

**Teacher's Questions in Reading Classroom Interaction at the Eight Grade of
SMP N 2 Grogol in the Academic Year 2022/2023**

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*



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DEDICATION

This Thesis is dedicated to:

1. Allah SWT
2. My beloved big family
3. My beloved parents, Mr. Santoso and Mrs. Suparti
4. My beloved grandmother, Mrs. Hadi Sukinem and Mrs. Pamuji
5. My beloved little brother, Zanvaro Oksa Santosa
6. My best man, Handri Rahmatditya
7. My self, Oka Oktaviana Santosa
8. My best friends, Qori Ardiyanti, Ardelia Arum Estiningtyas, and Anita Usnul Chotimah.
9. My lecturers of Raden Mas Said State Islamic University of Surakarta.
10. My beloved Almamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

"Karena sesungguhnya sesudah kesulitan itu ada kemudahan. Sesungguhnya sesudah kesulitan itu ada kemudahan."

(Q.S Al Insyirah: 5-6)

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."

(Q.S Al Baqarah: 286)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Teacher’s Questions in Reading Classroom Interaction at the Eight Grade of SMP N 2 Grogol in the Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Sukoharjo, November 20th 2023.

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The Researcher,



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ABSTRACT

Oka Oktaviana Santosa. 2023. *Teacher's Questions in Reading Classroom Interaction at the Eight Grade of SMP N 2 Grogol in the Academic Year 2022/2023*. Thesis. English Language Education Study Program, Faculty of Cultures and Language.

Advisor: Fitri Ana Ika Dewi, M.Hum.

This research discusses teacher questions in reading classroom interaction at the eight grade of SMP N 2 Grogol in the academic year 2022/2023. Teacher questions are important in learning to make the class interactive and students become more active. The aims of this research are: (1) to identify the types of questions used by teachers in reading classroom interactions at the eight grade of SMP N 2 Grogol in the academic year 2022/2023, (2) to describe the questioning tactics used by teachers in reading classroom interactions at the eight grade of SMP N 2 Grogol in the academic year 2022/2023.

The researcher used descriptive qualitative research. The subject of this study, which focused on teacher questions, is an English teacher in class VIII SMP N 2 Grogol. The techniques of collecting the data are documentation and interview. Techniques of analyzing the data are data condensation, data display, and conclusion drawing and verivication. The researcher used the methodological triangulation to ensure the trustworthiness of the data.

The research results showed that the teacher asked questions so that the students were active in learning. The researcher found all types question and questioning tactic used by English Teacher in classroom. The teacher uses the three types of questions proposed by (Richards & Lockhart, 1996). The researcher found 178 teacher utterances that included these three types of questions. These types of questions are procedural questions, convergent questions and divergent questions. The type of question tactic that is widely used is convergent. Teacher also applied the seven tactics proposed by (Wragg & Brown, 2001). The researcher found 128 questioning tactics used by teacher during learning. The seven questioning tactics are structuring (signposting), pitching and putting clearly, directing and distributing, pausing and pacing, prompting and probing, listening to replies and responding, and sequencing. The type of question tactic that is widely used is structuring (signposting).

Keywords: Classroom Interaction, Reading, Teacher Question, Questioning Tactics

CHAPTER I

INTRODUCTION

A. Background of the Study

Good learning activities not only place the teacher as the main source of information in learning, but also need to involve students so that the teaching and learning process is not teacher-centered. In achieving good learning objectives, teachers must design learning strategies or tactics. It is intended that students can understand the material easily and attract students' attention in paying attention to the teacher's explanation. This is in line with (Nurdianingsih, 2021) who stated that the teaching strategy is a teacher's way or plan in the learning process that is designed to achieve certain goals. Moreover (Lawton & Wanska, 1977) defines teaching strategy is a general plan that includes the methods used to assist students in learning content and achieving learning in the future.

In the process of learning English in class, students often only listen to what the teacher says. Lack of interaction causes students to become passive. It is necessary to involve students through interaction with teachers so that students are more active in participating in learning. Interaction in the classroom is an important element in learning activities that provide opportunities for teachers and students to talk in class (Wasi'ah, 2016). For this reason, interaction in the classroom is an important point in the success of teaching and learning activities. Because it is not only the students who

benefit, but also the teacher gets feedback on the material presented whether it is well received by students or not. In reading class, interaction can be used as a facility for students to communicate in real interactive situations.

Building interaction in the classroom is not an easy thing to do. The difficulty of students in expressing their ideas is one of the problems that are often encountered. This can be an obstacle in building good class interaction. Especially if students have a poor understanding of linguistic competence such as a lack of vocabulary mastery which makes students not confident if they make mistakes in using language. As stated (Guerrero, 2019), students are not active in class because of a lack of knowledge to express opinions, do not know about the topics discussed, are hesitant to speak because they are embarrassed when asked questions by the teacher. As a teacher, must have the right way so that students can express their ideas properly. The most common activity in class is asking questions. Asking is an element that always in a communication process, including learning communication. Through questions, teachers can involve students actively and dare to express opinions.

Questions are interrogative sentences that require answers. In the classroom, teacher questions are defined as instructional cues or stimuli that expose students to elements of content to be learn (Kakerissa, 2021). Most questions are used to get answers and build confidence fir students to speak in class. Questions that are usually asked by the teacher have various functions such as getting feedback, exercising disciplinary control, focusing attention and most importantly encouraging students to actively participate

in class (Farahian & Rezaee, 2012). However, when the teacher asks students to give their opinion, students often do not understand the meaning of the question, are embarrassed to speak, and are not confident in expressing their ideas for fear of answering the wrong answer. The teacher must examine strategies for asking questions both from the level of the types of questions and asking behavior because student answers are very much influenced by the teacher's questions.

The use of certain types of questions can encourage students to improve critical thinking skills and increase student participation to be more active. It is important for the teacher to know the types of questions that will be used to build an interactive class. In asking questions the teacher can use various types of questions based on their functions and objectives which are classified according to theory (Richards & Lockhart, 1996). The types of questions are procedural, convergent, and divergent questions.

In order for teachers to get good answers from students, appropriate tactics or strategies are needed in asking questions in order to achieve success in learning activities. Questioning strategies are the methods used by the teacher to ask something to get responses from students (Nashruddin & Ningtyas, 2020). To get good answers from students, the teacher can use tactics in asking questions according to the (Wragg & Brown, 2001) classification. The tactics in asking these questions are structuring, pitching and putting clearly, directing and distributing, pausing and pacing, prompting and probing, listening to replies and responding, and sequencing.

The researcher is interested in analyzing teacher questions in reading class interactions based on pre-observations at SMP N 2 Grogol on Saturday, May 13, 2023. The most interesting factor is that the teacher is able to make the reading class atmosphere more interactive. In general, what makes classes not interactive is monotonous and boring learning. In this case, the teacher often interacts with students so that the class is not boring when students encounter a lot of text.

The researcher chose SMP N 2 Grogol as the research location because based on pre-observations, the researcher found that the teachers at the school had ways to make their students active in taking reading classes. Teachers often ask questions to their students from opening to closing activities. These questions are asked with various purposes such as asking questions to manage the class by asking "*How are you today?*", developing students' vocabulary by asking "*What is the meaning of taking care?*", and requiring students' critical thinking by asking "*What is paragraph one about?*".

By asking questions teachers can increase full student participation during the learning process. However, when asking questions, teachers often encounter students who cannot express their opinions well because they are afraid of making mistakes when answering, are embarrassed to speak and don't understand the questions given by the teacher. Therefore, teachers also use questioning tactics and choose the right types of questions so that students are more active and think critically. For example, the teacher apply structuring (signposting) questioning tactics by providing statements,

information or brief explanations before asking questions. The teacher applies directing and distributing questioning tactics by calling students' names, paying attention to body movements and expressions of students who want to contribute to learning. The teacher also listens and responds to students' answers.

There are several previous studies that examined the same field. The first previous research was conducted by Ambarwati (2021) entitled “*Analysis of English Teacher Questions Used in Class Interaction*”. This study aims to find out types of questions are used by teachers in class interactions and the reasons for using these types of questions.

The second previous study is Mutia (2019) with the title “*Analysis of Teacher Asking Skills in Teaching English at SMAN 1 Kubu*”. This study aims to determine the types of questions and types of questions that are dominantly used by teachers.

The last related study is a journal entitled “*The Effect of Questioning-Generation Strategy on Irian EFL Learners’ Reading Comprehension*” Development by Khansir and Dasthi (2014). The results of this study indicate that the questioning strategy has a significant impact on students’ reading comprehension.

The researcher found several gaps that showed students' lack of activeness in the English learning process. Although previous research and this research have the same focus on teacher questions. However, there are differences in the theories used in analyzing question types. Previous the researcher mostly only focused on question types. In this study the

researcher also wanted to analyze the teacher's questioning tactics. Because it has been proven that questioning strategies have a significant influence on the success of teaching in the classroom.

In general, teachers have not been successful in using effective questioning tactics. Some teachers often make mistakes in asking questions such as asking too many questions, requiring students to be able to answer questions correctly, and asking questions in a language that is too high for their age. This resulted in students not knowing how to respond so that students became confused and gave answers that did not match what the teacher expected. This also creates feelings of failure and lack of confidence in students so that students become more hesitant to participate in class.

The learning process between teachers and students in the classroom requires good interaction so that the class becomes more lively. The types of questions and question tactics given by the teacher can determine the effectiveness of learning activities. So, the teacher must be able to apply the right types of questions and question tactics so that students play an active role in the learning process. Based on the phenomenon above, the researcher is interested in studying this problem with the title **“Teacher’s Questions in Reading Classroom Interaction at the Eight Grade of SMP N 2 Grogol in the Academic Year 2022/2023”**.

B. Identification of the Problems

The researcher found several problems in the teaching and learning process. Many factors can influence the appearance of the problem, including:

1. The teacher has problematic questions with students such as asking lots of questions and using ineffective language.
2. Students have difficulty understanding of teacher's explanation during learning.
3. Students are less active in expressing opinions in class.

C. Limitation of the Problems

To limit the problem, the researcher focuses on questioning. As explained in the background, this study discusses the types of questions based on the purpose of the questions and the question tactics used by the teacher. The researcher used theory by (Richards & Lockhart, 1996) to analyze the types of teacher questions. Meanwhile, the theory from (Wragg & Brown, 2001) used to analyze the teacher's questioning tactics. The questions analyzed were questions generated in the learning interaction process, especially in the reading class.

This school has 5 English teachers. Then a sample of one teacher was taken as the research subject. There are 3 classes at SMPN 2 Grogol, namely grades 10, 11 and 12. Each class has 10 classes, namely classes A-J. Then a sample of one class was taken from a total of 30 existing classes. Furthermore, the research was limited to the VIII grade students of SMP N 2 Grogol at Academic Year 2022/2023.

D. Formulation of the Problems

Based on the research background described above, the researcher formulated the problem as follows:

1. What types of questions used by teacher in reading classroom interaction at the eight grade of SMP N 2 Grogol in the academic year 2022/2023?
2. What are the tactics of questioning used by the teacher in reading classroom interaction at the eight grade of SMP N 2 Grogol in the academic year 2022/2023?

E. Objectives of the Study

Based on the formulation of the problem above, the objectives of this study are:

1. To identify the types of questions used by teacher in reading classroom interaction at the eight grade of SMP N 2 Grogol in the academic year 2022/2023.
2. To describe the tactics of questioning used by the teacher in reading classroom interaction at the eight grade of SMP N 2 Grogol in the academic year 2022/2023.

F. Benefits of the Study

The researcher hope that the results of this study have benefits which are divided into theoretical and practical benefits. These benefits are as follows:

1. Theoretical Benefits

It is hoped that this research will provide benefits related to teacher questions which can be used as a reference if other researchers have an interest in researching teacher questions. So they can study the types of questions and questioning tactics teachers use during the learning process and use this thesis as a reference.

2. Practical Benefits

a. For Teachers

The researcher hope that the results of this study can assist teachers in knowing and understanding the appropriate types of questions and tactics of questioning in class interactions to achieve learning objectives so that teaching activities become effective and efficient.

b. For Student

Through this research, students are expected to be more active, stimulated and motivated in speaking by responding to various types of questions and tactics of questioning from the teacher.

c. For Other Researcher

The results of this study can be used for other researcher as inspiration in conducting research related to the types of questions and tactics of questions.

G. Definition of Key Terms

1. Interaction

Rod Ellis (in Hanum, 2016) states that interaction is carried out to facilitate the exchange of information and prevent loss of communication.

2. Classroom interaction

Interaction in the classroom is an important element in learning activities that provide opportunities for teachers and students to talk in class (Wasi'ah, 2016).

3. Reading

Reading is one way to communicate in written form, reading is not only to get information but needs understanding to know the content and get some points from the text (Nuriati et al., 2015).

4. Question

Question is a sentence that aims to ask something that has an interrogative form or function (Cotton, 2012).

5. Teacher question

Tsui (in Meng et al., 2012) claims that the teacher's questions are all types and structures of speech that are classified syntactically and functionally that the teacher asks to elicit student responses.

6. Questioning tactics

Questioning tactics or questioning strategies are ways used by teachers to ask something to students in achieving a goal in teaching (Sujariati et al., 2016).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Classroom Interaction

a. Definition of Classroom Interaction

Interaction is a core part of communication. Rod Ellis (in Hanum, 2016) stated that interaction is carried out to facilitate the exchange of information and prevent loss of communication. In learning a foreign language, interactions in the classroom have different meanings from everyday interactions. Interaction in the classroom is an important element in learning activities that provide opportunities for teachers and students to talk in class (Wasi'ah, 2016). It can be seen from the definitions of several experts to make clear about classroom interaction in this study.

Classroom interaction is a practice that can enhance the development of language skills. He also defines interaction in the classroom as an essential part of the teaching learning process (Adaba, 2017). Whereas Chaudron in (Annisa et al., 2021) states that class interaction is related to class behavior such as asking and answering, negotiating meaning and feedback, and taking turns playing roles in class.

Classroom interaction is a type of social relationship between students and teachers that occurs in the learning process. Classroom interactions include verbal and non-verbal

communication patterns (Richards & Schmidt, 2010). Verbal communication in classroom is communication that occurs using teacher and student conversations. Meanwhile, nonverbal communication is communication between teachers and students through body language such as hand movements or facial expressions.

Based on some definitions by some theories, it can be concluded that classroom interaction is an important part of the teaching and learning process in the form of verbal and non-verbal interactions related to classroom behavior such as communication, questioning and answering, negotiation, and feedback.

b. Part of Classroom Interaction

Classroom interaction used as a means of discussion between teachers and students to communicate in class. There are two main points of discussion which are the points of interaction in the class, namely student talk and teacher talk (Mellany et al., 2021).

1) Students Talk

In learning activities, students are part of the learning process. Students are objects in the teaching and learning process that are needed to gain knowledge. It is important for students to have the ability to speak. Students are expected to be able to contribute and interact with teachers or other students. Because without student interaction, the class will become passive.

Besides being used for interaction, students' speaking ability is also useful for discussing and socializing.

2) Teacher Talk

The teacher is a professional educator who plans and carries out the teaching process. In addition to conveying knowledge to students, teachers must have the ability to speak in front of their students. The learning process becomes meaningless without the teacher's speaking skills. Students need explanations and practices taught by the teacher. Therefore, the teacher's speaking ability is needed in creating interaction between the teacher and students in the classroom.

2. Reading

a. Definition of Reading

In English language skills, there are four basic skills that must be mastered by students including listening, reading, writing, and speaking. Reading is one of the language skills that must be considered. Reading is understanding written text. As stated by (Nuriati et al., 2015) that reading is a way to communicate in written form, reading is not only to get information but needs understanding to know the content and get some points from the text. According to Ismail et al., (2017), reading is a communication tool in the form of text that aims to obtain various information in aspects of life such as science and technology.

Students who often read have much broader insights than students who rarely read. By reading students can improve students' critical thinking skills. When reading, the brain is required to think, analyze various problems, and understand content to discover new things. Reading also had a positive impact on students' spelling, vocabulary knowledge, and their writing. This is in line with (Anggrain et al., 2020) who stated that fluent readers get various information, new insights, and understand the contents of the book.

b. Purpose of Reading

Reading is very good as a brain and mind exercise. Reading can help keep the brain in order to always carry out its functions perfectly. When reading, the brain is required to think, analyze various problems, look for solutions and solutions to find new things. (Berardo, 2006) classify the purpose of reading based on personal reason as follow:

1) Reading for survival

Reading is very important for life to know various information. For example, warning signs, road signs, advertisements etc.

2) Reading for learning

It is reading that is usually done in class and is goal oriented. Readers need to translate the text, literally or figuratively, to learn vocabulary, to use the text as a model for writing and to

practice pronunciation. For example, someone reads a text, then analyzes it and creates the same text.

3) Reading for pleasure

Reading for pleasure is reading with the aim of obtaining happiness. Readers want to enjoy the rhythm, and sound or rhyme of the text. For example, reading novels or narrative texts.

From the previous explanation, it can be seen that reading has several objectives that we must pay attention to before reading a text. In the teaching and learning process, the teacher must be able to determine the appropriate text to be used in learning activities in order to get the benefits of reading.

c. Reading Comprehension

Reading comprehension is the ability to understand the meaning of a text. The goal of reading comprehension is to gain a deep understanding as a whole. This is in line with (Gilakjani & Sabouri, 2016) which explains that reading comprehension is a complex process regarding the ability to obtain meaning from a text that is read. According to Kirby (2007), there are two factors that can influence reading comprehension, namely:

1) Fluency

Fluency is required in reading comprehension. This is related to the speed and thinking power of the reader. If word recognition is slow then the reader cannot process the meaning of the sentence properly.

2) Strategy

The strategy is very useful in reading comprehension when readers encounter long texts. Strategies are various methods such as underlining words, drawing conclusions, and summarizing information so that it is directed towards the purpose of the text.

3. Teacher Questions

a. Definition of Teacher Questions

Teacher questions are one of the techniques that teachers commonly use to control class interaction. The teacher's questions take up most of the teacher's talk and have a major influence on class interaction. Tsui (in Meng et al., 2012) states that the teacher's questions are all types and structures of speech that are classified syntactically and functionally which are asked by the teacher to provoke student responses. In the context of the learning process, teacher questions are widely used to motivate students, evaluate, and focus students' attention on learning (Astrid et al., 2019).

Questions are a way of providing information to students not only based on the material but also their knowledge and thoughts. The teacher must be active and ensure students focus on the material by using easy questions and answers. In the classroom, teacher questioning is a basic element of instruction that aims to observe student understanding and student skills (Critelli & Tritapoe, 2010).

This means the teacher can analyze student activity in the learning process. The teacher must ask several questions to students, both questions addressed to individuals and to all students in the class. This is not only to promote class interaction but also to encourage students to communicate in real life, increase student engagement, and build students to think critically.

In the learning process there are three teacher question and answer sessions, namely playing question and answer at the beginning, asking questions in the middle, and asking questions at the end (Sujariati et al., 2016). There are three teacher question and answer sessions, as follows:

- 1) At the beginning of learning the teacher gives questions as an opener in the conversation. In this case the questions are instructional and help students learn new material and integrate it with old material.
- 2) Asking in the middle is very effective in producing student achievement. Asking questions in the middle of learning can be a motivation for students to improve their understanding of learning material.
- 3) Asking questions at the end of learning used by teachers because it is very important to find out student understanding, test student input and evaluate the learning process.

b. The Importance of Teacher Questions

In teaching and learning, asking questions is one of the most important aspects of mastering knowledge. The teacher must be able to ask good questions so that students are interested in the learning material (Shanmugavelu et al., 2020). Questions in class have an important role in teaching and learning practice. Asking questions during learning is more effective in achieving teaching success than instruction without asking questions to students (Krasnoff, 2016). Through questions will create interaction between teachers and students. Students can play an active role during learning takes place. Not only students benefit, but also teachers receive feedback on the material presented.

Questioning skills must be mastered by the teacher. Asking questions can create meaningful learning so that it has an impact on students. As stated by Cotton (in Novitaningrum et al., 2020), the following is justification for the importance of questions in the teaching and learning process:

- 1) Stimulate and maintain student interest
- 2) Motivate students to be actively involved in the learning process
- 3) Encourage students to think and focus on learning material
- 4) Provide opportunities for students to share their common sense thoughts
- 5) Seek feedback from their teachers or friends

From the statement above, it is evident that the teacher's questions are very important and have a major influence on the learning process. If the teacher does not provide stimulus, students may be passive and the class will become boring. Teacher questions can be a powerful way to stimulate and maintain student interest, motivate students to be actively involved, encourage students to think critically, provide opportunities to share thoughts and speak in class.

c. Types of Teacher Questions

Before asking questions, the teacher must determine the right types of questions to build good interactions. According to Richards & Lockhart (1996), there are three types of questions based on the purpose of the questions that can be used to control class interaction, these types of questions are:

1) Procedural questions

Procedural questions are related to learning procedures, classroom routines, and classroom management. Procedural questions are also usually out of the content context for managing the class. For example, the following questions occur in the classroom when the teacher is checking student assignments, instructions for a task, or students are ready for a new task. Examples of procedural questions are:

Did everyone bring the homework?

Do you all understand what I want to do?

How much more time do you need?

Can you all read what I have written on the whiteboard?

Did anyone bring a dictionary to class?

Why are you not doing the assignment?

It can be concluded that procedural questions are questions to organize routine class activities and also usually come out of the learning context to manage the class. Based on the explanation above, procedural questions have different question functions. Procedural questions can function to check student homework, check student understanding, check student attention, manage classes and others. Procedural questions help students focus on the content of learning materials. These questions are designed to engage students in learning, facilitate student understanding, and increase class interaction.

2) Convergent questions

Convergent questions encourage students to answer questions that focus on learning content. This response is often a short answer, such as “yes” or “no”, or a short statement. In other words, convergent questions do not engage students in higher order thinking to elicit a response but instead focus on recalling previous material. Language teachers often quickly compose convergent questions to assist students in developing language skills and vocabulary. Examples of convergent questions as follows:

How many of you have a personal computer in your home?

Do you use it every day?

What do you mainly use it for?

What are some other machines that you have in your home?

What are the names of some computer companies?

In conclusion, convergent questions are questions that require short answers such as “yes” or “no”, or simple answers without requiring a lot of student thinking. Based on the statement above, convergent questions can serve to recall previous material, direct students to the topic, develop student vocabulary, encourage whole class participation, get short student answers, and so on.

3) Divergent questions

Divergent questions are the opposite of convergent questions. They encourage long and varied responses with students’ higher-order thinking. Divergent questions require students to provide their own information and express themselves rather than remembering previous material. For example, after asking convergent questions, the teacher asks divergent questions as follows:

How have computers had an economic impact on society?

How would businesses today function without computers?

Do you think computers have had any negative effects on society?

What are the best ways of promoting the use of computers in education?

So, divergent questions are questions that encourage students to think critically by providing long and varied responses. Based on the statement above, divergent questions function to involve students in thinking highly, provide their own information, get diverse responses from students, get detailed responses, and so on.

4. Questioning Tactics

a. Definition of Questioning Tactics

In class, teachers must understand the character and abilities of students. The teacher must know how far students understand the material being taught. One effective way for teachers to check student understanding is to ask questions. In asking questions, teachers need the right questioning tactics to get student responses. Questioning tactics or questioning strategies are the ways teachers use to ask students something to achieve a goal in teaching (Sujariati et al., 2016).

In using the questioning strategy, the teacher needs to formulate good questions and know the right strategy. The teacher must be able to choose questions according to the students' ability to understand the learning material. There are many ways to ask questions in class. The teacher can ask one of the students to answer,

ask to answer in turn, or ask students to answer simultaneously. By using a questioning strategy, the learning process will be more interactive and work according to the teacher's goals. This is in line with (Fitriati et al., 2017) that teachers can really control their class by using the right questioning strategies that are applied to students.

The questioning strategy used to provide teacher guidance in asking questions to students. The questioning strategy is also intended to provide opportunities for students to think, understand the teacher's questions, and give time to answer questions. According to Bulent et al., (2016), the benefits of asking questions depend on the teacher's ability to apply the right questioning strategy. The purpose of the questions is based on the level of the question, the type of question, the waiting time, the subject of the question (individual, group, all students, etc.), and the student's response after being asked a question.

Using the right questioning strategy can raise students' curiosity. In addition to answers, students will also respond to the teacher's questions with other questions. In other words, students will also ask questions about things that are not yet known. This creates good interaction between teachers and students. To encourage and get the expected student responses, teachers must use techniques or asking strategies such as repeating questions again, or simplifying complex questions into simple questions (Dumteeb, 2009). So the questions are clear and easy to understand.

b. The Importance of Questioning Tactics

Using a questioning strategy is very important to assist teachers in obtaining student responses. The questioning strategy is an important stage in learning because it can build student motivation in taking the class (Fauziyah & Junaidi, 2021). The teacher's questioning strategy is important for supporting the development of student literacy (Blything et al., 2019).

In the learning process many students have difficulty understanding the content of learning. Interaction between teachers and students is needed to facilitate the course of learning. Not only that, but a questioning strategy is also needed so that the questions are easy to understand. The questioning strategy is one way to make students clear about the teacher's questions (Fitriati et al., 2017). Teachers often find students who are silent when asked questions. They may not understand what is being asked, feel embarrassed, or be afraid to answer incorrectly.

Questioning strategy can make students active and interested in answering questions. Students can express the ideas they think. So that when the teacher gets feedback from students, the teaching and learning process will be in accordance with the objectives. This is in line with (Rido, 2017) who stated that the questions asked by the teacher functioned to encourage students to actively participate

in class, get responses from students, and check students' understanding of the material provided.

Using a questioning strategy can develop students' interest in English if the strategy used is in accordance with students' abilities. (Meşe & Sevilen, 2021) suggests that in the classroom, students have different levels of ability which can affect the level of motivation. Questions that are appropriate to the material and students' abilities will make it easier for them to understand the content of learning. Therefore, the right strategy or tactics are needed in asking questions so that the class becomes interactive and effective.

c. Types of Questioning Tactics

To get good answers from students, it is important for teachers to use the right questioning tactics to reduce mistakes in asking questions. Some of these mistakes are teachers asking too many questions at once, using ineffective language, asking difficult questions, and not giving students time to think. There are various types of questioning strategies that teachers can use to achieve effective learning. Teachers can use the seven questioning tactics put forward by (Wragg & Brown, 2001), which are as follows:

1) Structuring (Signposting)

Structuring is a questioning tactic that provides signs or instructions for the order of questions and topics. Structuring

contains a review of a series of questions, explanations based on previous lessons, and a statement of purpose. For example:

“The air presses against the side of the cups up with the balloons. What do you think is going to happen if I let go of the cup, Claire?”

2) Pitching and Putting Clearly

Pitching refers to estimating the right intellectual level so that the teacher’s questions do not confuse students. Whereas putting clearly means compiling questions using words or phrases that are appropriate to the individual or group. For example:

The teacher asks dentistry students with the sentence *“What is the etiology of dental caries?”*. Then change the question to elementary level students to *“Why do sweets rot your teeth?”*.

3) Directing and Distributing

Directing is a tactic of asking through names, head movements, body movements or facial expressions to all students. This is to avoid uncontrolled simultaneous answers. Distributing is giving an opportunity to each student in the group in turn. Students have the same opportunity to answer the teacher’s questions. In directing and distributing questions, the teacher must pay attention to student body language to identify anyone who wants to contribute, students who are confused, and students who are not present.

4) Pausing and Pacing

The pauses after questions and after answers encouraged more students to answer questions, more questions from students, and more long answers. Pause also acts as a signal for pace of students in answering. If the teacher wants to get good answers from students, then the teacher needs to give them more time to think. For example:

“Why do you think that...is the case? I’m not going to tell you the answer now, so think about it before tomorrow’s lesson”.

5) Prompting and Probing

Prompts and probes are follow-up questions when the first answer is inadequate or inappropriate. The prompt contains clues while the probe requires a more precise answer or detailed answer from the student. According to Wragg there are 3 ways to prompt, namely:

- a) Repeating questions in different or simpler words that relate to students’ knowledge and experiences.
- b) Ask simple questions that lead back to the original question
- c) Provide information and ask questions that help students recall answers.

An example of prompting is *“Think back to what we learned about... so what is... about?”*

Meanwhile, the examples of probing are:

Can you give me an example of that?

Why do you think that is true?

Is there another view?

What is the idea behind that?

Can you tell me the difference between the two?

6) Listening to Replies and Responding

Listening to answers is a questioning tactic in which the teacher listens to student answers. Then the teacher is ready for replies. While responding is a step taken by the teacher after students answer or comment. In responding to students, the teacher can provide feedback or correction after listening to answers from students. In providing responses, teachers must pay attention to students' answers. The teacher can respond by nodding, saying "right" or "yes", changing the question if there is no answer, giving direct instructions if there is no answer changing the sound to a question, and praising students. For example:

T: "*Laras, did you write about rabbits?*"

S: "*Yes, Miss. Rabbit is cute. His ears are long and his fur is very soft.*"

T: "*Very good, Laras.*"

It was concluded that the teacher used the tactic of listening to replies and responding. The teacher asks questions to students. Then listen to the answers and respond by saying good.

7) Sequencing

Sequencing is the movement of the teacher's response between questions. Teachers can ask the same type of questions and higher level questions, thereafter ask questions leading up to the initial position, ask narrow questions to broader ones and vice versa. For example:

T: "*Then, what apple in Bahasa?*"

S: "*Apel, Miss*"

T: "*Hampir sama ya apple dan apel. How does it taste?*"

S: "*Ada yang manis, ada yang asam*"

The example above shows the teacher using the sequencing tactic to ask the same level then go to a higher level.

B. Previous Related Studies

The first study conducted by (Sulistiani, 2021) entitled "*An Analysis of Teacher's Questioning Strategies During The Classroom Interaction in Covid -19 Pandemic At MTS N 01 Bengkulu Utara*". This study aims to determine the strategy of asking the teacher when class interaction and to find out the teacher's reaction to student responses by using a questioning strategy during the Covid-19 pandemic. This study used descriptive qualitative method.

The similarities in this study are that both use descriptive qualitative methods and the theory of types of questions. While the difference lies in

research locations, and previous research researching during the Covid-19 pandemic, while current research examines direct interaction.

The second research was conducted by (Ekawati, 2019) with the title “*An Analysis of Teachers’ Questioning Strategies During the Classroom Interaction at SMAN 4 Makassar*”. This research uses descriptive qualitative method. The results of this research showed that the teachers employed Question Planning Strategies and Question-Controlling Strategies. Students are given questions to check students’ understanding of previous material, to attract students’ attention, to support students to contribute in class and also to motivate students to study. The questioning strategy corresponds to the function of the question strategy type.

The similarities between this research and previous studies are similar in analyzing teacher questioning strategies and data collecting techniques. The differences are theory types of questions by Xuerong (2012), and the previous researcher’s aim to examine the reasons teacher use questioning strategies while the current research examines questioning tactics.

The third research was conducted by (Nasir, 2020) with the title “*An Analysis of Teacher Questioning Strategies and Student Responses in EFL Classroom*”. The purpose of this study is to find out the teachers’ questioning strategies in teaching EFL classroom and to know the way students’ respond towards teachers’ questions. This study applies observation technique where the population is all of the third semester students of English department of UIN Ar-Raniry.

The similarities between previous research and current research are the same in examining teacher questioning strategies, and research methods. The difference with this research are the research subject, the research location and the theory used. This previous study used four types of questions based on (Blosser, 1975) and (Cunningham's, 1987) model in the teaching learning process. While the current research uses theory by (Richards & Lockhart, 1996) for the types of questions and theory by (Wragg & Brown, 2001) for the types of questioning tactics.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research design is descriptive qualitative research. This research is called descriptive because the researcher presents data by describing phenomena that occur between teachers and students in the classroom. This study uses a qualitative approach. The data collected is not in the form of numbers. Data is presented in the form of words or pictures. According to Creswell (2014), qualitative research is an approach to explore and understand the meaning of individuals or groups that are ascribed to social or human problems. The researcher uses a qualitative descriptive method which aims to describe the types of questions and the questioning tactics used by the teacher in reading classroom interactions in class VIII students of SMP N 2 Grogol.

B. Research Setting

1. Setting of Place

This research is conducted on class VIII students of SMP N 2 Grogol. SMP N 2 Grogol is an educational unit located at Sanggrahan, Grogol, Sukoharjo, Central Java, 57552. In carrying out its activities, SMP N 2 Grogol is under the auspices of KEMENDIKBUD. Learning at this school is carried out for 6 days. The researcher chose this school because SMP N 2 Grogol is a public school with A accreditation and has qualified English teachers.

2. Setting of Time

The time of conducting the research was in the second semester in the academic year of 2022/2023. The schedule planning of research as follows:

Table 3.1 Time of Research

No	Activity	March 2023	April 2023	May 2023	June 2023	July 2023	November 2023
1.	Preresearch/ Observation						
2.	Writing Proposal						
3.	Seminar Proposal						
4.	Revising Proposal						
5.	Collecting Data						
6.	Analzing Data						
7.	Munaqosyah						

C. Research Subject and Informant

The subject of this study, which focused on teacher questions, was an English teacher in class VIII SMP N 2 Grogol. He is Mr. Wahyudi, S.Pd. The researcher decided to choose him, because based on initial observations he applied questions in class. He gives questions to students with the aim that students can actively participate in class, to check student knowledge, and to encourage students to think.

