, animals, and things			√		√	To get students attention.			



## Student's Respond

No	Discription of Student Respond
1	The students answered by saying "I'm fine, thankyou. And you?"
2	The students answered by saying "Belum. ( <i>not yet</i> )"
3	The students answered by saying "Nihil ( <i>Nil</i> )"
4	One student answered by saying "Halaman 8 bu. ( <i>Page 8 Ms.</i> )"
5	The students answered by saying "Iya bu ( <i>Yes Ms.</i> )"
6	The students answered by saying "Iya bu ( <i>Yes Ms.</i> )"
7	The students answered by saying "Sudah ( <i>Alright</i> )"
8	The students keep silent and did not answer teacher's question
9	The students keep silent and did not answer teacher's question
10	The students answered by saying "Siap"
11	The students answered by saying "Lebih siap"
12	The students answered by saying "Sangat siap"
13	The students answered by saying "Bagus"
14	The students keep silent and did not answer teacher's question
15	The students answered by saying "Paling indah atau terindah"
16	The students answered by saying "Jelek atau buruk"
17	The students answered by saying "Lebih jelek"
18	The students answered by saying "Paling jelek atau terjelek"
19	The students answered by saying "Kecil sekali"
20	The students answered by saying "Lebih kecil"
21	The students answered by saying "Terkecil atau paling kecil"
22	The students answered by saying "Terkenal"
23	The students answered by saying "Lebih terkenal"
24	The students answered by saying "Paling terkenal"
25	The students answered by saying "Pintar"
26	The students answered by saying "Lebih pintar"
27	The students answered by saying "Paling pintar atau terpintar"
28	The students answered by saying "Tinggi"
29	The students answered by saying "Lebih tinggi"

No	Discription of Student Respond
30	The students answered by saying “Tertinggi”
31	The students answered by saying “Rajin”
32	The students answered by saying “Lebih rajin”
33	The students answered by saying “Terajin”
34	The students answered by saying “Kokoh”
35	The students answered by saying “Lebih kokoh”
36	The students answered by saying “Terkokoh”
37	The students answered by saying “Kuat”
38	The students answered by saying “Lebih kuat”
39	The students answered by saying “Terkuat”
40	The students keep silent and did not answer teacher’s question
41	The students answered by saying “if there is a leisure time in my life?”
42	The students answered by saying “What is the text about?”
43	The students keep silent and did not answer teacher’s question
44	The students keep silent and did not answer teacher’s question
45	The students keep silent and did not answer teacher’s question
46	The students keep silent and did not answer teacher’s question
47	The students keep silent and did not answer teacher’s question
48	The students keep silent and did not answer teacher’s question
49	The students keep silent and did not answer teacher’s question
50	The students keep silent and did not answer teacher’s question
51	The students keep silent and did not answer teacher’s question
52	The students keep silent and did not answer teacher’s question
53	The students answered by saying “macan tutul ( <i>Leopard</i> )”
54	The students answered by saying “Buas ( <i>wild</i> )”
55	The students answered by saying “Merak( <i>peacock</i> )”
56	One student answered by saying “Saya bu, ( <i>I’m Ms</i> )”. The student then wrote the answer on the whiteboard
57	The students answered by saying “Merak( <i>peacock</i> )”
58	The students answered by saying “Tidak bu ( <i>No, Ms.</i> )”
59	One student answered by saying “Saya bu, ( <i>I’m Ms</i> )”. The student then wrote the answer on the whiteboard



No	Discription of Student Respond
60	One student answered by saying “Saya bu, ( <i>I’m Ms</i> )”. The student then wrote the answer on the whiteboard
61	One student answered by saying “Saya bu tapi belum-belum. ( <i>I’m Ms. but it's not finished yet</i> )”
62	One student answered by saying “Eh ya bu sebentar bu. ( <i>wait a minute, Ms.</i> )”



## Appendix 5

### Transcription of the Interview

(Teacher)

R : Selamat sore Ibu, Om Swastyastu, tujuan saya disini ingin mewawancarai ibu sedikit mengenai pembelajaran di kelas yang Ibu ajarkan. Bisa perkenalan terlebih dahulu bu

T : Selamat sore juga, Om Swastyastu nama saya Putu Sri Sandiani, saya sendiri selaku guru pamong dari mahasiswa yang bernama Putu Anom yang melakukan observasi di SMP Negeri 4 Singaraja untuk mata pelajaran bahasa Inggris.

