

Appendix 1

FIELD NOTE

Meeting	: 1
Teacher	: 1 of SMA NU 1 GRESIK
Day/ Date	: Tuesday, July 17 th 2012
Topic/ Material	: Tenses (Past tense and past Progressive)
Class	: XI (IB class)
Time	: 09.30 untill 11.00 a.m

The first meeting was held to the first English teacher on Tuesday, July 17th 2012 at the eleventh grade (IB class) of SMANU 1 Gresik. The English class was start at 09.30 a.m.

The English teacher opened the class by saying assalamualaikum. He greeted the students and asked their condition. Then the English teacher asked to the students who did not come today but there is no student who absent that morning. That morning is the first lesson so most of the students did not know the teacher but some of the students were known. After the teacher introduced him selves, the teacher began to the new topic. He introduced the topic and before it, the teacher gave the game about describing something. Describing something based on the teachers' mean is describing anything it can be animal, professions, names of thing and etc. Then the teacher gave an example and he explained about some information related to the object

“Ok students what is English?” No one the student can answer that question and after that the teacher asked second question.

“What is mango?” the students answer together “Mango is names of fruit. Than the teacher asked third question

“What is monkey?” the students answer together “monkey is names of animal”.

After it the teacher continued with the first question:

“Ok students so based on your opinion, what is English?”

“I asked you what language is. As I said before English is language than now what is language?”

No one the students answered and the teacher answer by himself “English is language and “The student answers that “language is a communication”. The English teacher gave more explanation that “English is a communication between one people and the other people. The teacher tried to speak Indonesia language to make the students more understand.

“Jadi bahasa adalah komunikasi antara seseorang ke orang lainnya, komunikasi itu ada tiga, ada yang tulis, lisan dan komunikasi melalui bahasa tubuh, the communication here are divided into three points:

The first is orally, what is orally? oral itu apa? Oral itu yang berkaitan dengan mulut/ lisan and the second what is written? Written itu bahasa tulis, you can learn, you can write and you can read and then the last is bahasa tubuh or by gesture for example: do you know that guy? Apakah km tahu pria itu? Kalau kamu jawab tidak tahu bagaimana bahasa tubuhnya?” the students were shaking one’s head from side to side. Then, the teacher said to the students about his game and gave more information about the procedure of that game and also gave an example for the students. The game is the students gave some information and the other students just guess what word is it, it can be noun, adjective and etc. The teacher asked to the students to come forward and gave word then asked to the student to gave some information for their friends and their friends can practice it

“Ok friends, this names of weapon from Australia, what is it?”

The other students can guess that the answer is “boomerang” next, the teacher continued with second key word

“What is the highest mountain in India?”

The other students also can guess that the answer is “Himalaya” after the game is finished; the teacher continued the lesson, the topic is discussion, the teacher asked to the students related with the topic.

“What is discussion? Any one knows what is discussion? (the students answered discussion is discuss about something between one people and the other but different opinion, there is pro and contra)

“Now, what is death?”

“What is death in verb one?”

“What is the participle form of die?”

“What is the adjective form of die?”

(The students can answer that death is “mati” and the verb one of death is “die” after that the participle form of die is “died” and the adjective form of die is “deathly”. Then, the teacher asked different word.

“What is the meaning of penalty?”

“Do you agree if there is death penalty in our country, please raise your hand”

“ Why you say agree?”

“ Why you say disagree?”

(the students said that penalty is punishment and some of students agree and disagree, based on the student who were agree that if there is death penalty in our country so, there is no crime in our country and the students were disagree about there is death penalty in our country is not human. It means “ tidak manusiawi”. After that the teacher continued the material and the topic was about TENSES but before explained it, the teacher introduced about tenses first.

“What is a tense?”

“Good, kalau belajar tenses pasti berkaitan dengan verb, now please give examples of verb?”

(After the students answered, the teacher gave more complete explanation. And then the teacher continued with the next questions?)

