



**NOVICE TEACHERS' SKILL TO CARRY OUT BASIC
QUESTIONING IN PRACTICE TEACHING**

THESIS

Submitted in partial fulfillment of the requirements for the
degree of Magister Pendidikan in English Language
Education

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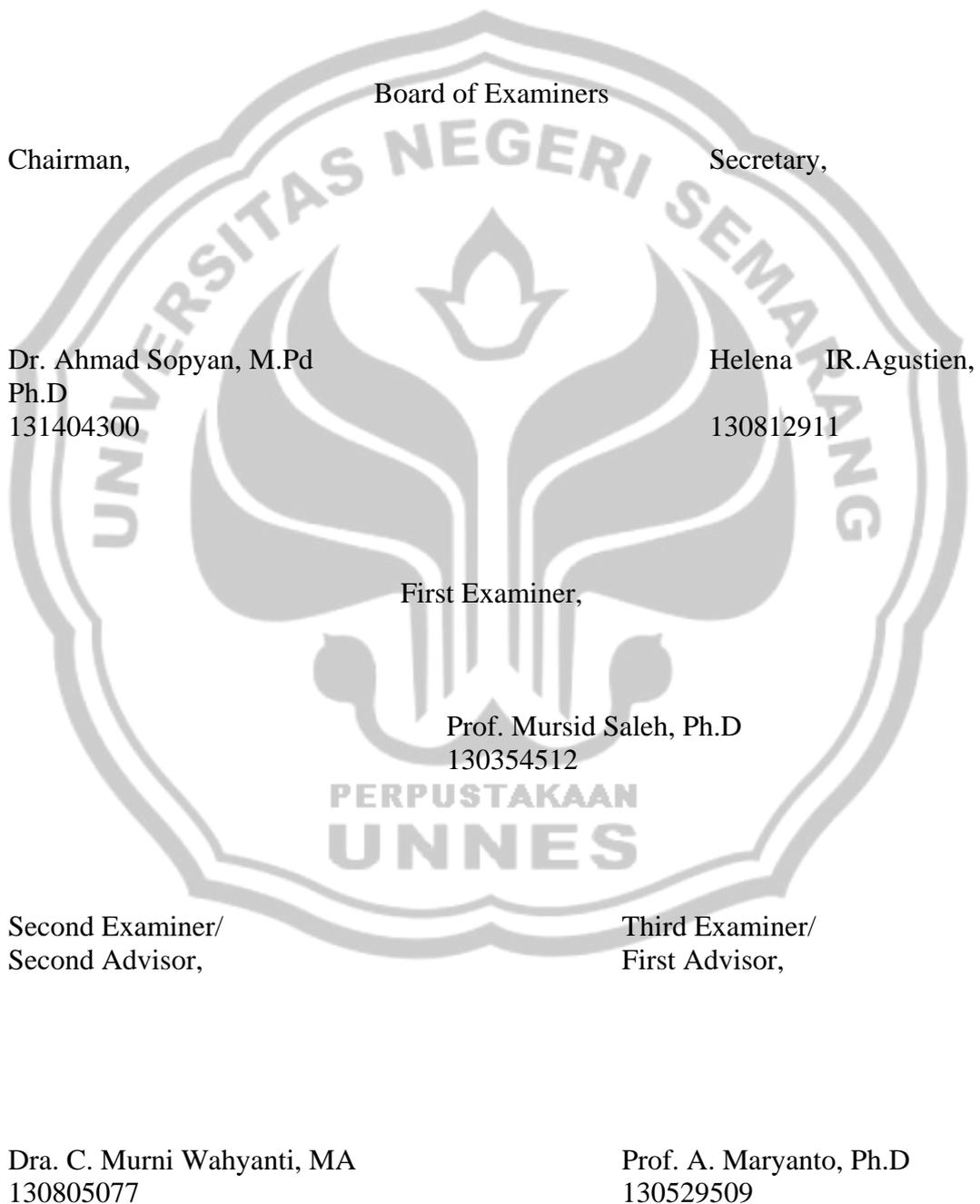
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APPROVAL

This thesis was examined by the Board of Examiners on January 22nd, 2008 in the English Education Department of the Graduate Program of Semarang State University (UNNES) and was decided acceptable.



DECLARATION

I certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other writers' opinions or findings included in this thesis are quoted or cited in accordance with the academic writing standards.



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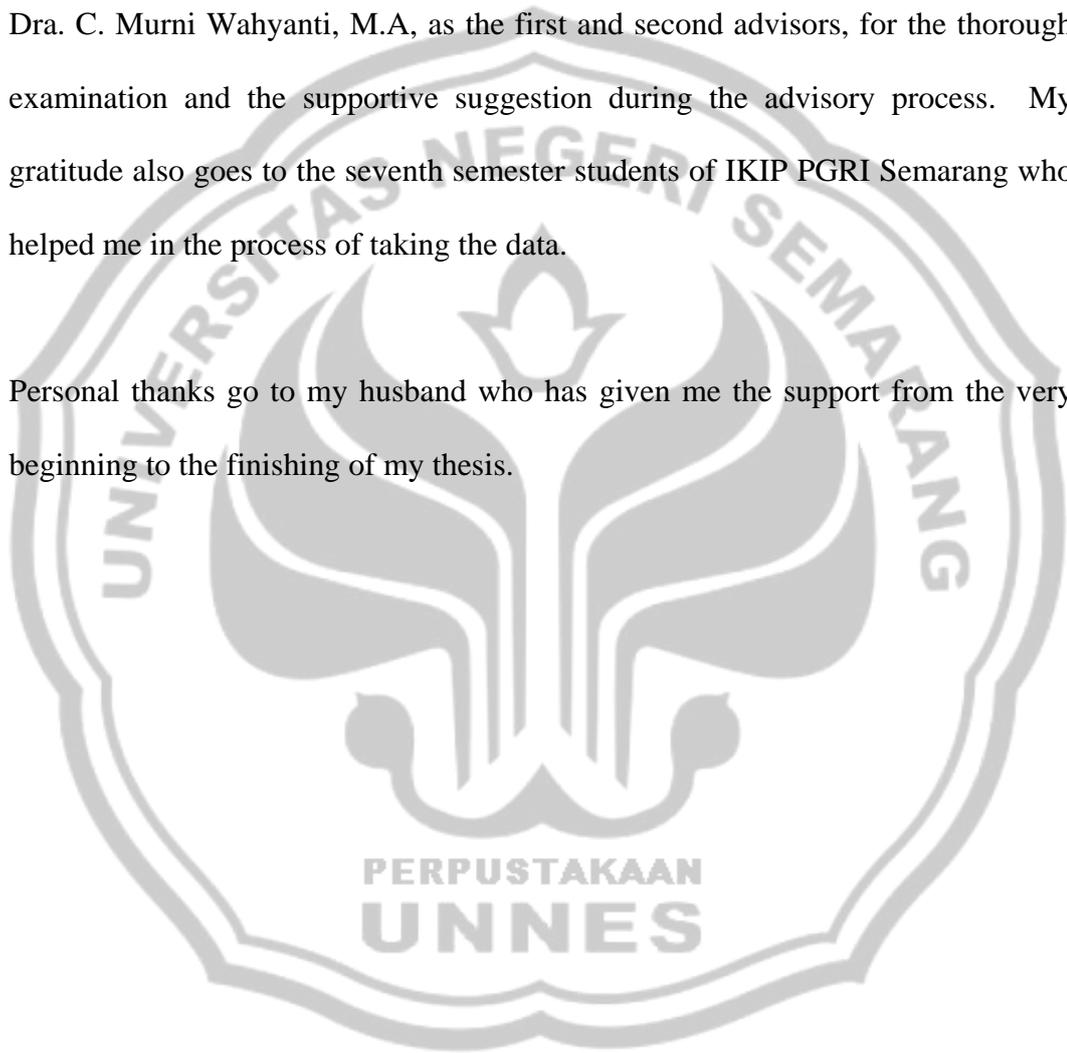


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ABSTRACT

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When teachers conduct a lesson, the activity of posing questions always appears in it. The activity of posing questions includes the skills of basic questioning in which a teacher must acquire.

The purposes of this study are aimed at finding: 1) the basic questioning component skill used by the novice teachers in the classroom, 2) the types of question used by the novice teachers in the classroom, and 3) the levels of questioning category used by the novice teachers in the classroom.

This discourse study was based on the analysis of the teacher talk in class. The analysis was based on the recorded data of the five novices when they conducted lessons in class. The recorded data was transcribed. From the transcription, teachers' talk are identified and classified into types of questions, levels of questions, and basic questioning components. The analysis on the types of questions was based on the types of questions established by the instructional department (2006). The analysis on the levels of questions was based on the categories of questions and typical classroom question words written by Bloom cited in Brown (2001); the basic questioning components analysis was analyzed using Turney's basic questioning components skill (1983).

The findings of the study are: 1) novices used higher number of closed questions; 2) there were more low level questions conducted by novices; 3) the large number of the skill components in their teaching activities were the distributing, pausing and reacting.

It is suggested that novices need to master the skill components of basic questioning especially in the components of structuring, phrasing, prompting, redirecting, focusing, and changing the level of cognitive demand. And it is also important to make use of more high level questions and open questions.



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teaching is a complex process. It is a complex process because when teachers conduct teaching activities they have to consider many components. The components such as students, environments, teaching materials, and teaching techniques must be in teachers' minds when they prepare the classroom activities. For most experienced teachers, this kind of work is an easy task to do but for inexperienced ones, novice teachers, this will be complicated work. And the novice teachers' work will be more difficult when they have to handle a large number of students in which such a condition often happens in classroom situation. Handling a large number of students needs certain teaching techniques and, of course, teachers' skill in managing and conducting classroom play an important role for the success of this large classroom teaching learning activities.

From the information above, it seems that to become professional teachers is not easy. They have to master some teaching skills in order to make their teaching activities work well. Novice teachers need to develop their teaching skills through training, and of course, more experience in a classroom practice.

In a microteaching class - a kind of training for novice teachers before having practices in schools - novice teachers are trained to get the teaching skills. The skills that novice teachers must possess are the skills of stimulus variation, set induction, closure, silence and non-verbal cues, reinforcement skills, and questioning (Allen and Ryan, 1969 in Stones, 1972).

The above skills start from stimulus variation skills, which will help the novice teachers to avoid teaching styles likely to induce boredom in their students. In this case, teachers can start the lesson by giving different stimulus to attract students' attention to the lesson. The next skill is set induction which is concerned with methods of preparing classes for a lesson. After that is the closure skill which involves training in different methods of concluding a lesson with the student taking steps to ensure the students' understanding. Next is to train the novice teachers to use the skill of silence and non-verbal cues which are aimed at remedying this state of affairs. When the novice teachers are able to acquire those skills, they still have to master the last two skills, namely reinforcement and questioning. In developing the reinforcement skills, novice teachers have to learn methods of rewarding and encouraging students' efforts and of avoiding the often unconscious punishing comments on a child's work. In questioning which is the last skill, novice teachers should be able to conduct techniques of questioning in the classroom activities using basic questioning skill.

Basic questioning encourages the class interaction and students participation. Interaction is an important word for language teachers. It is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. (Brown, 2001:165). Talk always dominates the classroom. And in the classroom, there are teacher talk and students talk. Language teachers have to apply language teaching techniques to make the students talk. Some studies have shown that in this interaction about two-thirds of classroom time is taken up with talk of some kind and that two-thirds of these talk consist of teacher talk.

The most important key to creating an interactive language classroom is the initiation of the interaction by the teacher. In the second language classroom where students often do not have a great number of tools for initiating and maintaining language, questioning strategies provided necessary stepping stones to communication.

According to Brown (2001) there are other teacher strategies that promote interaction. Pair work and group work give rise to interaction. Giving directions (“open your books,” “Do the following exercise”) can stimulate interaction. Reacting to students (praise, recognition, or a simple “Uh-huh”) and responding to student-initiated questions are essential tools to develop interaction.

As I have mentioned that in the classroom, there are teacher talk and student talk. In this thesis, I focused on the teacher talk. There are

seven categories of teacher talk. They are accepting feeling, praising or encouraging, accepting or using ideas of students, asking questions, lecturing, giving directions, criticizing or justifying authority.

I investigated the questioning as it is an important element of teacher talk. Questioning is important because on the average, teacher asks about two questions a minute ... (Rosenshine, 1971, cited in Turney 1983). The same opinion is stated by Stevens (1972) that approximately eighty percent of a teacher's school day was spent asking questions to students. More contemporary research on teacher questioning behaviors and patterns, indicate that this has not changed. Teachers today ask between 300-400 questions each day (Leven and Long, 1981 cited in Brualdi, 1998:1).

When teachers pose question, their questions can relate to a teaching plan or teacher's lesson material. Thus, in the classroom, teachers may give explanations, present facts and ideas, and control the direction of the lesson by using questions. Without the skill of questioning, a teacher had the difficulty knowing how well the students understand material presented to them. It is also acknowledged that question can also perform other function. As it is stated by Mishler (1975) that question can function such as assisting classroom control and management.

When teachers carry out questioning which is related to teaching plan, they have several reasons (Morgan and Saxton, 1991):

1. the act of asking questions helps teachers keep students actively involved in lessons;
2. while answering questions, students have the opportunity to openly express their ideas and thoughts;
3. questioning students enables other students to hear different explanations of the material by their peers;
4. asking questions helps teachers to pace their lessons and moderate student behavior;
5. questioning helps teachers to evaluate student learning and revise their lesson as necessary.

From this fact, we can deduce that questioning is fundamental to teacher's talk so every teacher has to master this skill. Teachers with long experience may have this skill but novice teachers have to do much practice in the classroom in order to get the skill of questioning because the skill of questioning can be acquired only at the expense of much practice in the classroom.

Considering the above fact, I conducted a study which investigates the novice teachers' skill in conducting basic questioning in the classroom. Basic questioning which is related to teaching plan and encourages students' participation and interaction in the classroom will be discussed. The discussion of the novice teachers' skill was based on Turney's micro skills in conducting basic questioning. The skill of basic questioning can be observed by using a checklist of the skill components

on basic questioning. The components are structuring, phrasing, focusing, re-directing, distributing, pausing, reacting, prompting, and changing the level of cognitive demand.

1.2 Reasons for Choosing the Topic

In this study, I focused on the questioning skills because I am interested in knowing the novice teachers' skill in conducting basic questioning. I chose novice teachers as the subjects of my study because in my opinion novice teachers still have to improve their skill through practices. I would like to find out whether they apply basic questioning skill components that they have learned in the microteaching class into the real classroom practice. In this case, I investigated not only the basic questioning skills but also the types and levels of questions when they posed the questions.

I am concerned with basic questioning skills because from my experience as student's advisor in practice teaching for about four years, I found out that these novice teachers dominated the classroom talk when they explained the lesson. They used small portion of basic questioning in their practice teaching. Based on this experience, I wrote my thesis entitled "Novice Teachers' Skill to Carry out Basic Questioning in Practice Teaching".

The following ideas support the reasons for choosing the topic of basic questioning for my thesis:

1. one of the basic skills that every teacher must have in the teaching activity (Stones, 1972:87)
2. a very important component in the teaching activity because it has some objectives especially in promoting the students' level of understanding and enhance their powers of critical thinking (Bedwell, 1975 cited in Turney 1983)
3. an important thing in developing the rapport between the students and the teacher (O'Neill, 2003)
4. a guidance for the teacher to establish an interactive language teaching, and teacher's questioning will initiate classroom interaction (Brown, 2001)

1.3 Research Questions

By discussing the components of basic questioning skill made by novices, I tried to answer the following research questions:

1. Which types of basic questioning components do the novice teachers use in the classroom?
2. What types of question do the novice teachers use in the classroom?
3. What levels of questioning category do the novice teachers use in the classroom?

1.4 Purpose of the Study

The purposes of this study are as the following:

1. to explain which types of basic questioning components used by the novice teachers in the classroom;
2. to explain what types of question used by the novice teachers in the classroom;
3. to explain what levels of questioning category used by the novice teachers in the classroom.

1.5 Significance of the Study

I investigated the facts of the level of questioning category and type of questions used by novices of IKIP PGRI Semarang in the classroom situation. This research investigated the novices' skill in using the questioning based on the basic questioning components used by the novice teachers in the classroom.

The result of the research will be implemented in the institution where I work. It will be the teacher trainers' consideration in conducting the microteaching class for the novices in their training program. It is expected that the novices will get the advantages from the result of this research to improve their ability in conducting questioning in their practice teaching. It is also expected that this ability will improve teaching learning activity. Hopefully, the teaching objectives will be achieved.

1.6 Definition of the Terms

Referring to the title of my thesis, I would like to explain the terms used. Some terms used in this study are defined as follows:

1. Novice teachers

Novice is a person who is new and has little experience or no experience at all in a job or situation. Novice teachers here are the students who are still in the teaching training and have their practice teaching in the real classroom situation. They have the practice in the real world in order to get more experience. They may join in the practice if they have passed the microteaching class. The practice teaching is for preparing the novices of becoming professional teachers.

2. Skill

Skill is the fact that somebody is able to do something (Holt, 1966: 50). In this study, the word something here refers to the skill of conducting basic questioning in the classroom. What I did in the research was to recognize which components of basic questioning skill applied by the novices in the classroom.

3. Basic questioning

Basic questioning here refers to the skills of the novice teacher's to encourage students to participate in the classroom. In this case, it has a clear purpose and is designed to promote a considered response from students. (Turney, 1983: 62)

4. Practice teaching

This is the activity of conducting practices in teaching in a classroom but this activity is under supervision of experienced teachers.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 The Role of a Teacher

In the discussion of teaching and learning, teachers have many roles in the classroom. According to Freire (1983) cited in Gibbons (2002), teachers are seen to “deposit “skills or knowledge in the memory of the students. Teaching learning relationship is the transmission and reception. Teachers transmit the knowledge and the students receive the knowledge, while Piaget (cited in Gibbons 2002) stated that education is not as a matter of receiving information but of intelligent inquiry and thought. Learners are placed at the center of educational process.