R : Baik Ibu, saya akan mengajukan pertanyaan pertama, apa tujuan dari pertanyaan Ibu dalam pembelajaran di kelas?

T : Tujuan dari pertanyaan tersebut bermacam-macam. Untuk mengetahui apakah siswa itu sudah benar-benar paham dan bisa, untuk mengecek dan mengkonfirmasi apakah semua anak mengerti instruksi atau tidak, untuk menggali informasi dari siswa, dan untuk mengetahui apakah siswa benar-benar bisa.

R : Pertanyaan kedua menurut Ibu, apakah pertanyaan yang Ibu sudah efektif untuk mencapai tujuan dari pertanyaan tersebut?

T : Iya menurut saya sudah cukup efektif tapi tentu saja saya masih harus terus belajar dan mencari referensinya dari buku-buku yang lain misalnya.

R : Baik Ibu, untuk pertanyaan nomor ketiga. Mengapa Ibu mengatakan bahwa pertanyaan tersebut sudah cukup efektif?

T : Karena dari tindak lanjutnya dan itu sudah cukup bisa membantu siswa dan sesuai dengan yang diajarkan.

R : Baik, lanjut ke pertanyaan nomor empat Ibu, Bagaimana Ibu bisa mengetahui bahwa pertanyaan tersebut sudah cukup efektif?

T : Ya dari jawaban siswanya. Efektif atau tidaknya kita bisa melihat bahwa anak itu sudah tahu atau anak-anak bisa mengerjakan tugas, jadi tolak ukurnya dari situ. Karena walaupun saya sudah menyampaikan instruksinya, kan tidak semua mengerti, jadi saya akan cek melalui pertanyaan.

R : Untuk pertanyaan nomor lima bu, selanjutnya bu, ada beberapa pertanyaan yang tidak dijawab oleh siswa saat Ibu menyampaikan pertanyaan tersebut. Bagaimana cara ibu untuk mengatasi pertanyaan yang tidak terjawab itu bu?

T : Kalau saya sendiri kita bisa jawab sendiri, Terkadang juga saya kasi contoh-contoh saja supaya merangsang anak-anak untuk mencari jawabannya.

R : Untuk pertanyaan selanjutnya bu nomor enam. Disini juga setelah saya menganalisis, Ibu menggunakan beberapa strategi. Menurut Ibu apakah strategi itu sudah cukup efektif?

T : Ya, sudah cukup efektif.

R : Mengapa Ibu mengatakan bahwa strategi yang Ibu gunakan sudah cukup efektif?

T : Iya, dilihat dari reaksi siswanya dan itu sudah cukup membantu ya. Sehingga siswa bisa menjawabnya.

R : Untuk pertanyaan terakhir bu. Bagaimana ibu tahu bahwa strategi itu sudah efektif?

T : Dilihat dari reaksi siswanya, setelah ditanyakan kembali akhirnya siswanya kan bisa menjawab.

R : Baik bu, terimakasih untuk informasi yang diberikan, saya cukupkan samapai disini. Om Shanti Shanti Shanti Om

T : Om Shanti Shanti Shanti Om.



## (Students)

### Student 1

1. Menurut kamu, bagaimana cara guru memberikan pertanyaan?  
Guru biasanya memberikan pertanyaan yang ada di buku, jadi biar saya bisa awab jadi harus baca-baca buku dulu di rumah
2. Ketika guru memberikan pertanyaan, apa yang kamu rasakan?  
Kadang saya takut jika pertanyaannya susah dan tidak bisa jawab, tapi saya berani angkat tangan jika pertanyaannya gampang-gampang
3. Apakah kamu suka dengan cara guru memberikan pertanyaan? apa alasannya?  
Saya suka jika jawabannya sudah ada di buku
4. Apakah kamu mengerti setiap pertanyaan yang diajukan oleh guru?  
Kadang mengerti, kadang tidak mengerti
5. Saat guru bertanya, kadang kalian diam dan tidak memberi respon, kenapa ?  
Saya akan diam jika tidak tau jawabannya apaa.
6. Dengan guru sering mengajukan pertanyaan, efeknya buat kamu apa?  
Efeknya buat saya, saya menjadi lebih berani memberikan pendapat