D. Data and Source of the Data

The main data in this study is the teacher's questions in the classroom. The teaching of reading classes is adjusted to the material on the lesson plan. In this study, the data were obtained from the teacher's speech when asking questions to students while interacting in class. The data were obtained by interviewing and recording videos of the learning process in the eighth grade of SMP N 2 Grogol.

The source of the data in this study is the classroom activities of the English teacher for grade VIII SMP N 2 Grogol. The researcher chose an English teacher who often used questions in teaching. For the purpose of this study, there are two types of data sources as follows:

1. Events

The event is a series of English teaching and learning activities for class VIII students of SMP N Grogol. The researcher attended the class to see how the teacher used question types and questioning tactics when teaching the class.

2. Informant

Informants are people who provide information or can be regarded as a source of information. The informant of this research is Mr. Wahyudi, S.Pd, an English teacher at SMP N 2 Grogol. The researcher chose him as an informant because he is a professional teacher and has good quality. Evidently, he is a civil servant and has experience teaching English for many

years. The researcher using interview to obtain information about the types of questions and questioning tactics given in class.

E. Research Instrument

This research instrument uses human instruments. This means that researcher is the main research instrument in collecting data. According to Sugiyono (2018), in qualitative research the main instrument is the researcher herself. After the research focus is clear, a simple instrument is developed that can complement and compare the data that has been found.

Furthermore, researcher developed research instruments through classroom observation and interview guideline. Therefore, in this study the researcher as the main tool for collecting observation and interview data using video recording, audio recording, and writing instruments. Data can be obtained by using handphone camera to record video observations, handphone recorder to record audio during interviews, books and pens are used to write field notes and transcribe data.

F. Techniques of Collecting the Data

1. Observation

Observation is the process of collecting data directly by observing at the research location. (Kawulich, 2012) states that observation used in the social sciences as a method for gathering data about people, processes, and culture. The researcher conducted observations twice in

different classes. The first observation was carried out in class 8A on May 26 2023. The second observation was carried out in class 8C on May 26 2023.

The researcher use non-participant observation where researcher do not participate in the activities being observed. Observation used to collect the main data obtained from the teacher's speech. Class observation aims to find out the types of questions and asking tactics used by English teachers when asking questions in class.

In non-participant observation, researcher used video recordings as a data collection technique. According to Derry et al., (2010), video is a recording of interactional phenomena in the form of gestures, eye contact, speech content, tone of voice, and facial expressions. The researcher will record both interactions in class which cover the entire learning process from start to finish. Video recordings are used to analyze teacher-student interactions including gestures, class situations, facial expressions and assist researcher in transcribing data.

2. Interview

Interview is a questions and answers activity conducted to obtain information from the person being interviewed. Researcher used semi-structured interviews. In this case the researcher asked several predetermined questions while other questions were not planned beforehand. This means that researcher can dig deeper information to obtain data. As stated by (Elhami & Khoshnevisan, 2022) that semi-

structured interviews use open-ended questions to obtain a detailed investigation of a particular topic. The researcher used an audio recorder during the interview. In this study, interviews were conducted with eighth grade English teachers. The function of the interviews in this study was to double-check the research data and to validate the observed data.

G. Trustworthiness of the Data

Data validity is a step to check the credibility of the data. To make research data valid, the validity of research results is important in a study. Therefore, the researcher used triangulation to double-check the correctness of the data. According to Patton (2002), triangulation is a combination with various theories, methods, and data sources to determine data reliability. There are four types of triangulation that can be used in qualitative research, including:

1. Methodological triangulation

Methodological triangulation refers to the techniques used by the researcher in collecting data to obtain data validation. This means that the researcher test the validity of the data by collecting the same data but using different techniques or methods.

2. Data sources triangulation

Data sources triangulation means that the researcher triangulate several different data sources. This means that the researcher must collect data from various sources to check the validity of the data.

3. Investigator triangulation

Investigator triangulation refers to researcher triangulating data sources by checking or testing data with several experts to achieve data validation.

4. Theoretical triangulation

Theoretical triangulation is a triangulation process using several theories to validate research data. This means that researcher check the validity of the data by using more than one theory to discuss the formulation of the problem so that it can be analyzed.

Of the four types of triangulation, the researcher applied methodological triangulation. To determine the validity of the data in this study, researcher compared the data obtained from observation and interview. After making observations, researcher cross-checked data to compare observation data, interview data, and research theory.

H. Techniques of Analyzing the Data

The researcher used data analysis techniques by (Miles et al., 2014).

The data analysis technique consists of:

1. Data Condensation

The first step taken in analyzing data is data condensation. Data condensation refers to simplification, the process of selecting, focusing on what is important, and transforming data in field notes, documents, written transcripts and other empirical materials. The data in this research is in the form of videos and transcripts.

This research uses video recording as a technique to capture natural interactions in reading classes in detail. Researchers first transcribe the video recordings and then code the data. Next, the researcher analyzed by selecting data that referred to the questions asked by the teacher. The selected data are utterances or sentences identified as questions.

2. Data Display

The second step is data display. Data display refers to displaying condensed data that aims to help researchers understand the data. Data display is a collection of information that provides the possibility to draw conclusions and take action. The display is illustrated in the form of matrices, graphs, charts and tables. In this step the researcher displays the data that has been identified in the form of questions, types of questions and the questioning tactics used by the teacher.

To create a data analysis classification, the researcher assigns a code to each data:

- 001, 002, 003...: Number of Data
- T1: Transcription 1
- T2: Transcription 2
- 8A: Class 8A
- 8C: Class 8C
- PQ: Procedural Questions
- CQ: Convergent Questions
- DQ: Divergent Questions

- STR: Structuring (Signposting)
- PPC: Pitching and Putting Clearly
- DD: Directing and Distributing
- PP: Pausing and Pacing
- PrPb: Prompting and Probing
- LRR: Listening to Replies and Responding
- SQ: Sequencing.

3. Conclusion Drawing and Verification

The third step of qualitative data analysis is conclusion drawing and verification. Conclusions are verified in the analysis process. Conclusions are continuously analyzed, and the data verified to get a perfect conclusion. At this stage, the researcher concludes the research results based on the problem formulation and research objectives. The conclusion is in the form of a core analysis of the types of questions and questioning tactics used by the teacher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents research findings and discussion, related to problems mentioned in the first chapter of the research. problems that have occurred mentioned in the first chapter of this research. There are two questions that must be asked answered through this research. First, the types of questions that teachers use in reading class interactions. Second, the questioning tactics used by teachers in reading class interactions.

A. Research Findings

1. Types of Questions are Used by Teacher in Reading Classroom Interaction

In reading classroom interaction, the teacher always gives procedural questions to all activities, namely initial activities, main activities and closing activities. The teacher uses the convergent question type in the main activities because the teacher develops more student vocabulary. Meanwhile, divergent questions are always used in the main activities to invite students to think critically through their own language.

a. Types of Questions are Used by Teacher in Class 8A

The researcher made the first observation in class 8A on May 26, 2023. The learning material was about recount text. The

researcher found 92 teacher utterances that were identified as questions. The explanation is as follows:

1) Opening Activity

In the opening activity, the researcher only found 1 data from all types of questions. The questions found in the opening activity are procedural questions. Analysis of the types of teacher questions in opening activities in class 8A is as follows:

a) Procedural Questions

Procedural questions relate to learning procedures, classroom routines and managing the classroom and also usually come out of the learning context to manage the class. For example, checking student homework, checking student understanding, checking student attention, instructions for an assignment, or being ready for a new assignment. These questions are designed to engage students in learning, facilitate student understanding, and increase class interaction.

The interview results also showed that teachers used procedural questions to ask how students were doing, check student attendance or ask about students' readiness for learning. This aims to foster closeness between teachers and students so as to create a good and comfortable learning atmosphere. In this activity the researcher only found 1

teacher's utterance which was identified as a procedural question. The explanation can be seen below:

T : How are you today? (T1/8A/007/PQ)

Data (T1/8A/007/PQ) is a procedural type because the teacher asks about the student's condition as a class management procedure. This question is often asked by teachers to attract students' attention and find out how enthusiastic they are in entering the material that will be presented.

Based on the explanation above, the researcher created a table to show the types of questions used by teachers in class 8A in opening activities.

Table 4.1
Types of Teacher Questions in Class 8A Opening Activities

	Types of Questions	Total Number
Opening Activity	Procedural	1
	Convergent	-
	Divergent	-
Total		1

Based on table 4.1, the researcher only found 1 teacher's utterance in class 8A at the opening activity. The type of question found is procedural. Before starting the activity, the teacher asks procedural questions as class management by asking how students are doing.

2) Main Activity

In this activity students are invited to read recount text. Students are asked to underline vocabulary that is considered difficult, translate the meaning and answer questions related to the text. From this activity there was good interaction between teachers and students. The researcher found 88 utterances from all types of questions. Analysis of the types of teacher questions in the main activity in class 8A is as follows:

a) Procedural Questions

Procedural questions relate to learning procedures, classroom routines and managing the classroom and also usually come out of the learning context to manage the class. For examples checking student homework, checking student understanding, checking student attention, instructions for an assignment, or being ready for a new assignment. These questions are designed to engage students in learning, facilitate student understanding, and increase class interaction.

The interview results show that teachers also use procedural questions to ask how students are doing, check student attendance or ask about students' readiness for learning. The teacher said that this aims to foster closeness between teachers and students so as to create a good and comfortable learning atmosphere. In the main activity, the

researcher found 13 teacher utterances that were identified as procedural questions. Some of them will be explained as follow:

T : Okay thank you. *Dika..Dika..mana Dika?* Okay you paragraph three. *Suarane sing banter.* Louder please! (T1/8A/071/PQ)

The data (T1/8A/071/PQ) occurs when the teacher looks for the target student to continue reading the text. The teacher asks for the name to confirm the student's whereabouts. This question refers to procedural because it is included in classroom management where the teacher instructs students to continue reading the text.

The other example is:

T : Okay *kalau saya lebih cocok cita-cita Tasya. Mungkin ada yang lain the best title nya apa yang paling cocok? Ini habis to spidolnya?* (T1/8A/199/PQ)

The speech context (T1/8A/199/PQ) appears after the teacher asks for the most appropriate text title. However, when the teacher wanted to write the title on the whiteboard, the marker had run out. This question is procedural because the teacher asks outside the learning context about markers that have run out and asks students to fill them in so they can continue learning.

Another example is:

T : *Iya, C betul. Menjadi lebih baik dan kembali ke kota kelahirannya. Nek ra mari yo otomatis ora bali no. Yang terakhir siapa? The last number? Ada yang mau mencoba?* (T1/8A/249/PQ).

The data (T1/8A/249/PQ) occurs when the teacher asks students who are willing to answer questions in the text. This question is procedural because the teacher gives questions to manage the class so that students can answer the questions in turn.

b) Convergent Question

Convergent questions are questions that require short answers, such as “yes” or “no”, or short statements. In other words, convergent questions do not engage students in higher-level thinking. Convergent questions can help students develop language skills, vocabulary, and help increase focus on remembering previous material.

This is related to the results of interviews which show that teachers use convergent questions in learning where students only answer short questions without thinking at a high level. The researcher found 61 teacher utterances that were identified as convergent questions. The explanation can be seen as follow:

T : Enough. Thank you. *Coba sekarang kita cari the meaning words from the text yang sudah saya sebutkan tadi. “Take care” apa itu? Ada yang tau? What the meaning of “take care”?* (T1/8A/73/CQ).

The data (T1/8A/73/CQ) occurs when the teacher discusses the material. Then the teacher asked the meaning of the words "take care". This question aims to develop

students' vocabulary mastery. So, this question falls into the convergent type.

The other example is:

T : *Ya, tidak ada seseorang. Saya ulang, Tasya harus pergi ke rumah sakit juga, karena tidak ada seseorang di rumah yang merawatnya. “Tasya didn't mind” apa tadi? Tasya tidak...?* (T1/8A/153/CQ).

The data (T1/8A/153/CQ) occurs when the teacher invites students to translate sentences. The teacher asks the meaning of the words that have been translated previously. This question is convergent because it aims to make students focus and be able to recall previous material. The meaning of the word has also been explained so that it does not require high level thinking to answer it.

The next example is:

T : *Yang dimaksudkan “she” di sini siapa to?* (T1/8A/157/CQ).

The context that occurs in the teacher's speech (T1/8A/157/CQ) occurs when the teacher asks about the position of "she" in the text. This question is a convergent type because the answer is presented in the text and requires a short answer.

The last example is:

T : *A. Dia meninggalkan rumah sakit dengan terburu-buru. Kalau B. Dia tidak ingin menemui Tasya, nyambung ora? Connect tidak?* (T1/8A/243/CQ).

The data (T1/8A/243/CQ) occurred when the teacher asked the students for the correct answer. This question is a type of question that only requires a short answer such as "yes" or "no" without requiring high-level thinking abilities. So, this question is a convergent question type.

c) Divergent Question

Divergent questions are questions that encourage students to think critically to get longer answers, provide their own information and express themselves rather than remembering previous material.

Based on the results of the interview, the teacher said that sometimes he asked questions related to HOTS (High Order Thinking Skill). This is done so that students are able to think critically and deeply about the material presented. The researcher found 14 teacher utterances that were identified as divergent questions. Some of them will be explained as follow:

T : *Tasya, betul. Tasya liked to know, ingin mengetahui tentang pekerjaan ibunya. Terus berikutnya “Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there.” Artinya? (T1/8A/159/DQ).*

The data (T1/8A/159/DQ) occurs when the teacher asks about the meaning of sentences in the text. This question is considered divergent because it invites students to think at

a higher level to translate quite long sentences into Indonesian.

The other example is:

T : Okay, *saya kira itu isinya ya. Coba pak guru tanya sek, kira-kira judulnya apa? Setelah kita terjemahkan ini what the title from the text? Apa kira-kira, ada yang tau?* (T1/8A/185/DQ).

The teacher's speech situation (T1/8A/185/DQ) occurs when the teacher asks students about the appropriate title of the text. This question is divergent because students have to convey their ideas in their own language. Questions like this invite students to think higher.

The next example is:

T : *Paragraf dua itu tentang apa?* (T1/8A/221/DQ).

The context of the teacher's speech in the data (T1/8A/221/DQ) occurred when the teacher asked about the contents of paragraph two in the text. The teacher asks students to give their opinions. This question is considered divergent because it invites students to think at a higher level in order to answer the question well.

Based on the explanation above, the researcher created a table to show the types of questions used by teachers in class 8A in main activities.

Table 4.2
Types of Teacher Questions in Class 8A Main Activities

Main Activity	Types of Questions	Total Number
	Procedural	13
	Convergent	61
	Divergent	14
Total		88

As seen in table 4.2, the researcher found three types of questions used by teachers in class 8A in main activities. The researcher found 13 procedural questions, 61 convergent questions, and 14 divergent questions. The total is 88 teacher sayings. In main activities, the convergent question type is the most widely used because teachers often ask about students' vocabulary mastery.

3) Closing Activity

Closing activities are the final part of learning. In this activity the teacher gives students the opportunity to ask questions. This aims to check students' understanding. The researcher only found 3 teacher utterances with procedural questions.

a) Procedural Question

Procedural questions relate to learning procedures, classroom routines and managing the classroom and usually come out of the learning context to manage the class. For example, checking student homework, checking student understanding, checking student attention, instructions for an

assignment, or being ready for a new assignment. These questions are designed to engage students in learning, facilitate student understanding, and increase class interaction.

In this activity the teacher gives students the opportunity to ask questions. This aims to check students' understanding. The researcher only found 3 teacher utterances with procedural questions.

As said by the teacher during the interview, the results show that teachers use procedural questions to ask how students are doing, check student attendance or ask about students' readiness for learning. This aims to foster closeness between teachers and students to create a good and comfortable learning atmosphere.

In the closing activity, the researcher found 3 teacher utterances which were identified as procedural questions. The explanation is as follows:

T : D, right. The correct answer is D. **Up to here, do you have any questions? Please. *Mungkin ada pertanyaan sampai sini dulu?*** (T1/8A/259/PQ).

The data context (T1/8A/259/PQ) occurs when the class is discussing to answer questions in the text. At the end of the discussion the teacher checks students' understanding by giving space for students to ask questions. This question is included in the procedural type because the teacher checks

students' understanding by providing space for questions before closing the class.

The other example is:

T : ***Tidak ada?** Kalau tidak ada tolong nanti teksnya dikumpulkan lagi. Nanti saya gunakan untuk kelas yang lain. Jangan dikasih nama ya. Okay see you.* (T1/8A/261/PQ).

The data (T1/8A/261/PQ) occurs when the teacher confirms whether there is a question or not. This question is of a procedural type because the teacher checks students' understanding by reconfirming whether there is a question or not.

The last example is:

T : *O ya, untuk tugasnya yang berkaitan dengan reading tolong jawab pertanyaan itu. Absen yang ganjil menjawab nomor 1,3,5 dan absen yang genap menjawab yang genap. Silahkan kamu translate dalam Bahasa Indonesia. **Ada pertanyaan?*** (T1/8A/263/PQ).

The situation in the data (T1/8A/263/PQ) occurred when the teacher gave assignments to students. This question is procedural because the teacher checks students' understanding by asking whether there are any questions for the new assignment instructions that have been given.

Based on the explanation above, the researcher created a table to show the types of questions used by teachers in class 8A in closing activities.

Table 4.3
Types of Teacher Questions in Class 8A Closing Activities

	Types of Questions	Total Number
Closing Activity	Procedural	3
	Convergent	-
	Divergent	-
Total		3

In table 4.3, the researcher only found 3 teacher utterances in class 8A in the closing activity. This type of question is a procedural question. The teacher asks procedural questions before ending the activity with the aim of checking students' understanding of the material that has been presented.

To show the data results for this type of question, the researcher created the following table:

Table 4.4
Data Results on Types of Teacher Questions in Class 8A

Activity	Types of Questions	Total Number
Opening	Procedural	1
	Convergent	-
	Divergent	-
Main	Procedural	13
	Convergent	61
	Divergent	14
Closing	Procedural	3
	Convergent	-
	Divergent	-
Total		92

Based on table 4.4, the researcher found three types of questions used by teachers during learning in class 8A. The researcher found 17 procedural questions, 61 convergent questions, and 14 divergent questions. So, the total is 92 teacher utterances.

In class 8A learning the teacher asked more convergent type questions. This question is often found in main activities because the teacher explains the material and wants to develop language and vocabulary skills in students.

b. Types of Questions are Used by Teacher in Class 8C

The researcher made a second observation in class 8C on May 26, 2023. This observation was carried out after the researcher made observations in class 8A. Learning material about recount text. The researcher found 86 teacher utterances that were identified as questions. The explanation is as follows:

1) Opening Activity

In the opening activity, the researcher found 2 data from all types of questions. The questions found in the opening activity is procedural questions. Analysis of the types of teacher questions in opening activities in class 8C is as follows:

a) Procedural Questions

Procedural questions relate to learning procedures, classroom routines and managing the classroom and usually come out of the learning context to manage the class. For example, checking student homework, checking student understanding, checking student attention, instructions for an assignment, or being ready for a new assignment. These questions are designed to engage students in learning, facilitate student understanding, and increase class interaction.

This is related to the results of interviews with teachers. Teachers use procedural questions to ask how students are doing, check student attendance or ask about student readiness for learning. The teacher said that this aims to foster closeness between teachers and students so that a good and comfortable learning atmosphere is created.

The researcher found 2 teacher utterances that were identified as procedural questions. The explanation can be seen below:

T : **How are you today?** (T2/8C/005/PQ)

Data (T2/8C/005/PQ) is a procedural type because the teacher asks about the student's condition as a class management procedure. This question is often asked by teachers to attract students' attention and find out how

enthusiastic they are in entering the material that will be presented.

The next example is:

T : *Sudah dapat semua?* (T2/8C/010/PQ)

The situation in the data (T2/8C/010/PQ) occurred when the teacher checked again whether the text distributed was even or not. This question is of a procedural type because it functions as class management to check whether the text has been divided evenly or not.

From the explanation above, the researcher created a table to show the types of questions used by teachers in class 8C in opening activities.

Table 4.5
Types of Teacher Questions in Class 8C Opening Activities

	Types of Questions	Total Number
Opening Activity	Procedural	2
	Convergent	-
	Divergent	-
Total		2

Based on table 4.5, the researcher only found 2 teacher utterances in class 8C during the opening activity. The type of question found is procedural. Before starting the activity, the teacher asks procedural questions to ask how students are doing and manage the class.

2) Main Activity

In the main activity, the teacher provides material about recount text. Students are asked to underline vocabulary that is considered difficult, translate the meaning and answer questions related to the text. From this activity there was good interaction between teachers and students. The researcher found 83 utterances from all types of questions. Analysis of the types of teacher questions in the main activity in class 8C is as follows:

a) Procedural Questions

Procedural questions relate to learning procedures, classroom routines and managing the classroom and usually come out of the learning context to manage the class. For example, checking student homework, checking student understanding, checking student attention, instructions for an assignment, or being ready for a new assignment. These questions are designed to engage students in learning, facilitate student understanding, and increase class interaction.

This is in line with interviews conducted by researcher with teachers. The interview results show that teachers use procedural questions to ask how students are doing, check student attendance or ask about students' readiness for learning. Teachers say that this can foster

closeness between teachers and students so that a good and comfortable learning atmosphere is created. In the main activity, the researcher found 12 teacher utterances which were identified as procedural questions. Some of them will be explained as follows:

T : *Bukan. "Shallow" artinya dangkal. Air yang dangkal, jelas belum?* (T2/8C/181/PQ).

Data (T2/8C/181/PQ) occurred when the teacher asked the meaning of the word "shallow". Students cannot answer correctly so the teacher provides an explanation. Next, the teacher re-confirms students' understanding. This question is a procedural type because the teacher checks students' understanding by asking whether the students are clear or not.

The other example is:

T : *Ya, tidak dapat mendayung kano di air dangkal. Sehingga kami mengembalikan perahu itu dan menyewa dua jarring kecil untuk menangkap ikan. "We went near rocks and dead corals." Kami pergi dekat batu-batu dan karang-karang mati. "We could see fish hiding." Kami dapat melihat ikan-ikan yang bersembunyi. Kami bersemangat mencoba menangkap mereka. "Actually" sebenarnya, daya tarik utama pantai itu adalah sebuah pulau kecil terlepas dari pantai itu. Pulau itu disebut Pulau Drini. Ada yang pernah ke sana? Siapa ngacung?* (T2/8C/253/PQ).

The context in the data (T2/8C/253/PQ) occurs when the teacher explains material about Drini Island. Then the teacher asked whether anyone had been there or not. This

question is of procedural type because it can involve students in learning and attract students' attention.

The next example is:

T : Ya, sementara itu ibuku sedang menyiapkan makanan siang piknik kami. "Before going home" sebelum pulang, kami makan siang di pantai. "It was so much fun" itu sangat menyenangkan. "I really like going to the beach" *saya betul-betul menyukai untuk pergi ke pantai. Okay sekarang langsung dijawab pertanyaannya. Nomor satu, ada yang mungkin mau mencoba? Anyone?* (T2/8C/261/PQ).

The context in the data (T2/8C/261/PQ) occurs when the teacher explains material about Drini Island. Then the teacher asked whether anyone had been there or not. This question is of procedural type because the teacher manages the class by giving students the opportunity to answer questions in turn.

The last example is:

T : The trip to Drini beach. *Boleh. Number three, you Rizki wes durung mau?* (T2/8C/285/PQ).

The context in the data (T2/8C/285/PQ) occurs after students answer questions in the text. This question is procedural because the teacher manages the class by asking follow-up questions for other students to answer. This aims to ensure that students can answer questions in the text evenly.

b) Convergent Question

Convergent questions are questions that require short answers, such as "yes" or "no", or short statements. In other

words, convergent questions do not engage students in higher-level thinking. Convergent questions can help students develop language skills, vocabulary, and help increase focus on remembering previous material.

The interview results also show that teachers use convergent questions in learning where students only answer short questions without thinking at a high level. The researcher found 63 teacher utterances that were identified as convergent questions. The explanation can be seen as follow:

T : “Visitors” apa? Dari kata “visit” apa artinya? (T2/8C/126/CQ).

The utterance (T2/8C/126/CQ) occurs when the teacher discusses translating the meaning of words. Then the teacher asked the meaning of the word "visitors". This question aims to develop students' vocabulary mastery. So, this question falls into the convergent type.

The next example is:

T : Air pasang. Di pantai kan hubungane karo air, kan gitu to? (T2/8C/130/CQ).

The context of (T2/8C/130/CQ) occurs when the teacher asks the meaning of the word "the tide". However, there was no response from the students. Then the teacher provides an explanation before asking follow-up questions. This question only requires a short answer such as "yes" or

"no" without requiring students' high-level thinking abilities.

So, this question is a convergent question type.

The other example is:

T : **“The tide” what the meaning of “tide”? apa tadi “tide”?** (T2/8C/241/CQ).

The situation in the data (T2/8C/241/CQ) occurred when the class discussed translating the contents of the text. The teacher asks again the meaning of "the tide" according to the vocabulary whose meaning was previously searched for. So, this question is a convergent type because it functions so that students focus and can recall previous material.

The last example is:

T : *Kami mencari tempat berlindung* “a shelter”. **“It was in front of a small food vendor.” “It” dari kata apa itu kira-kira?** (T2/8C/245/CQ).

The utterance (T2/8C/245/CQ) occurs when the teacher asks what is meant by "it" in the text. This question is a convergent type because the answer is presented in the text and does not require students' higher level thinking.

c) Divergent Question

Divergent questions are questions that encourage students to think critically to get longer answers, provide their own information and express themselves rather than remembering previous material.

From the results of interviews, teachers sometimes ask questions related to HOTS (High Order Thinking Skills). This aims to enable students to think critically and deeply with the material presented. The researcher found 8 teacher utterances that were identified as divergent questions. Here are some explanations:

T : “Preparing” *menyiapkan. Okay sekarang kita artikan keseluruhannya. Paragraf satu “Last holiday I went to Drini Beach with my family.” Artinya apa itu bareng-bareng?* (T2/8C/217/DQ).

Data (T2/8C/217/DQ) occurs when the teacher asks students to interpret sentences in the text. This question invites students to think at a higher level because students have to translate a fairly long sentence into Indonesian. So, this question is of the divergent type.

The other example is:

T : *Paragraf satu tentang apa?* (T2/8C/273/DQ).

The utterance (T2/8C/273/DQ) occurred when the teacher asked about the contents of paragraph one. The teacher asks students to give their opinions. This question is considered divergent because it invites students to think at a higher level and express their opinions through their own language.

Another example is:

T : *Kegiatan apa, yo yang lain perhatikan sek. Penulis melakukan kegiatan apa di pantai itu? Apa?* (T2/8C/287/DQ).

The utterance (T2/8C/287/DQ) occurred when the class was discussing an exercise in the text. Then the teacher asks for answers that match the questions. The teacher invites students to guess and think about what the writer did when he was at the beach. This question is a divergent type because students are asked to answer in their own words and requires students' high level thinking.

The last example is:

T : *Iya*, past tense. ***Satu lagi yang terakhir what the title from the text?*** (T2/8C/301/DQ).

Context in the data (T2/8C/301/DQ) occurs when the teacher asks for a title that is appropriate to the text. In this case students are invited to think at a higher level and provide their opinions through their own words. So, this question is of the divergent type.

Based on the explanation above, the researcher created a table to show the types of questions used by teachers in class 8C in main activities.

Table 4.6
Types of Teacher Questions in Class 8C Main Activities

	Types of Questions	Total Number
Main Activity	Procedural	12
	Convergent	63
	Divergent	8
Total		83

As seen in table 4.6, the researcher found three types of questions used by teachers in class 8C in main activities. The researcher found 12 procedural questions, 63 convergent questions, and 8 divergent questions. The total is 83 teacher sayings. In main activities, the convergent question type is the most widely used because teachers often ask about students' vocabulary mastery.

3) Closing activity

Closing activities are the final part of learning. In this activity the teacher gives students the opportunity to ask questions. This aims to check students' understanding. The researcher only found 1 teacher's utterance with a procedural question type.

a) Procedural Questions

Procedural questions relate to learning procedures, classroom routines and managing the classroom and usually come out of the learning context to manage the class. For example, checking student homework, checking student understanding, checking student attention, instructions for an assignment, or being ready for a new assignment. These questions are designed to engage students in learning, facilitate student understanding, and increase class interaction.

The interview results show that teachers also use procedural questions to ask how students are doing, check student attendance or ask about students' readiness for learning. This aims to foster closeness between teachers and students so as to create a good and comfortable learning atmosphere.

The researcher found 1 teacher's utterance which was identified as a procedural question. The explanation is:

T : Going to Drini Beach. **Okay, do you have any questions?** (T2/8C/303/PQ).

This data occurs after the teacher has finished discussing the material. Then the teacher asks the students if they have any questions regarding the material that has been presented. This aims to check students' understanding. So, this question is of the divergent type.

Based on the explanation above, the researcher created a table to show the types of questions used by teachers in class 8C in closing activities.

Table 4.7
Types of Teacher Questions in Class 8C Closing Activities

	Types of Questions	Total Number
Closing Activity	Procedural	1
	Convergent	-
	Divergent	-
Total		1

In table 4.7, the researcher only found 1 teacher's utterance in class 8C in the closing activity. This type of question is a procedural question. The teacher asks procedural questions before ending the activity with the aim of checking students' understanding regarding the material that has been presented whether students can accept it clearly or not. To show the data results for this type of question, the researcher created the following table:

Table 4.8
Data Results on Types of Teacher Questions in Class 8C

Activity	Types of Questions	Total Number
Opening	Procedural	2
	Convergent	-
	Divergent	-
Main	Procedural	12
	Convergent	63
	Divergent	8
Closing	Procedural	1
	Convergent	-
	Divergent	-
Total		86

In table 4.8, researcher found the three types of questions used by teachers during learning in class 8C. The researcher found 15 procedural questions, 63 convergent

questions, and 8 divergent questions. So the total is 86 teacher utterances.

In learning in class 8C, the teacher often asks convergent types of questions. This question is often found in main activities because teachers invite students to read, translate and answer questions. This can develop students' language and vocabulary skills.

To show the data results of the types of questions used by teachers in reading classroom interaction at the eighth grade students of SMP N 2 Grogol at the academic year 2022/2023, the researcher made the following table:

Table 4.9
Types of Teacher Questions in the Eight Grade of SMP N 2
Grogol at the Academic Year 2022/2023

No	Types of Questions	Activity	T1	T2	Amount of Data	Total Number
1.	Procedural	Opening	1	2	3	32
		Main	13	12	25	
		Closing	3	1	4	
2.	Convergent	Opening	-	-	-	124
		Main	61	63	124	
		Closing	-	-	-	
3.	Divergent	Opening	-	-	-	22
		Main	14	8	22	
		Closing	-	-	-	
TOTAL						178

As seen in table 4.9, the researcher found three types of questions used by teacher during learning in classes 8A and 8C. Researcher found 32 procedural questions, 124 convergent questions, and 22 divergent questions. So the total is 178 teacher utterances.

2. Teacher's Questioning Tactics in Reading Classroom Interaction

a. Teacher's Questioning Tactics in Class 8A

The researcher made the first observation in class 8A on May 26, 2023. The learning material was about recount text. The researcher found 68 tactics that teachers used during learning. The following is the explanation:

1) Opening Activity

The opening activity is the initial part of learning. In this activity the researcher did not find the questioning tactics used by the teacher in asking questions which were included in the seven questioning tactics by (Wragg & Brown, 2001). Because in the opening activity the teacher asks few questions and gives more instructions.

2) Main Activity

In this activity students are invited to read recount text. Students are asked to underline vocabulary that is considered difficult, translate the meaning and answer questions related to

the text. From this activity there was good interaction between teachers and students. In this activity, researcher found 68 questioning tactics used by teachers in learning in class 8A. The explanation is as follows:

a) Structuring (Signposting)

Structuring is a questioning tactic that provides signs or instructions for the order of questions and topics. Structuring contains a review of a series of questions, explanations based on previous lessons, and a statement of purpose.

The interview results showed that the teacher provided signs or instructions for questions in the form of explanations of the material before giving questions so as not to deviate from the topic and learning objectives. In the main activity, researcher found 33 questioning tactics used by teachers. Some of them will be explained as follows:

T : Enough. Thank you. ***Coba sekarang kita cari the meaning words from the text yang sudah saya sebutkan tadi. “Take care” apa itu? Ada yang tau? What the meaning of “take care”?*** (T1/8A/073/STR).

In the data (T1/8A/073/STR) this occurs when students finish reading the text in turns. This question is structuring because the teacher gives instructions to find the meaning of words in the text and provides vocabulary statements before asking the question.