Vygotsky’s theory cited in Richards (2007) stated that learning was through interaction. Interaction and negotiation of meaning were seen as central to learning through tasks that require attention to the meaning, transfer of information, and that require pushed output. Learning occurs through negotiation the learner and more advanced language users- in this case is the teachers. This process is known as scaffolding. The term scaffolding talk was also used by Wood, Bruner, and Ross (1976). Scaffolding here is the teachers’ assistance to help the students how to do something so that the students will be able to move towards new skills, concepts, or levels of understanding. Teacher is the model for the students.

In short as stated by Richard (2007) Learning was through scaffolding. This implies that for language learning to take place there must be certain elements provided in the classroom. Shrum and Glisan (2000, 14-15) cited in Richard (2007) stated the element of opportunities for learners to negotiate meaning in the target language, with assistance from the teacher and from one another. I can see here how important the scaffolding talk in the classroom is. Teachers' role in this scaffolding is very important, since teachers' talk will be the initiation for the students' talk in the classroom.

2.2 Teacher's Talk

In the discussion of classroom talk, there are two kinds of talk. The first talk is the students' talk and the second is the teacher's talk. In this study, the the teacher's talk refers to the novice talk.

The role of teacher's talk in language learning is very important as it is stated by Vygotsky that teachers need to stimulate students to talk in class or what Wegerif and Mercer (1996) cited in Gibbons (2002) refers to as "exploratory talk". This is the kind of talk that allows learners to explore and clarify concepts or try out a line of thought, through questioning, hypothesizing, making logical deductions, and responding to others' ideas.

In this study, the novice teachers' questionings were discussed. In class there are two kinds of teachers' questioning. The first is the teachers'

questioning in which the main function is to control the class during the lesson, for example, reminding the students to be quiet, checking the students' attendance, and setting the seating arrangement. The second is the teachers' talk which is the main function is to conduct the lesson. In the second terms, it included some discussion such as the types of questions, the level of questions, and how the teachers pose the questions to the students.

In this study the teachers' questioning whose function is for conducting a lesson is investigated. Students' talk was not investigated but in prompting and re-directing, in the part of how teachers pose questions, their talk is also considered in the analysis.

2.3 Types of questions

In the previous research which was done by Ann Dashwood about the alternatives to questioning, it showed that teachers posed open questions more than closed questions in the classroom. In my research I investigated which types of questions used by novices in the classroom.

This part discusses whether teachers ask closed or open questions. The explanation of the two basic types of questions is based on the types of questions written by instructional department (2006: 3). The types are as follows:

1. Closed questions

A closed question is one in which there are a limited number of acceptable answers. A closed question can be recognized easily because it starts with words such as: do, is, can, could, will, would, shall, should. This type of question is calling for one word or one input answer.

2. Open questions

An open question is one in which there are many acceptable answers. This type of question is calling for opinions, views, feelings, or experience. Since open questions are designed to give information. They start with words such as: how, why, where, when, what, who, which.

Both open and closed questions may be at any level of the taxonomy. The following are the examples of open and closed question combined to any level of the taxonomy.

a) An open low-level question

What is an example of an adjective?

b) An open high-level question

What are some ways we might solve the energy crisis?

c) A closed low-level question

What are the stages of cell division?

d) A closed high-level question

Given the medical data before you, would you say this patient is intoxicated or suffering from a diabetic reaction?

Teaching learning processes in the classroom include three categories. They are teacher behavior, student behavior, and other. In the category of teacher behavior, it consists of all actions a teacher would make in the classroom. The actions are planning, management and instruction. (Huitt, 2003)

Planning refers to all of activities a teacher might do to get ready to interact with students in the classroom. Management refers to controlling student behavior, while instruction refers to guiding student learning. There are varieties of specific teacher classroom variables that have been related to student learning. Walberg (1986) cited in Huitt (2003), in a meta-analysis of teacher effectiveness research found support for the following individual variables:

- a) use of positive reinforcement
- b) cues and corrective feedback
- c) cooperative learning activities
- d) higher order questioning
- e) use of advance organizers

From the above list, questioning is one of the language teaching components or micro skills every teacher must possess. The micro skills here are the skills of opening and ending a lesson, explaining a lesson,

giving reinforcement, conducting basic and advanced questioning, managing the classroom, and making variability.

In this study, I have to try to find the relevant theories related to the skill of conducting basic questioning. The theories cover the basic questioning skill components, the levels of questioning category, and the types of questioning.

2.4 Basic questioning skill components

Basic questioning skills have nine components. Those components are covered in Turney (1983:97-98). According to Turney, basic questioning skill components can be classified as follows:

1. Structuring
2. Phrasing
3. Focusing
4. Re-directing
5. Distributing
6. Pausing
7. Reacting
8. Prompting
9. Changing the level of cognitive demand

The detailed explanations of the above components are as follows:

1. Structuring

At the beginning of the lesson, students need to know a clear objective of the lesson. Teachers' structuring will help the students to get the information on the objectives. According to Turney (1983: 64) structuring in the context of basic questioning skills refers to:

- a) teacher statements which signal the purpose and direction of a questioning sequence;
- b) the teacher's provision of relevant information before a question or series of questions to assist students formulate appropriate answers;
- c) teacher's comments during a question-and-answer sequence which summarize or extend student answers, so providing information to facilitate student involvement in the next question or series of questions.

Teachers can do structuring by:

- a) providing a frame of reference for student thinking,
- b) giving specific information,
- c) making the purpose of questions clear,
- d) using the board to draw ideas together.

2. Phrasing

When a teacher poses a question for which there is a predetermined 'known' answer, the teacher occupies the role of 'primary knower' (Berry, 1981, cited in Dashwood, 2005). The teacher poses question and students are expected to provide specific answer. Students

sometimes get the difficulty in responding to teachers' questions. It is sometimes caused by teachers' questions which are too complicated and no clues for the answer. Teachers can help them by phrasing the questions.

Phrasing is related to the way the questions are phrased to make sure that the wording is clear and the focus is unambiguous. In pointing out the need for questions to be carefully worded, Davis, 1981, cited in Turney (1983) suggested several important aspects to consider when preparing questions. They should be simple, well defined with a clear focus, be pitched at a reasonable level, be relevant to the matters being discussed, and they should be thought-provoking. The importance of clarity, brevity, and purposefulness and of matching the demands of questions to the level of the class is discussed in the work of Brophy and Good (1973). Phrasing can be done by using language that is clear, and appropriate to the level of students, using short questions easy to follow and specifying clearly the task for students, and making judicious use of specific leading questions (Turney, 1983:97)

3. Focusing

The language of a teacher's questions should not only be clear but the questions should have sharp focus. Hyman (1970) suggested that there are five main types of focus questions:

- a) questions whose function is to provide the general topic area for discussion;
- b) questions which serve to introduce a topic and indicate to the participants the intended direction of a discussion;
- c) questions which serve to re-focus or sharpen a discussion that has wandered a little;
- d) questions which serve to change the sub-topic of discussion;
- e) questions which used to switch the discussion from its originally intended direction.

The activity of focusing as stated by Turney, can be done by carefully defining the scope of a question, asking questions which centre on a single task, and not asking double barreled questions (1983:97).

4. Re-directing

In a class discussion, teachers sometimes ask the same questions to some students. This activity is called as redirection. Redirection refers to the technique of asking the same question of several different students in sequence, with either minimal or no teacher comments intervening (Borg, 1970; Wright and Nuthall, 1970). The purpose of this strategy is to minimize teacher intrusion into the discussion and to heighten the possibility of students reacting to and building on one another's responses. Selecting students in turn to answer questions and using verbal and non-verbal means are part of the re-directing.

5. Distributing

Distributing refers to the way in which teachers distribute questions to the students. In distributing questions, teachers should carefully select students to respond to questions. This will give the students the chance to contribute in the class activity. Distributing can be done by asking questions of students located in all parts of the room and posing questions to the whole class and then to the individuals.

6. Pausing

Pausing can occur both after a question has been asked and after a student has responded. It is important for teachers to pause long enough upon posing a question to allow student to comprehend the question, think about the possible answers to it and formulate a response to it. The importance of pausing is stated by Rochester, it is particularly necessary to pause after questions which require opinions, interpretations or more complex levels of thought from students (1973). Teachers can do pausing by giving students adequate time to think about a question before answering and by allowing students time to reflect on answers put forward.

7. Reacting

Reacting refers to the teachers' reactions to students' answers and provides clues for effective practice. Reacting can be done by accepting answers with warmth and enthusiasm, using students' answers to build up the lesson, and incorporating students' ideas into

lesson summaries. In relation to the teachers' reacting, Clark et al. (1979) have drawn attention to the praising correct answers, indicating when answers are incorrect and providing reasons for their incorrectness, prompting replies, writing correct answers on the board and re-directing a question when a prompt has been unsuccessful.

8. Prompting

Prompting refers to the way a teacher responds to a student who fails to articulate an answer or gives an inadequate answer. Prompting can be done by assisting the student who fails to give an adequate answer, rephrasing questions which have been difficult, offering simpler questions before returning to those that have caused difficulty, and backtracking to draw attention to relevant information.

9. Changing the level of cognitive demand

In this component of basic questioning, teachers change the level of cognitive demand by balancing questions requiring factual recall with more difficult questions, establishing a gradual progression from more simple questions related to concrete examples to questions requiring higher levels of thought, preparing questions carefully to assist progression in questioning, using graphs, diagrams, documents, apparatus to assist in varying the level of cognitive demand, and asking students questions about their feelings and emotional responses to situations.

Considering the last component of the skill in basic questioning, mastering the questioning strategies are important skills for the novice teachers to acquire.

2.5 The levels of questioning category

Questioning should be used purposefully to achieve the goals. Teachers should ask questions which will require students to use the thinking skill. One of the suggestions for teachers to improve their quality of the classroom questions is by determining the intellectual level of the teacher questions. Bloom's taxonomy can be applied in this case. (Brown, 2001:172)

Based on Bloom's taxonomy, there are six levels of questioning category. Bloom's taxonomy is a hierarchical system of ordering thinking skills from lower to higher, with the higher levels including all the cognitive skills from the lower levels.

The six question categories and typical classroom question words which are adapted from Kinsela (1991) and Bloom (1956) cited in Brown (2001) are knowledge, comprehension, application, analysis, synthesis, evaluation. The following are the detailed description of the levels and examples of questions:

- a) Level 1 – knowledge: exhibit previously learned material by recalling definitions, principles, formulas, facts, terms, basic concepts and answers.

Key words: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select.

Examples:

What is the definition of “verb”?

What are the stages of cell division?

- b) Level 2 – comprehension: demonstrate understanding of facts and ideas or the meaning of remembered material by explaining in one’s own words or citing examples, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Key words: compare, contrast, demonstrate, describe, explain, interpret, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.

Examples:

Explain the process of digestion.

What are some words which are commonly used as adjectives?

- c) Level 3 – application: using the new information in a new context to solve a problem, to answer a question, or to perform another task. The information used may be rules, principles, formulas, theories, concepts, or procedures.

Key words: apply, build, choose, construct, demonstrate, develop, draw, experiment with, interview, make use, model, organize, plan select, solve, utilize.

Examples:

How does the law of supply and demand explain the current increase in fruit and vegetables prices?

Based on your knowledge, what statistical procedure is appropriate for this problem?

- d) Level 4 – analysis: examining and breaking information into parts by identifying motives or causes, making inferences and finding evidence to support generalizations.

Key words: analyze, categorize, classify, examine, group, simplify, distinguish, discover, divide, group, conclude, relationships, assume, sequence, inspect, distinction.

Examples:

What is the relationship of probability to statistical analysis?

What conclusion can you draw from this process of writing composition?

- e) Level 5 – synthesis: compiling information together in a different way by combining elements in a new pattern or structure or proposing alternative solutions.

Key words: combine, compile, compose, construct, create, design, develop, formulate, imagine, invent, make up, originate, plan, propose, solution, suppose, discuss, modify.

Examples:

How would you improve your paragraph?

Can you propose and alternative solution for this problem?

- f) Level 6 – evaluation: presenting and defending opinion by making judgments about information, validity of ideas or quality of work based on set of criteria.

Key words: award, defend, determine, justify, measure, support, prove, assess, value, recommend, disprove, rate, and choose, judge.

Examples:

*Does Hemingway use adjectives effectively to enhance his theme in *The Old Man and the Sea*?*

Can you assess the value or importance of visual aids to vocabulary teaching?

The above levels of questioning category can be classified into two categories, “lower-level” and “higher-level” questions. Lower-level questions are those at the knowledge, comprehension, and simple application levels of the taxonomy. Higher-level questions are those requiring complex application. Analysis, synthesis, and evaluation are in the higher-level questions.

CHAPTER III

METHODS OF INVESTIGATION

In this chapter on the methods of investigation, all the information about the study was explained. And the scope of the discussion included the subject of the study, object of the study, method of the study and the final process of the investigation called interpreting.

3.1 Subjects of the Study

In this study, there are five participants as the subjects of the study. They are five novices of the IKIP PGRI Semarang. They are the students who take the course of practice teaching in the real classroom practices. These five students had practices in the private and public senior high schools in Semarang. They had practices for two months – from 14 August 2005 to 20 October 2005.

3.2 Object of the Study

The object of the study is the novices' skills in conducting basic questioning in the classroom practices. And the skills of basic questioning which are investigated are the skills of structuring, phrasing, focusing, re-directing, distributing, pausing, reacting, prompting, and changing the level of cognitive demand. In conducting the questioning, the types of the question and

the levels of the question are also important so they are also the object of the investigation too.

The unit of analysis of the study is the novice teachers' talk on basic questioning which were conducted by 5 novices.

3.3 Method of the Study

In the discussion of qualitative research there are some types of study. One of them is the study on document analysis. The document analysis is a study which focuses on the analysis and interpretation of written, recording, and notes (Ali Saukah, 2007). Discourse analysis is one of the types of the study in the document analysis. In this study the discourse analysis focuses on the analysis and interpretation from recording data.

Nunan (1992, 160) stated that discourse analysts have studied textual factors as well as speech acts such as inviting, apologizing, and denying and interpreted within coherent discourse. In this study I investigated the basic questioning components in the teachers talk and interpreted within the classroom discourse.

3.3.1 Method of Data Collection

The data of the study are spoken data in the form of the novice teachers' talk on basic questioning so recording is a proper way of getting the data. Tape recorder was used to get the data. The reason of choosing tape recorder as the tool to get the data is because it is easier

and simpler to apply. When the novice teacher was doing the teaching activity, the tape recorder can be put on the table or put in the pocket to the clearer voice.

The activities of five novice teachers during the classroom activity were recorded. Every novice activities were recorded twice, so there will be 10 recording of the novices' activity. Their performance lasted for about 45 minutes for one session meeting.

3.3.2 Methods of Data Analysis

There are four steps used in methods of data analysis as follows:

1. Transcribing

It was the process of transforming spoken data into written form. The aim of this process is to get the detail of the novices' talk and non-verbal information accompanying the novices' performances. What the entire novice teachers said in the classroom activities was transcribed and also the non verbal information was noted but it was left unanalyzed. Non verbal information was needed to give a clear clue of what the novices and the students did while they were talking.

The first and the second turns of the novices' performances were transcribed. The final process of transcribing of the first participant's first and second turn can be seen in the appendix. The non verbal information was also noted in these transcriptions. Non-verbal

information was added here as the additional information of the activity in class which was not spoken. Sometimes it was needed because the process of recording did not make use a camera which was difficult to apply. The non verbal of the following transcript can be seen in the parentheses.

The non verbal information was taken from the researcher's notes during the time of observation and recording activity in class.

2. Identifying

After the process of transcribing data, the next step was identifying the data. In the process of identification novices' talk and the students' talk were separated. All the novice teachers' talks from the transcription were identified, and then they were used for the next process of classifying. The aim of this activity is to list the novices' talk and the students' talk. It is important to make this list so that it makes the process of classification easier. Since this study analyzed the novice teachers' talk on basic questioning so in this process the novice teachers' parts were identified. The following are the examples of the result in process of identifying the novice teachers' talk.

3. Classifying

In this step the novice teachers' talk on conducting the lesson were classified according to the use of the types of questions , level of questions, basic questioning. It is to find out how many times the

novices make use the two types of questions, the two levels of questions, and the nine basic questioning components.

The novice teachers' talks were classified according to the types of the questions. The classification of the types of questions was based on the types of questions written by instructional development department. Then the novices' talks were classified according to the levels of question. The levels of questions classification was based on the categories of questions and typical classroom question words which is taken from Bloom's taxonomy. And the last one, their talks were classified according to the components of basic questioning skills using Turney's basic questioning components skill.

4. Interpreting

The last activity is making interpretation on the novice teachers' basic questioning skills. The interpretation here was made in the scope of classroom spoken discourse. The interpretation of the novice teachers' utterances in classroom were based on the intention of the novices, for example whether they wanted to do the structuring, prompting, or any components in the basic questioning. It was also interpreted how they did the questioning, for example in focusing whether they asked questions which center on a single task or they defined the scope of the questions.

CHAPTER IV

THE FINDING OF THE STUDY

Types and levels of the questions and basic questioning components of the novice teachers' utterances which were considered as the primary data were analyzed based on the relevant theory. The analysis on the types of questions were based on the types of questions which is established by the instructional department (2006), and levels of questions were based on the categories of questions and typical classroom question words written by Bloom cited in Brown (2001); While the basic questioning components analysis was analyzed using Turney's basic questioning components skill (1983). Types and levels of questions and basic questioning components were made by five participants when they were teaching in classes.

The utterances were recorded when they conducted the English classes. They have the practices in different public and private school in Semarang

The analysis relied on discourse because it helps us to a better understanding. The notion of discourse here refers to an instance of spoken or written language that has describable internal relationships of form and meaning that relate coherently to an external communicative function or purpose (Celce-Murcia, 2000:4).