### Student 2

1. Menurut kamu, bagaimana cara guru memberikan pertanyaan?  
Guru biasanya menanyakan adakah yang bisa menjawab pertanyaan itu
2. Ketika guru memberikan pertanyaan, apa yang kamu rasakan?  
Tidak merasakan apa-apa kan sudah disiapkan jawabannya sama teman dulu.
3. Apakah kamu suka dengan cara guru memberikan pertanyaan? apa alasannya?  
Saya suka, karena boleh diskusi dengan teman jawabannya
4. Apakah kamu mengerti setiap pertanyaan yang diajukan oleh guru?  
Mengerti
5. Saat guru bertanya, kadang kalian diam dan tidak memberi respon, kenapa ?  
Kalau itu ya kadang-kadang saya tidak mengerti maksud pertanyaannya apa
6. Dengan guru sering mengajukan pertanyaan, efeknya buat kamu apa?  
Efeknya kita akan lebih memahami pelajaran

### Student 3

1. Menurut kamu, bagaimana cara guru memberikan pertanyaan?  
Guru membacakan pertanyaannya
2. Ketika guru memberikan pertanyaan, apa yang kamu rasakan?  
Senang, karena jawabannya sudah saya tau karena sebelumnya baca-baca buku dulu
3. Apakah kamu suka dengan cara guru memberikan pertanyaan ? apa alasannya?  
Suka, karena pertanyaannya ada dibuku
4. Apakah kamu mengerti setiap pertanyaan yang diajukan oleh guru?  
Mengerti karena pertanyaannya gampang-gampang
5. Saat guru bertanya, kadang kalian diam dan tidak memberi respon, kenapa ?  
Kalau itu karena kadang-kadang pertanyaannya terlalu susah
6. Dengan guru sering mengajukan pertanyaan, efeknya buat kamu apa?  
Efeknya buat saya, membuat saya harus aktif di kelas

#### Student 4

1. Menurut kamu, bagaimana cara guru memberikan pertanyaan?  
Guru langsung menunjuk atau kadang memberikan kesempatan diskusi dulu untuk menjawab
2. Ketika guru memberikan pertanyaan, apa yang kamu rasakan?  
Takut jika tidak bisa menjawab saat ditunjuk sama guru, tapi senang jika bisa menjawab benar
3. Apakah kamu suka dengan cara guru memberikan pertanyaan? apa alasannya?  
Senang kalau tau jawabannya, tidak senang kalau tidak tau jawabannya
4. Apakah kamu mengerti setiap pertanyaan yang diajukan oleh guru?  
Kadang mengerti, kadang tidak
5. Saat guru bertanya, kadang kalian diam dan tidak memberi respon, kenapa ?  
Karena tidak paham pertanyaanya
6. Dengan guru sering mengajukan pertanyaan, efeknya buat kamu apa?  
Efeknya jadinya kita mengerti dan kelas jadi menyenangkan daripada hanya diam-diam

#### Student 5

1. Menurut kamu, bagaimana cara guru memberikan pertanyaan?  
Guru menunjuk dan membuat saya kaget
2. Ketika guru memberikan pertanyaan, apa yang kamu rasakan?  
Saya takut dan grogi jika tidak tau jawabannya
3. Apakah kamu suka dengan cara guru memberikan pertanyaan? apa alasannya?  
Kurang suka karena pertanaannya susah susah
4. Apakah kamu mengerti setiap pertanyaan yang diajukan oleh guru?  
Seringan tidak, karena pertanyaannya susah-susah
5. Saat guru bertanya, kadang kalian diam dan tidak memberi respon, kenapa?  
Ya karena susah pertanyaanya, jadi seringan diam saja
6. Dengan guru sering mengajukan pertanyaan, efeknya buat kamu apa?  
Efeknya, saya tidak tau efeknya buat apa