The other example is:

T : My brother takes care of my mother in the room. Take care *apa coba? me...?* (T1/8A/075/STR).

Data context (T1/8A/075/STR) occurs when the class is discussing how to translate meaning in the text. This question is structuring because the teacher provides a sentence statement that will be translated before asking the student a question.

The next example is:

T : Okay good. *Tasya tidak keberatan. Next, "hospital lounge" apa itu? Kalau di rumah sakit itu ada seperti tempat duduk. What the meaning?* (T1/8A/081/STR).

The utterance (T1/8A/081/STR) appeared when the class was discussing the translation of meaning in the text. This question is structuring because the teacher provides a sentence statement and provides an illustration to the students as a guide in interpreting the word "hospital lounge".

The last example is:

T : *Hah? Sinonime atau persamaan kata. Kalau bersyukur sinonim tidak bersyukur yo ra nyambung no kui jenenge lawan kata atau antonim. Jawabane apa a, b, c, or d?* (T1/8A/237/STR).

The context in the data (T1/8A/237/STR) occurs when the teacher asks for a synonym for the word "grateful". However, students answered the opposite word. This question is

structuring because the teacher provides a sentence statement and a brief explanation of synonyms and antonyms.

b) Pitching and Putting Clearly

Pitching refers to estimating the right intellectual level so that the teacher's questions do not confuse students. Whereas putting clearly means compiling questions using words or phrases that are appropriate to the individual or group.

The interview results showed that if students did not understand, the teacher would change the questions to simple sentences that were easy to understand and adapted to the discussion at the level of middle school students. In this activity the researcher only found 2 questioning tactics. The following is the explanation:

T : Okay good. *Tasya tidak keberatan. Next, "hospital lounge" apa itu? Kalau di rumah sakit itu ada seperti tempat duduk. What the meaning?* (T1/8A/081/PPC).

The utterance (T1/8A/081/PPC) appeared when the class was discussing the translation of meaning in the text. This question includes pitching and putting clearly because in this situation the teacher changes language that is easy for students to understand so as not to confuse students.

The next example is:

T : *Kalau patient itu apa? "Be patient my baby" sabarlah sayang. Kalau patient dihubungkan dengan rumah sakit what the meaning?* (T1/8A/085/PPC).

The data context (T1/8A/085/PPC) occurs when the teacher asks the meaning of the word "patient". Teachers estimate the intellectual level of their students by using language that is easy for students to understand so as not to confuse students. So this question includes the tactic of asking pitching and putting clearly.

c) Directing and Distributing

Directing is a tactic of asking through names, head movements, body movements or facial expressions to all students. Distributing is giving an opportunity to each student in the group in turn. Students have the same opportunity to answer the teacher's questions.

The results of the interview show that in learning the teacher motivates students to be more confident and gives other students the opportunity to answer the questions given. Teachers also address students through names and body movements. This is a manifestation of directing and distributing tactics. In the main activity, researcher found 14 questioning tactics. Some of them will be explained as follow:

T : *Seorang anak yang bercita-cita ingin menjadi guru, okay hampir sama. Nanti kita cari judul yang terbaik. Yang lain? Ada dua pendapat. Coba kamu apa the best title from the text?*

S : *Keinginan Tasya atau cita-cita Tasya.* (T1/8A/191-192/DD).

The context in the data (T1/8A/191-192/DD) occurs when the teacher asks all students for the correct title. This question includes directing and distributing because the teacher distributes leading questions to all students. Then the teacher appoints one of the students to answer the question.

The other example is:

T : *Okay tidak ada langsung ke pertanyaan.*

Number one, ada yang mau coba nomor satu?

Ss : (Students silent)

T : *Reyhan coba dibaca!*

S : Why did Tasya go to the hospital that day?

T : *Mengapa Tasya pergi ke rumah sakit hari itu? The best answer is a, b, c or d?*

Ss : A. B.

T : *Because opo? Ayo alasan yang utama tadi apa?*

S : Tasya ingin tahu tentang pekerjaan ibunya.

T : Iya, alasanya she wanted to know about her mother's job. **Berarti jawaban yang betul apa?**

Ss : A. (T1/8A/205-214/DD)

Speech (T1/8A/205-214/DD) occurred when discussing answer number one. This includes directing and distributing because the teacher gives the class the opportunity to try to answer. But no one answered that question. Then the teacher asks one of the students by saying the student's name. In answering this question there are several different answers. The teacher asks students for the correct answer again to avoid uncontrolled answers.

The last example is:

T : *Iya, C betul. Menjadi lebih baik dan kembali ke kota kelahirannya. Nek ra mari yo otomatis ora bali no.*

Yang terakhir siapa? The last number? Ada yang mau mencoba?

S : (Raised his hand)

T : Okay. You, mas.

S : What did Tasya do to express her gratitude?

T : **The best answer is?**

S : D. She worked hard in her studies.
(T1/8A/249-254/DD)

The utterance (T1/8A/249-254/DD) occurs when the teacher gives other students the opportunity to answer the next question. Then students are willing to answer by raising their hands. This includes directing and distributing types of questioning tactics because the teacher pays attention to students' body language movements to identify students who want to contribute to answering questions.

d) Pausing and Pacing

The pauses after questions and after answers encouraged more students to answer questions, more questions from students, and more long answers. If the teacher wants to get good answers from students, then the teacher needs to give them more time to think.

The results of the interviews show that teachers need to give time for thinking to help students express their opinions. Teachers say that this can increase student and teacher enthusiasm for learning during the learning process. In the main activity, researcher found 3 data. The explanation is as follows:

T : *Dia berkata dia ingin menjadi seorang guru Bahasa Inggris. "Can you speak English?"* *opo Bahasa Indonesia?*
 Ss : (Students are silent)
 T : ***Dapatkah kamu...berbicara?***
 Ss : *Bahasa Inggris (T1/8A/164-168/PP).*

Data (T1/8A/164-168/PP) occurs when the teacher asks the meaning in the text but no students answered. Then the teacher gives a pause before asking questions again. The teacher gives a short pause so that students can answer the questions given. So, this question is of the pausing and pacing type.

The next example is:

T : *Okay, saya kira itu isinya ya. Coba pak guru tanya sek, kira-kira judulnya apa? Setelah kita terjemahkan ini what the title from the text? Apa kira-kira, ada yang tau?*
 Ss : (Students are silent)
 T : ***Yo dikiro-kiro cobo. Kiro-kiro judule opo the title from the text?***
 S : *Cita-cita Tasya.*
 T : *Cita-cita Tasya, okay. Anyone yang lain? Any idea, please?*
 S : *Seorang anak yang bercita-cita ingin menjadi guru. (T1/8A/185-190/PP).*

The utterance (T1/8A/185-190/PP) occurs when the teacher asks for the correct title for the text. But no students answered. Then the teacher gives a pause so that students can think. So this question includes the types of pacing and pacing tactics.

The last example is:

T : *Okay kalau saya lebih cocok cita-cita Tasya. Mungkin ada yang lain the best title nya apa yang paling cocok? Ini habis to spidolnya?*
 S : *Habis pak*
 T : *Diisi dulu. Okay nanti jam 1 dan 2 anak-anak sampai jam 9.20. Ini sudah menunjukkan di 12 menit. Okay*

sekarang kembali kepada cita-citanya Tasya, apa bahasa inggrisnya? Tasya's...?

Ss : Ambition (T1/8A/199-202/PP)

The context in the data (T1/8A/199-202/PP) occurs when the teacher asks for another title. In this case, the teacher gives students time to think while waiting for the markers to be filled. Then when finished, the teacher asks again to get answers from the students.

e) Prompting and Probing

Prompts and probes are follow-up questions when the first answer is inadequate or inappropriate. The prompt contains clues while the probe requires a more precise answer or detailed answer from the student.

The results of the interview are also related to the statement above, that the teacher provides follow-up questions if the first answer is not correct, such as giving instructions to get a more detailed answer. The teacher said that this was aimed at making students try to realize, correct and evaluate the shortcomings in their answers in detail. In the main activity, researcher found 4 data that were included in this tactic.

The other example is:

T : *Suatu malam, betul. "Tasya had to go to the hospital too", Tasya harus pergi ke rumah sakit juga. "because nobody was at home to take care of her" karena nobody apa?*

S : *Perawat rumah*

T : *"No-bo-dy" apa nobody?*

S : *Tidak berpenghuni. (T1/8A/149-152/PrPb)*

Speech (T1/8A/149-152/PrPb) occurs when the class discusses vocabulary in the text. This question includes prompting and probing because the teacher asks the meaning of the word "nobody". However, the student's answer was not correct. Then the teacher uses follow-up questions by redirecting the meaning of the word to get a more appropriate answer from the student.

The last example is:

T : ***Mengapa Tasya pergi ke rumah sakit hari itu? The best answer is a, b, c or d?***

Ss : A. B.

T : ***Because opo? Ayo alasan yang utama tadi apa?***

S : *Tasya ingin tahu tentang pekerjaan ibunya.*

T : ***Iya, alasanya she wanted to know about her mother's job. Berarti jawaban yang betul apa?***

Ss : A. (T1/8A/209-214/PrPb)

The context in the data (T1/8A/209-214/PrPb) occurs when the teacher asks students for the right answer. In this situation, there are different answers from students. The teacher provides simple information to help students remember the answer. So, this question is a type of prompting and probing tactic.

f) Listening to Replies and Responding

Listening to answers is a questioning tactic in which the teacher listens to student answers. Then the teacher is ready for replies. While responding is a step taken by the teacher after students answer or comment. In responding to students,

the teacher can provide feedback or correction after listening to answers from students.

The interview results also show that teachers need to listen to answers and provide feedback to students. The teacher said that by providing feedback, there would be lively learning reactions and interactions in the classroom.

In this activity, researcher found 10 tactics used by teachers. Some of them will be explained as follows:

T : **Next ada kata apa lagi? “Surprise” apa itu surprise?**
Ss : *“Kejutan”*
T : **Kejutan ya betul. O tadi ada yang kelewatan “English course” what the meaning?**
Ss : (Students are silent)
T : **Kursus...?**
Ss : *Bahasa Inggris. (T1/8A/105-110/LRR)*

Data (T1/8A/105-110/LRR) is included in the listening to replies and responding type because after asking questions the teacher listens to the students' answers. Then the teacher responded by saying "yes, that's right". This is one form of teacher response in giving appreciation to students for answering correctly. Then the teacher asks again and hears the answers from the students.

The next example is:

T : **“Had paid a one-year-tution fee” apa itu artinya?**
Ss : (Students are silent)
T : **Telah membayar, had paid itukan telah membayar. Satu tahun biaya kuliah, one-year-tution fee. Telah membayar satu tahun biaya kuliah. Okay, “grateful” apa “grateful”. What the meaning?Ber...?**

S : "Bersyukur"
T : *Bersyukur, betul. Kalau "gratitude" apa?*

Paragraph three ada "gratitude" what the meaning?

Ss : (Students are silent)

T : *Kalau "grateful" itu tadi artinya bersyukur, kalau "gratitude"?*

Ss : (Students are silent)

T : *Terima...?*

Ss : *Kasih. (T1/8A/113-122/LRR)*

The context in the data (T1/8A/113-122/LRR) occurs when the teacher asks several meanings of sentences. The teacher listened to the students' answers but several times there were no answers from the students. Then the teacher responds by giving direct instructions which are turned into questions. The teacher also gave a response in the form of appreciation to the students by saying "that's right".

The last example is:

T : *Terima kasih. Okay lanjut kata berikutnya recovered dari kata recover. "Recover" itu sembuh, tulis. Terus berikutnya, next. Nek "illness" apa illness?*

Ss : (Students are silent)

T : *Nek "ill" saja apa artinya sa...sa...?*

S : *Sakit*

T : *Sakit, very good. Kata yang lain sinonimnya "sick". Kalau illness "dari penyakitnya" ayo tulis. "Went back" apa? Podo karo go back ya to? Went back, go back. (T1/8A/123-127/LRR)*

The situation in the data (T1/8A/123-127/LRR) occurred when the teacher asked the meaning of the word "illness" but there was no response from the students. Then the teacher responds by providing instructions so that students can answer. After the students answer correctly, the teacher appreciates the students by saying "very good".

g) Sequencing

Sequencing is the movement of the teacher's response between questions. Teachers can ask the same type of questions and higher level questions thereafter, ask questions leading up to the initial position, ask narrow questions to broader ones and vice versa.

From the results of interviews, teachers sometimes provide a type of sequencing questioning tactic. The teacher explains the recount text learning situation. The teacher said that students were asked the question "what is the title of the text?". This includes asking questions that lead to the initial position where the teacher asks the title of the text that has been discussed. Then the teacher asks "what type of text has been discussed?". This includes asking higher-level questions about the text.

In this activity, the researcher only found 2 sequencing question tactics. The explanation is as follows:

T : *Belajar Bahasa Inggris. Okay, untuk lebih detailnya kita terjemahkan dulu ditranslate biar gampang menjawab pertanyaan. "Tasya's mother was a nurse in a hospital." Ada yang tau apa ini?*

S : *Ibu Tasya perawat (in a low voice)*

T : *Hmm?*

S : *Ibu Tasya perawat.*

T : *Ya betul. Ibunya Tasya adalah...siapa dia?*

S : *Perawat.*

T : *Ya seorang perawat. "In hospital"?*

Ss : *Rumah sakit.*

T : *Ya, di sebuah rumah sakit. "One night"?*

S : *Suatu malam. (T1/8A/139-148/SQ)*

Context in the data (T1/8A/139-148/SQ) occurs when the teacher asks the meaning of sentences in the text. The teacher asks a series of sequential questions to lead back to the main topic, namely his mother Tasya. So, this question is a type of sequencing questioning tactic.

The last example is:

- T : *Ya, ini koe kudu ngerti artine. Ini sinonim, mau grateful mau artinya apa yang sudah saya tulis?*
S : (Silent)
T : *“Grateful” apa? Ber?*
Ss : Bersyukur.
T : *Bersyukur. Bahasa inggris yang lain apa sinonimnya?*
S : Tidak bersyukur
T : *Hah? Sinonime atau persamaan kata. Kalau bersyukur sinonim tidak bersyukur yo ra nyambung no kui jenenge lawan kata atau antonim. Jawabane apa a, b, c, or d?*
S : Thankful. (T1/8A/231-238/SQ)

The utterance (T1/8A/231-238/SQ) occurs when the teacher asked for answer number three. The teacher asks the meaning of "grateful" and its synonyms. This includes asking the same type of questions at the same level. Then the teacher asks questions that lead to the initial position, namely asking for the right answer from the student. So this question is a type of sequencing question.

From the explanation above, the researcher created a table to show the types of questioning tactics used by teachers in class 8A in the main activities.

Table 4.10
Types of Teacher's Questioning Tactics in Class 8A Main
Activities

Main Activity	Questions Tactics	Total Number
	Structuring (Signposting)	33
	Pitching and putting Clearly	2
	Directing and Distributing	14
	Pausing and Pacing	3
	Prompting and Probing	4
	Listening to Replies and Responding	10
	Sequencing	2
Total		68

Based on table 4.10, researcher only found 68 questioning tactics used by teachers in main activities in class 8A. The researcher found 33 Structuring (Signposting) tactics, 2 Pitching and putting Clearly, 14 Directing and Distributing, 3 Pausing and Pacing, 4 Prompting and Probing, 10 Listening to Replies and Responding, and 2 Sequencing. So the total is 68 data.

3) Closing Activity

Closing activity is the final part of learning. In this activity the researcher did not find the questioning tactics used by the teacher in asking questions which were included in the seven questioning tactics by (Wragg & Brown, 2001). Because in the opening activity the teacher asked few questions.

To show the results of data on the type of teacher asking in learning in class 8A, the researcher made the following table:

Table 4.11
Data Results on Types of Teacher's Questions Tactics in Class 8A

Activity	Questions Tactics	Total Number
Opening Activity	-	-
Main Activity	Structuring (Signposting)	33
	Pitching and putting Clearly	2
	Directing and Distributing	14
	Pausing and Pacing	3
	Prompting and Probing	4
	Listening to Replies and Responding	10
	Sequencing	2
Closing Activity	-	-
Total		68

In table 4.11, the researcher found all types of questioning tactics used by teachers in class 8A during learning. The researcher found 33 Structuring (Signposting) tactics, 2 Pitching

and putting Clearly, 14 Directing and Distributing, 3 Pausing and Pacing, 4 Prompting and Probing, 10 Listening to Replies and Responding, and 2 Sequencing. So the total is 68 data. This data is only found on main activities.

b. Teacher's Questioning Tactics in Class 8C

The researcher conducted a second observation in class 8C on May 26 2023. The learning material was about recount text. The researcher found 60 tactics that teachers used during learning. The following is the explanation:

1) Opening Activity

The opening activity is the initial part of learning. In this activity the researcher did not find the questioning tactics used by the teacher in asking questions which were included in the seven questioning tactics by (Wragg & Brown, 2001). Because in the opening activity the teacher asks few questions and gives more instructions.

2) Main Activity

In this activity students are invited to read recount text. Students are asked to underline vocabulary that is considered difficult, translate the meaning and answer questions related to the text. From this activity there was good interaction between teachers and students. In this activity, researcher found 60

questioning tactics used by teachers. The explanation is as follows:

a) Structuring (Signposting)

Structuring is a questioning tactic that provides signs or instructions for the order of questions and topics. Structuring contains a review of a series of questions, explanations based on previous lessons, and a statement of purpose.

The interview results showed that the teacher provided signs or instructions for questions in the form of explanations of the material before giving questions so as not to deviate from the topic and learning objectives. In this activity, researcher found 37 questioning tactics used by teachers. Some of them will be explained as follows:

T : Okay thank you, enough. *Coba sekarang kita cari kosa kata yang ada di situ supaya diterjemahkan ke dalam Bahasa Indonesia. Biar nanti kita tau isi dari bacaan itu. Yang pertama apa?* (T2/8C/102/STR).

In the data (T2/8C/102/STR) this occurs when students finish reading the text in turns. Then the teacher gives directions to find the meaning of words in the text and provides a statement before asking questions. So this question includes structuring questioning tactics.

The other example is:

T : *Terus lanjut, “looked for” nek “look” itu artinya apa?* (T1/8A/132/STR).

The context in the data (T2/8C/132/STR) occurs when the class is discussing translating meaning in the text. The teacher provides a statement of the sentences that will be translated before asking students questions. So this question is included in structuring asking tactics.

The next example is:

T : *Kami mencari tempat berlindung* “a shelter”.
“It was in front of a small food vendor.” “It” dari kata apa itu kira-kira? (T2/8C/245/STR).

The utterance (T2/8C/245/STR). occurs when the class is discussing to translate the meaning in the text. Before the teacher asks what word "it" refers to, the teacher provides a statement of the sentence that will be translated. So this question is included in the structuring type of questioning tactics.

The last example is:

T : The writer feel happy. *Terus yang berikutnya tenses apa yang paling banyak digunakan dalam teks itu? Hayo menceritakan bentuk lampau menggunakan tenses apa?* (T2/8C/299/STR).

Context on data (T2/8C/299/STR). occurs when the teacher asks about the tenses used in the text. The teacher tries to review the past tense material that has been given. So this question is included in structuring asking tactics.

b) Pitching and Putting Clearly

Pitching refers to estimating the right intellectual level so that the teacher's questions do not confuse students. Whereas putting clearly means compiling questions using words or phrases that are appropriate to the individual or group.

The interview results showed that if students did not understand, the teacher would change the questions to simple sentences that were easy to understand and adapted to the discussion at the level of middle school students. In this activity the researcher only found 1 questioning tactic. The following is the explanation:

T : *Ayahku bersantai di gazebo. Kakaku dan saya mengganti pakaian-pakaian yang nyaman. "We rented a canoe" kami menyewa sebuah kayu kecil dan bermain di air. "It was fun" menyenangkan. "About an hour later" kira-kira satu jam kemudian, air itu surut sehingga kami tidak dapat apa itu eee. Kalau dalam bahasa sing gampang apa "canoe" itu?*

Ss : Berenang. Berlayar.

T : *Iya, nek kapal gede berlayar. Nek kapal cilik opo? Me?*

Ss : Mendayung. (T2/8C/249-252/PPC)

The utterance (T2/8C/249-252/PPC) occurs when the class is discussing how to translate the meaning in the text. In this situation the teacher changes language that is easy for students to understand so as not to confuse students. So this question includes the tactic of asking pitching and putting clearly.

c) Directing and Distributing

Directing is a tactic of asking through names, head movements, body movements or facial expressions to all students. Distributing is giving an opportunity to each student in the group in turn. Students have the same opportunity to answer the teacher's questions.

The results of the interview show that in learning the teacher motivates students to be more confident and gives other students the opportunity to answer the questions given. Teachers also address students through names and body movements. This is a manifestation of directing and distributing tactics.

In the main activity, the researcher found 10 questioning tactics. The explanation is as follows:

T : *Ya, tidak dapat mendayung kano di air dangkal. Sehingga kami mengembalikan perahu itu dan menyewa dua jarring kecil untuk menangkap ikan. "We went near rocks and dead corals." Kami pergi dekat batu-batu dan karang-karang mati. "We could see fish hiding." Kami dapat melihat ikan-ikan yang bersembunyi. Kami bersemangat mencoba menangkap mereka. "Actually" sebenarnya, daya tarik utama pantai itu adalah sebuah pulau kecil terlepas dari pantai itu. Pulau itu disebut Pulau Drini. **Ada yang pernah ke sana? Siapa ngacung?***

Ss : (Students raise their hands)

T : Ya. **How is the scenery of there?**
(T2/8C/253-255/DD)

The utterance (T2/8C/253-255/DD) occurred when the teacher asked if anyone had been there. Then one of the students raised his hand and teacher asked about how the atmosphere was

there. This includes directing and distributing because the teacher pays attention to students' body language movements to identify students who want to contribute to answering questions.

The last example is:

T : The trip to Drini beach. Boleh. **Number three, you Rizki wes durung mau?**

S : *Belum pak.* What activities did the writer do at the beach?

T : *Kegiatan apa, yo yang lain perhatikan sek. Penulis melakukan kegiatan apa di pantai itu? Apa?*

Ss : Bermain pasir. Menangkap ikan. Menyewa kano.

T : The writer rented a canoe, boleh. **Terus melakukan apa lagi?**

Ss : *Membeli anu minuman kelapa. Berenang. Golek iwak.* (T2/8C/285-290/DD)

The context in the data (T2/8C/285-290/DD) occurs when the class is discussing to answer questions in the text. Then the teacher appoints one student by calling his name to answer the question. So this question includes directing and distributing tactics.

d) Pausing and Pacing

In this activity, the researcher did not find any type of pausing and pacing questioning tactic.

e) Prompting and Probing

Prompts and probes are follow-up questions when the first answer is inadequate or inappropriate. The prompt contains clues while the probe requires a more precise answer or detailed answer from the student.

The results of the interview are also related to the statement above, that the teacher provides follow-up questions if the first answer is not correct, such as giving instructions to get a more detailed answer. The teacher said that this was aimed at making students try to realize, correct and evaluate the shortcomings in their answers in detail. In the main activity, researcher found 4 data that were included in this tactic. Some of them are explained as follows:

T : *Terus lanjut, “looked for” nek “look” itu artinya apa?*
 Ss : *Melihat*
 T : *Melihat, kalau “looked for”?*
 Ss : *Terlihat. Melihat.*
 T : *Iya kalau “look” itu melihat, kalau “looked for”?*
 S : *Terlihat*
 T : *“Look for” itu mencari.*
 Ss : *Ooo... (T2/8C/132-139/PrPb)*

Speech (T2/8C/132-139/PrPb) occurs when the class discusses vocabulary in the text. This question includes prompting and probing because when the teacher asks the meaning of the word "looked for", the students give an incorrect answer. Then the teacher uses follow-up questions by redirecting the meaning of the words to get more appropriate answers from students.

The last example is:

T : *Air surut. Kalau “the shallow water”?*
 S : *“Shallow water” air pasang.*
 T : *Yo ora no. “water” itu air kalau”shallow” nya?*
 S : *Air putih.*

T : *Bukan. "Shallow" artinya dangkal. Air yang dangkal, jelas belum?*

S : *Sudah pak. (T2/8C/140-145/PrPb)*

Context in the data (T2/8C/140-145/PrPb) occurs when the class discusses the meaning of vocabulary in the text. This question includes prompting and probing because when the teacher asked the meaning of the word "shallow water" the students answered incorrectly. Then the teacher provides simple information to help students understand it. However, the student's answer was still wrong, so the teacher corrected it.

f) Listening to Replies and Responding

Listening to answers is a questioning tactic in which the teacher listens to student answers. Then the teacher is ready for replies. While responding is a step taken by the teacher after students answer or comment. In responding to students, the teacher can provide feedback or correction after listening to answers from students.

The interview results also show that teachers need to listen to answers and provide feedback to students. The teacher said that by providing feedback, there would be lively learning reactions and interactions in the classroom. In this activity, researcher found 7 tactics used by teachers. Some of them will be explained as follows:

T : *Fishing, wes mudeng to. Terus lanjut "rocks"?*

Ss : The rocks. *Metal. Boto.*
T : **“Rocks” itu ya batu betul. Terus lanjut “dead corals” apa?**
Ss : (Students are silent)
T : **“Dead” itu mati, kalau “corals” itu apa?**
Ss : *Karang.*
T : *Karang mati. Next, “fish hiding”?*
S : Ikan bersembunyi.
T : ***Ya betul, ikan bersembunyi. “Eagerly”?***
Ss : *Diam. Bersemangat.*
T : ***Secara bersemangat. Terus lanjut paragraph selanjutnya?***
S : “Main attraction” (soft voice).
T : ***Ha? Apa?***
S : “Main attraction”. (T2/8C191-204/LRR)

The context in the data (T2/8C191-204/LRR) occurs when the teacher asks several meanings of sentences. The teacher listens to the students' answers and provides feedback in the form of appreciation to the students by saying "ya betul ". In the next question, it can be seen that the teacher is listening to the students because the students answer the question in a soft voice. The teacher asks students to repeat the words. So this question includes listening to replies and responding.

The last example is:

T : ***Apa tujuan atau maksud dari teks di atas?***
S : Menceritakan pengalaman.
T : ***Iya, dalam Bahasa Inggris apa?***
S : (Silent)
T : ***To tell?***
S : Tell past experience.
T : ***Ya, tell about past experience. Boleh, okay good. Menceritakan pengalaman di waktu lampau.*** Next, you number two. (T2/8C/265-271/LRR)

The situation in the data (T2/8C/265-271/LRR) occurred when the teacher asked the purpose of the text and asked

students to change it to English. However, there was no response from the students. Then the teacher responds by providing instructions so that students can answer. After the student answers correctly, the teacher gives appreciation to the student by saying "ya oke bagus". So this question includes listening to replies and responding.

g) Sequencing

Sequencing is the movement of the teacher's response between questions. Teachers can ask the same type of questions and higher level questions thereafter, ask questions leading up to the initial position, ask narrow questions to broader ones and vice versa.

From the results of interviews, teachers sometimes provide a type of sequencing questioning tactic. The teacher explains the recount text learning situation. The teacher said that students were asked the question "what is the title of the text?". This includes asking questions that lead to the initial position where the teacher asks the title of the text that has been discussed. Then the teacher asks "what type of text has been discussed?" This includes asking higher-level questions about the text.

In this activity, the researcher only found 1 sequencing question tactic. The explanation is as follows:

T : *Ya apa itu? Berganti ya. "I changed into more comfortable clothes" ganti pakaian yang lebih nyaman. Terus selanjutnya "rented" dari kata "rent"?*

Ss : *Menyewa.*

T : *Menyewa, ya betul. Rental, pernah dengar kata "rental" apa?*

S : *Rental PS.*

T : *Apa itu?*

Ss : *Meminjam. Menyewa. Menyewakan.*

T : *Penyewaan PS. Kalau renternir orang yang?*

Ss : *Penagih utang. Plecit pak plecit.*

T : *Orang yang meminjamkan uang. Terus berikutnya sampai mana tadi? (T2/8C/164-172/SQ)*

The utterance (T2/8C/164-172/SQ) occurs when the teacher asks the answer to number three. The teacher asks the meaning of "rented". Then the teacher asks the meaning of the words "rental" and "rentenir". This question is sequencing because includes asking questions from narrower types, namely from the word "rented" to broader questions, namely "rental" and "rentenir".

From the explanation above, the researcher created a table to show the types of questioning tactics used by teachers in class 8C in main activities.

Table 4.12
Types of Teacher's Questioning Tactics in Class 8C Main Activities

	Questions Tactics	Total Number
Main Activity	Structuring (Signposting)	37
	Pitching and putting Clearly	1
	Directing and Distributing	10

	Pausing and Pacing	-
	Prompting and Probing	4
	Listening to Replies and Responding	7
	Sequencing	1
Total		60

Based on table 4.12, researcher found 60 questioning tactics used by teachers in main activities in class 8C. The researcher found 37 Structuring (Signposting) tactics, 1 Pitching and putting Clearly, 10 Directing and Distributing, 4 Prompting and Probing, 7 Listening to Replies and Responding, and 1 Sequencing. So the total is 60 data.

3) Closing Activity

Closing activity is the final part of learning. In this activity the researcher did not find the questioning tactics used by the teacher in asking questions which were included in the seven questioning tactics by (Wragg & Brown, 2001). Because in the opening activity the teacher asked few questions.

To show the results of data on types of teacher questioning in class 8C, the author made the following table:

Table 4.13
Data Results on Types of Teacher's Questions Tactics in Class 8C

Activity	Questions Tactics	Total Number
Opening Activity	-	-
Main Activity	Structuring (Signposting)	37
	Pitching and putting Clearly	1
	Directing and Distributing	10
	Pausing and Pacing	-
	Prompting and Probing	4
	Listening to Replies and Responding	7
	Sequencing	1
Closing Activity	-	-
Total		60

In table 4.13, the researcher found 6 types of questioning tactics used by teachers in class 8C during learning. In this case, the researcher did not find any type of pausing and pacing questioning tactic. The researcher found 37 Structuring (Signposting) tactics, 1 Pitching and putting Clearly, 10 Directing and Distributing, 4 Prompting and Probing, 7 Listening to Replies and Responding, and 1 Sequencing. So, the total is 60 data. This data is only found on main activities.

To show the data results on the types of questioning tactics used by teachers in reading classroom interaction at

the eighth grade students of SMP N 2 Grogol at the academic year 2022/2023, the author made the following table:

Table 4.14
Types of Teacher Questions Tactics in the Eight Grade of SMP N 2 Grogol at the Academic Year 2022/2023

No	Activity	Types of Questions Tactics	T1	T2	Total Number
1.	Opening	-	-	-	-
2.	Main	Structuring (Signposting)	33	37	70
		Pitching and putting Clearly	2	1	3
		Directing and Distributing	14	10	24
		Pausing and Pacing	3	-	3
		Prompting and Probing	4	4	8
		Listening to Replies and Responding	10	7	17
		Sequencing	2	1	3
3.	Closing	-	-	-	-
	TOTAL				128

As seen in table 4.14, researcher found seven types of questioning tactics used by teachers during learning in classes 8A and 8C. Researcher found 70 Structuring (Signposting), 3 Pitching and putting Clearly, 24 Directing and Distributing, 3 Pausing and Pacing, 8 Prompting and Probing, 17 Listening to Replies and Responding, and 3 Sequencing. So the total is 128 data.

B. Discussion

To analyze interactions between teachers and students in learning, researcher use the theory of types of questions and questioning tactics. The researcher used the theory of question types by (Richards & Lockhart, 1996). The types are procedural questions, convergent questions, and divergent questions. Meanwhile, to analyze questioning tactics, researcher used the theory put forward by (Wragg & Brown, 2001). The seven tactics are structuring (signposting), pitching and putting clearly, directing and distributing, pausing and pacing, prompting and probing, listening to replies and responding and sequencing.

Based on research findings and interviews, researcher found three types of questions and seven questioning tactics used by teachers in the teaching and learning process. The findings are discussed below:

1. Types of Questions are Used by Teacher in Reading Classroom Interaction

In the discussion section, the researcher wants to discuss the research results related to the types of questions used by teachers in reading interactions in the classroom. The researcher analyzed all teacher utterances during the teaching and learning process which were identified as questions. The researcher classify the types of questions based on the theory of (Richards & Lockhart, 1996).

In the lesson the teacher asks questions in almost all parts of the lesson from the opening activity, main activity and closing activity. The

researcher found three types of questions used by teachers in reading interactions in class. These types of questions are used based on different purposes.

Procedural questions relate to classroom procedures, routines and classroom management rather than learning content. They are used to ensure a smooth teaching process. For example, the following questions arise in class when the teacher checks student assignments, instructions for an assignment, or readiness for a new assignment. In the teaching and learning process, teachers usually use all activities starting from the opening, main and closing activities.

The interview results also showed that teachers used procedural questions to ask how students were doing, check student attendance or ask about students' readiness for learning. The teacher said that this aims to foster closeness between teachers and students so as to create a good and comfortable learning atmosphere.