This study focused on the spoken language in the classroom used by Novices in conducting the lesson. The novices' spoken data were recorded and then analyzed. There are some steps in analyzing the data. The first is the process of transcribing, to transcribe the recording data into written form. The next is identifying, to identify the talk of the recording. The third is the classification, to classify the data as what the researchers wish to investigate. The last activity is to do the interpretation of the analysis. The following are data descriptions from the five novices of English classes.

4.1 First Participant

In the first and the second turns of the first participants, most of the questions types are closed ones. In the first turn there are 18 closed questions and 8 open questions while in the second turn there are 26 of closed questions and the open question remain the same. It is possible that the use of the closed questions is easier than the open one. All of the open questions used in the first turn are for asking students' participation; while in the second turn all of them are used for asking students' opinion to the topic of the discussion.

In the first turn the low-level question, there are 26 questions while the high-level question there is only 1; while in the second turn the number of the low-level questions are increased as many as 9 questions and the second turn there is an increased number of the high-level question as

many as 11 questions. The low-level questions are more to recall the students' answer and the high level-questions are on the application level.

In the use of the basic basic questioning components, in the first turn, there is 1 structuring, no phrasing, 2 focusing, no re-directing, 19 distributing, 7 pausing, 5 reacting, no prompting and no activity of changing the level of cognitive demand. While in the second turn, structuring remain the same, still no phrasing, redireng and prompting, 2 focusing, 4 distributing, 7 pausing, 5 reacting and 1 on the activity of changing the level of the cognitive demand. The possible reason that there is no phrasing, re-directing and prompting is because those activities are considered difficult for the first participant. Instead of doing those activities the novices tend to repeat the questions or translates into Indonesian. The decrease number of other components in the second turn because the first participant used most of the time in class for the explanation activities, and only some simpe questions are posed to the students.

4.1.1 Types of Questions

1) Closed Question

Examples:

*Which sentences that express making someone do something?
Do you know what the pattern of the expression of making someone to do something is?
The sentence is true or false?*

The three statements above are the examples of closed questions, because they have limited possible answer. The first question asks the students to find the sentences from the provided text. It means that the sentences intended by the teacher are there. The second question asks the pattern of sentences or utterance. There is one pattern for one sentence. The last one is also a type of a closed question since the answer is true or false, and no other possible answer.

2) Open Question

Example:

How are you today?

Who wants to try to answer my question?

Who wants to answer number 1?

The first, second and the third questions invite many different answers from the students since each of them give the chance to the students to answer differently. The first question for example, the students may answer “fine”, “very well”, “OK”, and so on.

4.1.2 Levels of Questions

1) Low-Level Question

Example:

Do you know which sentences that express making someone to do something? (Knowledge question)

Do you know what the pattern of the expression making someone to do something is? (Knowledge)

The sentence is true or false? (Knowledge)

The first question asks the students to identify the sentences. The second question is used for recognizing the pattern of the sentences. The last one is for summarizing.

2) High-Level Question

Example:

Why false? (Analysis question)

And what will you do if you have a problem?(synthesis question)

You are angry with him and what will you say to ask my suggestion? (Synthesis question)

What do you suggest me do tonight? (Evaluation question)

The first question asks the students to form conclusion which is not directly stated in material. The students have to state the reason in their own words. The second and the third questions ask the students to combine element into a new pattern. The last one asks the students to give a judgement.

4.1.3 Basic Questioning Components

The following are the examples of the basic questioning components used by the first participant in the first and second turns.

1) Structuring

Example 1:

T Morning student. How are you today?

Ps I am fine mam, and you?

T Fine. Who is absent today?

P Saiful bu

T *Ok. Today, we are going to discuss “expressing someone to*

do something”. And then I will distribute texts of dialogue about “expressing someone to do something”. After that I want you to analyze this dialogue about “expressing someone to do something”. (Pause)

The expressions in italic are the structuring components. It is stated at the beginning of the lesson to provide a frame of reference for students thinking. The expression *after that I want you to analyze this dialogue about “expressing someone to do something”. (Pause)* gives a signal of the purpose and direction of the questioning sequence.

Example 2:

T. Good afternoon students.

Ps. Good afternoon Mam.

T. How are you today?

Ps. I am fine and you?

T. I am fine too, thanks.

Uh ..., before we learn, e ..., about our topic today, I will ask you a question. Uh ...do you agree that everybody has a problem? (pause) do you agree ...that everybody has a problem?

In this example the participant conducted the structuring at the beginning of the lesson too to give a frame of reference or student thinking but in this case the first participant made use of lower question to lead to a discussion.

2) Phrasing

The first participant did not do any activity of phrasing at all both for the first and second turns. It seems that phrasing is a difficult component to do.

3) Focusing

Example 1:

T: Do you know which sentence that express making someone do something? Please raise your hand! Which sentences that express making someone do something?

The above example shows the type of focusing question which is used for providing the general topic area for discussion. The question consists of a single task.

Example 2:

T. What is your problem now? (Pointing at a student) ... (Pause) Everybody surely has a problem. And what will you do if you have a problem?

The italic expression is an example that shows the use of focusing question to introduce a topic and it indicates more specifically to invite the students' participation towards a discussion.

4) Re-directing

No re-directing is found in the first and second turns of the first participant.

5) Distributing

Example 1:

*Ok. Yes, you Fauzi. Which sentence?
Ok. **Jumanto!** Do you know? Yes?
Maybe **Jumanto** please answer no 1.
Novi number 2.
You, **Didik?**
Ok, **Putri** you answer no 3
Ok number 5. **You, Ima** , number six.*

*Yes, you number seven (pointing at a student).
 Number eight? Agung, you do number eight.
 Reza, you number ten.
 Ok, you (pointing at a student) why false?
 True or false? Fauzi. Number one (pause) number one
 Fauzi, bedroom itu tempat tidur, benar apa salah?*

The above examples are the distributing activity. The first participant posed questions to students located in all parts of the room by pointing the students.

Example 2:

*Do you know which sentence that expresses making someone do something? **Please raise your hand***

Ok. Who knows?

Who wants to try to answer my question?

Who wants to answer number 1- please come forward!

Who wants to answer number 3?

The above examples are the distributing activity to the whole class. Distributing can be done first to the whole class and then to the individual.

6) Pausing

Pausing is always needed after the teacher poses questions. It gives the students time to think about the question and to prepare the answer. The following are the examples of pausing by the first participant.

Example:

Uhm ...do you agree that everybody has a problem? (pause)

What is your problem now? (pause)

Sharing to? (pause) to your friend?

if you have a boyfriend and he has another girlfriend. You are angry with him and what will you say to ask my suggestion? (pause)

7) Reacting

Example:

Ok Good!

Ok. Now look at number 1. I made Reza read the book..

Is it true or false?

Ok, you (pointing at a student) *Why false?*

True or false. Fauzi. Number one, (pause) number one.

Right. Bedroom itu apa?

The above reacting, the first participant did the reacting by accepting the answers with warmth and enthusiasm. The bold expressions are the expressions of accepting the students' answers.

8) Prompting

No prompting is found in the first participant activity. Since prompting is a difficult part in the teaching. It needs careful attention to the students' answers and understanding of students' difficulty in a certain part of the lesson.

9) Changing the Level of Cognitive Demand

Example:

T: Why don't we spend the weekend in Bali?

Mengapa kita tidak menghabiskan liburan akhir pekan kita di Bali

The first participant tried to change the discussion from a simple question towards the more complicated questions. The above example is the starting point to draw students' attention to the discussion.

The following are some grammatical mistakes found in the first participant utterances. They are left unanalyzed but are important to take into consideration in the discussion. The following are the examples of the mistakes:

*Ok, thank you. Do you know which sentence that express making someone do something? Please raise your hand! **which sentence that express making someone do something? Do you understand?***

The bold part is wrong. The correct one is *which sentences that express making someone do something? Do you understand?* The other example is:

*Do you know **what is the pattern of the expressing of making someone do something?***

The correct utterance is *do you know what the pattern of expressing making someone to do something is?*

The next example is:

You can say...what will I do to him.

The correct utterance of the bold part is *you can say what I will do to him.*

The first participant also made mistakes in using the phrase, for example:

Ok, Putri you answer no 3. ***Don't be afraid to make mistakes.***

The phrase in bold should be *don't worry about making mistake.*

It is important for teachers to correct the students' response. In the second turn it can be seen that the teacher did not recognize this mistake.

The following is the example of the students' mistake:

T: Make some suggestion based on the following situation! Are you ready?

P I am ready ***mom!***

The use of the word "mom" here is not appropriate since this is in classroom situation. The word "mom" should be "mam".

4.2 Second Participant

The second participant, in the first turn, used 19 closed questions and 8 open questions. But in the second turn there is an increase on the use of both types of questions. There are 26 closed questions and 18 open questions. The possible reason for the increase in the number of open question in the second turn is that the second participant posed more open questions to attract the students' active participation to give information.

In the classification of the level of questions the second participant did not use any high level question. All the levels of the questions posed to the students are the low level. The low level questions posed by the second participant are used for recalling students' answer.

In the discussion of basic questioning components, the second participant always did the structuring activity. But it can be seen from the

table that there are not phrasing, re-directing, and changing the level of cognitive demand in the first and second turn. It seems that these components are difficult for the second participant to do. For the other components, there are 1 focusing, 1 distributing, 5 pausing, 4 reacting. While in the second turn there is an increase in some components, there are 7 focusing, and 13 reacting, and 1 prompting. In the second turn the second participant realized the importance of giving reaction to the students' answer. One important note here, the second participant tried to perform the prompting which is considered as a difficult component in basic questioning. The other thing to notice is that the second participant posed simple questions and sometimes the questions are translated in Indonesian.

4.2.1 Types of Questions

1) Closed Questions

The following are the examples of closed questions. All of the questions below have one or two possible answers. The first and the second questions need the answer "yes" or "no". The third and the fourth, there is only one possible answer. When a student was asked to spell a certain word, there was one correct answer. For the last question, the student answered the question exactly just like what the clock shows.

Examples:

Have you ever got invitation?

Do you have any watch or clock?

How do you spell it?
What time is it?

2) Open Questions

The following are the examples of open questions which invite students to respond in many different answers just as their experience.

Examples:

What kind of invitation have you ever got?
How much is your watch or your clock?
Where did you buy it?

4.2.2 Levels of Questions

1) Low-Level Questions

Examples:

Have you ever got invitation? (Knowledge)
Thank you, I'd love to... berarti apa? (Knowledge)
How much is your watch or your clock? (Knowledge)
How do you spell it? (Knowledge)

All the above examples are the type of knowledge questions.

The first question needs the answer yes or no. The second asks the students to tell about the phrase. The third asks the students to tell about the price; while the last one asks them to recognize and tell.

2) High-Level Questions

No high level questions are found in the second participant. It was possible to happen because the second participant taught

the first year class in which most of them were still difficult to follow the material.

4.2.3 Basic Questioning Components

1) Structuring

Example 1:

T : *Now we are going to talk about giving invitation. Do you know the meaning of giving invitation?* (pause) Apakah kalian tahu artinya giving invitation? What is the meaning of giving invitation? Giving invitation means mengundang. Ok! *Before we learn the expressions, sebelum kita membahasnya I want to ask you: have you ever got invitation? Pernahkah kalian mendapat undangan, may be from your friend or from your neighbor atau tetangga. What kind of invitation have you ever got? Jenis undangan apa yang pernah kalian dapat? Birthday party or wedding?*

P : Birthday party (not in clear voice)

In the above example, structuring was done by making the purpose of the question clear at the beginning of the discussion.

The teacher also provided the students reference for students thinking.

Example 2:

T : Ok. (Pause) *Now the material for today is dealing with "numbers". I will give you examples and exercises* (pause) Ok, do you have any watch or clock? Kalian punya jam tangan atau jam dinding?

P : Yes, at home

The second example was also the same as the first one; the statement of the teachers signaled the purpose and direction of

the questioning sequence. Relevant information was also given before a question or series of questions.

2) Phrasing

No phrasing is found in the first and second turns of the second participant. The possible reason is because phrasing is not an easy component to do in class.

3) Focusing

Example:

*Ok, do you have any watch or clock?
How much is your watch or your clock?
How do you spell it?
Where did you buy it?
When did you buy it?
What's the date?
What time is it?*

All of them are the examples of focusing questions. They asked questions which centre on a single task and they are not double-barrelled questions.

4) Re-directing

No re-directing is found in the first and second turns of the second participant. Re-directing is also a difficult component to do, since the teachers have to find a way to make the questions sound clearer by giving clue so that the students can get the right answers.

5) Distributing

Example:

I will ask you a question. (to the whole class)
What is your problem now? (Pointing at a student)
The other?

Above is the example of how to distribute the questions. First, the question is posed to the whole class to invite students' participation. But in the second question, the teacher pointed the students one by one.

6) Pausing

Examples:

Uhm ...do you agree that everybody has a problem? (pause)

What is your problem now? (pause)

Sharing to? (pause) to your friend?

if you have a boyfriend and he has another girlfriend. You are angry with him and what will you say to ask my suggestion? (pause)

Why don't we spend the weekend in Bali?

Mengapa kita tidak menghabiskan liburan akhir pekan kita di Bali? (pause)

The second participant applied the pausing component everytime after posing questions. This gives the chance the students to think about the questions before answering.

7) Reacting

Example:

Twenty five past seven. (Write on the board)

(Write on the board and repeat the students answer). T-W-E-L-V-E o'clock.

Ok, good.

The second participant is trying to incorporate students' ideas into lesson summaries. The students' answers are used to build

up the lesson. The last utterance shows that the second participant is also accepting the students' answer with warmth and enthusiasm.

8) Prompting

Example:

T :Ok. I want to ask you, how much is your watch or your clock? Berapa harganya?

P :Sepuluh ribu

T :Sepuluh ribu? What is it in English? Coba gimana?

P :Ten thousand

T :Ten thousand. Ok. How do you spell it? Ten thousand. How do you spell it? Bagaimana mengejanya?

P :T-E-N (pause)

T :T-E-N, thousand-nya.

Ps :T-H-O-U-S-A-N-D

In this component, the second participant is trying to assist the students who get the difficulty to give an adequate answer. Simpler question in mother tongue is also posed to the students to make them understand the question.

9) Changing the Level of Cognitive Demand

No examples is found for this component

4.3 Third Participant

In the question types, the third participant used 24 types of closed questions and 4 types of open questions in the first turn. In the second turn, there are 39 closed questions and 8 open questions. It is possible that the novice teacher used more number of closed questions type because this type is easier for the students to answer than the open one. When the

novice posed the open question, it is possible that the students will be afraid to answer the question. Moreover the novice sometimes has to work hard to create questions.

The third participant posed 24 low level questions and 3 high level questions in the first turn; while in the second turn, there is an increase in the number of low level question and high level question. There are 40 low level questions and 5 high level questions. The possible reason of the large number of low level questions is that it seems that the teacher really wanted the students to be active in class with the interesting discussion about song and in the second turn about the students' experience which exposed the use of simple past tense.

In the use of basic questioning components, it can be seen from the table that in the first and in the second turns the third participant did not do any activities in phrasing, focusing, re-directing, prompting, and there is only one question intended to change the level of cognitive demand. It is possible that the third participant still got the difficulty in conducting all of those components in the teaching activities. In the beginning of the teaching activity the third participant always did the structuring. While for pausing, distributing and reacting, the third participant showed a significant number in the class activity. In the first turn the third participant did 22 distributing components, 3 pausing, and 24 reacting. But in the second turn there is a decrease in the number of distributing and pausing. The reason for the decrease number in distributing is the teacher

uses more activity of writing the answer on the blackboard and most of the questions are posed to the whole class.

4.3.1 Types of Questions

1) Closed Questions

The following are the examples of closed questions. There are only two possible answers of the following questions. The first is “yes” or “no”. The second is to choose between the two options.

Examples:

Do you want to listen to the next song?

Is it right or wrong?

Do you understand?

Did you visit your grandmother or grandfather last weekend?

2) Open Questions

For the following questions, there are more possible answers. Students may give their opinion or state their definition in their own words.

Examples:

Why do you think that this song is not easy?

What do you think?

What is a regular verb?

What is simple past tense?

4.3.2 Levels of Questions

1) Low-Level Questions

The following questions are in the low level questions. They are in the category of knowledge questions. It can be seen from

the common question words which needed the answer “yes” or “no”. The last two questions ask the students to define the regular verb and past tense.

Examples:

Do you want to listen to the next song?
Do you understand?
Did you visit your grandmother or grandfather last weekend?
What is a regular verb?
What is simple past tense?

2) High-Level Questions

Examples:

Why do you think that this song is not easy?
What do you think?

The first and the second questions ask the student to make a judgement about the song. It also asks them to state the reason. They are categorized in the evaluation questions.

4.3.3 Basic Questioning Components

1) Structuring

Example:

Today we will listen to a song hari ini kita akan membahas lagu. Listen carefully to this song. The title of this song is “MoreThan Words”.

Today I will explain about simple past tense.

The third participant provided a frame of reference for students thinking. The topic of the lesson discussion was given so that

the students knew that the teachers' questions were related to the song discussed.

2) Phrasing

No phrasing components are found

3) Focusing

No examples of focusing components are found in the first and second turns of the third participant.

4) Re-directing

No re-directing components are found in the first and second turns of the third participants

5) Distributing

Examples:

Rini?

Era?

Desiwati. Ok, you. (pointing the student)

Number 2, Wijayanti.

Ida! What is simple past tense?

In the above examples, the third participants pose the questions by calling the students' names to give the turn to answer. The following distributing examples are different from the above examples. In the following examples the novices pose the questions to the whole class. The word "you" here means the students in the class. The third participant is trying to invite as many responses as possible from the students.

Examples:

Ok, I'll give you a question. Did you go to school yesterday? And then if I ask you, did you study last night? Apakah kalian belajar bahasa Inggris tadi malam? Did you study English last night?

6) Pausing

Examples:

*Ida! What is simple past tense? (pause)
Can you make another example? Mungkin kalian bisa membuat kalimat yang lain? (pause)
Verb? (pause)
Why?... (pause)
Visit becomes? (pause)*

The above examples are pausing components. The pausing component can be recognized clearly. The third participant gives waiting time after posing question. In the transcript the pausing components were noted by putting the word (pause).