“What is the differences the use of verb one, verb two, verb three and verb ing?”

“Please changes “go” in verb two, verb three and verb ing?”

“ What is “menulis” in English?”

“Please changes “write” in verb two?”

“ Please changes “write” in verb three?”

“Please changes “break” in verb two and verb three?”

“Please changes “see” in verb two and verb three?”

“What are you doing now?”

“Please change this sentence into English, “ saya sedang mendengarkan anda?”

“Saya sedang bernafas” please change into English?”Please change into English?”

“ Saya sedang duduk disini” please change into English?”

“Do you understand and any questions so far?”

“What is the definition of past tense?”

“What is the formula of past tense?”

“What is the negative sentence?”

“What is the positive sentence?”

“What is the interrogative sentence?”

“What is past progressive?”

“What is the formula of past progressive?”

“ Saya sedang mendengarkan music tadi malam?” Change into English

After that the teacher gave more explanation about past progressive. Before explaining more details the teacher asked the students first and gave the clear examples to make the students more understand. After that the teacher asked to the students to do the assignment in their book about past tense and past progressive but before that the teacher asked to the student's maybe any difficult words that student did not understand. The teacher gave five minutes to answer it in their book. After it, the teacher gave correction about the students' answer.

“Number one, what is the answer?”

“Do you agree with your friends' answer? Please raise your hand?”

“So which is the best answer?”

“Ok, that's good please translated into Indonesia number one?”

“Last night? What is the meaning in Indonesia?”

“ So, what is the complete answer?”

The teacher gave correction the right answer and the teacher asked to the students to do the next questions in their house because time is over.

Appendix 2

FIELD NOTE

Meeting	: 1
Teacher	: 2 of SMA MUHAMMADIYAH GRESIK
Day/ Date	: Thursday, July 26 th 2012
Topic/ Material	: Introduction
Class	: X-7
Time	: 8.00 untill 9.00 a.m

The first meeting was held to the first English teacher on Thursday, July 26th at the tenth grade (X-7 class) of SMA MUHAMMADIYAH Gresik. The English class was start at 08.00 a.m.

The English teacher opened the class by saying assalamualaikum. He greeted the students and asked their condition. Then the English teacher asked to the students who did not come today but there is no student who absent that morning. Every meeting the teacher always change the students' seat.

The teacher gave some of questions related with the material in the last meeting and gave score for the student who can answer the questions.

“Please give example of greeting?”

“Ok, other examples? Please raise your hand!”

“If I say how do you do, how you can answer?”

“Now, give me some examples of introduction?”

“Other example?”

“Give example of life taking?”

“When we want to say good night?”

“When we want to say p.m?”

“When we want to say a.m?”

After that the teacher asked to the students to practice the first dialog about introduction in pairs. Then, the teacher asked some questions related with the first dialog.

“Where is the conversation take place?”

“How many people in the first dialog? Who are they?”

“Andi can you explain, what is they are talking about?”

Next after the first dialog finished, the teacher asked to the students to practice the second dialog and asked some questions related with the second dialog.

“What is Miss Dina saying to her students?”

“She says good morning and how are you” (directly)

“Is the class in the morning?”

“Yes, it is (directly)

“What is Nita saying to her classmates?”

“Good morning, everyone. I am Ranita. Call me Nita. (directly)

“Do you also introduce yourself to your new friends?”

Finally, time is over and the teacher asked to the students to study at home because in next meeting, he will give some questions related with the material. So the teacher know the students can understand with the material or not.

Appendix 3

FIELD NOTE

Meeting	: 1
Teacher	: 3 of SMA MUHAMMADIYAH 1 GRESIK
Day/ Date	: Monday, July 23 th 2012
Topic/ Material	: Asking and giving opinion and report text
Class	: XI-IA 1
Time	: 7.00 untill 8.00 a.m

The first meeting was held to the third English teacher on Monday, July 23th 2012 at the eleventh grade (XI-IA 1 class) of SMA MUHAMMADIYAH 1 Gresik. The English class was start at 07.00 a.m.