Convergent questions are questions that require short answers such as "yes" or "no". In answering questions, students are not involved in higher order thinking skills. The teacher asks convergent questions to introduce new topics, check students' vocabulary mastery, check students' understanding based on the text. This question is usually used in the main activity. The interview results show that teachers use convergent questions in learning where students only answer short questions without thinking at a high level.

Divergent questions are questions that encourage a variety of long responses with higher level thinking. This type of question invites students to provide their own information rather than recalling previously presented information. In the teaching and learning process, teachers are usually used in the main activities. Based on the results of interviews, teachers sometimes ask questions related to HOTS (High Order Thinking Skills).

This is in accordance with research by (Alfatonah, 2022) who found that teachers used three types of questions according to (Richards & Lockhart, 1996): procedural, convergent, and divergent. The type of question that teachers often use is convergent. In this research, each type of question has a purpose. Procedurals are used to ensure students understand class assignments, instructions, routines, and procedures. Convergent questions are used so that students can answer questions based on the material that has been explained. Divergent questions encourage students to answer with broader ideas and knowledge.

From the total data in classes 8A and 8C, the type of question that is most widely used is the convergent question type. This type of question is used by teachers in the main learning activities. Convergent questions are given in the main activity because the teacher develops more student vocabulary during learning. Teachers use procedural questions for opening, main and closing activities. Procedural questions are used by teachers in all activities to manage the class and ensure the smooth learning process. Meanwhile, divergent questions are used by teachers

in main activities. Divergent questions are used in the main activity because after the teacher develops students' vocabulary, the teacher invites students to convey their ideas through their own language. This certainly encourages students to think critically.

2. Teacher's Questioning Tactics in Reading Classroom Interaction

In this section, the researcher wants to discuss the results of research related to the questioning tactics used by teachers in reading interactions in the classroom. The researcher classify questioning tactics based on the theory of (Wragg & Brown, 2001). The researcher analyzed the speech, gestures, and classroom conditions of teachers and students to classify the tactics used during the teaching and learning process.

In learning, the teacher asks questions in almost all parts of the learning, starting from opening activities, main activities, and closing activities. Of the seven tactics, the researcher found all types of tactics. The tactics are structuring (signposting), pitching and putting clearly, directing and distributing, pausing and pacing, prompting and probing, listening to replies and responding, and sequencing.

Structuring (signposting) consists of providing signs in the order of questions and topics. The organization can include a brief presentation of the topic, a review of a series of questions, and an explanation based on previous lessons or statements. In learning, teachers use this tactic to provide a review of the previous lesson, a brief explanation or statement before asking questions. The interview results showed that the teacher

provided signs or instructions for questions in the form of explanations of the material before asking questions so as not to deviate from the learning topic.

Pitching refers to estimating a student's intellectual level. Meanwhile, Putting Clearly means arranging questions according to the student's language level so that they are not confusing. In the teaching and learning process teacher use this tactic to change questions that are difficult for students to understand into simple sentences that are adapted to the students' language level. The interview results showed that the teacher provided signs or instructions for questions in the form of explanations of the material before asking questions so as not to deviate from the learning topic.

Direct questions based on names, gestures, head movements or facial expressions at all students. Distributing is giving opportunities to each student in the group in turn. In the teaching and learning process, teachers use this kind of tactics to provide motivation and provide opportunities to students equally. The interview results showed that the teacher gave other students the opportunity to answer the questions given. Teacher also address students through names and body movements.

Pausing and pacing is a pause after asking students a question. In learning, teacher use this tactic to give students time to think and encourage students to give the desired answers. Based on the results of the interview, it shows that the teacher gives time to think to help

students express their opinions. Teacher say that this can increase student and teacher enthusiasm for learning during the learning process.

Prompts and probes are follow-up questions when the first answer is inadequate or inappropriate. Prompts contain instructions, while investigations require more precise and detailed answers from students. In learning activities, teacher use this tactic to investigate students' answers and obtain correct or detailed answers. The interview results also showed that the teacher gave follow-up questions if the first answer was incorrect, such as giving hints to get a more detailed answer.

Listening is a questioning tactic where the teacher listens to students' answers. Meanwhile, responding is a step taken by the teacher to respond to students. In learning activities, the teacher asks questions and pays attention to students' responses and answers. Then the teacher provides a response to the answer. The interview results show that the teacher listens to answers and provides feedback to students. The teacher said that by providing feedback, there would be lively learning reactions and interactions in the classroom.

Sequencing is the movement of the teacher's responses between questions. The teacher can ask the same question and higher-level questions after it, asking leading questions to the initial position, narrow questions to broader ones and vice versa. In the teaching and learning process, the teacher asks several sequential questions to lead back to the main topic and narrow questions to broader ones. From the results of

interviews, teachers sometimes provide a type of sequencing questioning tactic.

This is in accordance with research by (Tella, 2018) who used questioning tactics based on (Wragg & Brown, 2001): structuring (signposting), pitching and putting clearly, directing and distributing, pausing and pacing, prompting and probing, listening to replies and responding, sequencing. The most widely used tactics are directing and distributing. The researcher concluded that teachers want to ensure that every student can understand the material by giving all students the opportunity to answer questions.

From the total data in classes 8A and 8C, teachers use all types of questioning tactics proposed by (Wragg & Brown, 2001). Questioning tactics are always used in the main learning activities because they encourage students to focus on the learning content. In the main activities, the teacher delivers material and uses questioning tactics so that questions are easily accepted by students. Students' reading comprehension can improve with the use of appropriate questioning tactics. The class becomes interactive because there is good interaction between the teacher and students.

Based on previous findings, the most widely used tactic is structuring (signposting). Structuring (signposting) questioning tactics are used to provide structured direction so as not to stray from the learning topic. Second, the tactic of pitching and putting clearly is rarely used because teachers always ask questions in language that students

can easily understand. Third, tactics of directing and distributing are used by teachers to provide equal opportunities for all students to answer questions. Fourth, the teacher uses the pacing and pacing tactic to give students time to think so they can answer questions well. Fifth, prompting and probing tactics are used by teachers when the first answer is not correct, so the teacher asks follow-up questions to get the right or more detailed answer. Sixth, tactics of listening to replies and responding are used by teachers to listen to students' answers and then respond to those answers. Seventh, sequencing tactics are rarely used by teachers in learning activities, but several of the sequencing tactics proposed have had a good impact in obtaining broader answers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the analysis in the previous chapter, the researcher made conclusions about the types of questions and questioning tactics used by teachers in reading class interactions with class VIII students at SMP N 2 Grogol for the 2022/2023 academic year. As proven in the previous chapter, it can be concluded that in reading interactions in class, teachers ask questions to build an active and interactive class.

The teacher uses all three types of questions proposed by (Richards & Lockhart, 1996). These types of questions are procedural questions, convergent questions and divergent questions. The type of question that is more widely used is convergent. Because during learning the teacher asks more questions by developing students' vocabulary and asking questions that require short answers such as "yes" or "no". Convergent questions are always used by teachers in main activities.

Teachers also apply the seven tactics proposed by (Wragg & Brown, 2001). The seven questioning tactics are structuring (signposting), pitching and putting clearly, directing and distributing, pausing and pacing, prompting and probing, listening to replies and responding, and sequencing. The type of question tactic that is widely used is structuring (signposting). This tactic is always used in main activities because the teacher asks more questions by giving directions sequentially so as not to get out of the learning topic.

B. Suggestions

After conducting research and obtaining conclusions, the researcher would like to convey several suggestions:

1. For English Teachers

English teachers are advised to frequently ask types of questions and ask tactics so that the class becomes interactive and not boring. Teachers must understand the importance of using the right types of questions and questioning tactics so that students are not confused by the questions asked. Because this can help students improve their speaking skills, encourage students' critical thinking abilities, and increase students' self-confidence.

2. For Students

Students must be active and motivated in participating in English learning activities. Students must have confidence in expressing their ideas in class because teachers will still appreciate students' courage in expressing their opinions.

3. For Other Researcher

This research can be used as a reference if there is similar research. The researcher hopes that the findings of this research can be useful for other researchers. However, it needs to be developed and consider the situation according to the curriculum in the future.

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APPENDICES

TRANSCRIPT 1

Teacher : Mr. Wahyudi, S.Pd
Subject : English
Class : 8A
Date : May 26, 2023
Time : 07.00-08.30 (Ceremony). 08.30-09.20 (Observation)

1. T : Assalamu'alaikum wr.wb
2. Ss : Wa'alaikumsalam wr.wb
3. T : Tolong disiapkan!
4. S : Attention please, let's pray together. Finish!
5. T : Morning, students.
6. Ss : Morning, Sir.
7. T : How are you today?
8. Ss : I'm fine.
9. T : Okay, keep silent. Before begin to teach this classroom today, I want to call your name one by one. Afifah Tri Afiyanti.
10. S : (Student raised her hand)
11. T : Present, bilang gitu. Angga Firmansyah.
12. S : Present.
(The teacher takes attendance of students one by one)
13. T : I give this text for you. Coba kamu perhatikan bentar. Untuk materi hari ini sudah saya cobby-kan. Coba kamu lihat. Ini beberapa teks tentang reading, ada dua teks ya itu. Yang pertama ini tolong kita coba untuk teks yang pertama. Saya baca tolong kamu perhatikan, Simak dan dicermati nanti!
14. T : Tasya's mother was a nurse in a hospital. One night, Tasya had to go to the hospital too, because nobody was at home to take care of her. Tasya didn't mind. She liked to know about her mother's work. Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there. Tasya answered the question. The man asked about what Tasya wanted to be in the future. She said she wanted to be an English teacher. "Can you speak English?" asked the man: "Very little, but I want to practise more," explained Tasya.

<p>The next day, Tasya's mother came home with a surprise. She took Tasya to an English course. She said the man in the hospital had paid a one-year-tuition fee for Tasya. Tasya was so grateful. She wanted to see the man to express her gratitude, but her mother said. "The man has recovered from his illness and he went back to his hometown in Bandung this morning. However, he wants you to enjoy the class and be a successful teacher in the future." Tasya promised herself that she would study hard and gain success in learning English.</p>
<p>15. T : Coba ini sebelum dicoba ada beberapa yang perlu kamu perhatikan beberapa kosakata ya. Yang tentu saja nanti perlu kamu cermati supaya nanti tahu tentang reading yang kamu baca hari ini. Kamu perhatikan sek yo, "take care" coba diucapkan!</p>
<p>16. Ss : Take care.</p>
<p>17. T : "Mind"</p>
<p>18. Ss : "Mind"</p>
<p>19. T : Bisa kamu underline atau digaris bawah. Terus berikutnya "lounge" paragraf dua. Terus ada "approached". Terus "the future" tulisane future itu ya. Terus berikutnya "practies", I want to practise more nah itu ada kata practise. Ada lagi "explained", kemudian paragraph tiga "surprise". "Had paid a one-year-tution fee" nah itu tolong digarisbawahi. Berikutnya "grateful", terus "gratitude" gra-ti-tu-de, terus "recovered", "went back", terus "home town", terus "promised" Tasya promised nah itu yang promised kamu garis bawah. Berikutnya "study hard", "gain success". Tolong iyu kata-kata itu diucapkan sek yo. Jadi yang pertama "take care" yo bareng-bareng!</p>
<p>20. Ss : "Take care".</p>
<p>21. T : "Mind"</p>
<p>22. Ss : "Mind"</p>
<p>23. T : Next "lounge".</p>
<p>24. Ss : "Lounge"</p>
<p>25. T : "Hospital lounge"</p>
<p>26. Ss : "Hospital lounge"</p>
<p>27. T : "Approached"</p>
<p>28. Ss : "Approached"</p>
<p>29. T : "Future"</p>
<p>30. Ss "fyucer"</p>
<p>31. T "Fu-ture"</p>
<p>32. Ss "Future"</p>

33. T	: Ya terus berikutnya tadi “practise more”
34. Ss	: “Practise more”
35. T	: Next, “surprise”.
36. Ss	: “Surprise”
37. T	: “Had paid a one-year-tution fee”
38. Ss	: “Had paid a one-year-tution fee”
39. T	: “Grateful”
40. Ss	: “Grateful”
41. T	: “Graritude”
42. Ss	: “Graritude”
43. T	: “Recovered”
44. Ss	: “Recovered”
45. T	: “Home town”
46. Ss	: “Home town”
47. T	: Next, “promised”
48. Ss	: “Promised”
49. T	: “Study hard”
50. Ss	: “Study hard”
51. T	: “Gain success”
52. Ss	: “Gain success”
53. T	: Coba Gearida kamu baca paragraph pertama, Tasya’s mother...yang keras louder, please.
54. S	: Tasya's mother was a nurse in a hospital. One night, Tasya had to go to the hospital too, because nobody was at home to take care of her. Tasya didn't mind. She liked to know about her mother's work.
55. T	: Lanjut eee coba Nikita Selviana paragraph two!
56. S	: Tasya was reading her book in the hospital lounge when a ...
57. T	: A patient approached
58. S	: A patient approached her and asked why she was there. Tasya answered the question. The man asked about what Tasya wanted to be in the future. She said she wanted to be an English teacher. "Can you speak English?" asked the man: "Very little, but I want to practise more," explained Tasya.

59. T	: Next, Febrian Kandung paragraph three.
60. S	: The next day, Tasya's mother came home with a surprise.
61. T	: Yang keras.
62. S	: She took Tasya to an English course. She said the man in the hospital had paid a one-year-tuition fee for Tasya. Tasya was so grateful. She wanted to see the man to express her gratitude, but her mother said. "The man has recovered from his illness and he went back to his hometown in Bandung this morning. However, he wants you to enjoy the class and be a successful teacher in the future." Tasya promised herself that she would study hard and gain success in learning English.
63. T	: Okay next, coba you paragraph one.
64. S	: Tasya's mother was a nurse in a hospital. One night, Tasya had to go to the hospital too, because nobody was at home to take care of her. Tasya didn't mind. She liked to know...
65. T	: To know ora kenow.
66. S	: She liked to know about her mother's work.
67. T	: Okay cukup. Arba, next paragraph two.
68. S	: Tasya wes...
69. T	: Tasya was ora wes. Diulang sek.
70. S	: Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there. Tasya answered the question. The man asked about what Tasya wanted to be in the future. She said she wanted to be an English teacher. "Can you speak English?" asked the man: "Very little, but I want to practise more," explained Tasya.
71. T	: Okay thank you. Dika..Dika..mana Dika? Okay you paragraph three. Suarane sing banter. Louder please!
72. S	: She took Tasya to an English course. She said the man in the hospital had paid a one-year-tuition fee for Tasya. Tasya was so grateful. She wanted to see the man to express her gratitude, but her mother said. "The man has recovered from his illness and he went back to his hometown in Bandung this morning. However, he wants you to enjoy the class and be a successful teacher in the future." Tasya promised herself that she would study hard and gain success in learning English.
73. T	: Enough. Thank you. Coba sekarang kita cari the meaning words from the text yang sudah saya sebutkan tadi. "Take care" apa itu? Ada yang tau? What the meaning of "take care"?
74. Ss	: (Students are silent)
75. T	: My brother takes care of my mother in the room. Take care apa coba? me...?
76. S	: Menjaga atau merawat

77. T	:	Merawat, okay. Next “mind” apa mind?
78. S	:	Pikiran
79. T	:	Ya pikiran, ono sing jawab pikiran. Tapi kalau “Tasya didn’t mind” berarti Tasya tidak...? Karo dihubungkan sama kalimat sebelumnya.
80. S	:	Keberatan.
81. T	:	Okay good. Tasya tidak keberatan. Next, “hospital lounge” apa itu? Kalau di rumah sakit itu ada seperti tempat duduk. What the meaning?
82. Ss	:	“Tempat menunggu”. “Ruang tunggu”
83. T	:	Okay, ruang santai atau ruang tunggu di rumah sakit. Terus berikutnya apa tadi?
84. Ss	:	“Approached”
85. T	:	Kalau patient itu apa? “Be patient my baby” sabarlah sayang. Kalau patient dihubungkan dengan rumah sakit what the meaning?
86. Ss	:	”Pasien”. “Orang sakit”
87. T	:	Pasien, okay. Kalau “approached”?men-de-?
88. Ss	:	“mendekat”
89. T	:	Mendekati atau mendekatinya, next. Ayo yang digaris bawah tadi apa?
90. Ss	:	“Future”
91. T	:	Okay, “to be in the future”. Arti “future” masa...?
92. Ss	:	(Students are silent)
93. T	:	Masa depan. “Future” itu masa depan ya. Kalau di tenses ada future tenses, ada to? Waktu yang akan datang.
94. Ss	:	Yes, Sir.
95. T	:	Next, kata apa lagi?
96. S	:	“Practise”
97. T	:	“Practise more” apa itu practise?
98. S	:	Latihan, praktik.
99. T	:	Iya, banyak berlatih. Banyak praktiknya. “Practise” itu latihan ya, kalau “practise more” itu banyak berlatih. Kamu bisa tulis ini di buku catatanmu. Nanti jangan di corat coret ya karena masih dipakai kelas lain. Next, kata berikutnya?
100. Ss	:	“Explained”
101. T	:	“I explain English”. Explain men-je...?
102. Ss	:	“Menjelaskan”

103.	T	:Ini ada anu to di belakang itu ditambahkan kata kerja bentuk dua beraturan -ed past tense. Jadi “explained” artinya menjelaskan.
104.	S	: Yes.
105.	T	: Next ada kata apa lagi? “Surprise” apa itu surprise?
106.	Ss	: “Kejutan”
107.	T	: Kejutan ya betul. O tadi ada yang kelewatan “English course” what the meaning?
108.	Ss	: (Students are silent)
109.	T	: Kursus...?
110.	Ss	: Bahasa Inggris.
111.	T	: Kursus Bahasa inggris. Next word, kata berikutnya yang tadi kamu garis bawah itu?
112.	Ss	: “Had paid a one-year-tution fee”
113.	T	: “Had paid a one-year-tution fee” apa itu artinya?
114.	Ss	: (Students are silent)
115.	T	: Telah membayar, had paid itukan telah membayar. Satu tahun biaya kuliah, one-year-tution fee. Telah membayar satu tahun biaya kuliah. Okay, “grateful” apa “grateful”. What the meaning?Ber...?
116.	S	: “Bersyukur”
117.	T	: Bersyukur, betul. Kalau “gratitude apa? Paragraph three ada “gratitude” what the meaning?
118.	Ss	: (Students are silent)
119.	T	: Kalau “grateful” itu tadi artinya bersyukur, kalau “gratitude”?
120.	Ss	: (Students are silent)
121.	T	: Terima...?
122.	Ss	: Kasih
123.	T	: Terima kasih. Okay lanjut kata berikutnya recovered dari kata recover. “Recover” itu sembuh, tulis. Terus berikutnya, next. Nek “illness” apa illness?
124.	Ss	: (Students are silent)
125.	T	: Nek “ill” saja apa artinya sa...sa...?
126.	S	: Sakit

127.	T	: Sakit, very good. Kata yang lain sinonimnya “sick”. Kalau illness “dari penyakitnya” ayo tulis. “Went back” apa? Podo karo go back ya to? Went back, go back.
128.	Ss	: Pergi. Kembali
129.	T	: Kembali ya went back. “Home town” artinya “kota kelahiran”. Next, “Promised”?
130.	Ss	: (Students are silent)
131.	T	: Kata selanjutnya Tasya promised, Tasya ber...jan..?
132.	Ss	: Janji. Berjanji.
133.	T	: Ya, “Promised” itu artinya berjanji. Contoh lainnya “I have a promise for him”. Terus berikutnya “study hard”, study apa?
134.	Ss	: Belajar
135.	T	: Belajar. Kalau “study hard”?
136.	Ss	: Belajar keras. Belajar sungguh-sungguh.
137.	T	: Belajar giat atau belajar dengan keras. “Gain” pie? Gain podo karo “gain success”. Memperoleh keberhasilan, diapalke ya. Ada yang tau “Learning English”?
138.	Ss	: No. Belajar Bahasa Inggris.
139.	T	: Belajar Bahasa Inggris. Okay, untuk lebih detailnya kita terjemahkan dulu ditranslate biar gampang menjawab pertanyaan. “Tasya's mother was a nurse in a hospital.” Ada yang tau apa ini?
140.	S	: Ibu Tasya perawat (in a low voice)
141.	T	: Hmm?
142.	S	: Ibu Tasya perawat.
143.	T	: Ya betul. Ibunya Tasya adalah...siapa dia?
144.	S	: Perawat.
145.	T	: Ya seorang perawat. In hospital?
146.	Ss	: Rumah sakit
147.	T	: Ya, di sebuah rumah sakit. “One night”?
148.	S	: Suatu malam.
149.	T	: Suatu malam, betul. “Tasya had to go to the hospital too”, Tasya harus pergi ke rumah sakit juga. “because nobody was at home to take care of her” karena nobody apa?

150.	S	: Perawat rumah
151.	T	: “No-bo-dy” apa nobody?
152.	S	: Tidak berpenghuni.
153.	T	: Ya, tidak ada seseorang. Saya ulang, Tasya harus pergi ke rumah sakit juga, karena tidak ada seseorang di rumah yang merawatnya. “Tasya didn't mind” apa tadi? Tasya tidak...?
154.	Ss	: Keberatan
155.	T	: Tasya tidak keberatan. “She liked to know about her mother's work.” Apa artinya? Dia...
156.	Ss	: (Students are silent)
157.	T	: Yang dimaksudkan “she” di sini siapa to?
158.	Ss	: Tasya
159.	T	: Tasya, betul. Tasya liked to know, ingin mengetahui tentang pekerjaan ibunya. Terus berikutnya “Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there.” Artinya?
160.	S	: Tasya sedang membaca buku di rumah skit.
161.	T	: Ya, Tasya sedang membaca bukunya di ruang tunggu rumah sakit ketika seorang pasien mendekatinya dan bertanya mengapa dia di sana?. “Tasya answered the question” apa artinya?
162.	Ss	: Tasya menjawab pertanyaan.
163.	T	: Tasya menjawab pertanyaan itu. Next, “The man asked about”, pria itu bertanya tentang “what Tasya wanted to be in the future” Tasya ingin menjadi apa di masa yang akan datang. Terus “she said she wanted to be an English teacher”, apa artinya ini?
164.	Ss	: Dia ingin menjadi guru Bahasa Inggris
165.	T	: Dia berkata dia ingin menjadi seorang guru Bahasa Inggris. "Can you speak English?" opo Bahasa Indonesia?
166.	Ss	: (Students are silent)
167.	T	: Dapatkah kamu...berbicara?
168.	Ss	: Bahasa Inggris
169.	T	: Bahasa Inggris, can you speak English. Asked the man, tanya pria itu. “Very little”, sangat sedikit. “But I want to practise more”, tapi saya ingin latihan lebih banyak. “Explained Tasya”, jelas Tasya. Paragraf berikutnya yang ke tiga “the next day”, apa artinya the next day?
170.	S	: Hari berikutnya

171.	T	: Hari berikutnya, ibunya Tasya came home pulang dengan sebuah kejutan. “She took Tasya to an English course”, ia membawa Tasya ke sebuah kursus Bahasa Inggris. “She said the man in the hospital”, ia berkata kepada pria itu di rumah sakit telah membayar biaya kuliah satu tahun untuk Tasya. “Tasya was so grateful”, Tasya begitu bersyukur. “She wanted to see the man to express her gratitude”, ia ingin melihat pria itu untuk mengungkapkan terima kasihnya. “But her mother said”, tetapi ibunya berkata. “The man has recovered from his illness and he went back to his hometown in Bandung this morning”, opo ki artine?
172.	Ss	: (Students are silent)
173.	T	: Pria itu telah sembuh dari penyakitnya dan kembali ke kota asalnya di Bandung pagi ini. “However”, however artinya apa?
174.	Ss	: (Students are silent)
175.	T	: How-ever, kalau how artinya?
176.	Ss	: Bagaimana,
177.	T	: Bagaimana. Kalau however jangan diartikan bagaimana, artinya akan tetapi. Akan tetapi dia ingin kamu menikmati pelajaran dan menjadi seorang guru yang berhasil di masa yang akan datang. “Tasya promised herself”. Apa artinya, what the meaning? Tasya?
178.	Ss	: (Students are silent)
179.	T	: Promised mau opo artine?
180.	S	: Berjanji
181.	T	: Ya, Tasya berjanji pada dirinya bahwa ia akan belajar keras and gain success. Apa “gain success”?
182.	Ss	: Memperoleh keberhasilan
183.	T	: Ya, memperoleh keberhasilan dalam “in learning English”. Dalam...?
184.	Ss	: Belajar Bahasa Inggris.
185.	T	: Okay, saya kira itu isinya ya. Coba pak guru tanya sek, kira-kira judulnya apa? Setelah kita terjemahkan ini what the title from the text? Apa kira-kira, ada yang tau?
186.	Ss	: (Students are silent)
187.	T	: Yo dikiro-kiro cobo. Kiro-kiro judule opo the title from the text?
188.	S	: Cita-cita Tasya.
189.	T	: Cita-cita Tasya, okay. Anyone yang lain? Any idea, please?
190.	S	: Seorang anak yang bercita-cita ingin menjadi guru.

191.	T	: Seorang anak yang bercita-cita ingin menjadi guru, okay hampir sama. Nanti kita cari judul yang terbaik. Yang lain? Ada dua pendapat. Coba kamu apa the best title from the text?
192.	S	: Keinginan Tasya atau cita-cita Tasya
193.	T	: Yes, cita-cita Tasya. Kalau cita-cita Bahasa inggrise apa? In English cita-cita?.
194.	Ss	: (Students are silent)
195.	T	: O ya to be a good teacher, ingin menjadi guru yang baik. To be a teacher, menjadi seorang guru. Kalau cita-cita tadi kembali sek sebelum kita tentukan judul ini what the title from the text. Nek menurut pendapatmu yang disampaikan oleh Ragil tadi betul tidak cita-cita Tasya?
196.	Ss	: Betul
197.	T	: Betul ya, okay. Kalau pendapat Ferlando seorang anak ingin menjadi guru Bahasa inggris?
198.	Ss	: Masuk.
199.	T	: Okay kalau saya lebih cocok cita-cita Tasya. Mungkin ada yang lain the best title nya apa yang paling cocok? Ini habis to spidolnya?
200.	S	: Habis pak
201.	T	: Diisi dulu. Okay nanti jam 1 dan 2 anak-anak sampai jam 9.20. Ini sudah menunjukkan di 12 menit. Okay sekarang kembali kepada cita-citanya Tasya, apa bahasa inggrisnya? Tasya's...?
202.	Ss	: Ambition
203.	T	: Tasya's ambition. Okay judulnya yang lain boleh, Tasya's wanted to be English teacher boleh. Mungkin judul yang lain yang penting cocok juga boleh. Okay sampai sini sek sebelum saya lanjutkan ke pertanyaan do you have any questions? Please tell me. Anyone? Anybody?
204.	Ss	: No. (Shake one's head)
205.	T	: Okay tidak ada langsung ke pertanyaan. Number one, ada yang mau coba nomor satu?
206.	Ss	: (Students silent)
207.	T	: Reyhan coba dibaca!
208.	S	: Why did Tasya go to the hospital that day?
209.	T	: Mengapa Tasya pergi ke rumah sakit hari itu? The best answer is a, b, c or d?
210.	Ss	: A. B.

211.	T	: Because opo? Ayo alasan yang utama tadi apa?
212.	S	: Tasya ingin tahu tentang pekerjaan ibunya.
213.	T	: Iya, alasanya she wanted to know about her mother's job. Berarti jawaban yang betul apa?
214.	Ss	: A
215.	T	: The answer is A. Terus number two, nomor dua siapa? Laki-laki tadi coba saya carikan yang cewek gentian. You (appoint student).
216.	S	: Kayla
217.	T	: Paragraf dua itu tentang apa tadi yang sudah kita bahas.
218.	S	: B
219.	T	: Hm? Dibaca no.
220.	S	: What is paragraph two about?
221.	T	: Paragraf dua itu tentang apa?
222.	S	: (Silent)
223.	T	: Tentang Tasya had a talk about her future with a patient. Tasya sempat berbincang tentang masa depannya dengan seorang pasien. Kalau A itu a patient asked Tasya to go to an English course, seorang pasien meminta tasya pergi ke kursus Bahasa Inggris ora nyambung ya?
224.	Ss	: No
225.	T	: Untuk yang C seorang pasien ingin Tasya menjadi guru nyambung ora iki?
226.	Ss	: No
227.	T	: Okay. Tasya liked a patient very much tidak nyambung ya. Jadi jawabannya yang betul?
228.	Ss	: B
229.	T	: Ya, the answer is B. Number three Rizky Putra, you.
230.	S	: Tasya was so <u>grateful</u> . (Paragraph 3). The underline word is closest in meaning to...
231.	T	: Ya, ini koe kudu ngerti artine. Ini sinonim, mau grateful mau artinya apa yang sudah saya tulis?
232.	S	: (Silent)
233.	T	: "Grateful" apa? Ber?
234.	Ss	: Bersyukur.

235.	T	: Bersyukur. Bahasa inggris yang lain apa sinonimnya?
236.	S	: Tidak bersyukur
237.	T	: Hah? Sinonime atau persamaan kata. Kalau bersyukur sinonim tidak bersyukur yo ra nyambung no kui jenenge lawan kata atau antonim. Jawabane apa a, b, c, or d?
238.	S	: Thankful
239.	T	: Iyaaa, thankful. The correct answer is c. Careful itu kan berhati-hati, shameful itu penuh malu-malu. Next, number four. Number four minta tolong, you (appoint student).
240.	S	: What happened to the man?
241.	T	: Apa yang terjadi dengan pria itu? The best answer is?
242.	S	: C
243.	T	: A. Dia meninggalkan rumah sakit dengan terburu-buru. Kalau B. Dia tidak ingin menemui Tasya, nyambung ora? Connect tidak?
244.	Ss	: Tidak
245.	T	: Yang C. He got better and went back to his hometown. Dia menjadi lebih baik atau lebih sehat dan kembali ke kota kelahirannya. He got worse and had to move to another hospital. Dia menjadi lebih buruk dan dia harus pindah ke rumah sakit yang lain. Ora nyambung, ora gatuk. Tidak ada kaitannya, tidak ada hubungannya. Jadi jawabannya apa ini?
246.	Ss	: D. C
247.	T	: Hah? Apa yang terjadi dengan pria itu?
248.	S	: C
249.	T	: Iya, C betul. Menjadi lebih baik dan kembali ke kota kelahirannya. Nek ra mari yo otomatis ora bali no. Yang terakhir siapa? The last number? Ada yang mau mencoba?
250.	S	: (Raised his hand)
251.	T	: Okay. You, mas.
252.	S	: What did Tasya do to express her gratitude?
253.	T	: The best answer is?
254.	S	: D. She worked hard in her studies.
255.	T	: Tasya melakukan apa untuk mengungkapkan terima kasihnya. Melakukan apa tadi? Belajar apa tadi?
256.	S	: Worked hard

257.	T	: A, b, c, or d?
258.	S	: D
259.	T	: D, right. The correct answer is D. Up to here, do you have any questions? Please. Mungkin ada pertanyaan sampai sini dulu?
260.	Ss	: Tidak. No.
261.	T	: Tidak ada? Kalau tidak ada tolong nanti teksnya dikumpulkan lagi. Nanti saya gunakan untuk kelas yang lain. Jangan dikasih nama ya. Okay see you.
262.	Ss	: See you.
263.	T	: O ya, untuk tugasnya yang berkaitan dengan reading tolong jawab pertanyaan itu. Absen yang ganjil menjawab nomor 1,3,5 dan absen yang genap menjawab yang genap. Silahkan kamu translate dalam Bahasa Indonesia. Ada pertanyaan?
264.	Ss	: Tidak.
265.	T	: Kalau tidak ada, thank you very much. I think that's all. See you later.
266.	Ss	: See you.
267.	T	: Assalamu'alaikum wb.wb
268.	Ss	: Wa'alaikumsalam wr.wb

TRANSCRIPT 2

Teacher : Mr. Wahyudi, S.Pd
Subject : English
Class : 8C
Date : May 26, 2023
Time : 10.20-11.11

1. T : Assalamu'alaikum wr.wb.
2. Ss : Wa'alaikumsalam wr.wb
3. T : Good morning students.
4. Ss : Morning, Sir.
5. T : How are you today?
6. Ss : I'm fine. Thank you.
7. T : Before begin to teach this classroom today, I want to call your name one by one. Afrizal Dani Taufiqoh.
8. S : Present
(The teacher takes attendance of students one by one)
9. T : Terus untuk hari ini saya mau menyampaikan teks. Teks ini kaitannya dengan reading. Tolong nanti kita pelajari bareng-bareng.
(The teacher distributes the text)
10. T : Sudah dapat semua?
11. Ss : Sudah
12. T : Terus kamu perhatikan. Untuk yang B, teks B ya. Saya baca sek, diparagraf pertama ya. Last holiday I went to Drini Beach with my family. The beach is located in Gunung Kidul, Yogyakarta. We set off from home at 8.30 AM. The trip took one and a half hours. At the parking lot, I could not wait to step on white sand. I was so excited. When we arrived at the beach, there were not many visitors. The tide was still high when we got to the beach. First, we looked for a shelter. It was in front of a small food vendor. The vendor provided canoes and small nets to rent. My mother ordered a coconut drink. My father relaxed in the gazebo. My brother and I changed into more comfortable clothes. We rented a canoe and played in the water. It

was fun. About an hour later, the water receded so we could not canoe in the shallow water. So, we returned the canoe and rented two small nets for catching fish. We went near rocks and dead corals. We could see fish hiding. We eagerly tried to catch them. Actually, this beach's main attraction is a small island just off the beach. It is called Drini Island. The tiny island is accessible during low tide. We surely did not want to miss the island. My family climbed up to the island during low tide. At the top of the island, we saw beautiful views. I took many pictures of the scenery and our selfie pictures, of course.