7) Reacting

Examples:

*Say it once again, yes or yes mam.
Ok, repeat it once again
Ok, that's good
Ok,
Good.
Ok, good
Yes, that's good.
That's good.
Number 1, is it right or wrong?
Right or wrong?
Good. It's right. Number 2, is it right or wrong?
Sorry the answer is wrong. What about number 3
That's good. It's right. Ok, so, you got four mistakes here.*

Above are the examples of reacting. After the students answer the questions the teacher gives the comment on the students'

responses by stating whether the answers are right or wrong, by accepting the answer in warm and enthusiasm manner, or by stating that the answers were wrong and showed the correct answer. In the following examples, the third participant incorporates the students' ideas into lesson summaries by making use the blackboard.

Examples:

The complete answer is yes, I went to school yesterday. (write the complete answer on the blackboard).

Contoh ya, I studied English last night. (write the example on the blackboard).

Ya, pinter. Berarti yang ini (pointing at the example of sentence at the board), I went to school?

8) Prompting

No prompting is found in the third participant activities.

9) Changing the Level of Cognitive Demand

Example:

Why do you think that this song is not easy?

This question asks the students' opinion, not merely asking the yes or no answer, or choosing the option. They have to say something in their own words.

4.4 Fourth Participant

The fourth participant used large number of closed questions than the open questions. From the table it can be seen that there are 65 closed

questions and 28 open questions in the first turn. In the second turn, there are 48 closed questions and 20 open questions. It seems that closed questions are easy to apply than the open ones. And from the transcript the fourth participant repeated the students' answers and in return the novice asked questions from the answer.

In the discussion of the question level, the fourth participant posed 104 low level questions and 4 high level questions in the first turn. In the second turn the fourth participant posed 57 low level questions and 12 high level questions. The number of low level question decreases in the second turn while the high level increased. When the novice posed high level question to the students, it took more time for them to seek the answer so that the teacher still had to stick with same question for several minutes. This results in the decrease number of the low questions. And sometimes the novices just do the repetition or repeat the questions but no clue to help the students to answer.

There is no activity of phrasing, re-directing, prompting and changing the level of cognitive demand both in the first and the second turns. The possible reason for this condition is that it is not easy for the novice to conduct those activities in the class. For the structuring, in the first and the second turns, the fourth participant started the lesson by conducting questions as the introduction to the material. The other component which can be seen in the table is the focusing component. The fourth participant did 7 focusing activities in the second turn; while in

reacting there are 9 times of reacting in the first turn but none in the second. The distributing and pausing appear in the first and second turns. In the first turn there are 18 distributing and 5 pausing and in the second turn there are 25 distributing and 15 pausing.

4.4.1 Types of Questions

1) Closed Questions

The following are the examples of closed questions which are posed by the fourth participant. For the first question, there is only one answer from each student; while the second and the third questions need the answer “yes” or “no”. And the last one there is only one correct answer.

Examples:

Where are you?

Can you answer the question?

Do you understand what I mean?

What is the name of this part?

2) Open Questions

In the following questions, the students are asked to answer in their opinion so there are many possible answers in the discussion. This is called as the open questions.

Examples:

Any other expression?

What is the advertisement about?

What's the content of the third paragraph?

4.4.2 Levels of Questions

1) Low-Level Questions

Example:

What are the requirements?

Is it new word for you?

How many people should I invite to the party?

The first question asks the students to mention the requirements based on the discussion in the passage. It is the knowledge type; since the students have to remember the facts. The characteristic of this knowledge question is the stem word question “what”. The second needs a short answer “yes” or “no”. The second is also a knowledge level question. The characteristics is on the “yes” or “no” answer. And the last one is the knowledge question too.

2) High-Level Questions

Example:

What is the advertisement about?

What is the content of the second paragraph?

Why does the salutation use dear sir or madam?

The first is the analysis question. It asks the students to distinguish the content of the advertisement. The second is also analysis question which asks the students to deduce or to infer the passage discussion. The last one is the evaluation question in which asked the students to state the reason.

4.4.3 Basic Questioning Components

1) Structuring

Examples:

Ok, thank you everybody. I think you still remember (pause). The last material. Is that right? Last material (pause) the future tense.

Today we are going to talk about application letter. (pause) Help me to distribute this paper to your friends. One student gets one paper.

The fourth participant made the purpose of the questions clear. Specific information was also given here so that the students got the frame of reference for thinking.

2) Phrasing

No phrasing is found in the fourth participant activities.

3) Focusing

Examples:

What is the advertisement about?

What are the requirements?

If you send an application letter, what do you include?

What do you enclose in application letter?

Do you know the part of a letter?

What jobs are there?

What is the address of the company?

The above examples, the questions posed by the fourth participant consist of a single task. The scopes of the questions are also clear.

4) Re-directing

No re-directing is found

5) Distributing

Examples:

To the whole class:

What is the meaning of advertisement?

What is the advertisement about?

And then? What else? What are the requirements?

What is the meaning of the last paragraph?

If you send an application letter, what do you include? Besides the letter, what else? Do you know the part of a letter? Do you know the part of a letter?

At the beginning of the lesson the fourth participant posed the question to the whole class first and then to the individual. The following are the examples of questions posed to the individual.

Examples:

To individual:

What does it mean? What is the content of the second paragraph? (to one of the students)

What's the content of the third paragraph? Who wants to try to answer? Suci?

The question for number one is how many vacancies are there? (to Yuni)

What is the address of the company?

Who wants to answer number five? (pause) Ok, Retno!

When did Dewi sent it? (to Istiana)

Where did she graduate from?(to one student)

6) Pausing

Examples:

What is the content of the second paragraph? (pause)

What's the content of the third paragraph? (pause)

If you send an application letter, what do you include? (pause)

Beside the letter, what else? (pause)

Do you understand what I said? (pause)

What do you enclose in application letter? (pause)

Do you know the part of a letter? (pause)

The words “pause” indicates that the fourth participant gave the waiting time for the students to think for a while after the questions were posed.

7) Reacting

Examples:

OK. Good

OK, repeat once more.

Oh, OK. Good, excellent.

Yes, good.

Can you repeat once more?

Ok, good. Thank you everybody.

OK, thanks

OK

Good. Any other expression?

Most of the reacting components found in the fourth participants are in the form of accepting students' answer with warmth and enthusiasm.

8) Prompting

No prompting is found in the fourth participants' activities.

9) Changing the Level of Cognitive Demand

No activities of balancing the questions requiring factual recall with more difficult questions is found in the third participant activities.

4.5 Fifth participant

The fifth participant conducted 56 closed questions and 1 open question in the first turn, and in the second turn there are 66 closed

questions and 3 open questions. In this case the fifth participant used more closed question in class to involve all the students in the speaking activities.

In the discussion of the question level, the fifth participant conducted 55 low level questions and 7 high level questions. While in the second turn there is more number of low level questions. There are 71 low level questions and 2 high level questions. Low level questions are needed here to make the speaking activities run smoothly without getting stuck to some high level questions.

The next discussion is the basic questioning components conducted by the fifth participant. From the table, the fifth participant did not conduct the phrasing and changing the level of cognitive demand. The biggest number of the basic questioning components can be seen in the component of distributing since the fifth participant tried to involve the students in class activity. The number of distributing in the first turn is 27 and 23 in the second turn. For the other components, the first participant conducted the structuring both in the first and second turns once. The focusing component, the fifth participant conducted twice in the first turn and five in the second turn. There is only one re-directing in the first turn but none in the second since re-directing is a difficult component. There are 2 pausings in the first turn and 7 pausings in the second. The possible reason for the small number of pausing is because most of the activities in the class were dominated by the students' turns

to practice speaking. There are three times of reacting done by the fifth participant both in the first and the second turns. The last one is prompting. There is only one prompting in the first and the second turns.

4.5.1 Types of Questions

1) Closed Questions

For the following question there are a limited number of answers or even there is only one correct answer. The first question asks the students to name the colour. The next is to mention the step; while the last one asks the students to find one correct word as the answer for the antonym of the word near.

Examples:

The colour is..?
And the step number two is?
What is the antonym of near?

2) Open Questions

Examples:

How do you translate it?
Could you tell me how to make a call using this public telephone box?
How to make a call by using a mobile phone? Please say it in English!

The above questions draw the students to supply with many different answers. One student has different answer from another.

4.5.2 Levels of Questions

1) Low-Level Question

The first is the knowledge question category which asks the students to tell whether or not they know what a telephone box is. The second question is the knowledge question category too. In this case, the students have to identify the synonym of the words asked by the teacher. The third question asks the students to answer with “yes” or “no”. This is the knowledge level too. The last one is the comprehension question with the word “translate” as the stem word question.

Examples:

Do you know public telephone box?

What is the synonym of the word about?

Have you ever used a telephone box?

How do you translate it?

2) High-Level Question

The first is the analysis question which asks the students to arrange something in order. While the second is the synthesis question which asks the students to develop the answer from the previous information.

Examples:

Could you tell me how to make a call using this public telephone box?

How to make a call by using a mobile phone? Please say it in English!

4.5.3 Basic Questioning Components

1) Structuring

Examples:

Ok, class, I want to explain how to make a call. Ok. Ayub, have you ever called someone?

Ok. Today we are going to read the story of Borobudur temple. You read it first and then I am going to ask some of you to read aloud the passage. Now read it please.

The fifth participant provided a frame of reference at the beginning of the lesson and made the purpose of the questions clear.

2) Phrasing

No phrasing is found in the fifth participant activities

3) Focusing

Examples:

*What is the synonym of village?
What is the antonym of near?
What is the synonym of the word about?
What is the synonym of stone?
How do you translate it?*

Above are the examples of focusing component. The fifth participant made use of questions which centre on a single task, not double barreled questions.

4) Re-directing

Examples:

*T: Ok, class, I want to explain how to make a call. Ok.
Ayub, Have you ever called someone?
P1 : Yes, I've ever.*

T : Ok. Who are they?

P1 : My father, my mother, my friends.

T : Ok, good. And Nova! Have you ever called someone?

P2 : Not Nova, Devi

T : Oh, yes! Sorry. Have you ever called someone, please?

P2 : Yes, mam!

T : Ok, who are they?

P2 : They are my father, my mother, my boyfriend

In re-directing the teacher may ask some students in turn to answer the same questions. In the above example, the fifth participant tried to maintain one question that is “have you ever called someone?” Some students were invited to respond. In inviting the students to respond the fifth participant selected them by naming them.

5) **Distributing**

In distributing the fifth participant posed the questions to the whole class and then to the individual.

Examples:

To individual:

What is the meaning of miracle? Ari!

What is the meaning of unique Dimas? What is the meaning of unique?

Ok. Ayub, have you ever called someone?

To the whole class:

What is the antonym of village? (to whole class)

What is the antonym of near? (to whole class)

What is the synonym of stone? (to whole class)

What is the meaning of carry? do you know the meaning of the word bring? (to whole class)

6) Pausing

Pausing gives the students adequate time to think about a question before answering. The following are the examples of pausing which are found in the fifth participant activities.

Example:

What is the synonym of village? Valaya.(pause) What is the synonym of the village?

What is the meaning of carry? (pause) do you know the meaning of the word bring?

What is the meaning of rectangle? (pause) rectangle.

7) Reacting

Examples:

Ok.

Ok, good.

Ok, thank you.

The above are the examples of reacting towards the students' correct answers. The fifth participant praised the students' correct answer.

8) Prompting

In prompting, the teacher helps one student to get the right answer by helping him/her through a series of questions or by giving a clue. The following is the example of prompting to help one of the students to do the teacher's order correctly and the teacher helped him by giving him the clue.

Example:

P :If I make a call the first time ... (try to find his own word)

T :The first time ...

P :The first time eeh...

T :You can find the name.

P :Find the name or the number you wish to call and ... (thinking)

T :Boleh pakai kata-kata sendiri, malah lebih bagus!

P :(repeat the answer). If I make a call, eeh, I want to explain about how to make a call by a mobile phone. The first please, touch the button, you know the button the first ...

T :Ok, class can you help Sally?

P :button...

T :The colour is ...?

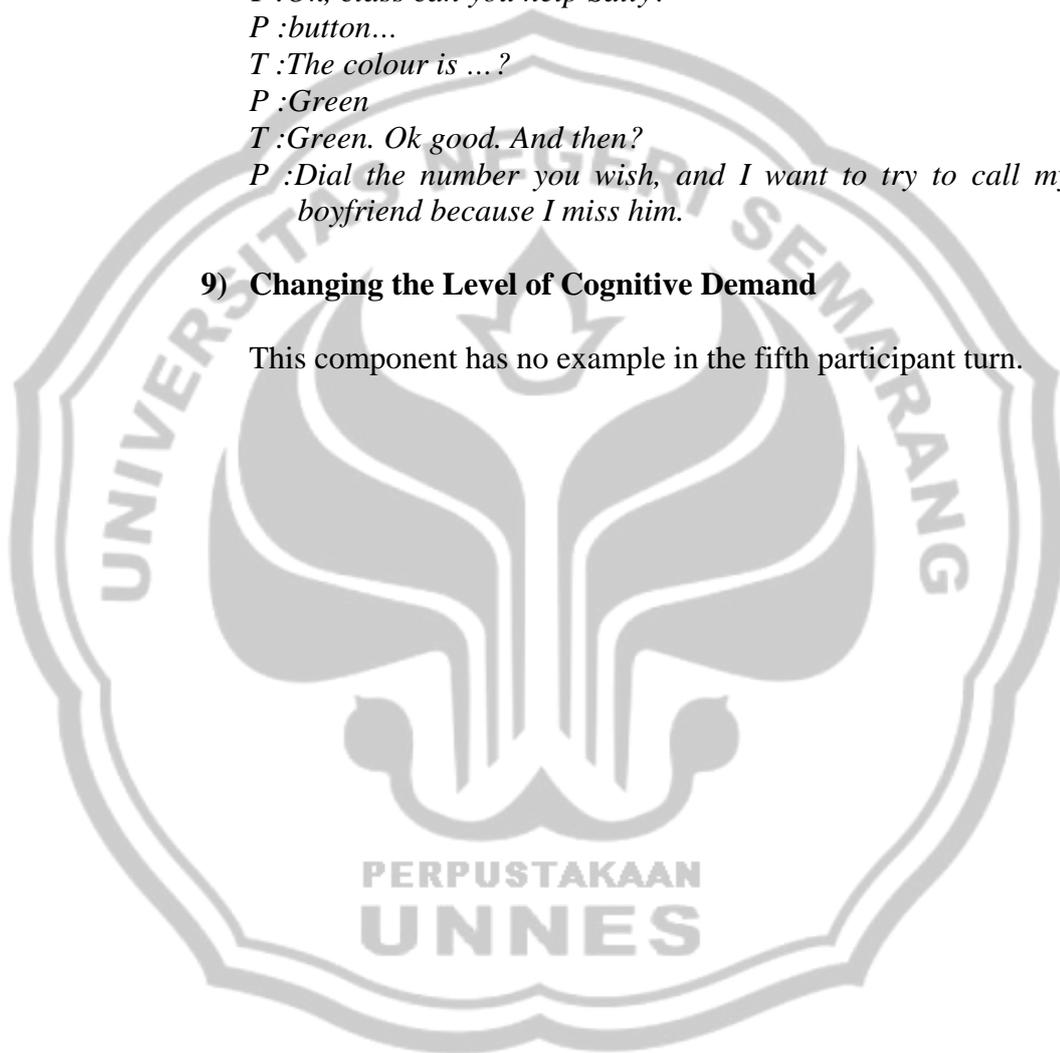
P :Green

T :Green. Ok good. And then?

P :Dial the number you wish, and I want to try to call my boyfriend because I miss him.

9) Changing the Level of Cognitive Demand

This component has no example in the fifth participant turn.



CHAPTER V

CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

In this chapter, I present the conclusion and the pedagogical implications of the study based on the findings.

5.1 Conclusions

The conclusions are as the following:

1. Generally the novices of the English classes observed in this study make use of more closed questions type than the open ones. It can be seen from the table of classification of the types of question.
2. For the analysis on the level of question, the highest numbers of questions used by the teacher are on the low level question. Although there are some high level questions used but it is not as many as the low level moreover it can be considered too low in number compared to the low level question.
3. In the classification of the basic questioning components, the large numbers of the skill components are the distributing, pausing and reacting. Since these three components seem easy for them to do.

5.2 Pedagogical Implications

1. The result of the study can be used as the feedback for the institution of teacher training to prepare the novices to master the skill components of basic questioning especially in the components of

structuring, phrasing, prompting, re-directing, focusing, and changing the level of cognitive demand

2. It is also important to train them to make use of more high level questions and open questions.
3. Novices must prepare everything before they come to the class. They have to prepare well the material, activities, and method to be used. They have to make sure that there are no grammatical mistakes and inappropriate expressions used in class.
4. Novices also need to learn how to react to the students' response. When the students' answer is wrong, novices must be able to analyze the incorrectness and provide them with the correct answer or help them to get the correct answer.
5. In posing the questions, most of the novices tend to repeat the questions without changing the type or the level of the question to give easier clues for the students to answer. Novices also tend to translate their questions into Bahasa Indonesia. It is important for them to learn how to change the questions type and level.

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The transcript of a lesson conducted by 1st participant (1st turn)

T Morning student? How are you today?

Ps I am fine mam, and you

T Fine. Who is absent today?

P Saiful bu

T Ok. Today, we are going to discuss "expressing someone to do something". And then I will distribute texts of dialogue about "expressing someone to do something". After that I want you to analyze this dialogue about "expressing someone to do something". (Pause)

(One of the students distribute the text of the dialogue to the class)

T (watching at the text distribution) At least one table one dialogue. (Pause) Ok, I want two of you to read the dialogue! I'm sorry not two but three of you to read the dialogue! (Pause) Ok, Johan, you as Febi, and then you, Putri as selly, and Fauzi, you as Winny. Ok please, three of you read the dialogue!