The English teacher opened the class by saying assalamualaikum. He greeted the students and asked their condition. Then the English teacher asked to the students who did not come today but there is no student who absent that morning. The teacher gave review by asking some questions related the material in last meeting about asking and giving opinion.

“ Utami, Please give one example about asking opinion?”

“ Aswinda, please give the other example?”

“ Angga, the other example?”

“ Now,Diki Chandra please give example of giving opinion?”

“ Fajar, please give the other example?”

“ Of course SBY is a president. So, what do you think about SBY?”

“ Novita, the other example of giving opinion?”

“Ok, I want to ask Rio, what is the best way to learn English? Please give your opinion?”

“Indah, what do you think of learning English? And what are your tips to learn English? Based on your own opinion!”

“Panto, can you tell us the way to learn English?”

Then, the teacher asked to the students to complete the dialog by listening the tape in task 1. Before the teacher turn on the tape, the teacher gave five minutes for students to predict the answer. After that the teacher divided the class into two groups to read the dialog with the complete answers. The female students as Niluh, male students as Hani and the teacher as joko. After finished, the teacher gave correction the correct answer and the teacher asked some questions related with the dialog to check the students’ understanding.

“What is they are talking about?”

“Who are Niluh, Hani and Joko?”

“Yes, of course they are students but why they are talking about quality improvement of their English club. So, who are they?”

“Good, where is the conversation take place?”

“ok now, what is Jokos’ opinion to increase the quality of English club?”

“That’s good, what is Hani opinion to increase the quality of English club?”

“Can you draw a conclusion about the result of their meeting?”

“Do you agree with your friends’ opinion?”

“So, what is the correct answer?”

After that, the teacher continued in task 2 and asked to the students to complete the text by listening the tape. Then, the teacher gave correction about the correct answers but before that, the students wrote the answer in the whiteboard and after that gave correction the correct answer. After finished he asked some questions related with the text.

“What conclusion can you draw in the text?”

“Toni, try to draw conclusion about this text?”

“ What is the main idea of the first paragraph?”

“ Ok, what is the main idea of the second paragraph?”

“What is flower nectar/?”

“What is a honey stomach?”

“ Good, so what happens in a bee's pouch?”

“What makes honey an excellent energy food?”

“What is the content of honey?”

After the lesson is finished, the teacher asked to the students to submit the students' assignment because the teacher would take the score from it. Then, he closed the class.

Appendix 4

OBSERVATION FORM

TEACHER 1 MEETING 1

No	Category	Verbal narrative account
1.	Knowledge Questions	<p>Teacher: “What is English?”</p> <p>Teacher: “What is language?”</p> <p>Teacher: “What is orally?”</p> <p>Teacher: “So, What is written?”</p> <p>Teacher: “Written itu bahasa tulis, you can learn, write and read”</p> <p>Teacher: “So, What is gesture?”</p> <p>Teacher: “Now, what is the meaning of death?”</p> <p>Teacher: “What is death in verb one?”</p> <p>Teacher: “What is death in verb two?”</p> <p>Teacher: “What is the participle form of die?”</p> <p>Teacher: “What is the adjective form of die?”</p> <p>Teacher: “What is the meaning of penalty?”</p> <p>Teacher: “What is a tense?”</p> <p>Teacher: “Good, kalau belajar tenses pasti berkaitan dengan, now please give examples of verb?”</p> <p>Teacher: “What is the differences the use of verb one, verb two, verb three and verb</p>