#### Student 6

1. Menurut kamu, bagaimana cara guru memberikan pertanyaan?  
Guru memberikan kita diskusi dulu dengan teman, lalu membacakan pertanyaanya
2. Ketika guru memberikan pertanyaan, apa yang kamu rasakan?  
Senang sekali jika bisa menjawab pertanyaan dari guru
3. Apakah kamu suka dengan cara guru memberikan pertanyaan? apa alasannya?  
Saya suka, karena boleh kerjasama dengan teman untuk menjawab pertanyaan
4. Apakah kamu mengerti setiap pertanyaan yang diajukan oleh guru?  
Saya mengerti, karena pertanyaannya sederhana dan mudah memahami
5. Saat guru bertanya, kadang kalian diam dan tidak memberi respon, kenapa ?  
Karena pertanyaannya susah di mengerti, tapi nanti pasti guru jelaskan lagi maksud pertanyaannya sampai kita semua bisa jawab.
6. Dengan guru sering mengajukan pertanyaan, efeknya buat kamu apa?  
Efeknya kita dengan teman akan sering berdiskusi tentang jawabannya .

## Appendix 6 Legal documents



### KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI  
Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116  
Telepon (0362) 21541 Fax. (0362) 27561  
Laman: fbs.undiksha.ac.id

Nomor : 4580/UN48.7.1/DT/2019

2 Desember 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 4 Singaraja  
di Jl. Srikandi - Babakan, Sambangan. Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: I Putu Anom Didik Susantara
NIM	: 1412021180
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2019/2020
Judul	: AN ANALYSIS OF TEACHERS' QUESTIONS AND STUDENTS' RESPONSES IN ENGLISH TEACHING-LEARNING PROCESS

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
Wakil Dekan I,  
  
Dr. Dewa Putu Ramendra, S.Pd., M.Pd.  
NIP. 197609022000031001

#### Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS



**PEMERINTAH KABUPATEN BULELENG  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
SEKOLAH MENENGAH PERTAMA NEGERI 4 SINGARAJA**

Alamat : Jl. Srikandi-Babakan, Sambangan. Singaraja – Bali 81161  
Telp / Fax : (0362) 26018 / (0362) 32824  
E-mail : Smpn4\_Singaraja@yahoo.co.id



**SURAT KETERANGAN**  
No : 381/SMPN.4/LL/VII/2020

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 4 Singaraja Menerangkan dengan sebenarnya bahwa :

Nama : I Putu Anom Didik Susantara  
NIM : 1412021180  
Jurusan : Bahasa Asing  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Fakultas : Bahasa dan Seni  
Tahun Akademik : 2019/2020  
Perguruan Tinggi : Undiksha Singaraja

Memang benar telah melakukan Penelitian di SMP Negeri 4 Singaraja dengan judul penelitian : "An Analysis of Teachers questions and student responses in english teaching learning process"

Demikian Surat Keterangan ini dibuat untuk dapat digunakan sebagai mana mestinya.

Singaraja, 24 Juli 2020  
Kepala SMP Negeri 4 Singaraja  
  
**Putu Budhastana, S. Pd. M. Pd**  
NIP. 197210081998021002



## BIOGRAPHY



I Putu Anom Didik Susantara was born in Pupuan on June 21, 1996. The writer was born from the couple of I Wayan Repang and Ni Made Soma. The writer's nationality is Indonesia and the religion is Hindu who lives in Banjar Pupuan, Karangasari Village, Nusa Penida District, Klungkung Regency, Bali, Indonesia. The writer graduated elementary school from SD Negeri 4 Suana in 2008.

He then continued the study to the secondary school at SMP Negeri 1 Nusa Penida and graduated in 2011. In 2014, the writer graduated from SMA Negeri 1 Nusa Penida by focusing on language program and continued his study in Ganesha University of Education, majoring bachelor degree of English Language Education as study program until accomplishing this thesis.