Ps (three students read the dialogue and the rest are listening)

T Ok, thank you. Do you know which sentence that express making someone do something? Please raise your hand! which sentence that express making someone do something? Do you understand?

Ps (silence)

P I know I know
seseorang untuk melakukan sesuatu?

P (Raise his hand)

T Ok. Yes, you Fauzi. Which sentence?

P (answer in unclear voice)

T Ok Good! The sentence (write the sentence on the board) and the wait for another answer. The sentence "you made me agree to perform in this occasion and you will really eager to encourage me to guess and to guess again". They are expressing someone to do something. And the point of the sentence is a verb "make". Point penting dari kalimat atau ungkapan itu adalah kata "make".

Ok. Do you know what is the pattern of the expressing of making some one do something?

Ps Pattern?

T The pattern itu artinya pola. (pause) Who wants to try to answer my question?

Ps (silence)

T Ok. Jumanto! Do you know? Yes?

P (silence)

Ps (Laughing)

T Well, the pattern of the sentence is: S + make + O₁ + V₁ + O₂. Ok.

I will give you one more example. For example, (Pause) Jumanto please clean the black board.

P (cleaning the blackboard)

T It is an example: I made Jumanto clean the black board. (pause) .Ok, so far, any

question

Do you understand? Yes? Ok, and then now I want you do the exercises. (write the exercises on the blackboard) I want you to make sentences of expressing someone to do something using the provided word (pointing at the blackboard). Do you understand?

Ps No

T No? Saya ingin kalian membuat kalimat dari kata-kata ini (pointing at the board) Tadi saya kan mengucapkan kata clean lalu kata tersebut digunakan untuk membuat kalimat yang meminta seseorang melakukan sesuatu. Maka jadilah kalimat I make Jumanto clean the blackboard. (pause) Ok. Do you understand? Contoh lagi dengan kata open, my parents make me open the window. Subjectnya parents, kemudian diikuti kata make, objectnya me and verbnya open dan object keduanya the window. Ok . Now do the exercise!

Ps (do the exercises for about 40 minutes)

T Who wants to answer number 1- please come forward! Ok. Maybe Jumanto please answer no 1, Novi number 2. Who wants to answer number 3? You, Didik?

P (shake his head)

T Ok, Putri you answer no 3. Don't be afraid to make mistakes.

Ps (three students write the answers on the board)

T Ok number 5. You (point at a student). Ima , number six! Number seven ?

P (raise his hand)

Yes, you number seven. Number eight? Agung, you do number eight. Number nine? Didit! Didit number nine. Reza, you number ten.

Ps (do the rest of the exercise)

T Ok. Now look at number 1. I made Reza read the book.. Is it true or false?

Ps (half of the class say true and the rest say false)

T Ok, you (pointing at a student) Why false?

P (silence)

T True or false. Fauzi. Number one, number one.

P Right

T Number two, I make Dina clean her bedroom. The sentence is true or false?

P True.

T Right. Bedroom itu apa?

P Tempat tidur.

T Fauzi, bedroom itu tempat tidur, benar apa salah?

P (silence)

The transcript of a lesson conducted by 2nd participant (1st turn)

T Good afternoon students!

Ps Good afternoon mam!

T Who is absent today? (pause) Who is absent?

Ps (silence)

T Now we are going to talk about giving invitation. Do you know the meaning of giving invitation? (pause) Apakah kalian tahu artinya giving invitation? What is the meaning of giving invitation? Giving invitation means mengundang. Ok! Before we learn the expressions, sebelum kita membahasnya I want to ask you: have you ever got invitation? Pernahkah kalian mendapat undangan, may be from your friend or from your neighbor atau tetangga. What kind of invitation have you ever got? Jenis undangan apa yang pernah kalian dapat? Birthday party or wedding?

P Birthday party (not in clear voice)

T Ok. Please help me to distribute these paper to your friend. (pause) Now I will read the dialogue and you must listens carefully. Are you ready?

Ps Yes.

T Please listen carefully! (Read the dialogue for the students)

Risa :Tom, we are preparing a charity night for the refugees from ambon, I was wondering if you come next Sunday

Tom :I really like to, but I've already made plans for Sunday, I am afraid I can't cancell it.

Risa :How about you Din?

Dina :Yes thank you, what's time?

Risa :7.30 am don't be late, if you want to enjoy some famous artist heir best.

Dina :Can I invite some one with me?

Risa :Sure! You can?

Do you understand this dialogue?

Ps Yes.

T Ok, now all of you read the dialogue together and repeat after me ya!

Ps Yes!

T Tom, we are preparing charity night for the refugees from Ambon.

Ps (together) Tom, we are preparing charity night for the refugees from Ambon.

T I was wondering if you come next Sunday

Ps (together) I was wondering if you come next Sunday

T I'd really like to

Ps (together) I really like to

T But I've already made plans for Sunday

Ps (together) But I've already made plans for Sunday

T I am afraid I can't cancell it.

Ps (together) I am afraid I can't cancell it.

T How about you Din?

Ps (together) How about you Din?

- T Yes thank you, what's the time?
 Ps (together) Yes thank you, what's the time?
 T 7.30 a.m
 Ps (together) 7.30 a.m
 T don't be late, if you want to enjoy some famous artist performing their best.
 Ps (together, inharmoniously) don't be late, if you want to enjoy some famous artist performing their best.
 T Can I invite some one with me?
 Ps (together) Can I invite some one with me?
 T Sure! You can?
 Ps (together) Sure! You can?
 T Ok! We are going to translate the expressions in the dialogue. We are preparing a charity night. What is the meaning of We are preparing a charity night?
 Ps (silence)
 T Kita ...
 Ps Kita menyiapkan malam amal ...
 T for the refugees from Ambon.
 Ps (inharmoniously) untuk para pengungsi di Ambon.
 T Good! (Pause) I was wondering if you come next Sunday!
 Ps Saya merasa senang ...
 T if you come next Sunday
 Ps Jika kamu bisa dating hari Minggu besok
 T I'd really like to
 Ps Saya akan menyukainya
 T Saya sangat ingin. But I've already made plans for Sunday
 Ps Tetapi...tetapi saya...
 T Saya telah ...
 Ps membuat rencana ..
 T for Sunday
 Ps untuk hari Minggu
 T I am afraid I can't cancel it
 Ps Saya takut saya tidak bisa membatalkannya.
 T Good! How about you Din?
 Ps Bagaimana denganmu Din
 T Yes, thank you. What's the time?
 Ps Ya, terima kasih. Jam berapa?
 T 7.30 a. m
 Ps Jam setengah delapan pagi
 T Don't be late if you want to enjoy some famous artists performing their best.
 Ps Jangan terlambat jika ingin melihat penampilan para artis terkenal.
 T Can I invite someone with me?
 Ps Boleh saya mengajak seseorang?
 T Sure , you can.

Ps Tentu saja

T Please help me to stick this big chart on the board. You boy! (pointing at one of the boy in the class). (pause) thank you!

P (smiling)

T Ok. Look at this chart. If you want to make an invitation, you can use some of the expressions here (pointing at the chart): I'd like to invite you to ... What is the meaning of I'd like to invite you to?

Ps Saya ...ingin mengundangmu ke ...

T For example: I'd like to invite you to dinner this Saturday

Ps saya ingin mengundangmu atau mengajakmu untuk makan malam

T Hari apa Saturday?

Ps Sabtu.

T I was wondering if you'd like to....

Saya ... what is the meaning of wondering?

Ps Senang. Saya merasa senang jika

T If you'd like to

Ps Jika kamu mau untuk ...

T For example: I was wondering if you come to my birthday party? Saya merasa senang jika kamu mau datang ke pesta ulang tahunku. Berikutnya are you free on Sunday? Apakah kamu tidak ada rencana untuk hari Minggu? would you like to ... akankah kamu...? For example:are you free on Sunday, would you like to go out with me? Next would you mind if... ini sama artinya dengan would you like. Berikutnya can you atau could you? Ok students, do you understand?

Ps Yes

T Usually someone who got an invitation she/he will decide to accept or to refuse the invitation. Contohnya: ada orang yang mengundang dengan menggunakan ungkapan I'd like to invite you to dinner this Saturday. Jawabannya: thank you, I'd love to... berarti apa?

Ps Orang itu menerima

T Bisa juga pakai yang ini, that's good, it would be wonderful, atau very nice. What is the meaning of that's good, it would be wonderful. Ide yang bagus dan akan...

Ps menyenangkan

T Berikutnya :yes, thank you, I am glad to do that, with pleasure, yes, I'd like to very much. Dan jika seseorang menolak atau refuse the invitation, he/she can use these expressions: first, I'm sorry I can't, For example: I was wondering if you come to my birthday party? Kita menjawab, I'm sorry I can't because I have another plan or I'll meet my friend. Two, I am fully sorry. What is the meaning of fully?

Ps (Silence)

T Saya benar-benar ... (pause) minta maaf. Berikutnya: three, I wish I could but ... Saya berharap saya bisa tapi..., number four I really like to ... saya benar-benar suka,next expression :thank you but ... terima kasih tapi...mungkin dengan alasan I will go to my grandmother's house, number six, I am not sure I can artinya saya tidak bisa. Ok, now I will you

a dialogue with some blank spaces and you find the missing words. Now I will read the dialogue three times and you must write the missing words in the dialogue. Are you ready?

Ps Yes

T Dialogue 1 (read the dialogue three times)

Henry : Hallo Tati how are you enjoying your stay in England?

Tati : Yes, I'm enjoying it very much thank you.

Henry : By the way what are you doing tomorrow afternoon?

Tati : Nothing special, as far as I know

Henry : Well, would you like to come for a ride in the country?

Tati : Thanks, I'd love to

Henry : Fine, Let's meet here about two o'clock. Now, I'd better come round and pick you up at the hotel

Tati : That would be very nice about 2 o'clock then

Henry : Good! See you tomorrow.

Tati : Fine

Ps (concentrate on listening to the teacher to find the missing words)

T Finish?

Ps Yes

T Now I'll read the second dialogue. Are you ready?

Ps Yes

T (Read the dialogue twice)

Tom : Hello Ali!

Ali : Hello !

Tom : I want to ask you, I wonder whether you could come out to lunch with me someday?

Ali : Yes, I'd like to very much.

Tom : How about tomorrow?

Ali : Thank you, but I am afraid I teach tomorrow.

Tom : What about Thursday then?

Ali : Just a minute, let me see, yes. Thursday would be fine.

Tom : Good. Let's meet here, shall we?

Ali : What time?

Tom : Would 12.30 be allright?

Ali : Yes, that will be fine.

The transcript of a lesson conducted by 3rd participant (1st turn)

T : Ok student. Today we will listen to a song hari ini kita akan membahas lagu. Listen carefully to this song. The title of this song is More than words.

Ps : (listen to the song)

T : Ok. That's easy, right? It is an easy song. Is that right?

Ps : (silence)

T : Hallo!

Ps : Hallo!

T : Is it easy?

Ps : No

T : Why? (pause) Why do you think that this song is not easy?

Ps : (silence)

T : I think all of you can sing this song. Can you? (pause) Eni?

P : No

T : Rini?

P : No

T : Era?

P : No

T : What's wrong with you? (pause) I know you can sing this song. Ok, now I want to play this song again, and I want you to make a note on your book. (pause) Do you understand?

Ps : (silence)

T : Do you understand?

Ps : Yes

T : Say it once again, yes or yes mam. Ok, repeat it once again. Do you understand?

Ps : Yes, mam.

T : Ok, that's good.(pause) Listen it carefully and make a note in your book.

Ps : (listen to the song)

T : (Play the song) Just make a little note. Sedikit saja, apa yang kalian tangkap.

Ps : (listen to the song seriously)

T : Well. What do you think? Susah untuk mendapat kata-katanya?

Ps : No

T : I know, you can do it. You can get a lot of words because you listen attentively to the song. Do you want to listen to the next song?

Ps : Yes

T : Ok, but you have to do the exercise first. You do the exercise and then we will listen to the song I have a dream. Ok?

Ps : Yes

T : I have an exercise for you and you have to do it. (pause) You do the exercise based on the song from the cassette. Ok? Saya beri kertas soal ini. Lalu dengarkan kasetnya, and choose the right answer.

Ps : Ok, mam.

T : (distributing the problem sheet) Now you look at the paper. (pause) It is the text of the song. You see the two words in the brackets, You choose the correct answer. Choose one word which is suitable with the song. Cari kata yang cocok dengan lagu from the cassette that I want to play. (pause) disesuaikan ya! (pause) Look at the words in the bracket. Lihat dua kata yang ada di dalam kurung, pilih salah satu which is suitable with the sentence in the song. Ok?

Ps : Ok

T : Understand?

Ps : Yes

T : Good. I'll play the song once again. And you listen to the song carefully! (play the song) Ready? Be accurate and listen carefully!

Ps : (Listen to the song)

T : Ok. Finish?

Ps : Yes. (only a few students answer)

T : Hallo!

Ps : Hallo!

T : Finish

Ps : Yes

T : That's good. Let's check your answers. (pause) I'll call your names and you come forward and you write the answers on the blackboard. Ok?

Ps : Ok

T : The bracket on number 1.(pause) Desiwati, where are Desiwati. (look for the student's seat) Ok, you. (pointing the student) Hurry up, please. You come forward, you do number 1.

P : (write the answer on the blackboard)

T : Jawabannya saja. Only the answer, please! (pause) Ok, good. Number 2, Wijayanti.

P : (write the answer on the blackboard)

T : Yes, that's good. And then number 3, Lestari Anna. Ok, you Lestari Anna. You do number 3.

P : (write the answer on the blackboard)

T : Number 4. Ragil Astuti. You, number 4

P : (write the answer on the blackboard)

T : Ok. And then number 5, Mayani. (pasue) Mayani

P : (write the answer on the balckboard)

T : Yes, that's good. Number 6, Siti Zulaikah.

P : (write the answer on the blackboard)

T : Ok, good. Number 7. Tirta. Number 7 Tirta.(pause) Ok, hurry up Tirta. I see that you do much work.

P : (write the answer on the blackboard)

T : Number 8. Yesi.

P : (write the answer on the blackboard)

T : Number 9, Zaenal.

P : (write the answer on the blackboard)

T : Number 10, Lisa Soraya.

P : (write the answer on the blackboard)
 T : Good. Number 11, Budiarti.
 P : (write the answer on the blackboard)
 T : And the next Indro
 P : (write the answer on the blackboard)
 T : That's good. 13, Era.
 P : (write the answer on the blackboard)
 T : Number 14, Setyorini.
 P : (write the answer on the blackboard)
 T : 15, Asmarita.
 P : (write the answer on the blackboard)
 T : 16, Pujiyanti
 P : (write the answer on the blackboard)
 T : Ok, the 17. Heni.
 P : (write the answer on the blackboard)
 T : 18, uhm, Rini Yuliantika.
 P : (write the answer on the blackboard)
 T : Ok, next 19, you, Vera
 P : (write the answer on the blackboard)
 T : Twenty
 Ps : 19 is the last number mam.
 T : I think there are 20. Ok, Lets take a look at the answer. Number 1, is it right or wrong?
 Ps : (half of the students said right the rest said wrong)
 T : Right or wrong?
 Ps : Right (together)
 T : Good. It's right. Number 2, is it right or wrong?
 Ps : Right
 T : Sorry the answer is wrong. What about number 3
 Ps : Wrong.
 T : Ok, and then number 4. Right or wrong?
 Ps : Wrong.
 T : Ok. Number 5. Is the answer right?
 Ps : Yes
 T : Six
 Ps : Right
 T : Seven
 Ps : Right
 T : Number 8
 Ps : Right
 T : Ok. 9. Is it right or wrong
 Ps : Right
 T : Good. Number 10
 Ps : Right
 T : I'm sorry. The answer is wrong. Eleven
 Ps : Right

T : twelve

Ps : Right

T : thirteen

Ps : Right

T : fourteen

Ps : Right

T : fifteen

Ps : Right

T : Sixteen

Ps : Right

T : Number seventeen

Ps : Right

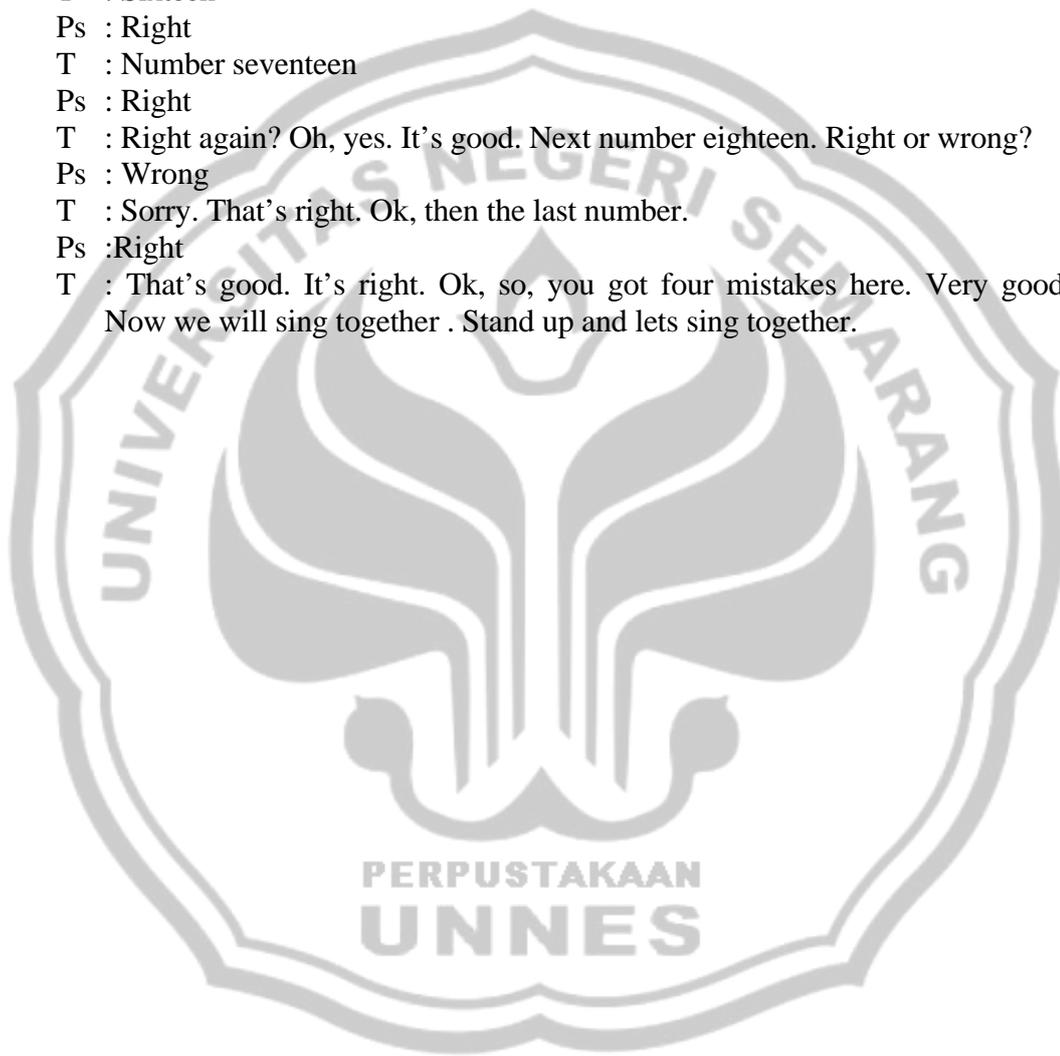
T : Right again? Oh, yes. It's good. Next number eighteen. Right or wrong?