		<p>ing?”</p> <p>Teacher: “Now, Please changes “go” in verb two, verb three and verb ing?”</p> <p>Teacher: ”Good, what is “menulis” in English?”</p> <p>Teacher: “Please changes “write” in verb two?”</p> <p>Teacher: “Masak verb dua dari knowledge tidak tahu, ayo diinget2..you must have the list, kamu harus punya daftarnya, What is write in verb two?”</p> <p>Teacher: “Write in verb three?”</p> <p>Teacher: “ Write in verb ing?”</p> <p>Teacher: “ Please change into English “ saya sedang menulis sekarang”</p> <p>Teacher: “ You must use to is, am or are? Raise your hand the other students!”</p> <p>Teacher: “Please change break in verb two and verb three?”</p> <p>Teacher: “Please change “see” in verb two and verb three?”</p> <p>Teacher: “What is the definition of past tense?”</p> <p>Teacher: “What is the formula of past tense?”</p> <p>Teacher: “What is the negative sentence?”</p> <p>Teacher: “ Kalimat tidak tahu karena tidak ada yang jawab, kalimat negative itu kalimat</p>
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		<p>sanggahan”</p> <p>Teacher: “What is the positive sentence?</p> <p>Teacher: “ Kalimat berita, kalimat pernyataan”</p> <p>Teacher: “What is the interrogative sentence?</p> <p>Teacher: “Interrogative itu kalimat Tanya”</p> <p>Teacher: “What is past progressive?</p> <p>Teacher: “ Past progressive menyatakan kejadian atau perbuatan yang sedang berlangsung diwaktu lampau” Rumusnya S+was/ were+Ving.</p>
2.	<p>Comprehension Questions</p>	<p>Teacher: “What are you doing now?”</p> <p>Teacher: “Please change this sentence into English, “ saya sedang mendengarkan anda?”</p> <p>Teacher: “ Good, “saya sedang bernafas” Change into English!</p> <p>Teacher: “ Bernafas bahasa inggrisnya apa? You can open dictionary!</p> <p>Teacher: “ So please change saya sedang bernafas into English”</p> <p>Teacher: “ good, Saya sedang duduk disini” Change into English!</p> <p>Teacher: “ Saya sedang mendengarkan music tadi</p>

		<p>malam?” Change into English</p> <p>Teacher: “Number one, what is the answer?”</p> <p>Teacher: “So which is the best answer?”</p> <p>Teacher: “Ok, that’s good please translated into Indonesia?”</p> <p>Teacher: “Number two, what is the answer?”</p> <p>Teacher: “Ok good, please translate into Indonesia?”</p> <p>Teacher: “Last night? What is the meaning in Indonesia?”</p> <p>Teacher: “So, what is the complete answer?”</p>
3.	Analysis Questions	-
4.	Application Questions	-
5.	Evaluation Questions	<p>Teacher: “Do you agree if death penalty applied in our country, please raise your hand!”</p> <p>Teacher: “Do you agree with your friends’ answer? Please give your opinion!”</p>
6.	Synthesis Questions	-

Appendix 5

OBSERVATION FORM

TEACHER 2 MEETING 1

No	Category	Verbal narrative account
1.	Knowledge Questions	<p>Teacher: "Please give example of greeting?"</p> <p>Teacher: "Ok, other examples? Please raise your hand!"</p> <p>Teacher: "If I say how do you do, how you can answer?"</p> <p>Teacher: "Now, give me some examples of introduction?"</p> <p>Teacher: "Other example?"</p> <p>Teacher: "Give example of life taking?"</p> <p>Teacher: "When we want to say good night?"</p>
2.	Comprehension Questions	<p>Teacher: "Where is the conversation take place?"</p> <p>Teacher: "Good, then how many people in the first dialog? Who are they?"</p>

		<p>Teacher: “Andi,,Can you explain, what is they are talking about?”</p> <p>Teacher: “What is Miss Dina saying to her students?”</p> <p>Teacher: “Is the class in the morning?”</p> <p>Teacher: “What is Nita saying to her classmates?”</p> <p>Teacher: “Do you also introduce yourself to your new friends?”</p>
3.	Analysis Questions	-
4.	Application Questions	-
5.	Evaluation Questions	-
6.	Synthesis Questions	-