After that my brother and I took a bath. In the meantime, my mother was preparing our picnic lunch. Before going home, we had lunch at the beach. It was so much fun. I really like going to the beach.

13. T : Coba sebelum kalian saya minta untuk membaca. Ada beberapa kata yang bisa kita garis bawah. Tentunya nanti kata tersebut bisa kita ucapkan secara baik dan benar. Yang pertama “set off” tolong digaris bawah di paragraf satu. Terus “the trip”. Sekarang masuk paragraph dua “parking lot” terus “wait to step on”, terus ada “so excited”, “visitors”, “the tide”, “looked for”, “a shelter”. Terus berikutnya “vendor” small food vendor. Sekarang masuk paragraph tiga “coconut drink”, terus “changed into”, “comfortable”, next “rented”, “the water receded”, next “the shallow water”, “returned”, “canoe”, “catching”, “rocks”, “dead corals”, “fish hiding”, “eagerly”. So berikutnya paragraph empat “main attraction”, terus lanjut “accessible”, berikutnya “low tide”, “to miss the island”, “beautiful views”, next “scenery”. Paragraf terakhir “meantime”, terus berikutnya “preparing”.

14. T : Tolong sebelum dibaca keseluruhan, kata-kata itu diucapkan sek “set off”.

15. Ss : “Set off”

16. T : “The trip”

17. Ss : “The trip”

18. T : “Parking lot”

19. Ss : “Parking lot”

20. T : “Wait to step on”

21. Ss : “Wait to step on”

22. T : “So excited”

23. Ss : “So excited”

24. T : “Visitors”

25. Ss : “Visitors”

26. T : “The tide”

27. Ss : “The tide”

28. T	: “Looked for”
29. Ss	: “Looked for”
30. T	: “A shelter”
31. Ss	: “A shelter”
32. T	: “Small food vendor”
33. Ss	: “Small food vendor”
34. T	: Paragraph tiga “coconut drink”
35. Ss	: “Coconut drink”
36. T	: “Changed into”
37. Ss	: “Changed into”
38. T	: “Comfortable”
39. Ss	: “Comfortable”
40. T	: “Rented”
41. Ss	: “Rented”
42. T	: “The water receded”. Saya ulang “water receded”
43. Ss	: “Water receded”
44. T	: “The shallow water”
45. Ss	: “The shallow water”
46. T	: “Returned”
47. Ss	: “Returned”
48. T	: “Catching”
49. Ss	: “Catching”
50. T	: “Rocks”
51. Ss	: “Rocks”
52. T	: “Dead corals”
53. Ss	: “Dead corals”
54. T	: “Fish hiding”

55. Ss	: “Fish hiding”
56. T	: “Eagerly”
57. Ss	: “Eagerly”
58. T	: “Main attraction”
59. Ss	: “Main attraction”
60. T	: “Accessible”
61. Ss	: “Accessible”
62. T	: “Low tide”
63. Ss	: “Low tide”
64. T	: “To miss the island”
65. Ss	: “To miss the island”
66. T	: “Beautiful views”
67. Ss	: “Beautiful views”
68. T	: “Scenery”
69. Ss	: “Scenery”
70. T	: “Meantime”
71. Ss	: “Meantime”
72. T	: “Preparing”
73. Ss	: “Preparing”
74. T	: Coba kamu baca. Kamu, paragraph satu yang keras.
75. S	: Last holiday I went to Drini Beach with my family. The beach is located in Gunung Kidul, Yogyakarta. We set off from home at...
76. T	: At 8.30 AM.
77. S	: At 8.30 AM. The trip took one and a half hours.
78. T	: Okay, selanjutnya Fery paragraph dua.
79. S	: At the parking lot, I could not wait to step on white sand. I was so excited.
80. T	: Suarane kok raenek. Louder, please.

81. S	: When we arrived at the beach, there were not many visitors. The tide was still high when we got to the beach. First, we looked for a shelter. It was in front of a small food vendor. The vendor provided canoes and small nets to rent.
82. T	: Enough, thank you. Paragraph three, you.
83. S	: My mother ordered a coconut drink. My father relaxed in the gazebo. My brother and I changed into more comfortable clothes. We rented a canoe and played in the water. It was fun. About an hour later, the water receded so we could not canoe in the shallow water. So, we returned the canoe and rented two small nets for catching fish. We went...
84. T	: Near rocks and dead corals.
85. S	: Near rocks and dead corals. We could see fish hiding. We eagerly tried to catch them.
86. T	: Okay, thank you. You, paragraph selanjutnya.
87. S	: Actually, this beach's main attraction is a small island...
88. T	: Island. Pelan-pelan aja.
89. S	: Island just off the beach. It is called Drini Island. The tiny island is accessible during low tide. We surely did not want to miss the island. My family climbed up to the island during low tide. At the top of the island, we saw beautiful views. I took many pictures of the scenery and our selfie pictures, of course.
90. T	: Okay thank you, enough. You, the last paragraph.
91. S	: After that my brother and I took a bath. In the meantime, my mother was preparing our picnic lunch. Before going home, we had lunch at the beach. It was so much fun. I really like going to the beach.
92. T	: Okay. Sekarang diulang minta tolong laki-laki, you.
93. S	: Last holiday I went to Drini Beach with my family. The beach is located in Gunung Kidul, Yogyakarta. We set off from home at 8.30 AM. The trip took one and a half hours
94. T	: Okay thank you, enough. You, next paragraph two.
95. S	: At the parking lot, I could not wait to step on white sand. I was so excited. When we arrived at the beach, there were not many visitors. The tide was still high when we got to the beach. First, we looked for a shelter. It was in front of a small food vendor. The vendor provided canoes and small nets to rent.
96. T	: Okay thank you. You.
97. S	: My mother ordered a coconut drink. My father relaxed in the gazebo. My brother and I changed into more comfortable clothes. We rented a canoe and played in the water. It was fun. About an hour later, the water receded so we could not canoe in the shallow

		water. So, we returned the canoe and rented two small nets for catching fish. We went near rocks and dead corals. We could see fish hiding. We eagerly tried to catch them.
98.	T	: Okay enough, you.
99.	S	: Actually, this beach's main attraction is a small island just off the beach. It is called Drini Island. The tiny island is accessible during low tide. We surely did not want to miss the island. My family climbed up to the island during low tide. At the top of the island, we saw beautiful views. I took many pictures of the scenery and our selfie pictures, of course.
100.	T	: Next, Ugi Jaya the last paragraph.
101.	S	: After that my brother and I took a bath. In the meantime, my mother was preparing our picnic lunch. Before going home, we had lunch at the beach. It was so much fun. I really like going to the beach.
102.	T	: Okay thank you, enough. Coba sekarang kita cari kosa kata yang ada di situ supaya diterjemahkan ke dalam Bahasa Indonesia. Biar nanti kita tau isi dari bacaan itu. Yang pertama apa?
103.	Ss	: “Set off”.
104.	T	: “Set off”. Kalau menurut kalimat itu kira-kira artinya apa?
105.	S	: Berangkat.
106.	T	: O boleh diartikan itu. “We set off” kita berangkat, bisa diartikan berangkat. Terus berikutnya kata apa”?
107.	Ss	: The trip
108.	T	: The trip apa ini? Saya kira sudah sering mendengar.
109.	Ss	: Perjalanan
110.	T	: Okay, the trip itu perjalanan. Next, apa lagi?
111.	Ss	: “Parking lot”
112.	T	: “Wait to step on” apa itu?. Eh “parking lot” dulu ya. Parking lot apa? Gampang ini.
113.	Ss	: Parkiran.
114.	T	: Iyo, parkiran. Saya kira kata ini sudah sering kita temukan. Next?
115.	Ss	: “Wait to step on”
116.	T	: Ya, “wait to step on”. Saya tidak “wait to step on”, “Wait” itu menunggu “step” itu apa?

117.	Ss	: Melangkahkakan kaki. Bersabar. Sabar.
118.	T	: “Wait a moment” apa itu?
119.	Ss	: Menunggu. Tunggu sebentar
120.	T	: Tunggu sebentar, okay. “I could not wait” saya tidak sabar untuk melangkah. Seandainya diartikan seperti itu, saya tidak sabar untuk melangkah. Melangkah ke mana?
121.	Ss	: (Students are silent)
122.	T	: Di pasir, on white sand. Nek diartikan siji-siji kadang “wait” itu menunggu “step” itu langkah. Saya tidak sabar untuk melangkah. Melangkah ke mana? Ke pasir putih. Terus berikutnya “I was so excited” sangat bersemangat. Nanti ditulis sendiri ya yang sudah saya tulis di sini.
123.	Ss	: Ya, pak.
124.	T	: Okay, terus berikutnya?
125.	Ss	: “Visitors”
126.	T	: “Visitors” apa? Dari kata “visit” apa artinya?
127.	Ss	: Datang. Pengunjung.
128.	T	: “Visitors” itu pengunjung, betul. Kalau “visit”? “home visit” kunjungan ke rumah. Dika, saya mau home visit, nah itu artinya kunjungan ke rumah. Kalau “visitor” itu berarti orangnya disebut pengunjung. Terus berikutnya “the tide”?
129.	Ss	: (Students are silent)
130.	T	: Air pasang. Di pantai kan hubungane karo air, kan gitu to?
131.	Ss	: Nggih.
132.	T	: Terus lanjut, “looked for” nek “look” itu artinya apa?
133.	Ss	: Melihat
134.	T	: Melihat, kalau “looked for”?
135.	Ss	: Terlihat. Melihat.
136.	T	: Iya kalau “look” itu melihat, kalau “looked for”?
137.	S	: Terlihat
138.	T	: “Look for” itu mencari.
139.	Ss	: Ooo...

140.	T	: Terus “a shelter”?
141.	S	: Pasir.
142.	T	: Mencari? Hayo ning Pantai ngopo kui? “Looked for a shelter”.
143.	Ss	: (Students are silent).
144.	T	: “Looked for a shelter” mencari tempat berlindung. “Shelter” itu tempat berlindung.
145.	Ss	: Ooo...
146.	T	: Terus lanjut ”small food vendor” ayo artinya apa?
147.	Ss	: (Students are silent)
148.	T	: Penjual makanan kecil. “Canoes”? ayo, kano kamu pernah dengar to itu?
149.	S	: Pernah pak, kapal.
150.	T	: Perahu kecil. Yo tutuk e “nets to rent”. “Nets” itu jaring “rent” sewa, jaring untuk disewakan. Saya mungkin pernah cerita ya dulu ada seorang meminjam sky board di pantai.
151.	Ss	: Ya sky board. Skuidword hahaha. Surving pak surving.
152.	T	: Nah orang kan mengira kalau pinjam itu kan berarti sudah punya skill atau kemampuan. Wah, meluncur di atas ombak. Ternyata tidak bisa akhirnya kelelep. Terus ditolong oleh tim SAR. Padahal itu perlu latihan khusus dengan orang professional kan gitu. Termasuk berenang itu juga gitu harus tau kedalamannya segini agar tidak terjadi hal yang tidak diinginkan gitu ya.
153.	Ss	: Ya pak. Nggih.
154.	T	: Saya lanjutkan ke materi. Sampai mana tadi?
155.	Ss	: “Coconut drink”
156.	T	: Ya, “coconut drink” artinya apa itu?
157.	Ss	: Es kelapa. Es. Minuman kelapa
158.	T	: Iya minuman kelapa. Ora enek es e lho kui dihubungkan karo katane kui lho.
159.	Ss	: Nggih pak.
160.	T	: “Coconut drink” minuman kelapa, air kelapa kudune ora kelapane sing diombe.

161.	Ss	: Hahaha.
162.	T	: Terus tutuk e?
163.	S	: “Changed into”
164.	T	: Ya apa itu? Berganti ya. “I changed into more comfortable clothes” ganti pakaian yang lebih nyaman. Terus selanjutnya “rented” dari kata “rent”?
165.	Ss	: Menyewa.
166.	T	: Menyewa, ya betul. Rental, pernah dengar kata “rental” apa?
167.	S	: Rental PS.
168.	T	: Apa itu?
169.	Ss	: Meminjam. Menyewa. Menyewakan.
170.	T	: Penyewaaan PS. Kalau renternir orang yang?
171.	Ss	: Penagih utang. Plecit pak plecit.
172.	T	: Orang yang meminjamkan uang. Terus berikutnya sampai mana tadi?
173.	S	: “The water receded”
174.	T	: Ya, “the water receded” apa artinya?
175.	S	: Air pasang.
176.	S	: He air surut.
177.	T	: Air surut. Kalau “the shallow water”?
178.	S	: “Shallow water” air pasang.
179.	T	: Yo ora no. “water” itu air kalau “shallow” nya?
180.	S	: Air putih.
181.	T	: Bukan. “Shallow” artinya dangkal. Air yang dangkal, jelas belum?
182.	S	: Sudah pak.
183.	T	: Terus tutuk e “returned”?
184.	Ss	: Kembali. Mengembalikan kapal
185.	T	: Mengembalikan. Terus lanjut “catching” apa catching?
186.	Ss	: Kapal. Mancing.

187.	T	: Dihubungkan, o nek “fish” itu ikan terus ngarep e “catching” kiro-kiro opo yo?
188.	S	: Menangkap.
189.	T	: Iya menangkap. Betul, menangkap ikan. Kalau memancing apa memancing?
190.	Ss	: Fishing.
191.	T	: Fishing, wes mudeng to. Terus lanjut “rocks”?
192.	Ss	: The rocks. Metal. Boto.
193.	T	: “Rocks” itu ya batu betul. Terus lanjut “dead corals” apa?
194.	Ss	: (Students are silent)
195.	T	: “Dead” itu mati, kalau “corals” itu apa?
196.	Ss	: Karang.
197.	T	: Karang mati. Next, “fish hiding”?
198.	S	: Ikan bersembunyi.
199.	T	: Ya betul, ikan bersembunyi. “Eagerly”?
200.	Ss	: Diam. Bersemangat.
201.	T	: Secara bersemangat. Terus lanjut paragraph selanjutnya?
202.	S	: “Main attraction” (soft voice).
203.	T	: Ha? Apa?
204.	S	: “Main attraction”
205.	T	: O ya betul “main attraction”. Ada yang tau apa ”attraction”?
206.	S	: Atraksi
207.	T	: “Attraction” itu daya tarik. Daya tarik utama. “Just off” lepas saja. Kalau “accessible”?
208.	S	: Mudah dijangkau
209.	T	: Mudah diakses, mudah dijangkau. Lanjut “miss the island” tidak ingin ketinggalan pulau itu.
210.	S	: “Beautiful views”
211.	T	: “Beautiful views” itu pemandangan yang cantik. Masih ada?

212.	S	: “The scenery”
213.	T	: “The scenery” itu pemandangan. Foto-foto selfie. Berikutnya?
214.	S	: “Meantime”
215.	T	: Ya “meantime” itu artinya sementara itu.
216.	Ss	: “Preparing”
217.	T	: “Preparing” menyiapkan. Okay sekarang kita artikan keseluruhannya. Paragraf satu “Last holiday I went to Drini Beach with my family.” Artinya apa itu bareng-bareng?
218.	Ss	: (Students are silent)
219.	T	: Kata sulitnya kan sudah kita catat artinya.
220.	S	: Kemarin saya pergi liburan Bersama keluarga di Pantai Drini.
221.	T	: Ya. Liburan yang lalu, saya pergi ke Pantai Drini dengan keluargaku. “The beach is located in Gunung Kidul, Yogyakarta.” Pantai itu berlokasi di Gunung Kidul?
222.	Ss	: Yogyakarta.
223.	T	: Terus “We set off from home at 8.30 AM.” Kami berangkat dari rumah pada jam?
224.	Ss	: Setengah sembilan.
225.	T	: AM kepanjangannya apa kemarin?
226.	Ss	: (Students are silent)
227.	T	: Ante meridiem. Kalau malam PM? Post meridiem, ya to?
228.	Ss	: Ya.
229.	T	: “The trip took one and a half hours.” Perjalanan itu membutuhkan satu jam setengah. Sekarang masuk paragraph dua. “At the parking lot” di depan parkir apa tadi?
230.	Ss	: (Students are silent)
231.	T	: Di depan parkir saya tidak?
232.	S	: Pakai sandal
233.	T	: A koe ki yo ngawur i lho. Ra nyambung nek ngonokui.
234.	Ss	: Hahahaha.

235.	T	: Saya tidak sabar untuk melangkah?
236.	Ss	: Ke Pantai. Di pasir.
237.	T	: Di pasir putih. Saya tidak sabar untuk melangkah di pasir putih. "I was so excited." Opo artine mau?
238.	S	: Bersemangat.
239.	T	: Saya sangat bersemangat. "When we arrived at the beach" Ketika kami tiba di pantai itu, tidak banyak pengunjung.
240.	S	: Alhamdulillah.
241.	T	: "The tide" what the meaning of "tide"? apa tadi "tide"?
242.	Ss	: Air pasang.
243.	T	: Ya, air pasang masih tinggi ketika kami tiba di pantai itu. "First, we looked for a shelter." Apa? Yang kosakata tadi? Ayo ora cerito dewe sek.
244.	Ss	: Ya pak.
245.	T	: Kami mencari tempat berlindung "a shelter". "It was in front of a small food vendor." "It" dari kata apa itu kira-kira?
246.	Ss	: Shelter.
247.	T	: Ya betul, shelter. Tempat berlindungnya di depan sebuah kios makanan kecil. Kios makanan itu menyediakan perahu kecil dan jarring-jaring kecil untuk disewakan. Paragraf yang ke tiga, "My mother" ibuku memesan?
248.	Ss	: Minuman kelapa.
249.	T	: Ayahku bersantai di gazebo. Kakakku dan saya mengganti pakaian-pakaian yang nyaman. "We rented a canoe" kami menyewa sebuah kayu kecil dan bermain di air. "It was fun" menyenangkan. "About an hour later" kira-kira satu jam kemudian, air itu surut sehingga kami tidak dapat apa itu eee. Kalau dalam bahasa sing gampang apa "canoe" itu?
250.	Ss	: Berenang. Berlayar.
251.	T	: Iya, nek kapal gede berlayar. Nek kapal cilik opo? Me?
252.	Ss	: Mendayung.
253.	T	: Ya, tidak dapat mendayung kano di air dangkal. Sehingga kami mengembalikan perahu itu dan menyewa dua jarring kecil untuk menangkap ikan. "We went near rocks and dead corals." Kami pergi dekat batu-batu dan karang-karang mati. "We could see fish hiding." Kami dapat melihat ikan-ikan yang bersembunyi. Kami bersemangat mencoba menangkap mereka. "Actually" sebenarnya, daya tarik utama

		pantai itu adalah sebuah pulau kecil terlepas dari pantai itu. Pulau itu disebut Pulau Drini. Ada yang pernah ke sana? Siapa ngacung?
254.	Ss	: (Students raise their hands)
255.	T	: Ya. How is the scenery of there?
256.	Ss	: Bagus.
257.	T	: Bagus, good, cantik. Terus tutuk e tekan ngendi mau?
258.	Ss	: “The tiny island”
259.	T	: Pulau kecil itu dapat diakses saat air surut. Kami pasti tidak ingin melewati pulau itu. Keluargaku naik kepulau itu selama air surut. “At the top of the island” di puncak pulau itu, kami melihat pemandangan cantik. “. I took many pictures “saya mengambil beberapa gambar dari pemandangan itu dan tentu saja foto selfie kami. “After that” setelah itu kakaku dan saya mandi. “In the meantime” meantime tadi apa artinya?
260.	Ss	: Sementara itu.
261.	T	: Ya, sementara itu ibuku sedang menyiapkan makanan siang piknik kami. “Before going home” sebelum pulang, kami makan siang di pantai. “It was so much fun” itu sangat menyenangkan. “I really like going to the beach” saya betul-betul menyukai untuk pergi ke pantai. Okay sekarang langsung dijawab pertanyaannya. Nomor satu, ada yang mungkin mau mencoba? Anyone?
262.	Ss	: Raffa. Tegar. Arsyad. Raffa pak Raffa.
263.	T	: Okay, you. Baca pertanyaan itu the question of the text.
264.	S	: What the purpose of the text above?
265.	T	: Apa tujuan atau maksud dari teks di atas?
266.	S	: Menceritakan pengalaman.
267.	T	: Iya, dalam Bahasa Inggris apa?
268.	S	: (Silent)
269.	T	: To tell?
270.	S	: Tell past experience.
271.	T	: Ya, tell about past experience. Boleh, okay good. Menceritakan pengalaman di waktu lampau. Next, you number two.
272.	S	: What is the first paragraph about?
273.	T	: Paragraf satu tentang apa?

274.	Ss	: Pergi liburan.
275.	T	: Ayo mau wes tak arti ne. What is the first paragraph about? Paragraf satu tentang apa?
276.	Ss	: Perjalanan. Liburan. Pengalaman.
277.	T	: Iki lho sing jawab iki sek. Biar punya ide sek. Paragraf ke satu tentang apa?
278.	S	: The trip.
279.	T	: Ha? apa louder please.
280.	S	: The trip.
281.	T	: The trip ke mana?
282.	S	: Eee...Drini beach.
283.	T	: The trip to Drini beach. Nah pendapat itu gimana ini? Ada pendapat lain?
284.	Ss	: (Students are silent)
285.	T	: The trip to Drini beach. Boleh. Number three, you Rizki wes durung mau?
286.	S	: Belum pak. What activities did the writer do at the beach?
287.	T	: Kegiatan apa, yo yang lain perhatikan sek. Penulis melakukan kegiatan apa di pantai itu? Apa?
288.	Ss	: Bermain pasir. Menangkap ikan. Menyewa kano.
289.	T	: The writer rented a canoe, boleh. Terus melakukan apa lagi?
290.	Ss	: Me membeli anu minuman kelapa. Berenang. Golek iwak.
291.	T	: Ya, mencari ikan. Catching fish, boleh. Terus nomor empat, kamu.
292.	S	: How did the writer feel about going to the beach?
293.	T	: Penulis merasakan apa saat pergi ke pantai itu?
294.	Ss	: Senang. Semangat.
295.	T	: Semangat, senang boleh.
296.	Ss	: Excited pak. Excited.
297.	T	: Excited, boleh. The writer enjoyed it. Kalau bahagia atau senang Bahasa Inggrisnya?

298.	S	: Happy.
299.	T	: The writer feel happy. Terus yang berikutnya tenses apa yang paling banyak digunakan dalam teks itu? Hayo menceritakan bentuk lampau menggunakan tenses apa?
300.	Ss	: Past tense.
301.	T	: Iya, past tense. Satu lagi yang terakhir what the title from the text?
302.	S	: Pergi ke Pantai Drini.
303.	T	: Going to Drini Beach. Okay, do you have any questions?
304.	Ss	: No.
305.	T	: Okay. I think that's all. Thank you very much. See you later.
306.	Ss	: See you.
307.	T	: O iya hampir lupa. Dibuka halaman 44 nanti tolong kamu terjemahkan ya.
308.	Ss	; Ya. Siap pak. See you.
309.	T	: Tolong ini dikumpulkan.
310.	Ss	: Pak udah pak. Ayo pulang pak.
311.	T	: Iyo iyo. Okay sekarang kamu siapkan salah satu.
312.	S	: Saya pak, saya pak.
313.	T	: In English, yok.
314.	S	: Attention, please. Let's pray together, begin. Finish.
315.	T	: Okay. I think that's all. Thank you very much for your attention. See you later.
316.	Ss	: See you

INTERVIEW

- R : Baik, Assalamu'alaikum wr.wb.
- T : Wa'alaikumsalam wr.wb.
- R : Selamat siang, Bapak Wahyudi. Perkenalkan nama saya Oka Oktaviana Santosa, dari UIN Raden Mas Said Surakarta. Di sini saya izin untuk mewawancarai bapak terkait dengan judul skripsi saya. Apakah bapak kiranya sudah siap untuk menjawab wawancara dari saya?
- T : Siap.
- R : Baik terimakasih pak. Untuk pertanyaan yang pertama, apakah ada masalah atau tantangan ketika bapak mengajar Bahasa Inggris di kelas?
- T : Ya, tentu saja ada. Antara lain yang saya alami di sekolah ini, itu terbatasnya waktu belajar, kemudian kurangnya rasa percaya diri pada diri anak dan kurangnya motivasi juga. Kemudian banyak kosakata yang harus dipelajari, kemudian pengucapan atau intonasi, kemudian juga terkendala bahasa dan ketidaktahuan norma budaya.
- R : Baik pak. Untuk pertanyaan yang selanjutnya, bagaimana cara bapak dalam membagi jadwal materi 4 keterampilan Bahasa Inggris (reading, speaking, listening, writing) di kelas pak?
- T : Menurut saya tentu saja disesuaikan dengan kurikulum yang ada di SMP.
- R : Di sini memakainya KTSP njih pak?
- T : Kalau dulu kurtilas.
- R : Untuk kelas 8 kurtilas njih pak?
- T : Iya, Kurikulum Tiga Belas.
- R : Baik. Untuk pertanyaan selanjutnya, apakah bapak sering memberikan pertanyaan saat mengajar di kelas?
- T : Ya. Menurut saya, anak diberi pertanyaan itu untuk mengecek apakah materi yang saya sampaikan itu bisa dipahami atau belum. Atau anak itu sudah merespon dari materi yang sudah saya sampaikan. Dan melatih siswa agar terjalin kegiatan interaktif antara guru dan siswa.
- R : Baik bapak. Untuk pertanyaan selanjutnya, apakah bapak menggunakan pertanyaan-pertanyaan di luar materi pembelajaran seperti menanyakan kabar, menanyakan kehadiran siswa atau menanyakan kesiapan siswa dan lainnya?
- T : Ya. Karena menurut saya tu kan guru akan lebih dekat dengan anak dengan cara mungkin untuk mengecek kehadiran, termasuk menanyakan kabar dan

lain sebagainya supaya nanti ada kedekatan antara guru dan murid. Sehingga nanti tercetak suasana belajar yang baik dan nyaman.

R : Baik bapak. Untuk pertanyaan selanjutnya, apakah bapak pernah memberikan pertanyaan kemudian mendapatkan jawaban singkat dari siswa?

T : Ya, contohnya “gimana kabarmu hari ini?”

R : Dijawab “baik atau tidak” begitu njih pak atau dijawab “ya atau tidak” begitu pak?

T : Ya seperti itu.

R : Baik untuk pertanyaan selanjutnya, apakah bapak memberikan pertanyaan yang membutuhkan pemikiran tingkat tinggi siswa untuk mendapatkan jawaban yang lebih mendalam?

T : Ini kadang-kadang. Saya terkadang memberikan pertanyaan yang kaitannya dengan soal-soal HOTS (High Order Thinking Skill) supaya anak juga bisa nanti berpikir mendalam mengenai pertanyaan yang saya sampaikan.

R : Kemudian apakah menurut bapak strategi bertanya itu penting?

T : Ya, menurut saya itu penting. Bertanya dalam pembelajaran akan memunculkan proses berpikir. Selain itu, bertanya juga dapat mendorong keterlibatan, meningkatkan pembelajaran, motivasi siswa dan menyediakan umpan balik tentang kegiatan pembelajaran, baik pada guru maupun siswa.

R : Baik untuk pertanyaan selanjutnya, apakah bapak memberikan rambu-rambu atau petunjuk pertanyaan berupa penjelasan materi sebelum memberikan pertanyaan?

T : Ya, agar nanti tidak menyimpang dari topik dan tujuan pembelajaran.

R : Baik untuk pertanyaan selanjutnya, apabila pertanyaan sebelumnya tidak dipahami siswa apakah bapak akan mengubah pertanyaan dengan kalimat sederhana yang mudah dipahami?

T : Ya, dengan Bahasa singkat dan jelas yang tentu saja disesuaikan dengan bahasanya siswa SMP

R : Baik bapak. Untuk pertanyaan selanjutnya, apa yang bapak lakukan jika tidak mendapat jawaban dari siswa? Apakah dengan memanggil secara acak dan memberikan kesempatan kepada siswa untuk menjawab?

T : Pengalaman yang sudah saya terapkan yaitu memberikan motivasi pada anak tersebut untuk lebih percaya diri dan memberikan juga kesempatan pada siswa lain untuk menjawab pertanyaan yang diberikan, dengan tujuan siswa meningkatkan kepercayaan dirinya.

R : Itu bapak pernah memanggil siswanya dengan nama?

- T : Oh iya, pernah.
- R : Baik bapak untuk pertanyaan selanjutnya, menurut bapak apakah perlu memberi jeda waktu berpikir sebelum siswa menjawab pertanyaan?
- T : Ya perlu. Karena untuk meningkatkan semangat belajar siswa dan guru selama proses pembelajaran.
- R : Baik pak. Berarti itu membantu siswa berpikir terlebih dahulu ya pak sebelum menyampaikan pendapatnya?
- T : Ya.
- R : Baik untuk pertanyaan selanjutnya, apakah bapak memberikan pertanyaan tindak lanjut jika jawaban pertama tidak tepat, seperti memberi petunjuk untuk mendapat jawaban yang lebih rinci?
- T : Ya, ini tujuannya terkandung maksud supaya siswa berusaha menyadari, mengoreksi dan mengevaluasi kekurangan jawaban secara detail tersebut.
- R : Baik pak untuk pertanyaan selanjutnya, menurut bapak apakah perlu mendengarkan jawaban dan memberikan respon umpan balik kepada siswa?
- T : Ya, menurut saya karena dengan memberikan respon balik sehingga terjadi reaksi dan interaksi pembelajaran yang hidup di kelas.
- R : Baik untuk pertanyaan yang terakhir bapak, apakah bapak pernah mengajukan pertanyaan pengurutan dari jenis pertanyaan yang sama ke yang lebih, pertanyaan yang mengarah ke posisi awal, pertanyaan yang sempit ke yang luas dan sebaliknya?
- T : Kadang-kadang. Contohnya misal ada teks recount terus anak-anak saya minta untuk mengetahui “what the title from the text?”. Kemudian “teks yang telah dibahas jenisnya apa?” itu antara lain.
- R : Baik. Terimakasih bapak telah meluangkan waktu untuk wawancara. Saya mohon maaf apabila ada salah kata. Wassalamu’alaikum wr.wb.
- T : Wa’alaikumsalam wr.wb.