Ps : Wrong

T : Sorry. That's right. Ok, then the last number.

Ps : Right

T : That's good. It's right. Ok, so, you got four mistakes here. Very good.
Now we will sing together . Stand up and lets sing together.



The transcript of a lesson conducted by 4th participant (1st turn)

- T Assalamu'alaikum warahmatullahi wabarakatuh.
 P : Assalamu'alaikum warahmatullahi wabarakatuh.
 T Good morning, students.
 P Good morning, ma'am.
 T How are you today?
 P Fine, thank you. And you?
 T I'm fine, too. OK, I want to . . . check your attendance, ya. (pause)
 Are you ready?
 P Yes, ma'am.
 T OK. Raise your hand. (Pupil's name1), where are you?
 P I'm here, ma'am. Present.
 T Present. (Pupil's name2)?
 P Present.
 T Present. (Pupil's name3)?
 P Present.
 T Present, good. (Pupil's name4)?
 P Present, ma'am.
 T Present. Ana Mahmudah?
 P Present.
 T Present. Anton Toledo?
 P Present.
 T Astriani?
 P Present, ma'am.
 T Present. Atika Wulan Anjar?
 P Present.
 T Budi Setiawati?
 P Present.
 T Present. Diah Nurul? (continued checking students' attendance until last student.)
 T Ok, thank you everybody. I think you still remember about . . . last material. Is that right? Last material, the future tense.
 P Yes.
 T Remember?
 P . . . (mumbling, not clear)
 T Inget ngga?
 P Yes.
 T Yes? OK, I want to ask you one by one . . . about it. Don't be afraid. It's Faila, ya? I have . . . I have a sentence like this. "My mother cooks a cake in the kitchen." Please change it, please change the sentence into future tense.
 P (silent)
 T "My mother . . . cooks . . . a cake in the kitchen." Please change into future tense. Do you understand what I mean? Understand?
 P (silent)
 T Paham ngga, yang saya maksud?
 P (saying something in low voice)
 T Louder, please. Yang keras.
 P (saying something still in a low voice)
 T Louder, please. Yang keras sedikit.
 P "My mother . . ."
 T "My mother . . ."

- P "will . . ."
- T Yes . . .
- P "cook . . ."
- T Yes . . . cook . . . a cake, and then . . . in? in the kitchen. (repeating student's sentence). Please repeat once more. Ulangi sekali lagi, bisa nggak?.
- P My mother will (cook?put?)
- T will cook? will put? Will put or will cook? Will cook. Will cook, ya, yang benar.
- P will cook . . . a cake . . . in the kitchen.
- T in the kitchen. Yes, good. Another, humm . . . Antoni! Antoni . . .! (trying to get attention from the student).
- P Yes, ma'am.
- T I have a sentence like this, "My father prepared . . . my bicycle . . . in the yard". Please change the sentence into future tense.
- P (silent)
- T My father . . .prep. . . prepared (thinking for a while) repaired! I'm sorry. My father repaired . . . my bicycle . . . my bicycle in the yard. Repeat once more? Ulangi sekali lagi? OK. "My father . . . ditulis kalau ngga bisa . . . my father repaired . . . repaired my bicycle in the yard. OK, what's your answer? Come on, Antoni. Come on.
- P (silent)
- T Please, speak loudly, ya.
- P (still no answer)
- T Antoni . . . come on.
- P (still no answer)
- T Antoni . . . can you answer the question?
- P (answering in a low voice)
- T Please speak loudly.
- P My father will repair . . . (not clear)
- T will . . . repair! Please repeat once more.
- P My father will repair . . .
- T repair
- P repair my bicycle in the yard.
- T in the yard. OK. Good. All of you can use another will, you can use *is going to . . . to be going to*. Still remember? Masih ingat kan?
- P Ya.
- T or . . . *shall*.
- P Ya.
- T Ana, Ana. Ana Ira. What is the function of *shall* in future tense? Penggunaan *shall . . . shall*. For just, what is it? Shall itu digunakan hanya pada . . . apa?
- P I and We
- T I . . .
- P and We
- T OK, repeat once more.
- P (explaining)
- T Oh, OK. Good, excellent. Another, another else. Umm, I want ask you . . . Tumi! Tumi Tumi. Tumi, please make a sentence using the future tense. Up to you. Up to you, terserah.
- P (say something)
- T Please, close your book.
- P (silent)

- T Don't be afraid. Ngga usah takut. Come on.
- P I will go to . . . eh . . . I will go to Jakarta.
- T I will go to Jakarta . . .
- P by train
- T by train. Yes, good. Aa, how about you, Elfira? Elfira, please don't use will, ya? Selain will. Come on.
- P (lots of students' noise)
- T Louder, please. Louder.
- P (answering)
- T "is going to . . . " Come on.
- P "Mother . . . "
- T Yes
- P "is going to prepare . . . "
- T Yes
- P (saying something)
- T . . . "for my family." Can you repeat once more?
- P (repeating full answer)
- T . . . "for my family." Ok, good. Thank you, everybody. For today, I will give you a new material, ya. I need to help her. I need to help her. Who wants to help me, please? Who wants to help me, please? Come on. Please come up here. To help us. OK, I will give you a dialogue. It's for you. Free for you. OK, do you get it? Udah dapat semua?
- P Yes.
- T All of you?
- P Yes.
- T Really?
- P Yes.
- T OK. In this dialogue, I want to . . . I want to command, command you to read the dialogue. I want . . . Antoni! Antoni and . . . Alamin. Please read dialogue. Just read, OK? Just read, senyum aja. Don't be afraid. Relax. Come on.
- P (start reading in low voice)
- T Speak loudly, please.
- P (reading in a bit louder voice)
- T You. (pointing at another student)
- P (continue reading)
- T OK, thanks. But I want to correct your pronunciation. What did you say, graduate (saying in wrong pronunciation)? Yang tadi apa? Kamu bicaranya itu apa, graduate (in the correct pronunciation) atau yang lain? Graduate? With . . . with?
- P (replying the teacher)
- T Honour, honour. Honour (saying the word in incorrect pronunciation) is error. Ya. Error. Salah, yah. Honour, honour (pronouncing it in the correct pronunciation). And then, what did you say, congratulations . . . congratulations, or may be, may be else? Something else? Huh?
- P (saying something)
- T Congratulations. OK, ngga papa. Selamat. And then . . . how about Yusril? Any difficult word? Ada kata yang sukar ngga?
- P (silent)
- T Come on. Say it. No? Really? Do you know what I mean about it? Tahu maksudnya ngga? Dari percakapan ini? Raise your hand. Come on. I want to . . . I want you to be active. OK? Ana Mahmudah, can you help your friend? Ana? Don't be afraid, speak loudly. (?) Kesulitan katanya? Atau

- yang lain? Please speak. How about the meaning? Artinya. Kesulitan? Nggga?
- P Sulit-sulit.
- T Sulit-sulit. Naah, I want you to ask me questions.
- P “Graduate.”
- T “Graduate?” “Graduate” is “lulus” (pronouncing ‘lulus’ not in a standard Indonesian pronunciation)
- P “Lulus” (repeating the word and followed by laughing class).
- T (laughing a bit) “Lulus” (trying to correct the pronunciation)
- P (laughing louder, and one’s asking something about the distributed material)
- T Nggga papa. It’s . . . it’s free for you. Another else?
- P “Congratulations.”
- T “Congratulations”, “selamat.”
- P “Selamat?”
- T Iya.
- P (continue asking something about the word)
- T Yes.
- P (asking a difficult word)
- T Huh?
- P “I heard you.” (with incorrect pronunciation of ‘heard’)
- T “I . . .”
- P “heard you.” (with incorrect pronunciation of ‘heard’)
- T “I heard you.” (with the correct pronunciation). “Saya dengar.”
- P Huh?
- T “Dengar!”
- P “Dengar.”
- T “Heard” is similar of listen, yah. Listen. Listen to me! (laughing a bit). Any else? Ada lagi ngga? No? Really? Really? Joke?
- P No
- T Nggga ada. OK, I think you, all of you are smart. All of you are smart. For dialogue 2. Good, good idea? All? Understand about it? Hum? Ya? Good. For dialogue no.2, please practice the dialogue no.2. Who is it? Who wants to start it? Siapa yang mau mengawalinya? Come on, raise your hand. Don’t be afraid. Come on. Speak loudly. I will help you. Asri? You want to start it? Mau memulainya?
- P : (agreeing)
- T Ya, OK. Asri as . . . sebagai siapa?
- P Patrio
- T Patrio. Who wants to be Eko? Dan yang mau jadi Eko siapa? Come on. Antoni, may be. Antoni again. Ya? But speak loudly, ya? OK. Come on.
- P (start reading the dialogue).
- P (continue reading the dialogue)
- T “I’ll getting . . .” Speak loudly. Repeat once more.
- P (restart the dialogue)
- T “I heard you . . .”
- P (continue reading the dialogue)
- T “getting engaged . . .”
- P (continue reading the dialogue)
- T “next month . . .”. Ya?
- P (continue reading the dialogue)
- T “I’m . . .”
- P (continue reading the dialogue)

- T Patrio?
- P (continue reading the dialogue)
- T “my . . .?”
- P (continue reading the dialogue)
- T “That’s all?”
- P (continue reading the dialogue)
- T OK, thank you. Any difficult word? Ada kata-kata yang sulit lagi?
- P Yes.
- T Yes? What is it?
- P (asking a difficult word)
- T What?
- P “Getting engaged”.
- T “Getting engaged”. “Getting engaged.”
- P “Getting engaged”.
- T “Getting engaged”, its mean . . . bertunangan. Bertunangan. Is it new word for you? Ini kata-kata baru ya?
- P Ya.
- T Baru dengar tadi?
- P Ya.
- T OK, ngga papa. Ngga papa. And then?
- P (asking different difficult words together)
- T One by one, please. What is it?
- P “Suggestion.”
- T “Sug . . . sugge, suggestion”. “Suggestion.” “Suggestion” is “saran”, means “saran”.
- P “Engagement.”
- T “Engagement.” “Engangement”, pertunangan. “Engagement” is noun, ya? Kata bendanya. And then? Come on. What is it?
- P “Better.”
- T “Better.” “Better”, lebih baik. What else?
- P (silent)
- T Come on. Hallo? I want ask you . . . Asri! What did you say? (laughing a bit) Tadi yang kamu bilang apa? “Should?” (in incorrect pronunciation) Iya? “How many people . . .”
- P “Should” (in incorrect pronunciation)
- T “How many people . . .”
- P “Should” (in incorrect pronunciation)
- T “Should” (in correct pronunciation), ya. How many people should I . . . “
- P “invite?”
- T “invite”. Naa, “invite”. “to the party”, “to the party”. “to the party”, OK? All of you can understand about it? Paham?
- P Ya.
- T Please compare the two dialogues. OK? Membandingkan, tolong dibanding kan ya? What is the dialogue 1 and then dialogue 2 about? Please find the differences and similarity . Come on! Are you nervous?
- P Takut salah (in a low voice)
- T Ha? Don’t be afraid. I’ll not punish you ya. Saya tidak akan memberi hukuman. Don’t be afraid please. Come on, dikerjakan! Yes, do it! Please find the similarity and the difference of the two dialogue, cari persamaan dan perbedaan diantara dua dialog tadi. I’ll give you five minutes to do it. Ya, lima menit.

(After five minutes)

T OK, I'll help you! Please from the dialogue 1, you try to find the expressions of giving suggestions. One by one. Nobody knows? Come on! Tidak ada yang tahu ungkapan-ungkapan?

P (try to answer but in a very low voice)

T Speak up please! Yunanto, may be you can help me. Yunanto... Yunanto... where are you? (getting the student's attention). I am here. OK. Please, answer my question! Please, find the expressions from the first line (dari baris pertama, cari expression yang menunjukkan ! Come on !

P (Answer in low voice)

T What is it? Cong..? Congratulation. That's good. Another?

P (Answer the same expression)

T huh? Selain itu! Come on!

P I am happy to do that.

T I am ... (repeat the student's answer) I am happy to hear that! OK. And then. What else? Hum... Why don't you get a job? What is it? Antony, Anton, may be you can help me. What do you think? Anton, speak loudly please. OK, I'm going to give you the key word. That's a good idea. What is it? It's expressing ..? That's a good idea itu mengekspresikan apa? Come on? Expressing what? Budi! What does the sentence express?

P (answer)

T Who said that? Siapa tadi yang menjawab? Yang keras! Muthakairoh? What is it?

P I agree

T Agree. Agree... setuju. Agreement. Contoh yang lain, why don't you get a job? What is it? Alamin? Dewi?

P saran

T suggestion? Good. And then. In diaologue 2, Please find more expression! Any other expression can you find? Besides congratulation and I'm happy to hear that. Ada lagi gak?

P I don't think so

T I don't think so. Dewi ya? I want to ask you. What kind of expression is this?

P Agreement

T Agreement? Good. Any other expression? What about the following expression "How many people should I invite to the party?" Ada yang tahu enggak jenis expressionnya apa?

P Question

T Question. Question, pertanyaan? Seperti itu. Please try to analyze again. "How many people should I invite to the party? How many people? Desy?

P nyerah bu

T Why do you give up. "How many people should I invite to the party? Who knows? Who knows? Siapa yang tahu? I'll give you a point as a reward. OK. Subariah may be. Can you help your friend? "How many people should I invite to the party?" Subariah? Come on!

(The bell rang)

T Because the time is up and no one of you can answer my question so this will your homework for next week lesson.

P (the students are very noisy)

T That's all for today, Good bye students! See you!

Ps Good bye mam! See you!

The transcript of a lesson conducted by 5th participant (1st turn)

T Good afternoon students?

Ps Good morning mam!

T How are you today?

Ps Fine, and you.?

T I am fine too, thanks. Ok class, by the way who is absent today?

Ps Nobody

T No one? Ok. Before I start I will check your attendance list, and if I call your name, please rise your hand.

Ps Ok

T (call the students). Now I want to explain how to make a call. Ok please, Asmuin will you help me?

P (Put a chart on the board)

T Ok, class, I want to explain how to make a call. Ok. Ayub, Have you ever called someone?

P Yes, I've ever.

T Ok. Who are they?

P My father, my mother, my friends.

T Ok, good. And Nova! Have you ever called someone?

P Not Nova, Devi

T Oh, yes! Sorry. Have you ever called someone, please?

P Yes, mam!

T Ok, who are they?

P They are my father, my mother, my boyfriend

T Ok, good. Ok class. In this time, how to make a telephone call. If you want to make a call to someone. The first, please, ok! look at me. I want to explain how to make a call. Ok! (holding a telephone to give the explanation) First, pick up the receiver. What is the meaning pick up in bahasa Indonesia?

P Angkatlah

T What? Louder please!

T Ok, good. And the step number two is to dial the number you wish. And you can talk to him or her after that. What is the meaning wish?

Ps Yang kamu inginkan.

T Nurul

P Yang diinginkan.

T Diinginkan. Ok, good. After you finish talking, hang up the receiver. Hang up, what is the meaning hang up?

Ps Tutup.

T Hang up?

Ps Tutup

T Ok, good. Ok, I want to explain how to make a call once again. Listen to me carefully! Ok? First, pick up the receiver. Pick up the receiver. What is

the meaning pick up?

Ps Mengangkat

T Ok. And then dial the number you wish. And then hang up the receiver when you have finished talking. Can you understand?

Ps Yes

T Ok. After my explanation, please one of you come forward and explain how to make a call just like in front of the class. Look at your friend, and don't look at my chart on the blackboard! Please. Ok. Sally, come forward!

P (go to in front of the class)

T Ok, please. Listen to your friend. Please explain how to make a call just like me. Please, look at your friend! Don't look at the blackboard! Look at your friend! This is the telephone!

P (start to show and explain how to make a call)

T Make a telephone call, please. Look at your friend.

P If you want to make a telephone call, first you pick up the receiver (pick up the receiver), and call the number you wish. You can talk to him or her and after that ... and then...

T After you can talk to him or her, and then?

P Hang up the receiver (hang up the receiver) and you have finished making a phone call.

T Ok, good! Clap your hands for your friend!

Ps (All of the students gave applause)

T Ok, thank you! After I explained how to make a phone call, I want to explain how to make a call by mobile phone. What is the meaning mobile?

Ps Handphone. Telepon genggam.

T Louder! Suwarno? What is a mobile? In English please!

P Handphone

T What?

P Handphone!

T Ok, good. I want to explain how to make a call using a mobile phone. The step number one is to find the name or the number you wish to call. And the step number two is to press the green button, the call button (show them how to do it with a mobile). And then wait for the answer and after that you can start talking! Do you understand?