Appendix 6

OBSERVATION FORM

TEACHER 3 MEETING 1

No	Category	Verbal narrative account
1.	Knowledge Questions	<p>Teacher: “Utami, please give one example about asking opinion?”</p> <p>Teacher:: “Aswinda, please give the other example?”</p> <p>Teacher: “Angga, the other example?”</p> <p>Teacher:: “Now, Diki Chandra please give example of giving opinion?”</p> <p>Teacher: “Fajar, please give the other example?”</p> <p>Teacher: “Of course SBY is a president. So, what do you think about SBY?”</p> <p>Teacher: “Novita, the other example of giving opinion?”</p>
2.	Comprehension Questions	<p>Teacher: “What is they are talking about?”</p> <p>Teacher: “Who are Niluh, Hani and Joko?”</p> <p>Teacher: “Yes, of course they are students but</p>

		<p>why they are talking about quality improvement of their English club. So, who are they?”</p> <p>Teacher: “Good, Where is the conversation take place?”</p> <p>Teacher: “Ok, now what is Joko opinion to increase the quality of English club?”</p> <p>Teacher: “That’s good, what is Hani opinion to increase the quality of English club?”</p> <p>Teacher: “What is the main idea of the first paragraph?”</p> <p>Teacher: “ Ok, what is the main idea of the second paragraph?”</p> <p>Teacher: “What is flower nectar/?”</p> <p>Teacher: “What is a honey stomach?”</p> <p>Teacher: “Good, so what happens in a bee's pouch? Teacher: “What makes honey an excellent energy food?</p> <p>Teacher: “What is the content of honey?”</p>
3.	Analysis Questions	<p>Teacher: “What conclusion can you draw in the text?”</p> <p>Teacher: “Can you draw a conclusion about the result of their meeting?”</p>

4.	Application Questions	-
5.	Evaluation Questions	<p>Teacher: “Ok, I want to ask Rio, what is the best way to learn English? Please give your opinion?”</p> <p>Teacher: “Indah, what do you think of learning English? And what are your tips to learn English? Based on your own opinion!”</p> <p>Teacher: “Panto, can you tell us the way to learn English?”</p>
6.	Synthesis Questions	-

Appendix 7

SCRIPT OF INTERVIEW

GURU 1

Peneliti : Apa pengertian Pertanyaan guru menurut Bapak?

Guru 1 : Menurut saya pertanyaan guru adalah tipe- tipe pertanyaan yang digunakan oleh guru untuk mengecek pemahaman siswa tentang sesuatu.

Peneliti : Apa saja tipe- tipe pertanyaan yang biasanya Bapak tanyakan di kelas?

Guru 1 : Biasanya saya menggunakan tipe-tipe pertanyaan berdasarkan kondisi di kelas. Jika di kelas kebanyakan siswanya aktif berbicara bhs. Inggris, saya menggunakan tipe-tipe pertanyaan yang menggunakan jawaban panjang, seperti: menjelaskan sesuatu menggunakan kata-kata mereka sendiri, menceritakan kembali dan memberikan pendapat. Jika kemampuan kosakata siswa di kelas rendah, saya menggunakan pertanyaan yang membutuhkan jawaban singkat untuk mempermudah siswa dalam menjawab.

Peneliti : Mengapa Bapak menggunakan pertanyaan- pertanyaan itu?