Data List of Types of Questions Used by English Teacher in Reading Interactions in Class 8A

NO	Code of Transcription	Utterance	Context	Procedural	Convergent	Divergent
1.	T1/8A/007	How are you today?	The teacher asks about the student's condition as a class management procedure.	✓		
2.	T1/8A/071	Okay thank you. Dika..Dika..mana Dika? Okay you paragraph three. Suarane sing banter. Louder please!	The teacher checks students' attention by calling their names, then instructing them to continue reading the text.	✓		
3.	T1/8A/073	Enough. Thank you. Coba sekarang kita cari the meaning words from the text yang sudah saya sebutkan tadi. “Take care” apa itu? Ada yang tau? What the meaning of “take care”?	The teacher develops students' vocabulary by asking the meaning of the word "take care".		✓	
4.	T1/8A/075	My brother takes care of my mother in the room. Take care apa coba? me...?	The teacher develops students' vocabulary by asking again the meaning of the word "take care".		✓	
5.	T1/8A/077	Merawat, okay. Next “mind” apa mind?	The teacher develops students' vocabulary by asking the meaning of the word “mind”.		✓	
6.	T1/8A/079	Ya pikiran, ono sing jawab pikiran. Tapi kalau “Tasya didn’t mind” berarti Tasya tidak...? Karo dihubungkan sama kalimat sebelumnya.	The teacher develops students' vocabulary by asking the meaning of the word “didn’t mind”.		✓	
7.	T1/8A/081	Okay good. Tasya tidak keberatan. Next, “hospital lounge” apa itu? Kalau di rumah sakit itu ada seperti tempat duduk. What the meaning?	The teacher develops students' vocabulary by asking the meaning of the word “hospital lounge”.		✓	
8.	T1/8A/083	Okay, ruang santai atau ruang tunggu di rumah sakit. Terus berikutnya apa tadi?	The teacher asks students for further vocabulary to manage class activities.	✓		

9.	T1/8A/085	Kalau patient itu apa? “Be patient my baby” sabarlah sayang. Kalau patient dihubungkan dengan rumah sakit what the meaning?	The teacher develops students' vocabulary by asking the meaning of the word "patient"		✓	
10.	T1/8A/087	Pasien, okay. Kalau “approached”?men-de-?	The teacher develops students' vocabulary by asking the meaning of the word “approached”.		✓	
11.	T1/8A/089	Mendekati atau mendekatinya, next. Ayo yang digaris bawah tadi apa?	The teacher asks students for further vocabulary to manage class activities.	✓		
12.	T1/8A/091	Okay, “to be in the future”. Arti “future” masa...?	The teacher develops students' vocabulary by asking the meaning of the word “future”.		✓	
13.	T1/8A/093	Masa depan. “Future” itu masa depan ya. Kalau di tenses ada future tenses, ada to? Waktu yang akan datang.	The teacher asks questions that require a "yes" or "no" answer.		✓	
14.	T1/8A/095	Next, kata apa lagi?	The teacher asks students about the next vocabulary to manage class activities.	✓		
15.	T1/8A/097	“Practise more” apa itu practise?	The teacher develops students' vocabulary by asking the meaning of the word “practice”.		✓	
16.	T1/8A/099	Iya, banyak berlatih. Banyak praktiknya. “Practise” itu latihan ya, kalau “practise more” itu banyak berlatih. Kamu bisa tulis ini di buku catatanmu. Nanti jangan di corat coret ya karena masih dipakai kelas lain. Next, kata berikutnya?	The teacher asks students about the next vocabulary to manage class activities.	✓		
17.	T1/8A/101	“I explain English”. Explain men-je...?	The teacher develops students' vocabulary by asking the meaning of the word “explain”.		✓	

18.	T1/8A/105	Next ada kata apa lagi? “Surprise” apa itu surprise?	The teacher asks students about the next vocabulary to manage class activities.	✓		
19.	T1/8A/105	Next ada kata apa lagi? “Surprise” apa itu surprise?	The teacher develops students' vocabulary by asking the meaning of the word “surprise”.		✓	
20.	T1/8A/107	Kejutan ya betul. O tadi ada yang kelewatan “English course” what the meaning?	The teacher develops students' vocabulary by asking the meaning of the word “English course”.		✓	
21.	T1/8A/109	Kursus...?	The teacher develops students' vocabulary by asking again the meaning of the word “English course”.		✓	
22.	T1/8A/111	Kursus Bahasa Inggris. Next word, kata berikutnya yang tadi kamu garis bawah itu?	The teacher asks for the next word that has been underlined with the aim of getting students to focus on remembering the previous material.		✓	
23.	T1/8A/113	“Had paid a one-year-tuition fee” apa itu artinya?	The teacher asks questions that require students' high-level thinking by translating a sentence.			✓
24.	T1/8A/115	Telah membayar, had paid itukan telah membayar. Satu tahun biaya kuliah, one-year-tuition fee. Telah membayar satu tahun biaya kuliah. Okay, “grateful” apa “grateful”. What the meaning? Ber...?	The teacher develops students' vocabulary by asking the meaning of the word “grateful”.		✓	
25.	T1/8A/117	Bersyukur, betul. Kalau “gratitude apa? Paragraph three ada “gratitude” what the meaning?	The teacher develops students' vocabulary by asking the meaning of the word “gratitude”.		✓	
26.	T1/8A/119	Kalau “grateful” itu tadi artinya bersyukur, kalau “gratitude”?	The teacher develops students' vocabulary by asking again the meaning of the word “gratitude”.		✓	
27.	T1/8A/121	Terima...?	The teacher develops students' vocabulary by asking again		✓	

			the meaning of the word "gratitude".			
28.	T1/8A/123	Terima kasih. Okay lanjut kata berikutnya recovered dari kata recover. "Recover" itu sembuh, tulis. Terus berikutnya, next. Nek "illness" apa illness?	The teacher develops students' vocabulary by asking the meaning of the word "illness".		✓	
29.	T1/8A/125	Nek "ill" saja apa artinya sa...sa...?	The teacher develops students' vocabulary by asking the meaning of the word "ill".		✓	
30.	T1/8A/127	Sakit, very good. Kata yang lain sinonimnya "sick". Kalau illness "dari penyakitnya" ayo tulis. "Went back" apa? Podo karo go back ya to? Went back, go back.	The teacher develops students' vocabulary by asking the meaning of the word "went back".		✓	
31.	T1/8A/129	Kembali ya went back. "Home town" artinya "kota kelahiran". Next, "Promised"?	The teacher develops students' vocabulary by asking the meaning of the word "promised".		✓	
32.	T1/8A/131	Kata selanjutnya Tasya promised, Tasya ber...jan..?	The teacher develops students' vocabulary by asking again the meaning of the word "promised".		✓	
33.	T1/8A/133	Ya, "Promised" itu artinya berjanji. Contoh lainnya "I have a promise for him". Terus berikutnya "study hard", study apa?	The teacher develops students' vocabulary by asking the meaning of the word "study".		✓	
34.	T1/8A/135	Belajar. Kalau "study hard"?	The teacher develops students' vocabulary by asking the meaning of the word "study hard".		✓	
35.	T1/8A/137	Belajar giat atau belajar dengan keras. "Gain" pie? Gain podo karo "gain success". Memperoleh keberhasilan, diapalke ya. Ada yang tau "Learning English"?	The teacher develops students' vocabulary by asking the meaning of the word "learning English".		✓	
36.	T1/8A/139	Belajar Bahasa Inggris. Okay, untuk lebih detailnya kita	The teacher asks questions that require students' high-			✓

		terjemahkan dulu ditranslete biar gampang menjawab pertanyaan. “Tasya's mother was a nurse in a hospital.” Ada yang tau apa ini?	level thinking by translating a sentence.			
37.	T1/8A/143	Ya betul. Ibunya Tasya adalah...siapa dia?	The teacher asks questions that require short answers.		✓	
38.	T1/8A/145	Ya seorang perawat. “In hospital”?	The teacher develops students' vocabulary by asking the meaning of the word “in hospital”.		✓	
39.	T1/8A/147	Ya, di sebuah rumah sakit. “One night”?	The teacher develops students' vocabulary by asking the meaning of the word “one night”.		✓	
40.	T1/8A/149	Suatu malam, betul. “Tasya had to go to the hospital too”, Tasya harus pergi ke rumah sakit juga. “because nobody was at home to take care of her” karena nobody apa?	The teacher develops students' vocabulary by asking the meaning of the word “nobody”.		✓	
41.	T1/8A/151	“No-bo-dy” apa nobody?	The teacher develops students' vocabulary by asking again the meaning of the word “nobody”.		✓	
42.	T1/8A/153	Ya, tidak ada seseorang. Saya ulang, Tasya harus pergi ke rumah sakit juga, karena tidak ada seseorang di rumah yang merawatnya. “Tasya didn't mind” apa tadi? Tasya tidak...?	The teacher asks the meaning of words that have been translated previously so that students focus on remembering the previous material.		✓	
43.	T1/8A/155	Tasya tidak keberatan. “She liked to know about her mother's work.” Apa artinya? Dia...	The teacher asks questions that require students' high-level thinking by translating a sentence.			✓
44.	T1/8A/157	Yang dimaksudkan “she” di sini siapa to?	The teacher asks questions whose answers have been presented in the text and require short answers.		✓	
45.	T1/8A/159	Tasya, betul. Tasya liked to know, ingin mengetahui tentang pekerjaan ibunya.	The teacher asks questions that require students' high-			✓

		Terus berikutnya “Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there.” Artinya?	level thinking by translating a fairly long sentence.			
46.	T1/8A/161	Ya, Tasya sedang membaca bukunya di ruang tunggu rumah sakit ketika seorang pasien mendekatinya dan bertanya mengapa dia di sana?. “Tasya answered the question” apa artinya?	The teacher asks questions that require students' high-level thinking by translating a sentence.			✓
47.	T1/8A/163	Tasya menjawab pertanyaan itu. Next, “The man asked about” , pria itu bertanya tentang “what Tasya wanted to be in the future” Tasya ingin menjadi apa di masa yang akan datang. Terus “she said she wanted to be an English teacher” , apa artinya ini?	The teacher asks questions that require students' high-level thinking by translating a sentence.			✓
48.	T1/8A/165	Dia berkata dia ingin menjadi seorang guru Bahasa Inggris. “Can you speak English?” apa artinya?	The teacher asks questions that require students' high-level thinking by translating a sentence.			✓
49.	T1/8A/167	Dapatkah kamu...berbicara?	The teacher asks questions whose answers have been presented in the text and require short answers.		✓	
50.	T1/8A/169	Bahasa Inggris, can you speak English. Asked the man, tanya pria itu. “Very little” , sangat sedikit. “But I want to practise more” , tapi saya ingin latihan lebih banyak. “Explained Tasya” , jelas Tasya. Paragraf berikutnya yang ke tiga “the next day” , apa artinya the next day?	The teacher develops students' vocabulary by asking the meaning of the word “the next day” .		✓	
51.	T1/8A/171	Hari berikutnya, ibunya Tasya came home pulang dengan sebuah kejutan. “She took	The teacher asks questions that require students' high-			✓

		Tasya to an English course”, ia membawa Tasya ke sebuah kursus Bahasa Inggris. “She said the man in the hospital”, ia berkata kepada pria itu di rumah sakit telah membayar biaya kuliah satu tahun untuk Tasya. “Tasya was so grateful”, Tasya begitu bersyukur. “She wanted to see the man to express her gratitude”, ia ingin melihat pria itu untuk mengungkapkan terima kasihnya. “But her mother said”, tetapi ibunya berkata. “The man has recovered from his illness and he went back to his hometown in Bandung this morning” , opo ki artine?	level thinking by translating a fairly long sentence.			
52.	T1/8A/173	Pria itu telah sembuh dari penyakitnya dan kembali ke kota asalnya di Bandung pagi ini. “However” , however artinya apa?	The teacher develops students' vocabulary by asking the meaning of the word “however”.		✓	
53.	T1/8A/175	How-ever, kalau how artinya?	The teacher develops students' vocabulary by asking the meaning of the word “how”.		✓	
54.	T1/8A/177	Bagaimana. Kalau however jangan diartikan bagaimana, artinya akan tetapi. Akan tetapi dia ingin kamu menikmati pelajaran dan menjadi seorang guru yang berhasil di masa yang akan datang. “Tasya promised herself” . Apa artinya, what the meaning? Tasya?	The teacher asks questions that require students' high-level thinking by translating a fairly long sentence.			✓
55.	T1/8A/179	Promised mau opo artine?	The teacher asks the meaning of words that have been translated previously so that students focus on remembering the previous material.		✓	

56.	T1/8A/181	Ya, Tasya berjanji pada dirinya bahwa ia akan belajar keras and gain success. Apa “gain success”?	The teacher develops students' vocabulary by asking the meaning of the word “gain success”.		✓	
57.	T1/8A/183	Ya, memperoleh keberhasilan dalam “in learning English”. Dalam...?	The teacher develops students' vocabulary by asking the meaning of the word “learning English”.		✓	
58.	T1/8A/185	Okay, saya kira itu isinya ya. Coba pak guru tanya sek, kira-kira judulnya apa? Setelah kita terjemahkan ini what the title from the text? Apa kira-kira, ada yang tau?	The teacher asks questions that involve students' high-level thinking and conveys their ideas in their own language.			✓
59.	T1/8A/187	Yo dikiro-kiro cobo. Kiro-kiro judule opo the title from the text?	The teacher repeats questions again that involve students' high-level thinking and conveys their ideas in their own language.			✓
60.	T1/8A/189	Cita-cita Tasya, okay. Anyone yang lain? Any idea, please?	The teacher checks students' understanding by asking for another title.	✓		
61.	T1/8A/191	Seorang anak yang bercita-cita ingin menjadi guru, okay hampir sama. Nanti kita cari judul yang terbaik. Yang lain? Ada dua pendapat. Coba kamu apa the best title from the text?	The teacher checks students' understanding by asking for another title.	✓		
62.	T1/8A/191	Seorang anak yang bercita-cita ingin menjadi guru, okay hampir sama. Nanti kita cari judul yang terbaik. Yang lain? Ada dua pendapat. Coba kamu apa the best title from the text?	The teacher repeats questions again that involve students' high-level thinking and conveys their ideas in their own language.			✓
63.	T1/8A/193	Yes, cita-cita Tasya. Kalau cita-cita Bahasa inggrise apa? In English cita-cita?	The teacher develops students' vocabulary skills by asking students to change the word "cita-cita" in English.		✓	
64.	T1/8A/195	O ya to be a good teacher, ingin menjadi guru yang baik.	The teacher asks questions that require short answers.		✓	

		To be a teacher, menjadi seorang guru. Kalau cita-cita tadi kembali sek sebelum kita tentukan judul ini what the title from the text. Nek menurut pendapatmu yang disampaikan oleh Ragil tadi betul tidak cita-cita Tasya?				
65.	T1/8A/197	Betul ya, okay. Kalau pendapat Ferlando seorang anak ingin menjadi guru Bahasa Inggris?	The teacher asks questions that require short answers.		✓	
66.	T1/8A/199	Okay kalau saya lebih cocok cita-cita Tasya. Mungkin ada yang lain the best title nya apa yang paling cocok? Ini habis to spidolnya?	The teacher repeats questions again that involve students' high-level thinking and conveys their ideas in their own language.			✓
67.	T1/8A/199	Okay kalau saya lebih cocok cita-cita Tasya. Mungkin ada yang lain the best title nya apa yang paling cocok? Ini habis to spidolnya?	The teacher asks outside the learning context about the markers that have run out and asks students to fill them in so they can continue learning.	✓		
68.	T1/8A/201	Diisi dulu. Okay nanti jam 1 dan 2 anak-anak sampai jam 9.20. Ini sudah menunjukkan di 12 menit. Okay sekarang kembali kepada cita-citanya Tasya, apa bahasa Inggrisnya? Tasya's...?	The teacher develops students' vocabulary skills by asking students to change the word "cita-cita Tasya" in English.		✓	
69.	T1/8A/203	Tasya's ambition. Okay judulnya yang lain boleh, Tasya's wanted to be English teacher boleh. Mungkin judul yang lain yang penting cocok juga boleh. Okay sampai sini sek sebelum saya lanjutkan ke pertanyaan do you have any questions? Please tell me. Anyone? Anybody?	The teacher checks students' understanding before continuing to the next material.	✓		
70.	T1/8A/205	Okay tidak ada langsung ke pertanyaan. Number one, ada yang mau coba nomor satu?	The teacher carries out routine class activities by asking students who are willing to try to answer questions.	✓		

71.	T1/8A/209	Mengapa Tasya pergi ke rumah sakit hari itu? The best answer is a, b, c or d?	The teacher asks questions that require short answers.		✓	
72.	T1/8A/211	Because opo? Ayo alasan yang utama tadi apa?	The teacher asks the main reasons that have previously been discussed so that students focus on remembering the previous material.		✓	
73.	T1/8A/213	Iya, alasanya she wanted to know about her mother's job. Berarti jawaban yang betul apa?	The teacher asks questions that require short answers.		✓	
74.	T1/8A/215	The answer is A. Terus number two, nomor dua siapa? Laki-laki tadi coba saya carikan yang cewek gentian. You (appoint student)	The teacher provides questions to manage the class, so that students can answer questions in turn.	✓		
75.	T1/8A/221	Paragraf dua itu tentang apa?	The teacher asks about paragraph two which involves students' higher level thinking.			✓
76.	T1/8A/223	Tentang Tasya had a talk about her future with a patient. Tasya sempat berbincang tentang masa depannya dengan seorang pasien. Kalau A itu a patient asked Tasya to go to an English course, seorang pasien meminta tasya pergi ke kursus Bahasa inggris ora nyambung ya?	The teacher asks questions that require a "yes" or "no" answer.		✓	
77.	T1/8A/225	Untuk yang C seorang pasien ingin Tasya menjadi guru nyambung ora iki?	The teacher asks questions that require a "yes" or "no" answer.		✓	
78.	T1/8A/227	Okay. Tasya liked a patient very much tidak nyambung ya. Jadi jawabannya yang betul?	The teacher asks questions that require short answers.		✓	
79.	T1/8A/231	Ya, ini koe kudu ngerti artine. Ini sinonim, mau grateful	The teacher asks the meaning of the word "grateful" which has been discussed so that		✓	

		mau artinya apa yang sudah saya tulis?	students focus on remembering the previous material.			
80.	T1/8A/233	“Grateful” apa? Ber?	The teacher develops students' vocabulary by asking the meaning of the word “grateful”.		✓	
81.	T1/8A/235	Bersyukur. Bahasa inggris yang lain apa sinonimnya?	The teacher develops student vocabulary by asking the synonym of the word "grateful".		✓	
82.	T1/8A/237	Hah? Sinonime atau persamaan kata. Kalau bersyukur sinonim tidak bersyukur yo ra nyambung no kui jenenge lawan kata atau antonim. Jawabane apa a, b, c, or d?	The teacher asks questions that require short answers.		✓	
83.	T1/8A/241	Apa yang terjadi dengan pria itu? The best answer is?	The teacher asks questions that require short answers.		✓	
84.	T1/8A/243	A. Dia meninggalkan rumah sakit dengan terburu-buru. Kalau B. Dia tidak ingin menemui Tasya, nyambung ora? Connect tidak?	The teacher asks questions that require a "yes" or "no" answer.		✓	
85.	T1/8A/245	Yang C. He got better and went back to his hometown. Dia menjadi lebih baik atau lebih sehat dan kembali ke kota kelahirannya. He got worse and had to move to another hospital. Dia menjadi lebih buruk dan dia harus pindah ke rumah sakit yang lain. Ora nyambung, ora gatur. Tidak ada kaitannya, tidak ada hubungannya. Jadi jawabannya apa ini?	The teacher asks questions that require short answers.		✓	
86.	T1/8A/247	Hah? Apa yang terjadi dengan pria itu?	Teachers ask students for the right answer without requiring high-level thinking because answer options are already available.		✓	

87.	T1/8A/249	Iya, C betul. Menjadi lebih baik dan kembali ke kota kelahirannya. Nek ra mari yo otomatis ora bali no. Yang terakhir siapa? The last number? Ada yang mau mencoba?	The teacher provides questions to manage the class, so that students can answer questions in turns.	✓		
88.	T1/8A/253	The best answer is?	The teacher asks questions that require short answers.		✓	
89.	T1/8A/255	Tasya melakukan apa untuk mengungkapkan terima kasihnya. Melakukan apa tadi? Belajar apa tadi?	The teacher asks questions on topics that have been discussed previously so that students focus on remembering the previous material.		✓	
90.	T1/8A/257	A, b, c, or d?	The teacher asks questions that require short answers.		✓	
91.	T1/8A/259	D, right. The correct answer is D. Up to here, do you have any questions? Please. Mungkin ada pertanyaan sampai sini dulu?	The teacher checks students' understanding by providing space to ask students before closing the class.	✓		
92.	T1/8A/261	Tidak ada? Kalau tidak ada tolong nanti teksnya dikumpulkan lagi. Nanti saya gunakan untuk kelas yang lain. Jangan dikasih nama ya. Okay see you	The teacher checks students' understanding by checking again whether there are questions or not.	✓		
93.	T1/8A/263	O ya, untuk tugasnya yang berkaitan dengan reading tolong jawab pertanyaan itu. Absen yang ganjil menjawab nomor 1,3,5 dan absen yang genap menjawab yang genap. Silahkan kamu translate dalam Bahasa Indonesia. Ada pertanyaan?	The teacher explains the students' assignments and then checks whether the instructions are clear or not.	✓		

Data List of Types of Questions Used by English Teacher in Reading Interactions in Class 8C

NO	Code of Transcription	Utterance	Context	Procedural	Convergent	Divergent
1.	T2/8C/005	How are you today?	The teacher asks about the student's condition as a class management procedure.	✓		
2.	T2/8C/010	Sudah dapat semua?	The teacher carries out class management by checking whether the text has been distributed thoroughly or not.	✓		
3.	T2/8C/102	Okay thank you, enough. Coba sekarang kita cari kosa kata yang ada di situ supaya diterjemahkan ke dalam Bahasa Indonesia. Biar nanti kita tau isi dari bacaan itu. Yang pertama apa?	The teacher asks questions that direct students to the learning topic and does not require students' higher-level thinking.		✓	
4.	T2/8C/104	“Set off”. Kalau menurut kalimat itu kira-kira artinya apa?	The teacher develops students' vocabulary by asking the meaning of the word “set off”.		✓	
5.	T2/8C/106	O boleh diartikan itu. “We set off” kita berangkat, bisa diartikan berangkat. Terus berikutnya kata apa?”	The teacher asks students about the next vocabulary to manage class activities.	✓		
6.	T2/8C/108	The trip apa ini? Saya kira sudah sering mendengar?	The teacher develops students' vocabulary by asking the meaning of the word “the trip”		✓	
7.	T2/8C/110	Okay, the trip itu perjalanan. Next, apa lagi?	The teacher asks students about the next vocabulary to manage class activities.	✓		
8.	T2/8C/112	“Wait to step on” apa itu?. Eh “parking lot” dulu ya. Parking lot apa? Gampang ini.	The teacher develops students' vocabulary by asking the meaning of the word “parking lot”.		✓	

9.	T2/8C/114	: Iyo, parkiran. Saya kira kata ini sudah sering kita temukan. Next?	The teacher asks students about the next vocabulary to manage class activities.	✓		
10.	T2/8C/116	Ya, “wait to step on”. Saya tidak “wait to step on”, “Wait” itu menunggu “step” itu apa?	The teacher develops students' vocabulary by asking the meaning of the word “step”.		✓	
11.	T2/8C/118	“Wait a moment” apa itu?	The teacher develops students' vocabulary by asking the meaning of the word “wait a moment”.		✓	
12.	T2/8C/120	Tunggu sebentar, okay. “I could not wait” saya tidak sabar untuk melangkah. Seandainya diartikan seperti itu, saya tidak sabar untuk melangkah. Melangkah ke mana?	The teacher asks questions that require short answers.		✓	
13.	T2/8C/124	Okay, terus berikutnya?	The teacher asks students about the next vocabulary to manage class activities.	✓		
14.	T2/8C/126	“Visitors” apa? Dari kata “visit” apa artinya?	The teacher develops students' vocabulary by asking the meaning of the word “visitors”.		✓	
15.	T2/8C/128	“Visitors” itu pengunjung, betul. Kalau “visit”? “home visit” kunjungan ke rumah. Dika, saya mau home visit, nah itu artinya kunjungan ke rumah. Kalau “visitor” itu berarti orangnya disebut pengunjung. Terus berikutnya “the tide”?	The teacher develops students' vocabulary by asking the meaning of the word “the tide”.		✓	
16.	T2/8C/130	Air pasang. Di pantai kan hubungane karo air, kan gitu to?	The teacher asks questions that require a "yes" or "no" answer,		✓	
17.	T2/8C/132	Terus lanjut, “looked for” nek “look” itu artinya apa?	The teacher develops students' vocabulary by asking the meaning of the word “look”.		✓	
18.	T2/8C/134	Melihat, kalau “looked for”?	The teacher develops students' vocabulary by		✓	

			asking the meaning of the word “looked for”.			
19.	T2/8C/136	Iya kalau “look” itu melihat, kalau “looked for”?	The teacher develops students' vocabulary by asking again the meaning of the word “looked for”.		✓	
20.	T2/8C/140	Terus “a shelter”?	The teacher develops students' vocabulary by asking the meaning of the word “a shelter”.		✓	
21.	T2/8C/142	Mencari? Hayo ning Pantai ngopo kui? “Looked for a shelter”	The teacher develops students' vocabulary by asking again the meaning of the word “a shelter”.		✓	
22.	T2/8C/146	Terus lanjut ”small food vendor” ayo artinya apa?	The teacher develops students' vocabulary by asking the meaning of the word “small food vendor”.		✓	
23.	T2/8C/148	Penjual makanan kecil. “Canoes”? ayo, kano kamu pernah dengar to itu?	The teacher asks questions that require short answers.		✓	
24.	T2/8C/154	Saya lanjutkan ke materi. Sampai mana tadi?	The teacher manages the class by asking questions about how far the material has been presented so that they can move on to the next material.	✓		
25.	T2/8C/156	Ya, “coconut drink” artinya apa itu?	The teacher develops students' vocabulary by asking the meaning of the word “coconut drink”.		✓	
26.	T2/8C/162	Terus tutuk e?	The teacher asks questions with the aim of managing the class to continue to the next vocabulary discussion.	✓		
27.	T2/8C/164	Ya apa itu? Berganti ya. “I changed into more comfortable clothes” ganti pakaian yang lebih nyaman. Terus selanjutnya “rented” dari kata “rent”?	The teacher develops students' vocabulary by asking the meaning of the word “rented”.		✓	

28.	T2/8C/166	Menyewa, ya betul. Rental, pernah dengar kata “rental” apa?	The teacher develops students' vocabulary by asking the meaning of the word “rental”.		✓	
29.	T2/8C/168	Apa itu?	The teacher asks questions that require short answers without involving high-level thinking.		✓	
30.	T2/8C/170	Penyewaan PS. Kalau renternir orang yang?	The teacher develops students' vocabulary by asking the meaning of the word “rentenir”.		✓	
31.	T2/8C/172	Orang yang meminjamkan uang. Terus berikutnya sampai mana tadi?	The teacher manages the class by asking questions about how far the material has been presented so that they can move on to the next material.	✓		
32.	T2/8C/174	Ya, “the water receded” apa artinya?	The teacher develops students' vocabulary by asking the meaning of the word “the water receded”.		✓	
33.	T2/8C/176	Air surut. Kalau “the shallow water”?	The teacher develops students' vocabulary by asking the meaning of the word “the shallow water”.		✓	
34.	T2/8C/178	Yo ora no. “water” itu air kalau”shallow” nya?	The teacher develops students' vocabulary by asking the meaning of the word “shallow”.		✓	
35.	T2/8C/181	Bukan. “Shallow” artinya dangkal. Air yang dangkal, jelas belum?	The teacher checks students' understanding by ensuring whether the explanation given is clear or not.	✓		
36.	T2/8C/183	Terus tutuk e “returned”?	The teacher develops students' vocabulary by asking the meaning of the word “returned”.		✓	
37.	T2/8C/185	Mengembalikan. Terus lanjut “catching” apa catching?	The teacher develops students' vocabulary by		✓	

			asking the meaning of the word “catching”.			
38.	T2/8C/187	Dihubungkan, o nek “fish” itu ikan terus ngarep e “catching” kiro-kiro opo yo?	The teacher develops students' vocabulary by asking again the meaning of the word “catching”.		✓	
39.	T2/8C/189	Iya menangkap. Betul, menangkap ikan. Kalau memancing apa memancing?	The teacher develops students' vocabulary by asking about the word "memancing" in English.		✓	
40.	T2/8C/191	Fishing, wes mudeng to. Terus lanjut “rocks”?	The teacher develops students' vocabulary by asking again the meaning of the word “rocks”.		✓	
41.	T2/8C/193	“Rocks” itu ya batu betul. Terus lanjut “dead corals” apa?	The teacher develops students' vocabulary by asking again the meaning of the word “dead corals”.		✓	
42.	T2/8C/195	“Dead” itu mati, kalau “corals” itu apa?	The teacher develops students' vocabulary by asking again the meaning of the word “corals”.		✓	
43.	T2/8C/197	Karang mati. Next, “fish hiding”?	The teacher develops students' vocabulary by asking again the meaning of the word “fish hiding”.		✓	
44.	T2/8C/199	Ya betul, ikan bersembunyi. “Eagerly”?	The teacher develops students' vocabulary by asking again the meaning of the word “eagerly”.		✓	
45.	T2/8C/201	Secara bersemangat. Terus lanjut paragraph selanjutnya?	The teacher manages the class by asking questions related to the vocabulary discussion in the next paragraph.	✓		
46.	T2/8C/203	Ha? Apa?	The teacher manages the class by asking repeated questions so that students answer in a clear voice.	✓		

47.	T2/8C/205	O ya betul “main attraction”. Ada yang tau apa ”attraction”?	The teacher checks students' understanding of the vocabulary "attraction".		✓	
48.	T2/8C/207	“Attraction” itu daya tarik. Daya tarik utama. “Just off” lepas saja. Kalau “accessible”?	The teacher develops students' vocabulary by asking again the meaning of the word “accessible”.		✓	
49.	T2/8C/211	“Beautiful views” itu pemandangan yang cantik. Masih ada?	The teacher manages the class by asking questions regarding whether the vocabulary to be discussed still exists or not.	✓		
50.	T2/8C/213	“The scenery” itu pemandangan. Foto-foto selfie. Berikutnya?	The teacher manages the class by asking about vocabulary that will be discussed next.		✓	
51.	T2/8C/217	“Preparing” menyiapkan. Okay sekarang kita artikan keseluruhannya. Paragraf satu “Last holiday I went to Drini Beach with my family.” Artinya apa itu bareng-bareng?	The teacher asks questions that require students' high-level thinking by translating a fairly long sentence.			✓
52.	T2/8C/221	Ya. Liburan yang lalu, saya pergi ke Pantai Drini dengan keluargaku. “The beach is located in Gunung Kidul, Yogyakarta.” Pantai itu berlokasi di Gunung Kidul?	The teacher asks questions that require short answers without involving students' higher level thinking because the answers are already in the text.		✓	
53.	T2/8C/223	Terus “We set off from home at 8.30 AM.” Kami berangkat dari rumah pada jam?	The teacher asks questions that require short answers without involving students' higher level thinking because the answers are already in the text.		✓	
54.	T2/8C/225	AM kepanjangannya apa kemarin?	The teacher asks the abbreviation for "AM" which was discussed in the previous lesson so that students can remember the material.		✓	

55.	T2/8C/227	Ante meridiem. Kalau malam PM? Post meridiem, ya to?	The teacher asks questions that require a "yes" or "no" answer.		✓	
56.	T2/8C/229	“The trip took one and a half hours.” Perjalanan itu membutuhkan satu jam setengah. Sekarang masuk paragraph dua. “At the parking lot” di depan parkir apa tadi?	The teacher asks questions regarding vocabulary that has been discussed previously so that students focus on remembering the previous material.		✓	
57.	T2/8C/231	Di depan parkir saya tidak?	The teacher asks questions that require short answers without involving students' higher level thinking because the answers are already in the text.		✓	
58.	T2/8C/235	Saya tidak sabar untuk melangkah?	The teacher asks questions that require short answers without involving students' higher level thinking because the answers are already in the text that has been discussed.		✓	
59.	T2/8C/237	Di pasir putih. Saya tidak sabar untuk melangkah di pasir putih. “I was so excited.” Opo artine mau?	The teacher asks questions regarding vocabulary that has been discussed previously so that students focus on remembering the previous material.		✓	
60.	T2/8C/241	“The tide” what the meaning of “tide”? apa tadi “tide”?	The teacher asks questions regarding vocabulary that has been discussed previously so that students focus on remembering the previous material.		✓	
61.	T2/8C/243	Ya, air pasang masih tinggi ketika kami tiba di pantai itu. “First, we looked for a shelter.” Apa? Yang kosakata tadi? Ayo ora cerito dewe sek	The teacher asks questions regarding vocabulary that has been discussed previously so that students focus on remembering the previous material.		✓	
62.	T2/8C/245	Kami mencari tempat berlindung “a shelter”. “It was in front of a	The teacher asks questions that require short answers without involving students' higher level thinking		✓	

		small food vendor.” “It” dari kata apa itu kira-kira?	because the answers are already in the text.			
63.	T2/8C/247	Ya betul, shelter. Tempat berlindungnya di depan sebuah kios makanan kecil. Kios makanan itu menyediakan perahu kecil dan jarring-jaring kecil untuk disewakan. Paragraf yang ke tiga, “My mother” ibunya memesan?	The teacher asks questions that require short answers without involving students' higher level thinking because the answers are already in the text that has been discussed.		✓	
64.	T2/8C/249	Ayahku bersantai di gazebo. Kakakku dan saya mengganti pakaian-pakaian yang nyaman. “We rented a canoe” kami menyewa sebuah kayu kecil dan bermain di air. “It was fun” menyenangkan. “About an hour later” kira-kira satu jam kemudian, air itu surut sehingga kami tidak dapat apa itu eee. Kalau dalam bahasa sing gampang apa “canoe” itu?	The teacher asks questions that require short answers without involving students' higher level thinking.		✓	
65.	T2/8C/251	Iya, nek kapal gede berlayar. Nek kapal cilik opo? Me?	The teacher asks questions that require short answers without involving students' higher level thinking.		✓	
66.	T2/8C/253	Ya, tidak dapat mendayung kano di air dangkal. Sehingga kami mengembalikan perahu itu dan menyewa dua jarring kecil untuk menangkap ikan. “We went near rocks and dead corals.” Kami pergi dekat batu-batu dan karang-karang mati. “We could see fish hiding.” Kami dapat melihat ikan-ikan yang bersembunyi. Kami bersemangat mencoba menangkap mereka. “Actually” sebenarnya, daya tarik utama pantai itu adalah sebuah pulau kecil terlepas dari pantai itu. Pulau itu disebut Pulau Drini. Ada yang pernah ke sana? Siapa ngacung?	Teachers manage the class by asking questions to engage students in learning and attract students' attention.	✓		