Ps Yes

T Ok, good. Then the step number three is to press the red button, the end button (show the button to the students). Can you see it? To finish your call, you press the end button.

Ps Yes

T Ok, making a call using a mobile phone, the step number one is find the name you wish to call, and then press call button, and you start talking, and the step number three is press end button to finish the call. After I have explained how to make a call by a mobile phone, please one of you come forward to present in front of the class how to make a call using

mobile phone. Sally, please come forward!

P (come to in front of the class) Making a call by a mobile phone. Boleh pakai kalimat saya sendiri?

T boleh menggunakan kata-kata sendiri, malah bagus sekali. Silakan!

P Saya akan menggunakan kata-kata saya sendiri

T Making a call using ...

P If I make a call the first time ... (try to find his own word)

T The first time ...

P The first time eeh...

T You can find the name.

P Find the name or the number you wish to call and ...(thinking)

T Boleh pakai kata-kata sendiri, malah lebih bagus!

P (repeat the answer). If I make a call, eeh, I want to explain about how to make a call by a mobile phone. The first please, touch the button, you know the button the first ...

T Ok, class can you help Sally?

P button...

T The colour is ...?

P Green

T Green. Ok good. And then?

P Dial the number you wish, and I want to try to call my boyfriend because I miss him.

Ps (crowded)

T Ok, Ashari, please come forward to accompany Sally, and to use the mobile phone. Ok class, Listen to your friend carefully!

Ps (start showing the step of making a call and making a conversation by a mobile)

P Hallo honey! How are you today?

P Hallo! I'm fine!

P Honey I miss you. Please come to my home tonight ok?

P Ok

P Ok, thank you!

T Ok, good. Clap your hands!

Ps (Give applause)

P (Sally continue the explanation) After I call my boyfriend, ..

T and then?

P To finish the call, I touch this button (show to the class)

T The colour is..?

P The colour is red. You know?

Ps yes

T Ok, can you see it? The colour is red? And then?

P I think it's enough. Thank you.

T Ok, thank you! Clap your hands again for your friend!

Ps (give applause)

T Give him applause, Ok, thank you! Ok, please, Suwarno! How to make a call by using a mobile phone? Please say it in English! Louder! Please in

English! Read it please (ask the student to read from a book) The step number one is? Tolong dibaca!

P (start reading) Step number one is ...Find the name of the number you wish to call.

T Ok, good. And the step number two is?

P Press the call button.

T Press the call button! Good! And then?

P and wait for the answer, and start talking.

T Step number three is ?

P Number three, press the end button (incorrect pronunciation)

T end button (correct pronunciation)

P end button (correct pronunciation) to finish call.

T to finish the...?

P the call

T Ok, good. Please read the note on the blackboard! Ok, Ashari, please! Read it louder! Ok class, please listen carefully to Ashari. Making a call by a mobile phone.

P The first, find the name or the number you wish to call (incorrect pronunciation)

T To call (correct pronunciation)

P To call (correct pronunciation.

T Step number two is?

P Press the call button and wait the answer and start talking.

T Ok, and step number three is?

P Press end button to finish the call

T Ok, thank you. Ok, Sally please, read the notes on making a telephone call.

P If you want to make a call, the first, pick up the receiver. And number... number...

T Two

P Two, the call the number you wish. You can talk to him or her after that.

T Step number three?

P Hang up the receive..

T The receiver

P Hang up the receiver, when you have finished talking. Ok, good!

T Hang up. What's the meaning hang up?

Ps Tutup

T Hang up?

Ps Tutup

T Pick up?

Ps Mengangkat.

T Pick up, mengangkat. Ok Aris! What's the meaning hang up?

P menutup (in very low voiced)

T Louder. Hang up

P Menutup. (louder voice)

T Ok, good. Menutup. And then, pick up (still the same person)

- P Mengangkat
 T Mengangkat. Ok, good. Ok Sally! What's the meaning receiver?
 P Menerima
 T Receiver?
 P (silence)
 T What's the meaning receiver?
 P Penerima
 T Ok. Hang up the receiver when you have finished talking. Ok, now making a call by a mobile phone. Ok. The word wish, what is the meaning wish?
 Ps Menginginkan
 T Menginginkan. Not make wish. Not make a wish. Different. Mendapatkan, menginginkan. Ok good. Call button? What's the meaning of call button?
 P Tombol telephone
 T Tombol telephone. Ok good. And then, end button?
 P Tombol untuk mengakhiri
 T Tombol untuk mengakhiri. Ok good. (Give an advice) English is spoken not only written one. It means that when you learn a language the learners must apply in utterances not just in your mind. So, please speak and speak. If you speak I think you can speak well. Ok class, now open your book on page 16.
 Ps (busy finding the page)
 T Practice the dialogue with your friend (read the instruction from the book) OK, listen to me! I want to read the dialogue first for you. It's about using public telephone box. Do you know public telephone box?
 Ps Telephone umum
 T Ok, good. Telephone umum. This is Mr. X and Mr Y. listen to me. (start reading the dialogue from the book)
X : Excuse me! Could you tell me how to make a call using this public telephone box?
Y : Yes, of course. This is how do you do it. First, please pick up the receiver. And then wait for the dial tone. Next, dial the number and listen to the pips. Don't forget to put in 500 rupiahs coin. And then after that, you can start talking.
 Ok, pada please pick up the receiver. Pick up tadi apa? Pick up? What's the meaning pick up?
 Ps Mengangkat
 T Mengangkat. Hang up?
 Ps Menutup.
 T Menutup. Dial the number? What's dial?
 Ps Menekan
 T Ok, good. Menekan. Dial tone. What's the meaning dial tone
 P Nada sambung
 T Ok please, now read the dialogue with your friend. Ok sorry! What's your name (pointing at one of the students)?

- P Ida
- T Ok, good. With your partner, please read the dialogue about making a telephone call by a telephone box!
- Ps (preparing to read)
- T Making a call by a telephone box. Louder! You as Mr. X and you as Mr. Y.
- Ps Excuse me! Could you tell me (incorrect pronunciation) to make a call using this public telephone box?
- T Could you tell me ... (correct pronunciation)
- P Could you tell me... (correct pronunciation) to make a call using this public telephone box?
- P Yes, of course. This is how do you do it. First, please pick up the receiver. And then wait for the dial tone. Next, dial the number and listen to the pips. Don't forget to put in e ...five...
- T five hundred rupiahs coin.
- P five hundred rupiahs coin. And then after that, you can start talking.
- T Ok, thank you. Asmui, I want you to read the dialogue with... what's your name?
- P Nurul
- T Ok, with Nurul. Nurul is Mr. X and you as Mr. Y. Please read the dialogue. Ok class, listen to your friends!
- Ps Excuse me! Could you tell me how to make a call using this public telephone box? (in incorrect pronunciation)
- T Excuse me (correct pronunciation)
- P Excuse me (correct pronunciation)
- T Could you tell me (correct pronunciation)
- P Could you tell me (correct pronunciation)
- T how to make a call using (correct pronunciation)
- P how to make a call using (correct pronunciation)
- T this public telephone box (correct pronunciation)
- P this public telephone box (correct pronunciation)
- T Ok
- P Yes, of course. This is how do you do it. First, please pick up the receiver.
- T The receiver (correct the pronunciation)
- P The receiver. Then wait for the dial (incorrect pronunciation) tone.
- T The dial tone (correct pronunciation)
- P Then wait for the dial (correct pronunciation). Next, dial the number and listen to the pips.
- T Ok, good. Go on.
- P Don't forget to put (incorrect pronunciation)
- T To put in (correct pronunciation)
- P To put in in 500 rupiahs coin. And then after that, you can start talking.
- T Ok, good. Aris. Please read the dialogue with your friend. You as Mr. X and you as Mr. Y (pointing at the two students) Ok class, listen to them!
- P Excuse me! (incorrect pronunciation)

- T Excuse me! (correct pronunciation)
- P Excuse me! (correct pronunciation) Could you tell me ...(incorrect pronunciation)
- T Could you tell me (correct pronunciation)
- P Could you tell me how to make a call using this public telephone box?
- T Ok. Next Mr Y!
- P Yes, of course. This is how do you do (incorrect pronunciation) it.
- T This is how do you do it.
- P This is how do you do it.
- T Ok, and then?
- P First, please pick up the receiver (incorrect pronunciation)
- T Receiver (correct pronunciation)
- P First, please pick up the receiver (correct pronunciation). And then wait for the dial tone (incorrect pronunciation)
- T Dial tone (correct pronunciation)
- P Dial tone (correct pronunciation)
- T Ok. Then next?
- P Next, dial the number and listen to the pips. Don't forget to put in 500 rupiahs coin. And then after that, you can start talking. (read by teacher help to correct the pronunciation)
- T Ok class listen to me again the correct pronunciation, could, say it!
- Ps Could (correct pronunciation)
- T Excuse me! Could you tell me. Ok class together!
- Ps Could you tell me (repeat after the teacher)
- T Ok good! Could you tell me how to make a call using this public telephone box? What is the meaning of telephone box?
- Ps Telephone umum
- T First, please pick up the receiver. Say it after me, receiver.
- Ps Receiver (repeat after the teacher)
- T What's the meaning of receiver?
- Ps Penerima
- T Ok, good. And then wait for the dial tone. Next, dial the number and listen to the pips. Don't forget to put in... What is the meaning of put in?
- Ps Menasukkan
- T Ok. 500 rupiahs coin. And then after that, you can start talking. Ok. Rifki and Dedi. Read the dialogue!
- Ps (Read the dialogue in good pronunciation)
- T Ok, good thank you! (continuing on calling pairs to practice the dialogue) Ok, What is the meaning using?
- Ps Memakai
- T Ok, memakai, menggunakan. Good!. Aris, what's the meaning of public telephone box?
- P Telephone umum
- T Telephone umum. Ok, good. Have you ever used a telephone box?
- P Yes, I have.
- T Ok, good. Have you ever called someone (to different student)

P Yes!

T Who is that?

P My girl

T Ok, class. I think it's enough for today. I will give you an assignment. Please make a dialogue about making a call using mobile phone with your friends, at home. And please submit it in the next meeting. Ok, class! Thanks for your attention. Assalamualaikum Warahmatullahi Wabarakatuh!



Classification On Types Of Questions Of A Lesson Conducted By 1st Participant (1st Turn)

CLOSED QUESTION	OPEN QUESTION
Who is absent today?	How are you today?
Which sentences that express making someone do something?	Who knows?
Do you understand?	Who wants to try to answer my question?
Kalimat mana yang mengekspresikan meminta seseorang untuk melakukan sesuatu?	Who wants to answer number 1?
Which sentence?	Who wants answer number 3?
Do you know what the pattern of the expression of making someone to do something is?	Number seven?
Do you know?	Number eight?
Yes?	Number nine?
OK, so far, any question?	
Do you understand?	
Yes?	
Do you understand?	
OK, do you understand?	
Is it true or false?	
Why false?	
The sentence is true or false?	
Bedroom itu apa?	
Fauzi, bedroom itu tempat tidur, benar apa salah?	

Classification On Types Of Questions Of A Lesson Conducted By 2nd Participant (1st Turn)

CLOSED QUESTION	OPEN QUESTION
Who is absent today?	What kind of invitation have you ever got?
Who is absent?	Jenis undangan apa yang pernah kalian dapat?
Do you know the meaning of giving invitation?	What is the meaning of giving invitation?
Apakah kalian tahu artinya giving invitation?	What is the meaning of I'd like to invite you to?
Have you ever got invitation?	What is the meaning of that's good, it would be wonderful?
Pernahkah kalian mendapat undangan?	What is the meaning of wondering?
Birthday party or wedding?	What is the meaning of fully?
Are you ready?	What is the meaning of we are preparing a charity night?
Do you understand this dialogue?	
Hari apa Saturday?	
Are you free on Sunday?	
Apakah kamu tidak ada rencana untuk hari Minggu?	
Would you like to go out with me?	
Are you free on Sunday?	
Do you understand?	
Thank you, I'd love to... berarti apa?	
Are you ready?	
Finish?	
Are you ready?	

Classification On Types Of Questions Of A Lesson Conducted By 3rd Participant (1st Turn)

CLOSED QUESTION	OPEN QUESTION
That's easy, right?	Why?
Is that right?	Why do you think that this song is not easy?
Is it easy?	What do you think?
Can you?	Susah untuk mendapat kata-katanya?
What's wrong with you?	
Do you understand?	
Do you understand?	
Do you understand?	
Do you want to listen to the next song?	
Ok?	
Ok?	
Ok?	
Understand?	
Ready?	
Finish?	
Ok?	
Is it right or wrong?	
Right or wrong?	
Is it right or wrong?	
Right or wrong?	
Is the answer right?	
Is it right or wrong?	
Right again?	
Right or wrong?	

Classification On Types Of Questions Of A Lesson Conducted By 4th Participant (1st Turn)

CLOSED QUESTION	OPEN QUESTION
Are you ready?	How are you today?
Where are you?	OK, what's your answer?
Is that right?	What is the function of <i>shall</i> in future tense?
Remember?	How about Yusril?
Inget ngga?	How about the meaning?
Yes?	What else?
Do you understand what I mean?	Yes? What is it?
Understand?	What?
Paham ngga, yang saya maksud?	What is it?
Ulangi sekali lagi, bisa nggak?.	What is it?
Will cook?	What else?
Will put?	What did you say?
Will put or will cook?	What is the dialogue 1 and dialogue 2 about?.
Can you answer the question?	What is it?
Still remember?	What else?
Masih ingat kan?	Why don't you get a job?
What is it?	What is it?
Shall itu digunakan hanya pada . . . apa?	What do you think?
Can you repeat once more?	What is it?
Who wants to help me, please?	That's a good idea itu mengekspresikan apa?
Who wants to help me, please?	Expressing what?
Do you get it?	What does the sentence express?
Udah dapat semua?	What is it?
All of you?	Why don't you get a job?
Really?	What is it?
What did you say?	Any other expression?
Graduate?	What about the following expression "How many people should I invite to the party?"
Yang tadi apa?	Why do you give up?
Kamu tadi mengucapkannya gimana?	
Graduate atau yang lain graduate?	
With . . . with? How do you say it?	
What did you say?	
Congratulations, or may be, may be something else?	
Something else?	
Huh?	
Any difficult word?	

Ada kata yang sukar ngga?	
No?	
Really?	
Do you know what I mean?	
Tahu maksudnya ngga, dari percakapan ini?	
OK?	
Ana Mahmudah, can you help your friend?	
Kesulitan kata-katanya? Atau yang lain?	
Artinya. Kesulitan?	
Ngga?	
Huh?	
Anything else?	
Ada lagi ngga?	
No?	
Really?	
Really?	
Joke?	
All of you, do you understand about it?	
Who wants to start it?	
Who is it?	
Siapa yang mau mengawalinya?	
Asri? You want to start it?	
Mau memulainya?	
Asri as . . . sebagai siapa?	
Who wants to be Eko?	
Dan yang mau jadi Eko siapa?	
Any difficult word?	
Ada kata-kata yang sulit lagi?	
Is it new word for you?	
Ini kata-kata baru ya?	
Baru dengar tadi?	
Tadi yang kamu bilang apa? "Should?"	
Can all of you understand about it?	
Paham?	
Are you nervous?	
Nobody knows?	
Tidak ada yang tahu ungkapan-ungkapan nya?	
Yunanto... where are you?	
Who said that?	
Siapa tadi yang menjawab?	
Suggestion?	
Any other expression can you find?	
What kind of expression is this?	
Ada yang tahu enggak jenis expression nya apa?	

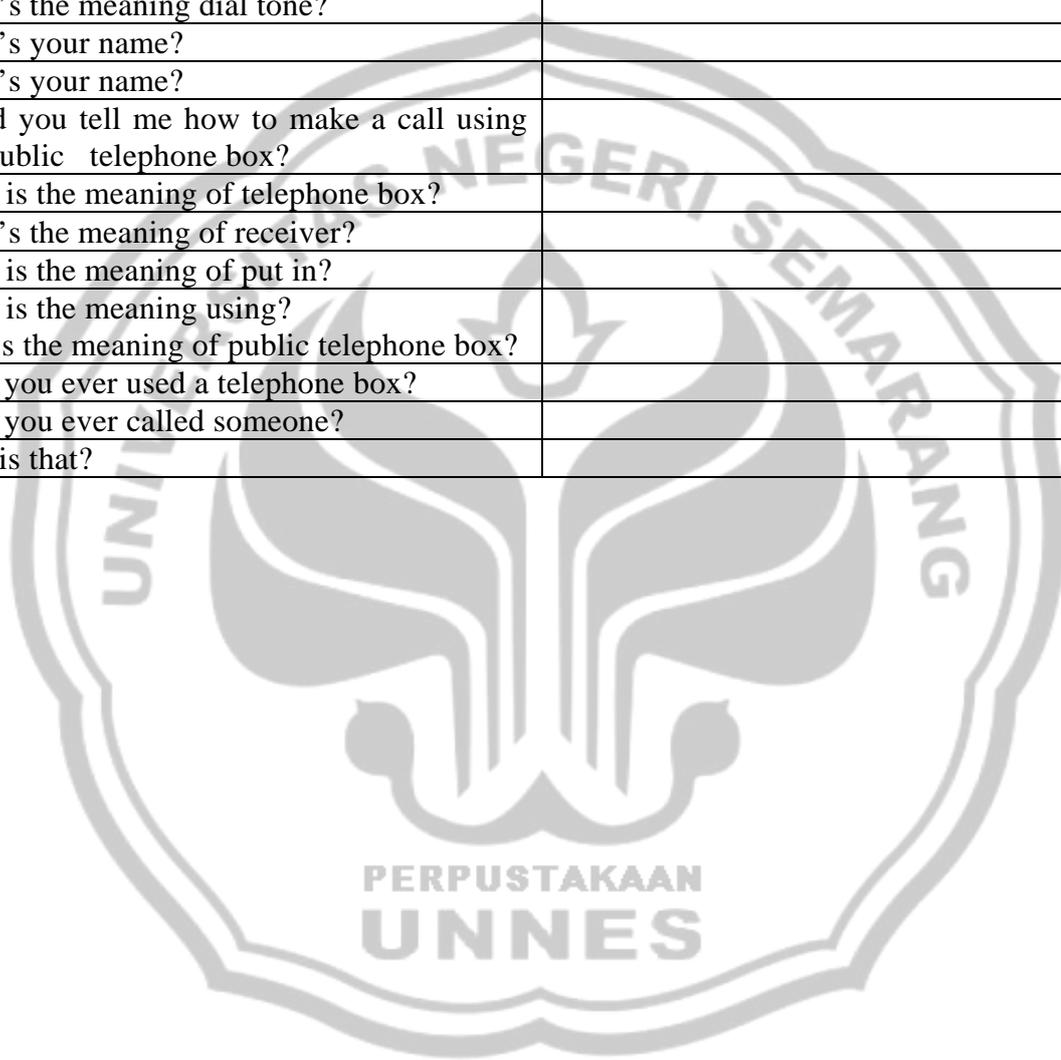
Question?	
Question?	
Pertanyaan?	
How many people should I invite to the party?	
How many people?	
How many people should I invite to the party?	
Who knows?	
Who knows?	
Siapa yang tahu?	
Can you help your friend?	
How many people should I invite to the party?	