Guru 1 :- Saya biasanya memberikan pertanyaan yang membutuhkan pendapat siswa untuk melatih siswa dalam mengekspresikan ide dan pendapat sehingga mereka bisa mengembangkan pemikiran mereka. Saya juga biasanya menggunakan pertanyaan- pertanyaan yang membutuhkan jawaban singkat untuk mengingatkan materi yang pernah mereka dapat ketika SMP atau kelas 1 SMA sebelum saya menjelaskan topic baru tujuannya agar mereka mengingat dulu yang berhubungan dengan topic sehingga mempermudah siswa dalam menangkap pelajaran dan juga untuk memberikan review yang bertujuan untuk mengingatkan siswa tentang pelajaran minggu lalu sehingga mereka selalu mengingat pelajaran yang saya berikan. Saya juga biasanya memberikan pertanyaan- pertanyaan yang bertujuan untuk mengecek pemahaman siswa setelah mendengarkan dan membaca. Jadi saya bisa tahu siswa bisa paham atau tidak tentang materi yang saya berikan.

- Peneliti : Bisakah Bapak memberikan contoh dari masing-masing pertanyaan yang Bapak berikan kepada siswa di kelas?
- Guru 1 : “Do you agree if death penalty applied in our country, please raise your hand!” saya biasanya menggunakan pertanyaan ini untuk mengetahui pendapat siswa tentang pengertian Inggris, karena pasti jawaban mereka antara satu sama lain berbeda.
 “Please change this sentence into English, saya sedang mendengarkan anda?” saya biasanya menggunakan pertanyaan ini untuk mengecek pemahaman siswa setelah saya memberikan penjelasan.
 “What is the definition of past tense?” saya juga memberikan pertanyaan ini sebelum saya menjelaskan topic tentang past tense, saya ingin siswa berpikir terlebih dahulu karena mungkin mereka masih mengingat pelajaran yang mereka dapat ketika kelas 1 atau ketika mereka SMP.
- Peneliti : Bagaimana cara Bapak menggunakan pertanyaan-pertanyaan di kelas?
- Guru 1 : Saya menggunakan pertanyaan sebelum saya memulai menjelaskan topic baru tujuannya agar siswa bisa mengingat kembali pelajaran yang pernah mereka dapat sehingga mereka bisa berpikir terlebih dahulu. Biasanya saya juga memberi pertanyaan setelah saya menjelaskan, saya memberikan contoh terlebih dahulu setelah itu memberikan pertanyaan yang tujuannya mengecek pemahaman mereka, saya juga memberikan pertanyaan itu kepada siswa setelah saya menyuruh mereka membaca teks, membaca dialog, mendengarkan dialog, jadi saya bisa tahu siswa bisa paham atau tidak setelah mereka membaca atau mendengarkan. Ketika pelajaran saya mulai, saya ingin membuat kelas aktif dengan memberikan pertanyaan yang membuat siswa memberikan pendapat mereka tentang sesuatu jadi siswa bisa aktif dalam menggunakan bhs. Inggris di kelas. Terkadang saya juga memberikan pertanyaan yang berisi pendapat siswa sebelum saya memperkenalkan topic baru jadi saya membuat siswa berpikir dahulu sebelum diterangkan.
- Peneliti : Apa saja kesulitan yang Bapak temukan ketika memberikan pertanyaan di kelas?
- Guru 1 : Anak- anak agak kesulitan ketika menjawab pertanyaan dan menyuruh mereka untuk berbicara bhs. Inggris karena saya tahu kosakata mereka kurang tetapi saya tetap melatih mereka untuk

berbicara bhs. Inggris walaupun agak susah buat mereka, saya membantu mereka ketika susah menjawab.

Appendix 8

GURU 2

Peneliti : Apa pengertian Pertanyaan guru menurut Bapak?

Guru 2 : Menurut saya pertanyaan guru adalah pertanyaan- pertanyaan yang digunakan untuk menguji kemampuan siswa dalam menerima pelajaran bisa juga pertanyaan-pertanyaan seperti brainstorming jadi ditanyakan sebelum pelajaran di mulai

Peneliti : Apa saja tipe- tipe pertanyaan yang biasanya Bapak tanyakan di kelas?