67.	T2/8C/255	Ya. How is the scenery of there?	The teacher asks questions that require short answers without involving students' higher level thinking.		✓	
68.	T2/8C/257	Bagus, good, cantik. Terus tutuk e tekan ngendi mau?	The teacher manages the class by asking questions about how far the material has been presented so that they can move on to the next material.	✓		
69.	T2/8C/259	Pulau kecil itu dapat diakses saat air surut. Kami pasti tidak ingin melewatkan pulau itu. Keluargaku naik kepulau itu selama air surut. "At the top of the island" di puncak pulau itu, kami melihat pemandangan cantik. ". I took many pictures "saya mengambil beberapa gambar dari pemandangan itu dan tentu saja foto selfie kami. "After that" setelah itu kakakku dan saya mandi. "In the meantime" meantime tadi apa artinya?	The teacher asks questions regarding vocabulary that has been discussed previously so that students focus on remembering the previous material.		✓	
70.	T2/8C/261	Ya, sementara itu ibuku sedang menyiapkan makanan siang piknik kami. "Before going home" sebelum pulang, kami makan siang di pantai. "It was so much fun" itu sangat menyenangkan. "I really like going to the beach" saya betul-betul menyukai untuk pergi ke pantai. Okay sekarang langsung dijawab pertanyaannya. Nomor satu, ada yang mungkin mau mencoba? Anyone?	The teacher provides questions to manage the class, so that the students can answer questions in turns.	✓		
71.	T2/8C/265	Apa tujuan atau maksud dari teks di atas?	Teachers ask questions about the purpose of the text that engage students' higher-level thinking and convey ideas in their own language.			✓

72.	T2/8C/267	Iya, dalam Bahasa Inggris apa?	The teacher develops students' vocabulary by asking students to change answers into English.		✓	
73.	T2/8C/269	To tell?	The teacher develops students' vocabulary by asking students to change answers into English.		✓	
74.	T2/8C/273	Paragraf satu tentang apa?	The teacher asks about the contents of paragraph one of the text which involves students' high-level thinking and expresses ideas through their own language.			✓
75.	T2/8C/275	Ayo mau wes tak arti ne. What is the first paragraph about? Paragraf satu tentang apa?	The teacher asks again about the contents of paragraph one of the text which involves students' high-level thinking and expresses ideas through their own language.			✓
76.	T2/8C/277	Iki lho sing jawab iki sek. Biar punya ide sek. Paragraf ke satu tentang apa?	The teacher asks again about the contents of paragraph one of the text which involves students' high-level thinking and expresses ideas through their own language.			✓
77.	T2/8C/281	The trip ke mana?	The teacher asks questions that require short answers without involving students' higher level thinking.		✓	
78.	T2/8C/283	The trip to Drini beach. Nah pendapat itu gimana ini? Ada pendapat lain?	The teacher asks questions to manage the class by asking students' opinions regarding the content of paragraph one of the text.	✓		
79.	T2/8C/285	The trip to Drini beach. Boleh. Number three, you Rizki wes durung mau?	The teacher provides questions to manage the class, so that students can answer questions in turns.	✓		

80.	T2/8C/287	Kegiatan apa, yo yang lain perhatikan sek. Penulis melakukan kegiatan apa di pantai itu? Apa?	Teachers ask questions that engage students' higher-level thinking and express ideas through their own language.			✓
81.	T2/8C/289	The writer rented a canoe, boleh. Terus melakukan apa lagi?	Teachers ask questions that engage students' higher-level thinking and express ideas through their own language.			✓
82.	T2/8C/293	Penulis merasakan apa saat pergi ke pantai itu?	The teacher asks questions that require short answers without involving students' higher level thinking.		✓	
83.	T2/8C/297	Excited, boleh. The writer enjoyed it. Kalau bahagia atau senang Bahasa inggrisnya?	The teacher develops students' vocabulary by asking about the word "senang" in English.		✓	
84.	T2/8C/299	The writer feel happy. Terus yang berikutnya tenses apa yang paling banyak digunakan dalam teks itu? Hayo menceritakan bentuk lampau menggunakan tenses apa?	The teacher asks questions regarding the material that has been discussed previously so that students focus on remembering the previous material.		✓	
85.	T2/8C/301	Iya, past tense. Satu lagi yang terakhir what the title from the text?	Teachers ask questions that engage students' higher-level thinking and express ideas through their own language.			✓
86.	T2/8C/303	Going to Drini Beach. Okay, do you have any questions?	The teacher checks students' understanding by providing space to ask students before closing the class.	✓		

Data List of Questioning Tactics Used by English Teacher in Reading Interactions in Class 8A

NO	Code of Transcription	Utterance	Context	Classification
1.	T1/8A/071	T : Okay thank you. Dika..Dika..mana Dika? Okay you paragraph three. Suarane sing banter. Louder please!	The teacher asks questions by directing students by name and distributes questions by giving opportunities to students in turn.	Directing and Distributing
2.	T1/8A/073	T : Enough. Thank you. Coba sekarang kita cari the meaning words from the text yang sudah saya sebutkan tadi. "Take care" apa itu? Ada yang tau? What the meaning of "take care"?	The teacher provides instructions to find the meaning of words in the text and provides statements before asking questions.	Structuring (Signposting)
3.	T1/8A/073	T : Enough. Thank you. Coba sekarang kita cari the meaning words from the text yang sudah saya sebutkan tadi. "Take care" apa itu? Ada yang tau? What the meaning of "take care"?	The teacher distributes questions by asking leading questions to all students. This aims to ensure that students have the same opportunity to answer.	Directing and Distributing
4.	T1/8A/073-078	T : Enough. Thank you. Coba sekarang kita cari the meaning words from the text yang sudah saya sebutkan tadi. "Take care" apa itu? Ada yang tau? What the meaning of "take care"? Ss : (Students are silent) T : My brother takes care of my mother in the room. Take care apa coba? me...? S : Menjaga atau merawat T : Merawat, okay. Next "mind" apa mind? S : Pikiran	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying "okay" as appreciation for the students for answering correctly.	Listening to Replies and Responding

5.	T1/8A/075	T : My brother takes care of my mother in the room. Take care apa coba? me...?	The teacher gives a statement before asking students questions.	Structuring (Signposting)
6.	T1/8A/077-081	T : Merawat, okay. Next “mind” apa mind? S : Pikiran. T : Ya pikiran, ono sing jawab pikiran. Tapi kalau “Tasya didn’t mind” berarti Tasya tidak...? Karo dihubungnkan sama kalimat sebelumnya. S : Keberatan. T : Okay good. Tasya tidak keberatan. Next, “hospital lounge” apa itu? Kalau di rumah sakit itu ada seperti tempat duduk. What the meaning?	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying "ya" and “okay good” as appreciation for the students for answering correctly.	Listening to Replies and Responding
7.	T1/8A/079	T : Ya pikiran, ono sing jawab pikiran. Tapi kalau “Tasya didn’t mind” berarti Tasya tidak...? Karo dihubungnkan sama kalimat sebelumnya.	The teacher gives a statement before asking students a question and provides answer instructions.	Structuring (Signposting)
8.	T1/8A/081	T : Okay good. Tasya tidak keberatan. Next, “hospital lounge” apa itu? Kalau di rumah sakit itu ada seperti tempat duduk. What the meaning?	The teacher gives a statement before asking students questions and provides instructions regarding the vocabulary.	Structuring (Signposting)
9.	T1/8A/081	T : Okay good. Tasya tidak keberatan. Next, “hospital lounge” apa itu? Kalau di rumah sakit itu ada seperti tempat duduk. What the meaning?	Teachers change language that is easy to understand so as not to confuse students.	Pitching ang Putting Clearly
10.	T1/8A/085	T : Kalau patient itu apa? “Be patient my baby” sabarlah sayang. Kalau patient dihubungnkan dengan rumah sakit what the meaning?	The teacher gives examples and gives instructions to differentiate adjectives and nouns from the word "patient".	Structuring (Signposting)
11.	T1/8A/085	T : Kalau patient itu apa? “Be patient my baby” sabarlah sayang. Kalau patient dihubungnkan dengan rumah sakit what the meaning?	Teachers change language that is easy to understand so as not to confuse students.	Pitching ang Putting Clearly

12.	T1/8A/091	T : Okay, “to be in the future”. Arti “future” masa...?	The teacher gives a statement before asking students questions to interpret the word "future".	Structuring (Signposting)
13.	T1/8A/093	T : Masa depan. “Future” itu masa depan ya. Kalau di tenses ada future tenses, ada to? Waktu yang akan datang	The teacher provides a brief explanation before asking students questions.	Structuring (Signposting)
14.	T1/8A/097	T : “Practise more” apa itu practice?	The teacher provides a statement before asking students questions regarding the meaning of the word "practice".	Structuring (Signposting)
15.	T1/8A/101	T : “I explain English”. Explain men-je...?	The teacher provides a statement before asking students questions regarding the meaning of the word "explain".	Structuring (Signposting)
16.	T1/8A/105 -110	T : Next ada kata apa lagi? “Surprise” apa itu surprise? Ss : “Kejutan” T : Kejutan ya betul. O tadi ada yang kelewatan “English course” what the meaning? Ss : (Students are silent) T : Kursus...? Ss : Bahasa Inggris	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying "ya betul" as appreciation for the students for answering correctly.	Listening to Replies and Responding
17.	T1/8A/113 -122	T : “Had paid a one-year-tuition fee” apa itu artinya? Ss : (Students are silent) T : Telah membayar, had paid itukan telah membayar. Satu tahun biaya kuliah, one-year-tuition fee. Telah membayar satu tahun biaya kuliah. Okay, “grateful” apa “grateful”. What the meaning?Ber...? S : “Bersyukur”	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying “betul” as appreciation for the students for answering correctly.	Listening to Replies and Responding

		<p>T : Bersyukur, betul. Kalau “gratitude” apa? Paragraph three ada “gratitude” what the meaning?</p> <p>Ss : (Students are silent)</p> <p>T : Kalau “grateful” itu tadi artinya bersyukur, kalau “gratitude”?</p> <p>Ss : (Students are silent)</p> <p>T : Terima...?</p> <p>Ss : Kasih</p>		
18.	T1/8A/119	<p>T : Kalau “grateful” itu tadi artinya bersyukur, kalau “gratitude”?</p>	The teacher provides a statement before asking students questions regarding the meaning of the word "gratitude".	Structuring (Signposting)
19.	T1/8A/123 -127	<p>T : Terima kasih. Okay lanjut kata berikutnya recovered dari kata recover. “Recover” itu sembuh, tulis. Terus berikutnya, next. Nek “illness” apa illness?</p> <p>Ss : (Students are silent)</p> <p>T : Nek “ill” saja apa artinya sa...sa...?</p> <p>S : Sakit</p> <p>T : Sakit, very good. Kata yang lain sinonimnya “sick”. Kalau illness “dari penyakitnya” ayo tulis. “Went back” apa? Podo karo go back ya to? Went back, go back.</p>	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying “very good” as appreciation for the students for answering correctly.	Listening to Replies and Responding
20.	T1/8A/127	<p>T : Sakit, very good. Kata yang lain sinonimnya “sick”. Kalau illness “dari penyakitnya” ayo tulis. “Went back” apa? Podo karo go back ya to? Went back, go back.</p>	The teacher provides instructions before asking students questions in the form of a brief explanation that “went back” and “go back” are the same.	Structuring (Signposting)
21.	T1/8A/129 -136	<p>T : Kembali ya went back. “Home town” artinya “kota kelahiran”. Next, “Promised”?</p>	The teacher asks questions to students and listens to students' replies. Then the	Listening to Replies and Responding

		<p>Ss : (Students are silent)</p> <p>T : Kata selanjutnya Tasya promised, Tasya ber...jan..?</p> <p>Ss : Janji. Berjanji.</p> <p>T : Ya, “Promised” itu artinya berjanji. Contoh lainnya “I have a promise for him”. Terus berikutnya “study hard”, study apa?</p> <p>Ss : Belajar</p> <p>T : Belajar. Kalau “study hard”?</p> <p>Ss : Belajar keras. Belajar sungguh-sungguh.</p>	<p>teacher responds to the students by saying “ya” as appreciation for the students for answering correctly.</p>	
22.	T1/8A/139	<p>T : Belajar Bahasa inggris. Okay, untuk lebih detailnya kita terjemahkan dulu ditranslete biar gampang menjawab pertanyaan. “Tasya's mother was a nurse in a hospital.”Ada yang tau apa ini?</p>	<p>The teacher gives instructions to translate the content in the text and provides a statement before asking questions.</p>	Structuring (Signposting)
23.	T1/8A/139	<p>T : Belajar Bahasa inggris. Okay, untuk lebih detailnya kita terjemahkan dulu ditranslete biar gampang menjawab pertanyaan. “Tasya's mother was a nurse in a hospital.”Ada yang tau apa ini?</p>	<p>The teacher distributes questions by asking leading questions to all students. This aims to ensure that students have the same opportunity to answer.</p>	Directing and Distributing
24.	T1/8A/139 -148	<p>T : Belajar Bahasa inggris. Okay, untuk lebih detailnya kita terjemahkan dulu ditranslete biar gampang menjawab pertanyaan. “Tasya's mother was a nurse in a hospital.”Ada yang tau apa ini?</p> <p>S : Ibu Tasya perawat (in a low voice)</p> <p>T : Hmm?</p> <p>S : Ibu Tasya perawat.</p>	<p>The teacher asks a series of sequential questions leading to the initial position of the main topic, namely Tasya's mother.</p>	Sequencing

		<p>T : Ya betul. Ibunya Tasya adalah...siapa dia?</p> <p>S : Perawat.</p> <p>T : Ya seorang perawat. In hospital?</p> <p>Ss : Rumah sakit.</p> <p>T : Ya, di sebuah rumah sakit. “One night”?</p> <p>S : Suatu malam.</p>		
25.	T1/8A/141-148	<p>T : Hmm?</p> <p>S : Ibu Tasya perawat.</p> <p>T : Ya betul. Ibunya Tasya adalah...siapa dia?</p> <p>S : Perawat.</p> <p>T : Ya seorang perawat. In hospital?</p> <p>Ss : Rumah sakit.</p> <p>T : Ya, di sebuah rumah sakit. “One night”?</p> <p>S : Suatu malam</p>	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying “ya betul” as appreciation for the students for answering correctly.	Listening to Replies and Responding
26.	T1/8A/149	<p>T : Suatu malam, betul. “Tasya had to go to the hospital too”, Tasya harus pergi ke rumah sakit juga. “because nobody was at home to take care of her” karena nobody apa?</p>	The teacher provides a sentence statement before asking students a question.	Structuring (Signposting)
27.	T1/8A/149-152	<p>T : Suatu malam, betul. “Tasya had to go to the hospital too”, Tasya harus pergi ke rumah sakit juga. “because nobody was at home to take care of her” karena nobody apa?</p> <p>S : Perawat rumah</p> <p>T : “No-bo-dy” apa nobody?</p> <p>S : Tidak berpenghuni.</p>	The teacher asks follow-up questions when students' answers are incorrect and repeats the vocabulary to get the correct answer.	Prompting and Probing

28.	T1/8A/153	T : Ya, tidak ada seseorang. Saya ulang, Tasya harus pergi ke rumah sakit juga, karena tidak ada seseorang di rumah yang merawatnya. “Tasya didn't mind” apa tadi? Tasya tidak...?	The teacher gives sentence statements and gives signs so that students can answer questions.	Structuring (Signposting)
29.	T1/8A/155	T : Tasya tidak keberatan. “She liked to know about her mother's work.” Apa artinya? Dia...	The teacher gives sentence statements and gives signs so that students can answer questions.	Structuring (Signposting)
30.	T1/8A/155 -159	T : Tasya tidak keberatan. “She liked to know about her mother's work.” Apa artinya? Dia... Ss : (Students are silent) T : Yang dimaksudkan “she” di sini siapa to? Ss : Tasya T : Tasya, betul. Tasya liked to know, ingin mengetahui tentang pekerjaan ibunya. Terus berikutnya “Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there.” Artinya?	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying “betul” as appreciation for the students for answering correctly.	Listening to Replies and Responding
31.	T1/8A/159	T : Tasya, betul. Tasya liked to know, ingin mengetahui tentang pekerjaan ibunya. Terus berikutnya “Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there.” Artinya?	The teacher gives a sentence statement before asking questions.	Structuring (Signposting)
32.	T1/8A/161	T : Ya, Tasya sedang membaca bukunya di ruang tunggu rumah sakit ketika seorang pasien mendekatinya dan bertanya mengapa dia di sana?. “Tasya answered the question” apa artinya?	The teacher gives a sentence statement before asking questions.	Structuring (Signposting)

33.	T1/8A/163	T : Tasya menjawab pertanyaan itu. Next, “The man asked about”, pria itu bertanya tentang “what Tasya wanted to be in the future” Tasya ingin menjadi apa di masa yang akan datang. Terus “she said she wanted to be an English teacher”, apa artinya ini?	The teacher gives a sentence statement before asking questions.	Structuring (Signposting)
34.	T1/8A/165	T : Dia berkata dia ingin menjadi seorang guru Bahasa inggris. "Can you speak English?" opo Bahasa indonesiane?	The teacher provides a sentence statement before asking students to translate into Indonesian.	Structuring (Signposting)
35.	T1/8A/165 -168	T : Dia berkata dia ingin menjadi seorang guru Bahasa inggris. "Can you speak English?" opo Bahasa indonesiane? Ss : (Students are silent) T : Dapatkah kamu... berbicara? Ss : Bahasa inggris	The teacher asks the meaning in the text but no students answer. Then the teacher provides a short pause so that students can answer the questions.	Pausing and Pacing
36.	T1/8A/169	T : Bahasa inggris, can you speak English. Asked the man, tanya pria itu. “Very little”, sangat sedikit. “But I want to practise more”, tapi saya ingin Latihan lebih banyak. “Explained Tasya”, jelas Tasya. Paragraf berikutnya yang ke tiga “the next day”, apa artinya the next day?	The teacher provides a sentence statement before asking questions regarding the meaning of the words "the next day".	Structuring (Signposting)
37.	T1/8A/171	T : Hari berikutnya, ibunya Tasya came home pulang dengan sebuah kejutan. “She took Tasya to an English course”, ia membawa Tasya ke sebuah kursus Bahasa inggris. “She said the man in the hospital”, ia berkata kepada pria itu di rumah sakit telah membayar biaya kuliah satu tahun untuk Tasya. “Tasya was so grateful”, Tasya begitu bersyukur. “She wanted to see the man to express her gratitude”, ia ingin	The teacher provides a sentence statement before asking questions to interpret the sentence.	Structuring (Signposting)

		melihat pria itu untuk mengungkapkan terima kasihnya. "But her mother said", tetapi ibunya berkata. "The man has recovered from his illness and he went back to his hometown in Bandung this morning" , opo ki artine?		
38.	T1/8A/173	T : Pria itu telah sembuh dari penyakitnya dan kembali ke kota asalnya di Bandung pagi ini. "However", however artinya apa?	The teacher provides a sentence statement before asking questions regarding the meaning of the words "however".	Structuring (Signposting)
39.	T1/8A/173 -184	T : Pria itu telah sembuh dari penyakitnya dan kembali ke kota asalnya di Bandung pagi ini. "However", however artinya apa? Ss : (Students are silent) T : How-ever, kalau how artinya? Ss : Bagaimana, T : Bagaimana. Kalau however jangan diartikan bagaimana, artinya akan tetapi. Akan tetapi dia ingin kamu menikmati pelajaran dan menjadi seorang guru yang berhasil di masa yang akan datang. "Tasya promised herself". Apa artinya, what the meaning? Tasya? Ss : (Students are silent) T : Promised mau opo artine? S : Berjanji T : Ya, Tasya berjanji pada dirinya bahwa ia akan belajar keras and gain success. Apa "gain success"? Ss : Memperoleh keberhasilan	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying "ya" as appreciation for the students for answering correctly.	Listening to Replies and Responding

		<p>T : Ya, memperoleh keberhasilan dalam “in learning English”. Dalam...?</p> <p>Ss : Belajar Bahasa Inggris</p>		
40.	T1/8A/177	<p>T : Bagaimana. Kalau however jangan diartikan bagaimana, artinya akan tetapi. Akan tetapi dia ingin kamu menikmati pelajaran dan menjadi seorang guru yang berhasil di masa yang akan datang. “Tasya promised herself”. Apa artinya, what the meaning? Tasya?</p>	The teacher gives a brief explanation of the meaning of "however". Then the teacher gives a sentence statement before asking questions to interpret the sentence.	Structuring (Signposting)
41.	T1/8A/179	<p>T : Promised mau opo artine?</p>	The teacher provides a sentence statement before asking questions regarding the meaning of the words "promised".	Structuring (Signposting)
42.	T1/8A/185	<p>T : Okay, saya kira itu isinya ya. Coba pak guru tanya sek, kira-kira judulnya apa? Setelah kita terjemahkan ini what the title from the text? Apa kira-kira, ada yang tau?</p>	The teacher distributes questions by asking leading questions to all students. This aims to ensure that students have the same opportunity to answer.	Directing and Distributing
43.	T1/8A/185-190	<p>T : Okay, saya kira itu isinya ya. Coba pak guru tanya sek, kira-kira judulnya apa? Setelah kita terjemahkan ini what the title from the text? Apa kira-kira, ada yang tau?</p> <p>Ss : (Students are silent)</p> <p>T : Yo dikiro-kiro cobo. Kiro-kiro judule opo the title from the text?</p> <p>S : Cita-cita Tasya.</p> <p>T : Cita-cita Tasya, okay. Anyone yang lain? Any idea, please?</p> <p>S : Seorang anak yang bercita-cita ingin menjadi guru.</p>	The teacher asks the meaning in the text but no students answer. Then the teacher gives a short pause so that students can think about answering the question.	Pausing and Pacing

44.	T1/8A/185 -193	<p>T : Okay, saya kira itu isinya ya. Coba pak guru tanya sek, kira-kira judulnya apa? Setelah kita terjemahkan ini what the title from the text? Apa kira-kira, ada yang tau?</p> <p>Ss : (Students are silent)</p> <p>T : Yo dikiro-kiro cobo. Kiro-kiro judule opo the title from the text?</p> <p>S : Cita-cita Tasya.</p> <p>T : Cita-cita Tasya, okay. Anyone yang lain? Any idea, please?</p> <p>S : Seorang anak yang bercita-cita ingin menjadi guru.</p> <p>T : Seorang anak yang bercita-cita ingin menjadi guru, okay hampir sama. Nanti kita cari judul yang terbaik. Yang lain? Ada dua pendapat. Coba kamu apa the best title from the text?</p> <p>S : Keinginan Tasya atau cita-cita Tasya.</p> <p>T : Yes, cita-cita Tasya. Kalau cita-cita Bahasa inggrise apa? In English cita-cita?</p>	The teacher asks questions to students and listens to students' answers. Then the teacher responds to the students by saying "okay" and "yes" as a reward for students who answer correctly. The teacher also responded by stating that the student's answer was almost the same as his friend.	Listening to Replies and Responding
45.	T1/8A/189	T : Cita-cita Tasya, okay. Anyone yang lain? Any idea, please?	The teacher distributes questions by asking leading questions to all students. This aims to ensure that students have the same opportunity to express their ideas.	Directing and Distributing
46.	T1/8A/191	T : Seorang anak yang bercita-cita ingin menjadi guru, okay hampir sama. Nanti kita cari judul yang terbaik. Yang lain? Ada dua pendapat. Coba kamu apa the best title from the text?	The teacher distributes questions by asking leading questions to all students. Then the teacher appoints one student to answer.	Directing and Distributing

47.	T1/8A/195	T : O ya to be a good teacher, ingin menjadi guru yang baik. To be a teacher, menjadi seorang guru. Kalau cita-cita tadi kembali sek sebelum kita tentukan judul ini what the title from the text. Nek menurut pendapatmu yang disampaikan oleh Ragil tadi betul tidak cita-cita Tasya?	The teacher provides signs before determining the title of the text and then asks students for their opinion regarding the title.	Structuring (Signposting)
48.	T1/8A/195	T : O ya to be a good teacher, ingin menjadi guru yang baik. To be a teacher, menjadi seorang guru. Kalau cita-cita tadi kembali sek sebelum kita tentukan judul ini what the title from the text. Nek menurut pendapatmu yang disampaikan oleh Ragil tadi betul tidak cita-cita Tasya?	The teacher directed questions to all students to provide opinions regarding the title presented by Ragil. Teachers distribute by providing opportunities to all students.	Directing and Distributing
49.	T1/8A/197	T : Betul ya, okay. Kalau pendapat Ferlando seorang anak ingin menjadi guru Bahasa inggris?	The teacher provides a review of Ferlando's opinion by asking students questions regarding the title.	Structuring (Signposting)
50.	T1/8A/199	T : Okay kalau saya lebih cocok cita-cita Tasya. Mungkin ada yang lain the best title nya apa yang paling cocok? Ini habis to spidolnya?	The teacher directs questions to all students to provide opinions regarding the appropriate title. Teachers distribute by providing opportunities to all students.	Directing and Distributing
51.	T1/8A/199-202	T : Okay kalau saya lebih cocok cita-cita Tasya. Mungkin ada yang lain the best title nya apa yang paling cocok? Ini habis to spidolnya? S : Habis pak T : Diisi dulu. Okay nanti jam 1 dan 2 anak-anak sampai jam 9.20. Ini sudah menunjukkan di 12 menit. Okay sekarang kembali kepada cita-citanya Tasya, apa bahasa inggrisnya? Tasya's...?	The teacher asks for the meaning in the text but is hampered by running out of markers. Then the teacher gives a short pause so that students can think about answering the question.	Pausing and Pacing

		Ss : Ambition		
52.	T1/8A/203 -204	T : Tasya's ambition. Okay judulnya yang lain boleh, Tasya's wanted to be English teacher boleh. Mungkin judul yang lain yang penting cocok juga boleh. Okay sampai sini sebelum saya lanjutkan ke pertanyaan do you have any questions? Please tell me. Anyone? Anybody? Ss : No. (Shake one's head)	The teacher distributes questions before continuing the material by asking leading questions to all students. This aims to ensure that students have the same opportunity to express their ideas.	Directing and Distributing
53.	T1/8A/205 -214	T : Okay tidak ada langsung ke pertanyaan. Number one, ada yang mau coba nomor satu? Ss : (Students silent) T : Reyhan coba dibaca! S : Why did Tasya go to the hospital that day? T : Mengapa Tasya pergi ke rumah sakit hari itu? The best answer is a, b, c or d? Ss : A. B. T : Because opo? Ayo alasan yang utama tadi apa? S : Tasya ingin tahu tentang pekerjaan ibunya. T : Iya, alasanya she wanted to know about her mother's job. Berarti jawaban yang betul apa? Ss : A	The teacher asks leading questions to all students but the students are silent. Then the teacher directs the students by saying their names.	Directing and Distributing
54.	T1/8A/209 -214	T : Mengapa Tasya pergi ke rumah sakit hari itu? The best answer is a, b, c or d? Ss : A. B.	The teacher asks questions but gets different answers. Then the teacher provides simple information clues to get the right answer.	Prompting and Probing

		<p>T : Because opo? Ayo alasan yang utama tadi apa?</p> <p>S : Tasya ingin tahu tentang pekerjaan ibunya.</p> <p>T : Iya, alasanya she wanted to know about her mother's job. Berarti jawaban yang betul apa?</p> <p>Ss : A</p>		
55.	T1/8A/215-224	<p>T : The answer is A. Terus number two, nomor dua siapa? Laki-laki tadi coba saya carikan yang cewek gentian. You (appoint student).</p> <p>S : Kayla</p> <p>T : Paragraf dua itu tentang apa tadi yang sudah kita bahas.</p> <p>S : B</p> <p>T : Hm? Dibaca no.</p> <p>S : What is paragraph two about?</p> <p>T : Paragraf dua itu tentang apa?</p> <p>S : (Silent)</p>	The teacher distributes questions by asking leading questions to all students. Then the teacher appoints one student to answer.	Directing and Distributing
56.	T1/8A/221-228	<p>T : Paragraf dua itu tentang apa?</p> <p>S : (Silent)</p> <p>T : Tentang Tasya had a talk about her future with a patient. Tasya sempat berbincang tentang masa depannya dengan seorang pasien. Kalau A itu a patient asked Tasya to go to an English course, seorang pasien meminta tasya pergi ke kursus Bahasa inggris ora nyambung ya?</p> <p>Ss : No</p>	The teacher asks follow-up questions when he does not get an answer from the student and asks probing questions to get the correct answer.	Prompting and Probing

		<p>T : Untuk yang C seorang pasien ingin Tasya menjadi guru nyambung ora iki?</p> <p>Ss : No</p> <p>T : Okay. Tasya liked a patient very much tidak nyambung ya. Jadi jawabannya yang betul?</p> <p>Ss : B</p>		
57.	T1/8A/223	<p>T : Tentang Tasya had a talk about her future with a patient. Tasya sempat berbincang tentang masa depannya dengan seorang pasien. Kalau A itu a patient asked Tasya to go to an English course, seorang pasien meminta tasya pergi ke kursus Bahasa inggris ora nyambung ya?</p>	The teacher provides a statement in the form of a sentence translation before asking students questions.	Structuring (Signposting)
58.	T1/8A/225	<p>T ; Untuk yang C seorang pasien ingin Tasya menjadi guru nyambung ora iki?</p>	The teacher provides a statement in the form of a sentence translation and then asks for students' opinions regarding the answer to the question.	Structuring (Signposting)
59.	T1/8A/229 -234	<p>T : Ya, the answer is B. Number three Rizky Putra, you.</p> <p>S : Tasya was so <u>grateful.</u> (Paragraph 3). The underline word is closest in meaning to...</p> <p>T : Ya, ini koe kudu ngerti artine. Ini sinonim, mau grateful mau artinya apa yang sudah saya tulis?</p> <p>S : (Silent)</p> <p>T : “Grateful” apa? Ber?</p> <p>Ss : Bersyukur</p>	The teacher asks questions by directing students to say their names with the aim of providing opportunities for students to take turns.	Directing and Distributing

60.	T1/8A/231	T : Ya, ini koe kudu ngerti artine. Ini sinonim, mau grateful mau artinya apa yang sudah saya tulis?	The teacher provides signs in the form of short instructions regarding the synonyms of the word "grateful" which were discussed previously.	Structuring (Signposting)
61.	T1/8A/231-238	T : Ya, ini koe kudu ngerti artine. Ini sinonim, mau grateful mau artinya apa yang sudah saya tulis? S : (Silent) T : “Grateful” apa? Ber? Ss : Bersyukur. T : Bersyukur. Bahasa inggris yang lain apa sinonimnya? S : Tidak bersyukur T : Hah? Sinonime atau persamaan kata. Kalau bersyukur sinonim tidak bersyukur yo ra nyambung no kui jenenge lawan kata atau antonim. Jawabane apa a, b, c, or d? S : Thankful	The teacher asks follow-up questions when he does not get an answer from the student and asks probing questions to get the correct answer.	Prompting and Probing
62.	T1/8A/231-238	T : Ya, ini koe kudu ngerti artine. Ini sinonim, mau grateful mau artinya apa yang sudah saya tulis? S : (Silent) T : “Grateful” apa? Ber? Ss : Bersyukur. T : Bersyukur. Bahasa inggris yang lain apa sinonimnya? S : Tidak bersyukur T : Hah? Sinonime atau persamaan kata. Kalau bersyukur	The teacher asks the same type of questions in the form of synonyms for the word grateful. Then the teacher asks questions that lead to the initial position by asking for the correct answer.	Sequencing

		sinonim tidak bersyukur yo ra nyambung no kui jenenge lawan kata atau antonim. Jawabane apa a, b, c, or d? S : Thankful		
63.	T1/8A/237	T : Hah? Sinonime atau persamaan kata. Kalau bersyukur sinonim tidak bersyukur yo ra nyambung no kui jenenge lawan kata atau antonim. Jawabane apa a, b, c, or d?	The teacher asked for a synonym for the word "grateful" but the students answered the opposite word. Then the teacher gives a brief explanation regarding synonyms and antonyms.	Structuring (Signposting)
64.	T1/8A/239 -242	T : Iyaaa, thankful. The correct answer is c. Careful itu kan berhati-hati, shameful itu penuh malu-malu. Next, number four. Number four minta tolong, you (appoint student). S : What happened to the man? T : Apa yang terjadi dengan pria itu? The best answer is? S : C	The teacher distributes questions by asking leading questions to all students. Then the teacher appoints one student to answer.	Directing and Distributing
65.	T1/8A/241	T : Apa yang terjadi dengan pria itu? The best answer is?	The teacher gives a statement before asking students questions.	Structuring (Signposting)
66.	T1/8A/243	T : A. Dia meninggalkan rumah sakit dengan terburu-buru. Kalau B. Dia tidak ingin menemui Tasya, nyambung ora? Connect tidak?	The teacher provides a statement in the form of a sentence translation before asking students questions.	Structuring (Signposting)
67.	T1/8A/245	T : Yang C. He got better and went back to his hometown. Dia menjadi lebih baik atau lebih sehat dan kembali ke kota kelahirannya. He got worse and had to move to another hospital. Dia menjadi lebih buruk dan dia harus pindah ke rumah sakit yang lain. Ora nyambung, ora gatak. Tidak ada kaitannya,	The teacher provides a statement in the form of a sentence translation before asking students questions.	Structuring (Signposting)

		tidak ada hubungannya. Jadi jawabannya apa ini?		
68.	T1/8A/249 -259	<p>T : Iya, C betul. Menjadi lebih baik dan kembali ke kota kelahirannya. Nek ra mari yo otomatis ora bali no. Yang terakhir siapa? The last number? Ada yang mau mencoba?</p> <p>S : (Raised his hand)</p> <p>T : Okay. You, mas.</p> <p>S : What did Tasya do to express her gratitude?</p> <p>T : The best answer is?</p> <p>S : D. She worked hard in her studies.</p> <p>T : Tasya melakukan apa untuk mengungkapkan terima kasihnya. Melakukan apa tadi? Belajar apa tadi?</p> <p>S : Worked hard</p> <p>T : A, b, c, or d?</p> <p>S : D</p> <p>T : D, right. The correct answer is D. Up to here, do you have any questions? Please. Mungkin ada pertanyaan sampai sini dulu?</p>	The teacher asks questions by directing the students and then the students raise their hands to answer. In this case the teacher pays attention to the body movements of students who want to participate in answering.	Directing and Distributing

Data List of Questioning Tactics Used by English Teacher in Reading Interactions in Class 8C

NO	Code of Transcription	Utterance	Context	Classification
1.	T2/8C/102	T : Okay thank you, enough. Coba sekarang kita cari kosa kata yang ada di situ supaya diterjemahkan ke dalam Bahasa Indonesia. Biar nanti kita tau isi dari bacaan itu. Yang pertama apa?	The teacher gives instructions to find the meaning of words in the text before asking questions.	Structuring (Signposting)
2.	T2/8C/104	T : “Set off”. Kalau menurut kalimat itu kira-kira artinya apa?	The teacher provides a sentence statement before asking students a question.	Structuring (Signposting)
3.	T2/8C/108	T : The trip apa ini? Saya kira sudah sering mendengar	The teacher provides sentence clues that students have often heard the vocabulary "the trip".	Structuring (Signposting)
4.	T2/8C/112	T : “Wait to step on” apa itu?. Eh “parking lot” dulu ya. Parking lot apa? Gampang ini.	The teacher provides a sentence statement before asking students a question.	Structuring (Signposting)
5.	T2/8C/116	T : Ya, “wait to step on”. Saya tidak “wait to step on”, “Wait” itu menunggu “step” itu apa?	The teacher provides sentence statements and provides word translation instructions before asking students questions.	Structuring (Signposting)
6.	T2/8C/120	T : Tunggu sebentar, okay. “I could not wait” saya tidak sabar untuk melangkah. Seandainya diartikan seperti itu, saya tidak sabar untuk melangkah. Melangkah ke mana?	The teacher provides sentence statements and provides sentence translation instructions before asking students questions.	Structuring (Signposting)
7.	T2/8C/126	T : “Visitors” apa? Dari kata “visit” apa artinya?	The teacher gives clues to the word "visitors" from the word "visit" before asking students questions.	Structuring (Signposting)
8.	T2/8C/130	T : Air pasang. Di pantai kan hubungane karo air, kan gitu to?	The teacher provides a brief explanation about tides in relation to the	Structuring (Signposting)

			beach before asking students questions.	
9.	T2/8C/132	T : Terus lanjut, “looked for” nek “look” itu artinya apa?	The teacher provides a vocabulary statement before asking students a question.	Structuring (Signposting)
10.	T2/8C/132-139	T : Terus lanjut, “looked for” nek “look” itu artinya apa? Ss : Melihat T : Melihat, kalau “looked for”? Ss : Terlihat. Melihat. T : Iya kalau “look” itu melihat, kalau “looked for”? S : Terlihat T : “Look for” itu mencari. Ss : Ooo...	The teacher asks follow-up questions when he does not get an answer from the student and corrects the answer.	Prompting and Probing
11.	T2/8C/134	T : Melihat, kalau “looked for”?	The teacher gives clues to the meaning of words before asking students questions.	Structuring (Signposting)
12.	T2/8C/136	T : Iya kalau “look” itu melihat, kalau “looked for”?	The teacher gives clues to the meaning of words before asking students questions.	Structuring (Signposting)
13.	T2/8C/140-145	T : Terus “a shelter”? S : Pasir. T : Mencari? Hayo ning Pantai ngopo kui? “Looked for a shelter”. Ss : (Students are silent). T : “Looked for a shelter” mencari tempat berlindung. “Shelter” itu tempat berlindung. Ss : Ooo...	The teacher asks follow-up questions when he does not get an answer from the student and corrects the answer.	Prompting and Probing

14.	T2/8C/142	T : Mencari? Hayo ning Pantai ngopo kui? “Looked for a shelter”.	The teacher provides clues about the meaning of words before asking students questions.	Structuring (Signposting)
15.	T2/8C/148	T : Penjual makanan kecil. “Canoes”? ayo, kano kamu pernah dengar to itu?	The teacher gives clues before asking students questions that students have heard the word "canoes"	Structuring (Signposting)
16.	T2/8C/148	T : Penjual makanan kecil. “Canoes”? ayo, kano kamu pernah dengar to itu?	The teacher asks questions by directing all students that they have heard the word "canoes"	Directing and Distributing
17.	T2/8C/154 -158	T : Saya lanjutkan ke materi. Sampai mana tadi? Ss : “Coconut drink” T : Ya, “coconut drink” artinya apa itu? Ss : Es kelapa. Es. Minuman kelapa T : Iya minuman kelapa. Ora enek es e lho kui dihubungkan karo katane kui lho.	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying “ya betul” as appreciation for the students for answering correctly.	Listening to Replies and Responding
18.	T2/8C/164	T : Ya apa itu? Berganti ya. “I changed into more comfortable clothes” ganti pakaian yang lebih nyaman. Terus selanjutnya “rented” dari kata “rent”?	The teacher provides vocabulary statements before asking students questions.	Structuring (Signposting)
19.	T2/8C/164 -172	T : Ya apa itu? Berganti ya. “I changed into more comfortable clothes” ganti pakaian yang lebih nyaman. Terus selanjutnya “rented” dari kata “rent”? Ss : Menyewa. T : Menyewa, ya betul. Rental, pernah dengar kata “rental” apa? S : Rental PS.	The teacher asks questions from narrow ones, namely the word "rented" to broader questions, namely "rental" and “rentenir”.	Sequencing

		<p>T : Apa itu?</p> <p>Ss : Meminjam. Menyewa. Menyewakan.</p> <p>T : Penyewaaan PS. Kalau renternir orang yang?</p> <p>Ss : Penagih utang. Plecit pak plecit.</p> <p>T : Orang yang meminjamkan uang. Terus berikutnya sampai mana tadi?</p>		
20.	T2/8C/166	<p>T : Menyewa, ya betul. Rental, pernah dengar kata “rental” apa?</p>	The teacher provides vocabulary statements that will be asked to students.	Structuring (Signposting)
21.	T2/8C/148	<p>T : Penjual makanan kecil. “Canoes”? ayo, kano kamu pernah dengar to itu?</p>	The teacher gives a hint that the students have heard the word "canoes".	Structuring (Signposting)
22.	T2/8C/174	<p>T : Ya, “the water receded” apa artinya?</p>	The teacher provides vocabulary statements before asking students questions.	Structuring (Signposting)
23.	T2/8C/177	<p>T : Air surut. Kalau “the shallow water”?</p>	The teacher provides vocabulary statements before asking students questions.	Structuring (Signposting)
24.	T2/8C/177 -182	<p>T : Air surut. Kalau “the shallow water”?</p> <p>S : “Shallow water” air pasang.</p> <p>T : Yo ora no. “water” itu air kalau”shallow” nya?</p> <p>S : Air putih.</p> <p>T : Bukan. “Shallow” artinya dangkal. Air yang dangkal, jelas belum?</p> <p>S : Sudah pak</p>	The teacher asks follow-up questions when the teacher does not get an answer from the student. Then the teacher corrects the answer and asks whether the student is clear or not.	Prompting and Probing
25.	T2/8C/179	<p>T : Yo ora no. “water” itu air kalau”shallow” nya?</p>	The teacher provides clues about the meaning of words before asking students questions.	Structuring (Signposting)

26.	T2/8C/181	T : Bukan. “Shallow” artinya dangkal. Air yang dangkal, jelas belum?	The teacher gives a brief explanation about the meaning of the word "shallow"	Structuring (Signposting)
27.	T2/8C/185-190	T : Mengembalikan. Terus lanjut “catching” apa catching? Ss : Kapal. Mancing. T : Dihubungkan, o nek “fish” itu ikan terus ngarep e “catching” kiro-kiro opo yo? S : Menangkap. T : Iya menangkap. Betul, menangkap ikan. Kalau memancing apa memancing? Ss : Fishing.	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying “iya” as appreciation for the students for answering correctly.	Listening to Replies and Responding
28.	T2/8C/187	T : Dihubungkan, o nek “fish” itu ikan terus ngarep e “catching” kiro-kiro opo yo?	The teacher provides instructions in the form of word translations before asking questions.	Structuring (Signposting)
29.	T2/8C/191-204	T : Fishing, wes mudeng to. Terus lanjut “rocks”? Ss : The rocks. Metal. Boto. T : “Rocks” itu ya batu betul. Terus lanjut “dead corals” apa? Ss : (Students are silent) T : “Dead” itu mati, kalau “corals” itu apa? . Ss : Karang. T : Karang mati. Next, “fish hiding”? S : Ikan bersembunyi. T : Ya betul, ikan bersembunyi. “Eagerly”? Ss : Diam. Bersemangat.	The teacher asks questions to students and listens to students' answers. Then the teacher responds to the students by saying "yes that's right". In the next question the teacher also listened to the students' answers because they answered in a soft voice.	Listening to Replies and Responding

		<p>T : Secara bersemangat. Terus lanjut paragraph selanjutnya?</p> <p>S : “Main attraction” (soft voice).</p> <p>T : Ha? Apa?</p> <p>S : “Main attraction”</p>		
30.	T2/8C/195	<p>T : “Dead” itu mati, kalau “corals” itu apa?</p>	The teacher provides instructions in the form of word translations before asking questions.	Structuring (Signposting)
31.	T2/8C/205	<p>T : O ya betul “main attraction”. Ada yang tau apa “attraction”?</p>	The teacher distributes questions by asking leading questions to all students. This aims to ensure that students have the same opportunity to answer.	Directing and Distributing
32.	T2/8C/207	<p>T : “Attraction” itu daya tarik. Daya tarik utama. “Just off” lepas saja. Kalau “accessible”?</p>	The teacher provides instructions in the form of word translations and provides sentence statements before asking questions.	Structuring (Signposting)
33.	T2/8C/210 -215	<p>S : “Beautiful views”</p> <p>T : “Beautiful views” itu pemandangan yang cantik. Masih ada?</p> <p>S : “The scenery”</p> <p>T : “The scenery” itu pemandangan. Foto-foto selfie. Berikutnya?</p> <p>S : “Meantime”</p> <p>T : Ya “meantime” itu artinya sementara itu.</p>	The teacher listens to students regarding the next vocabulary discussion. Then the teacher responds to the students by answering the meaning of the vocabulary.	Listening to Replies and Responding
34.	T2/8C/217	<p>T : “Preparing” menyiapkan. Okay sekarang kita artikan keseluruhannya. Paragraf satu “Last holiday I went to Drini Beach with my</p>	The teacher gives instructions to find the meaning of words in the text and provides statements before asking questions.	Structuring (Signposting)

		family.” Artinya apa itu bareng-bareng?		
35.	T2/8C/217	T : “Preparing” menyiapkan. Okay sekarang kita artikan keseluruhannya. Paragraf satu “Last holiday I went to Drini Beach with my family.” Artinya apa itu bareng-bareng?	The teacher distributes questions by asking leading questions to all students. This aims to ensure that students have the same opportunity to answer.	Directing and Distributing
36.	T2/8C/221	T : Ya. Liburan yang lalu, saya pergi ke Pantai Drini dengan keluargaku. “The beach is located in Gunung Kidul, Yogyakarta.” Pantai itu berlokasi di Gunung Kidul?	The teacher provides a statement of instructions in the form of word translations and provides instructions in the form of sentence translations before asking questions.	Structuring (Signposting)
37.	T2/8C/223	T : Terus “We set off from home at 8.30 AM.” Kami berangkat dari rumah pada jam?	The teacher provides a statement of instructions in the form of word translations and provides instructions in the form of sentence translations before asking questions.	Structuring (Signposting)
38.	T2/8C/225	T : AM kepanjangannya apa kemarin?	The teacher gives signs in the form of brief instructions regarding the material that has been discussed previously.	Structuring (Signposting)
39.	T2/8C/227	T : Ante meridiem. Kalau malam PM? Post meridiem, ya to?	The teacher gives a brief explanation before asking students questions about the abbreviation of "PM".	Structuring (Signposting)
40.	T2/8C/229	T : “The trip took one and a half hours.” Perjalanan itu membutuhkan satu jam setengah. Sekarang masuk paragraph dua. “At the parking lot” di depan parkir apa tadi?	The teacher gives a sentence statement and explains its meaning. Then the teacher gives signs to translate the next vocabulary.	Structuring (Signposting)
41.	T2/8C/229 -238	T : “The trip took one and a half hours.” Perjalanan itu membutuhkan satu jam setengah. Sekarang masuk paragraph dua. “At the parking lot” di depan parkir apa tadi?	The teacher asks follow-up questions when the teacher does not get an answer from the student then the teacher corrects the answer.	Prompting and Probing

		<p>Ss : (Students are silent)</p> <p>T : Di depan parkir saya tidak?</p> <p>S : Pakai sandal</p> <p>T : A koe ki yo ngawur i lho. Ra nyambung nek ngonokui.</p> <p>Ss : Hahahaha.</p> <p>T : Saya tidak sabar untuk melangkah?</p> <p>Ss : Ke Pantai. Di pasir.</p> <p>T : Di pasir putih. Saya tidak sabar untuk melangkah di pasir putih. “I was so excited.” Opo artine mau?</p> <p>S : Bersemangat</p>		
42.	T2/8C/237	<p>T : Di pasir putih. Saya tidak sabar untuk melangkah di pasir putih. “I was so excited.” Opo artine mau?</p>	The teacher provides a sentence statement before asking students questions and tries to review the sentence that has been discussed previously.	Structuring (Signposting)
43.	T2/8C/241	<p>T : “The tide” what the meaning of “tide”? apa tadi “tide”?</p>	The teacher provides a sentence statement before asking students questions and tries to review the vocabulary that has been discussed previously.	Structuring (Signposting)
44.	T2/8C/243	<p>T : Ya, air pasang masih tinggi ketika kami tiba di pantai itu. “First, we looked for a shelter.” Apa? Yang kosakata tadi? Ayo ora cerito dewe sek.</p>	The teacher provides a sentence statement before asking students questions and tries to review the vocabulary that has been discussed previously.	Structuring (Signposting)
45.	T2/8C/245	<p>T : Kami mencari tempat berlindung “a shelter”. “It was in front of a small food vendor.” “It” dari kata apa itu kira-kira?</p>	The teacher provides an "it" statement before asking students a question.	Structuring (Signposting)
46.	T2/8C/247	<p>T : Ya betul, shelter. Tempat berlindungnya di depan</p>	The teacher provides signs so that students focus on	Structuring (Signposting)

		sebuah kios makanan kecil. Kios makanan itu menyediakan perahu kecil dan jarring-jaring kecil untuk disewakan. Paragraf yang ke tiga, “My mother” ibuku memesan?	paragraph three. then provide a statement of the vocabulary that will be asked.	
47.	T2/8C/249 -252	T : Ayahku bersantai di gazebo. Kakakku dan saya mengganti pakaian-pakaian yang nyaman. “We rented a canoe” kami menyewa sebuah kayu kecil dan bermain di air. “It was fun” menyenangkan. “About an hour later” kira-kira satu jam kemudian, air itu surut sehingga kami tidak dapat apa itu eee. Kalau dalam bahasa sing gampang apa “canoe” itu? Ss : Berenang. Berlayar. T : Iya, nek kapal gede berlayar. Nek kapal cilik opo? Me? Ss : Mendayung	Teachers change language that is easy to understand so as not to confuse students.	Pitching and Putting Clearly
48.	T2/8C/253 -255	T : Ya, tidak dapat mendayung kano di air dangkal. Sehingga kami mengembalikan perahu itu dan menyewa dua jarring kecil untuk menangkap ikan. “We went near rocks and dead corals.” Kami pergi dekat batu-batu dan karang-karang mati. “We could see fish hiding.” Kami dapat melihat ikan-ikan yang bersembunyi. Kami bersemangat mencoba menangkap mereka. “Actually” sebenarnya, daya tarik utama pantai itu adalah sebuah pulau kecil terlepas dari pantai itu. Pulau itu disebut Pulau Drini. Ada yang pernah ke sana? Siapa ngacung? Ss : (Students raise their hands)	The teacher asks questions and pays attention to students' body language movements to identify students who are willing to contribute to answering questions.	Directing and Distributing

		T : Ya. How is the scenery of there?		
49.	T2/8C/259	T : Pulau kecil itu dapat diakses saat air surut. Kami pasti tidak ingin melewatkan pulau itu. Keluargaku naik ke pulau itu selama air surut. “At the top of the island” di puncak pulau itu, kami melihat pemandangan cantik. “. I took many pictures “saya mengambil beberapa gambar dari pemandangan itu dan tentu saja foto selfie kami. “After that” setelah itu kakakku dan saya mandi. “In the meantime” meantime tadi apa artinya?	The teacher provides a sentence statement before asking students questions to interpret the word "meantime".	Structuring (Signposting)
50.	T2/8C/261	T : Ya, sementara itu ibuku sedang menyiapkan makanan siang piknik kami. “Before going home” sebelum pulang, kami makan siang di pantai. “It was so much fun” itu sangat menyenangkan. “I really like going to the beach” saya betul-betul menyukai untuk pergi ke pantai. Okay sekarang langsung dijawab pertanyaannya. Nomor satu, ada yang mungkin mau mencoba? Anyone?	The teacher distributes questions by asking leading questions to all students. This aims to ensure that students have the same opportunity to answer.	Directing and Distributing
51.	T2/8C/263 -270	T : Okay, you. Baca pertanyaan itu the question of the text. S : What the purpose of the text above? T : Apa tujuan atau maksud dari teks di atas? S : Menceritakan pengalaman. T : Iya, dalam Bahasa Inggris apa? S : (Silent) T : To tell?	The teacher appoints one student to answer the question.	Directing and Distributing

		S : Tell past experience		
52.	T2/8C/265 -271	<p>T : Apa tujuan atau maksud dari teks di atas?</p> <p>S : Menceritakan pengalaman.</p> <p>T : Iya, dalam Bahasa Inggris apa?</p> <p>S : (Silent)</p> <p>T : To tell?</p> <p>S : Tell past experience</p> <p>T : Ya, tell about past experience. Boleh, okay good. Menceritakan pengalaman di waktu lampau. Next, you number two.</p>	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying "ya" as appreciation for the students for answering correctly.	Listening to Replies and Responding
53.	T2/8C/271 -282	<p>T : Ya, tell about past experience. Boleh, okay good. Menceritakan pengalaman di waktu lampau. Next, you number two.</p> <p>S : What is the first paragraph about?</p> <p>T : Paragraf satu tentang apa?</p> <p>Ss : Pergi liburan.</p> <p>T : Ayo mau wes tak arti ne. What is the first paragraph about? Paragraf satu tentang apa?</p> <p>Ss : Perjalanan. Liburan. Pengalaman.</p> <p>T : Iki lho sing jawab iki sek. Biar punya ide sek. Paragraf ke satu tentang apa?</p> <p>S : The trip.</p> <p>T : Ha? apa louder please.</p> <p>S : The trip.</p>	The teacher asks questions by directing students to say their names with the aim of providing opportunities for students to take turns.	Directing and Distributing

		T : The trip ke mana? S : Eee...Drini beach		
54.	T2/8C/273 -285	T : Paragraf satu tentang apa? Ss : Pergi liburan. T : Ayo mau wes tak arti ne. What is the first paragraph about? Paragraf satu tentang apa? Ss : Perjalanan. Liburan. Pengalaman. T : Iki lho sing jawab iki sek. Biar punya ide sek. Paragraf ke satu tentang apa? S : The trip. T : Ha? apa louder please. S : The trip. T : The trip ke mana? S : Eee...Drini beach T : The trip to Drini beach. Nah pendapat itu gimana ini? Ada pendapat lain? Ss : (Students are silent) T : The trip to Drini beach. Boleh. Number three, you Rizki wes durung mau?	The teacher asks questions then listens to the students who answer in a soft voice. The teacher also responds by saying "boleh".	Listening to Replies and Responding
55.	T2/8C/275	T : Ayo mau wes tak arti ne. What is the first paragraph about? Paragraf satu tentang apa?	The teacher provides a sentence statement before asking students questions and tries to review the contents of paragraph one which was discussed previously.	Structuring (Signposting)
56.	T2/8C/283	T : The trip to Drini beach. Nah pendapat itu gimana ini? Ada pendapat lain?	The teacher distributes questions by asking leading questions to all students. This aims to ensure that	Directing and Distributing

			students have the same opportunity to answer.	
57.	T2/8C/285 -290	<p>T : The trip to Drini beach. Boleh. Number three, you Rizki wes durung mau?</p> <p>S : Belum pak. What activities did the writer do at the beach?</p> <p>T : Kegiatan apa, yo yang lain perhatikan sek. Penulis melakukan kegiatan apa di pantai itu? Apa?</p> <p>Ss : Bermain pasir. Menangkap ikan. Menyewa kano.</p> <p>T : The writer rented a canoe, boleh. Terus melakukan apa lagi?</p> <p>Ss : Me membeli anu minuman kelapa. Berenang. Golek iwak.</p>	The teacher appoints one student by calling his name to answer the question.	Directing and Distributing
58.	T2/8C/287 -298	<p>T : Kegiatan apa, yo yang lain perhatikan sek. Penulis melakukan kegiatan apa di pantai itu? Apa?</p> <p>Ss : Bermain pasir. Menangkap ikan. Menyewa kano.</p> <p>T : The writer rented a canoe, boleh. Terus melakukan apa lagi?</p> <p>Ss : Me membeli anu minuman kelapa. Berenang. Golek iwak.</p> <p>T : Ya, mencari ikan. Catching fish, boleh. Terus nomor empat, kamu.</p> <p>S : How did the writer feel about going to the beach?</p> <p>T : Penulis merasakan apa saat pergi ke pantai itu?</p>	The teacher asks questions to students and listens to students' replies. Then the teacher responds to the students by saying "ya" and "boleh" as appreciation for the students for answering correctly.	Listening to Replies and Responding

		<p>Ss : Senang. Semangat.</p> <p>T : Semangat, senang boleh.</p> <p>Ss : Excited pak. Excited.</p> <p>T : Excited, boleh. The writer enjoyed it. Kalau bahagia atau senang Bahasa Inggrisnya?</p> <p>S : Happy</p>		
59.	T2/8C/291-294	<p>T : Ya, mencari ikan. Catching fish, boleh. Terus nomor empat, kamu.</p> <p>S : How did the writer feel about going to the beach?</p> <p>T : Penulis merasakan apa saat pergi ke pantai itu?</p> <p>Ss : Senang. Semangat</p>	The teacher appoints one student to answer the question.	Directing and Distributing
60.	T2/8C/299	<p>T : The writer feel happy. Terus yang berikutnya tenses apa yang paling banyak digunakan dalam teks itu? Hayo menceritakan bentuk lampau menggunakan tenses apa?</p>	The teacher gives signs of the tenses that are most often used in the text. The teacher tries to review the past tense material that has been given.	Structuring (Signposting)

Documentation of Observations in Class 8A



Group photo after observation in class 8A



The student is reading the text



The teacher appoint one of the student to answer the question



The teacher ask one of the students to read the text

Documentation of Observations in Class 8C



Group photo after observation in class 8C



The student is reading the text



The teacher asks students to underline the vocabulary in the text



The teacher appoint one of the student to answer the question

Reading Text for Class 8A

The following text is for questions 1 to 5.

Tasya's mother was a nurse in a hospital. One night, Tasya had to go to the hospital too, because nobody was at home to take care of her. Tasya didn't mind. She liked to know about her mother's work.

Tasya was reading her book in the hospital lounge when a patient approached her and asked why she was there. Tasya answered the question. The man asked about what Tasya wanted to be in the future. She said she wanted to be an English teacher. "Can you speak English?" asked the man. "Very little, but I want to practise more," explained Tasya.

The next day, Tasya's mother came home with a surprise. She took Tasya to an English course. She said the man in the hospital had paid a one-year-tuition fee for Tasya. Tasya was so grateful. She wanted to see the man to express her gratitude, but her mother said, "The man has recovered from his illness and he went back to his hometown in Bandung this morning. However, he wants you to enjoy the class and be a successful teacher in the future." Tasya promised herself that she would study hard and gain success in learning English.

1. Why did Tasya go to the hospital that day?
 - A. She wanted to know about her mother's job.
 - B. Nobody was home to take care of her.
 - C. She wanted to meet the man.
 - D. The hospital invited her.
2. What is paragraph 2 about?
 - A. A patient asked Tasya to go to an English course.
 - B. Tasya had a talk about her future with a patient.
 - C. A patient wanted Tasya to be a teacher.
 - D. Tasya liked a patient very much.
3. "Tasya was so grateful." (Paragraph 3)
The underlined word is closest in meaning to _____.
 - A. awful
 - B. careful
 - C. thankful
 - D. shameful
4. What happened to the man?
 - A. He left the hospital in a hurry.
 - B. He did not want to meet Tasya.
 - C. He got better and went back to his hometown.
 - D. He got worse and had to move to another hospital.
5. What did Tasya do to express her gratitude?
 - A. She went to Bandung to meet the man.
 - B. She helped her mother in the hospital.
 - C. She wanted to be a nurse one day.
 - D. She worked hard in her studies.

Reading Text for Class 8C

B. Read the following text and answer the questions.

Last holiday I went to Drini Beach with my family. The beach is located in Gunung Kidul, Yogyakarta. We set off from home at 8.30 AM. The trip took one and a half hours.

At the parking lot, I could not wait to step on white sand. I was so excited. When we arrived at the beach, there were not many visitors. The tide was still high when we got to the beach. First, we looked for a shelter. It was in front of a small food vendor. The vendor provided canoes and small nets to rent.

My mother ordered a coconut drink. My father relaxed in the gazebo. My brother and I changed into more comfortable clothes. We rented a canoe and played in the water. It was fun. About an hour later, the water receded so we could not canoe in the shallow water. So, we returned the canoe and rented two small nets for catching fish. We went near rocks and dead corals. We could see fish hiding. We eagerly tried to catch them.

Actually, this beach's main attraction is a small island just off the beach. It is called Drini Island. The tiny island is accessible during low tide. We surely did not want to miss the island. My family climbed up to the island during low tide. At the top of the island, we saw beautiful views. I took many pictures of the scenery and our selfie pictures, of course.

After that my brother and I took a bath. In the meantime, my mother was preparing our picnic lunch. Before going home, we had lunch at the beach. It was so much fun. I really like going to the beach.

1. What is the purpose of the text above?
2. What is the first paragraph about?
3. What activities did the writer do at the beach?
4. How did the writer feel about going to the beach?
5. What tense is mostly used in the text? Why?

Students List of Class 8A

KABUPATEN SUKOHARJO
UPTD SMP NEGERI 2 GROGOL
TAHUN PELAJARAN 2022 / 2023

ANALISIS ULANGAN HARIAN

Mata Pelajaran :
Materi Pokok :
Kelas / Semester : VIII A

Satuan Pendidikan :
Banyak Soal :
Banyak Peserta Tes :

Urut	Nomor		Nama Siswa	L/P	Skor Yang Diperoleh															
	NIS	NISN			1	2	3	4	5	6	7	8	9	10						
1	7225	0083109001	Affah Tri Afyanti	P																
2	7226	0075048165	Angga Firmansyah	L																
3	7227	0085240142	Angling Salvatora Muryadi	L																
4	7228	0099287715	Arba Zackia Ashifa Devi	P																
5	7229	0094943412	Aura Kasih Putri Koes Ira Hapsari	P																
6	7230	0086356797	Aurel Rizky Putra Ibrahim	L																
7	7231	0082802319	Bima Candra Setiawan	L																
8	7232	0098860887	Cahya Vidya Malika	P																
9	7233	0082197721	Dafa Juni Kurniawan	L																
10	7234	0086982588	Dhuha Nanda Pradita	L																
11	7235	0099472549	Dika Rizki Saputra	L																
12	7236	0099988747	Eurexa Syarika Najati	P																
13	7238	0087867896	Febrian Kandung Dwi Nugraha	L																
14	7239	0092374071	Ferlando Afgan Pratama	L																
15	7240	0087936806	Gearida Qosama	P																
16	7241	0095248415	Hanif Ilham Arrasyid	L																
17	7242	0095493858	Indira Bunga Yasmine	P																
18	7243	0076627642	Ithoh Mustaqimnah	P																
19	7244	0084136721	Kayla Vanessa Putri	P																
20	7245	0099423010	Kevin Azhriel Nouval Arvansyah	L																
21	7246	0097312868	Khansa Laila Putri Santoso	P																
22	7247	0097859017	Lutfiana Oktavia Fauza	P																
23	7248	0093625773	Muhammad Kausar	L																
24	7249	0099606855	Nikita Selviana Putri	P																
25	7250	0096668863	Raffa Hilmi Dewantoro	L																
26	7251	0083522446	Ragii Agustina	P																
27	7252	0096111791	Reyhan Zulf Diosnawan	L																
28	7253	0099821854	Riyanti Vivin Fauziah	P																
29	7254	3090921582	Rizky Putra Ramadhan	L																
30	7255	0087320302	Roby Agustyawan	L																
31	7256	0094733074	Satriya Handa Putra	L																
			Jumlah Skor																	
			Jumlah Skor Maksimal																	
			% Skor Tercapai																	

Mengetahui
Kepala Sekolah

Grogol, _____
Guru Mata

Students List of Class 8C

ANALISIS ULANGAN HARIAN														
Mata Pelajaran		:						Satuan Pendidikan						
Materi Pokok		:						Banyak Soal						
Kelas / Semester		:		VIII C				Banyak Peserta						
Urut	Nomor		Nama Siswa	L/P	Skor Yang Diperoleh									
	NIS	NISN			1	2	3	4	5	6	7	8		
1	7289	0086719448	Afrizal Dani Taofiqoh	L										
2	7290	0084823698	Anindhita Restu Chayati	P										
3	7291	3095681785	Anisa Istiqomah	P										
4	7292	0096429245	Artika Sekar Fajariningrum	P										
5	7293	0094108704	Ashila Regita Luthfi	P										
6	7294	0097471518	Bagas Cokro Pambayun	L										
7	7295	0095653223	Bunga Vita Lestari	P										
8	7296	0081765102	Elisa Dwi Anggraini	P										
9	7297	0095290855	Evrylla Anastasya	P										
10	7299	0097132427	Fery Navi Fatama	L										
11	7300	0089469850	Hanifah Vidya Nastiti	P										
12	7301	0089069007	Helzinki Eshal Nafisa	P										
13	7302	0099500033	Ibnu Khoirul Mussafa	L										
14	7303	0098276540	Jihan Salsabila	P										
15	7304	0085426775	Marchelin Arsyad Arvino	L										
16	7305	0085106257	Mohammad Rizky	L										
17	7306	0086212526	Muhammad Dafi	L										
18	7307	0083224748	Nabila Putri Priyantari	P										
19	7308	0098708833	Natasya Permata Mega Febriani	P										
20	7309	0097820733	Raffa Robbani Arraya	L										
21	7310	0096450902	Reno Bintang Saputra	L										
22	7311	0083363798	Reyhan Ramadhani	L										
23	7312	0093268247	Rina Sulistyawati	P										
24	7313	0088014470	Rizki Ramadhani	L										
25	7314	0092676782	Syifa Khasanah	P										
26	7315	0091251797	Syifa Syafira Putri Anggun Permadani	P										
27	7316	0081534505	Tegar Lingga Agung Aji Prabowo	L										
28	7317	0071766713	Triana Hani Puspita	P										
29	7318	0087836877	Ugi Jaya Mohamad	L										
30	7319	0075375759	Verdi Dwi Ariyanto	L										
31	7320	0084094498	Vio Andhika Triatno	L										
			Jumlah Skor											
			Jumlah Skor Maksimal											
			% Skor Tercapai											

Mengetahui
Kepala Sekolah