Guru 2 : yang pertama tipe brainstorming untuk memecah kejenuhan siswa sebelum pelajaran di mulai dan yang kedua pertanyaan- pertanyaan untuk review pelajaran yang saya sampaikan minggu lalu. Saya juga bertanya seputar materi

Peneliti : Maksudnya seputar materi, apa setelah bapak menerangkan atau apa pak?

Guru 2 : Misalnya setelah menyuruh mereka membaca dan mendengarkan. Misalnya mendengarkan temannya berdialog, membaca teks atau setelah mendengarkan materi yang saya berikan melalui tape recorder.

Peneliti : Mengapa Bapak menggunakan pertanyaan- pertanyaan itu?

Guru 2 : kalau brainstorming, saya menggunakan tipe pertanyaan- pertanyaan itu untuk memecah kebosanan siswa dikelas sebelum pelajaran di mulai. Contoh: “ bagaimana liburan kalian kemarin? Pertanyaan itu saya tanyakan sebagai selingan saja sebelum pelajaran di mulai.

Kalau review, saya biasanya bertanya pertanyaan ini untuk mengecek apakah siswa masih ingat atau tidak tentang materi yang saya berikan pertemuan kemarin. Saya juga memberikan pertanyaan ini untuk mengingatkan siswa tentang pelajaran yang sudah mereka terima ketika SMP. Jadi tidak hanya mengingatkan tentang pelajaran kemarin saja.

Peneliti : Bagaimana dengan yang seputar materi pak?

Guru 2 : Kalau seputar materi: saya biasanya bertanya yang berhubungan dengan materi misalkan setelah menyuruh mereka membaca dan mendengarkan. Setelah itu, untuk mengecek atau mengetes pemahaman mereka saya menggunakan beberapa pertanyaan untuk mereka.

Kalau pertanyaan yang membutuhkan opini siswa saya juga terkadang Tanya untuk membuat siswa berpikir tentang sesuatu sebelum saya memperkenalkan topic baru.

Peneliti : Bisakah Bapak memberikan contoh dari masing-masing pertanyaan yang Bapak berikan kepada siswa di kelas?

Guru 2 : Contoh brainstorming : bagaimana liburan kalian kemarin?

Contoh review : Please give the example of greeting?

Contoh untuk mengecek pemahaman: "Now, what is the meaning of take care?"

Contoh yang membutuhkan opini siswa: "Do you agree about your friend opinion?" "Please give your reason".

Peneliti : Bagaimana cara Bapak menggunakan pertanyaan-pertanyaan di kelas?

Guru 2 : - Saya menggunakan pertanyaan yang tujuannya untuk mereview siswa tentang pelajaran minggu lalu apakah siswa masih ingat atau tidak tentang pelajaran yang lalu. Biasanya saya menggunakan pertanyaan itu sebelum pelajaran di mulai. Tidak hanya minggu lalu, saya juga memberikan pertanyaan ini untuk mengingatkan kepada siswa tentang pelajaran yang pernah mereka dapat pada saat SMP. setiap pertemuan saya merubah tempat duduk siswa sesuai nomer absen mereka untuk mempermudah saya memanggil siswa dalam memberikan pertanyaan.

- Saya juga memberikan pertanyaan untuk mengetes kemampuan siswa misalnya setelah menyuruh mereka untuk membaca dialog ataupun membaca text, saya memberikan beberapa pertanyaan untuk mengecek pemahaman mereka tetapi setelah siswa menjawab, saya menanyakan alasan siswa juga mengapa mereka menjawab seperti itu.

-Biasanya saya juga menggunakan pertanyaan yang membutuhkan pendapat siswa sebelum memperkenalkan materi baru. Biasanya saya menggunakan pertanyaan itu sebelum menjelaskan topic baru, jadi untuk mempermudah siswa dalam menangkap pelajaran.

Peneliti : Apa saja kesulitan yang Bapak temukan ketika memberikan pertanyaan di kelas?

Guru 2 : ya mungkin kesulitannya, kalau yes/ no questions itu gampang tapi ketika reason, kebanyakan siswa tidak bisa mengolah kata walaupun mereka tahu jawabannya. Jadi kebanyakan siswa malu jika menjawab pertanyaan yang model ini, ya sebenarnya mereka bisa tapi ya tadi mereka masih belum bisa mengolah kata-kata. Saya menyuruh mereka untuk combine jawabannya dicampur-campur tidak apa-apa nanti saya bantu karena pertanyaan itu sangat penting untuk ditanyakan di kelas, kalau tidak ada pertanyaan maka kelas itu tidak bisa ramai dan siswa tidak bisa aktif di kelas.

Appendix 9

GURU 3

Peneliti : Apa pengertian Pertanyaan guru menurut Bapak?

Guru 3 : Pengertian pertanyaan yang diberikan guru ke murid ada berbagai macam, yang pertama terkait dengan pelajaran dan yang kedua terkait dengan konteks pribadi dan tidak ada hubungannya dengan materi. Kalau yang berhubungan materi tujuannya untuk meyakinkan saya sebagai guru apakah pelajaran yang saya sampaikan pada siswa sudah dipahami apa belum. Biasanya saya mengacak siswa satu persatu untuk saya beri pertanyaan. Kalau yang kedua yang berkaitan dengan konteks pribadi yaitu tidak ada hubungannya dengan pelajaran.

Peneliti : Apa saja tipe- tipe pertanyaan yang biasanya Bapak tanyakan di kelas?

Guru 3 : Tergantung, sebelum pelajaran dimulai biasanya saya memberikan pertanyaan untuk mereview pelajaran minggu lalu.

Kemudian saya juga menggunakan pertanyaan yang tujuannya untuk mengecek pemahaman siswa saya menyuruh mereka untuk membaca dan mendengarkan tetapi tipe yang sering saya tanyakan dikelas yaitu bukan yes/no questions tetapi pertanyaan yang membutuhkan alasan siswa.

Peneliti : Mengapa Bapak menggunakan pertanyaan- pertanyaan itu?

Guru 3 : Kerena saya ingin mengingatkan siswa tentang pelajaran minggu lalu, saya ingin mengecek pemahaman siswa setelah membaca dan mendengarkan, setelah menjelaskan dan yang paling penting saya ingin imajinasi mereka berkembang jadi tidak hanya menjawab yes/no questions karena jika saya batasi maka mereka cuma bisa menjawab yes/no saja. Jadi saya biasanya bertanya dengan pertanyaan why karena itu bisa diikuti dengan alasan-alasan yang mereka imajinasikan.

Peneliti : Bisakah Bapak memberikan contoh dari masing-masing pertanyaan yang Bapak berikan kepada siswa di kelas?

Guru 3 : “Ok, I want to ask you, what the best way to learn English? “.
 “What is the main idea of the first paragraph?”
 “Now please give example of expressing satisfaction”.

- Peneliti : Bagaimana cara Bapak menggunakan pertanyaan-pertanyaan di kelas?
- Guru 3 : Biasanya saya menggunakan pertanyaan mereview sebelum pelajaran di mulai sekedar mengingatkan siswa saja. Saya juga biasanya memberikan pertanyaan setelah menyuruh siswa membaca teks atau mendengarkan dialog dan biasanya saya juga memberikan pertanyaan setelah selesai menerangkan. Terkadang saya juga memberikan pertanyaan yang membutuhkan opini siswa sebelum atau di selang pelajaran, jadi antara siswa satu dengan yang lain mempunyai perbedaan pendapat.
- Peneliti : Apa saja kesulitan yang Bapak temukan ketika memberikan pertanyaan di kelas?
- Guru 3 : ketika saya memberikan pertanyaan yang membutuhkan alasan, kebanyakan siswa malu untuk menjawab walaupun mereka tahu jawabannya. Mereka lebih suka diberi waktu dulu dalam mengolah kata dibanding dengan langsung secara lisan.