Classification On Types Of Questions Of A Lesson Conducted By 5th Participant (1st Turn)

CLOSED QUESTION	OPEN QUESTION
Good afternoon students?	How are you today?
Who is absent today?	
Ok please, Asmuin will you help me?	
Ayub, Have you ever called someone?	
Who are they?	
And Nova! Have you ever called someone?	
Have you ever called someone, please?	
Ok, who are they?	
What is the meaning pick up in bahasa Indonesia?	
What is the meaning wish?	
What is the meaning hang up?	
Hang up?	
What is the meaning pick up?	
Can you understand?	
What is the meaning mobile?	
Suwarno? What is a mobile?	
Do you understand?	
Can you see it?	
Ok, class can you help Sally?	
The colour is..?	
The colour is..?	
Ok, can you see it?	
The colour is red?	
And the step number two is?	
Step number three is?	
To finish the...?	
Step number two is?	
Ok, and step number three is?	
Step number three?	
What's the meaning hang up?	
Hang up?	
Pick up?	
What's the meaning hang up?	
What's the meaning receiver?	
Receiver?	
What's the meaning receiver?	
The word wish, what is the meaning wish?	
Call button?	
What's the meaning of call button?	
End button?	

Do you know public telephone box?	
pada please pick up the receiver. Pick up tadi apa?	
Pick up?	
What's the meaning pick up?	
Hang up?	
Dial the number?	
What's dial?	
What's the meaning dial tone?	
What's your name?	
What's your name?	
Could you tell me how to make a call using this public telephone box?	
What is the meaning of telephone box?	
What's the meaning of receiver?	
What is the meaning of put in?	
What is the meaning using?	
what's the meaning of public telephone box?	
Have you ever used a telephone box?	
Have you ever called someone?	
Who is that?	



Classification On Level Of Questions Of A Lesson Conducted By 1st Participant (1st Turn)

LOW – LEVEL QUESTION	HIGH – LEVEL QUESTION
How are you today?	Why false?
Who is absent today?	
Do you know which sentences that express making someone to do something?	
Which sentences that express making someone do something?	
Do you understand?	
Who knows?	
Kalimat mana yang mengekspresikan meminta seseorang untuk melakukan sesuatu?	
Which sentence?	
Do you know what the pattern of the expression making someone to do something is?	
Who wants to try to answer my question?	
Do you know?	
Yes?	
OK, so far, any question?	
Do you understand?	
Yes?	
Do you understand?	
OK, do you understand?	
Who wants to answer number 1?	
Who wants answer number 3?	
Number seven?	
Number eight?	
Number nine?	
Is it true or false?	
The sentence is true or false?	
Bedroom itu apa?	
Fauzi, bedroom itu tempat tidur, benar apa salah?	

Classification On Level Of Questions Of A Lesson Conducted By 2nd Participant (1st Turn)

LOW-LEVEL QUESTION	HIGH-LEVEL QUESTION
Who is absent today?	
Who is absent?	
Do you know the meaning of giving invitation?	
Apakah kalian tahu artinya giving invitation?	
What is the meaning of giving invitation?	
Have you ever got invitation?	
Pernahkah kalian mendapat undangan?	
What kind of invitation have you ever got?	
Jenis undangan apa yang pernah kalian dapat?	
Birthday party or wedding?	
Are you ready?	
Do you understand this dialogue?	
What is the meaning of we are preparing a charity night?	
What is the meaning of I'd like to invite you to?	
Hari apa Saturday?	
What is the meaning of wondering?	
Are you free on Sunday?	
Apakah kamu tidak ada rencana untuk hari Minggu?	
Are you free on Sunday?	
Would you like to go out with me?	
Do you understand?	
Thank you, I'd love to... berarti apa?	
What is the meaning of that's good, it would be wonderful?	
What is the meaning of fully?	
Are you ready?	
Finish?	
Are you ready?	

Classification On Level Of Questions Of A Lesson Conducted By 3rd Participant (1st Turn)

LOW-LEVEL QUESTION	HIGH-LEVEL QUESTION
That's easy, right?	Why?
Is that right?	Why do you think that this song is not easy?
Is it easy?	What do you think?
Can you?	
What's wrong with you?	
Do you understand?	
Do you understand?	
Do you understand?	
Susah untuk mendapat kata-katanya?	
Do you want to listen to the next song?	
Ok?	
Ok?	
Understand?	
Ready?	
Finish?	
Ok?	
Is it right or wrong?	
Right or wrong?	
Is it right or wrong?	
Right or wrong?	
Is the answer right?	
Is it right or wrong?	
Right again?	
Right or wrong?	

Classification On Level Of Questions Of A Lesson Conducted By 4th Participant (1st Turn)

LOW-LEVEL QUESTION	HIGH-LEVEL QUESTION
How are you today?	Why don't you get a job?
Are you ready?	What do you think?
Where are you?	Why don't you get a job?
Is that right?	Why do you give up?
Remember?	
Inget ngga?	
Yes?	
Do you understand what I mean?	
Understand?	
Paham ngga, yang saya maksud?	
Ulangi sekali lagi, bisa nggak?.	
Will cook?	
Will put?	
Will put or will cook?	
OK, what's your answer?	
Can you answer the question?	
Still remember?	
Masih ingat kan?	
What is the function of <i>shall</i> in future tense?	
What is it?	
Shall itu digunakan hanya pada . . . apa?	
Can you repeat once more?	
Who wants to help me, please?	
Who wants to help me, please?	
Do you get it?	
Udah dapat semua?	
All of you?	
Really?	
What did you say?	
Graduate?	
Yang tadi apa?	
Kamu tadi mengucapkannya gimana?	
Graduate atau yang lain graduate?	
With . . . with? How do you say it?	
What did you say?	
Congratulations, or may be, may be something else?	
Something else?	
Huh?	
How about Yusril?	
Any difficult word?	
Ada kata yang sukar ngga?	

No?	
Really?	
Do you know what I mean?	
Tahu maksudnya ngga, dari percakapan ini?	
OK?	
Ana Mahmudah, can you help your friend?	
Kesulitan kata-katanya? Atau yang lain?	
How about the meaning?	
Artinya. Kesulitan?	
Ngga?	
Graduate?	
What else?	
Huh?	
Anything else?	
Ada lagi ngga?	
No?	
Really?	
Really?	
Joke?	
All of you, do you understand about it?	
Who wants to start it?	
Who is it?	
Siapa yang mau mengawalinya?	
Asri? You want to start it?	
Mau memulainya?	
Asri as . . . sebagai siapa?	
Who wants to be Eko?	
Dan yang mau jadi Eko siapa?	
Any difficult word?	
Ada kata-kata yang sulit lagi?	
What is it?	
What?	
Is it new word for you?	
Ini kata-kata baru ya?	
Baru dengar tadi?	
What is it?	
What is it?	
What did you say?	
Tadi yang kamu bilang apa? "Should?"	
Can all of you understand about it?	
Paham?	
What is the dialogue 1 and dialogue 2 about?.	
Are you nervous?	
Nobody knows?	

Tidak ada yang tahu ungkapan-ungkapannya?	
Yunanto... where are you?	
What is it?	
What else?	
What is it?	
What is it?	
That's a good idea itu mengekspresikan apa?	
Expressing what?	
What does the sentence express?	
Who said that?	
Siapa tadi yang menjawab?	
What is it?	
What is it?	
Suggestion?	
Any other expression can you find?	
What kind of expression is this?	
Any other expression?	
What about the following expression "How many people should I invite to the party?"	
Ada yang tahu enggak jenis expression nya apa?	
Question?	
Question?	
Pertanyaan?	
How many people should I invite to the party?	
How many people?	
How many people should I invite to the party?	
Who knows?	
Who knows?	
Siapa yang tahu?	
Can you help your friend?	
How many people should I invite to the party?	

Classification On Level Of Questions Of A Lesson Conducted By 5th Participant (1st Turn)

LOW-LEVEL QUESTION	HIGH-LEVEL QUESTION
Good afternoon students?	How are you today?
Who is absent today?	Could you tell me how to make a call using this public telephone box?
Ok please, Asmuin will you help me?	Please explain how to make a call just like me. Please, look at your friend!
Ayub, Have you ever called someone?	After my explanation, please one of you come forward and explain how to make a call just like in front of the class.
Who are they?	After I have explained how to make a call by a mobile phone, please one of you come forward to present in front of the class how to make a call using mobile phone.
And Nova! Have you ever called someone?	How to make a call by using a mobile phone? Please say it in English!
Have you ever called someone, please?	Please explain how to make a call just like me.
Ok, who are they?	
What is the meaning pick up in bahasa Indonesia?	
What is the meaning wish?	
What is the meaning hang up?	
Hang up?	
What is the meaning pick up?	
Can you understand?	
What is the meaning mobile?	
Suwarno? What is a mobile?	
Do you understand?	
Can you see it?	
Ok, class can you help Sally?	
The colour is..?	
The colour is..?	
Ok, can you see it?	
The colour is red?	
And the step number two is?	
Step number three is?	
To finish the...?	
Step number two is?	
Ok, and step number three is?	
Step number three?	
What's the meaning hang up?	
Hang up?	

Pick up?	
What's the meaning hang up?	
What's the meaning receiver?	
Receiver?	
What's the meaning receiver?	
The word wish, what is the meaning wish?	
Call button?	
What's the meaning of call button?	
End button?	
Do you know public telephone box?	
pada please pick up the receiver. Pick up tadi apa?	
Pick up?	
What's the meaning pick up?	
Hang up?	
Dial the number?	
What's dial?	
What's the meaning dial tone?	
What's your name?	
What's your name?	
What is the meaning of telephone box?	
What's the meaning of receiver?	
What is the meaning of put in?	
What is the meaning using?	
what's the meaning of public telephone box?	
Have you ever used a telephone box?	
Have you ever called someone?	
Who is that?	

*Classification On Basic Questioning Skill Components Of A Lesson Conducted
By 1st Participant (1st Turn)*

BASIC QUESTIONING SKILL COMPONENTS	TEACHER TALK
Structuring	Today, we are going to discuss “expressing someone to do something”. I will distribute texts of dialogue about “expressing someone to do something”. After that I want you to analyze this dialogue about “expressing someone to do something”.
Phrasing	-
Focusing	<p>Do you know which sentence that express making someone do something? Please raise your hand! Which sentences that express making someone do something?</p> <p>Do you know what the pattern of the expressing of making someone do something is?</p>
Redirecting	-
Distributing	<p>Ok. Yes, you Fauzi. Which sentence?</p> <p>Ok. Jumanto! Do you know? Yes?</p> <p>Maybe Jumanto please answer no 1.</p> <p>Novi number 2.</p> <p>You, Didik?</p> <p>Ok, Putri you answer no 3</p> <p>Ok number 5. You, Ima , number six.</p> <p>Yes, you number seven (pointing at a student).</p> <p>Number eight? Agung, you do number eight.</p> <p>Number nine? Didit! Didit number nine.</p> <p>Reza, you number ten.</p> <p>Ok, you (pointing at a student) Why false?</p> <p>True or false.? Fauzi. Number one (pause) number one</p> <p>Fauzi, bedroom itu tempat tidur, benar apa salah?</p> <p>Do you know which sentence that express making someone do something? Please raise your hand</p> <p>Ok. Who knows?</p> <p>Who wants to try to answer my question?</p>

	<p>Who wants to answer number 1- please come forward!</p> <p>Who wants to answer number 3?</p>
Pausing	<p>Do you know which sentence that express making someone to do something? Please raise your hand! (pause)</p> <p>Which sentences that express making someone do something? (pause)</p> <p>Kalimat mana yang mengekspresikan meminta seseorang untuk melakukan sesuatu? (pause)</p> <p>Do you know what the pattern of the expression of making someone to do something is? (pause)</p> <p>Do you understand? (pause)</p> <p>Do you understand? (pause)</p> <p>Do you understand? (pause)</p>
Reacting	<p>Ok Good!</p> <p>Ok. Now look at number 1. I made Reza read the book.. Is it true or false?</p> <p>Ok, you (pointing at a student) Why false?</p> <p>True or false. Fauzi. Number one, (pause) number one.</p> <p>Right. Bedroom itu apa?</p>
Prompting	-
Changing the Level of Cognitive Demand	-

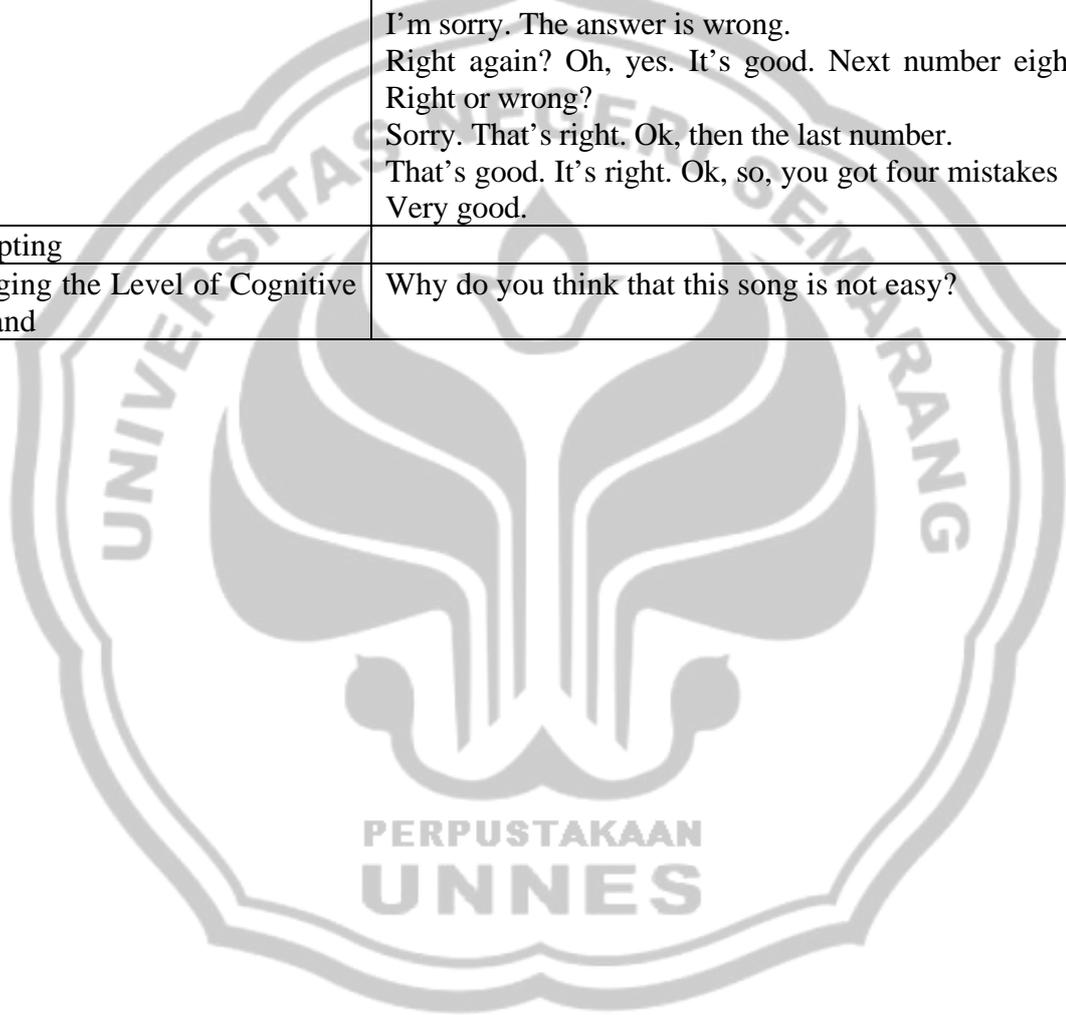
*Classification On Basic Questioning Skill Components Of A Lesson Conducted
By 2nd Participant (1st Turn)*

BASIC QUESTIONING SKILL COMPONENTS	TEACHER TALK
Structuring	Now we are going to talk about giving invitation.
Phrasing	-
Focusing	What kind of invitation have you ever got?
Redirecting	-
Distributing	Before we learn the expressions, sebelum kita membahasnya I want to ask you (to the whole class) have you ever got invitation?
Pausing	<p>Do you know the meaning of giving invitation? (pause)</p> <p>Apakah kalian tahu artinya giving invitation? (pause)</p> <p>What kind of invitation have you ever got? (pause) Jenis undangan apa yang pernah kalian dapat? Birthday party or wedding?</p> <p>Jawabannya: thank you, I'd love to... berarti apa? (pause)</p> <p>What is the meaning of I'd like to invite you to? (pause)</p>
Reacting	<p>Ok.</p> <p>Ok</p> <p>Good!</p> <p>Good!</p>
Prompting	-
Changing the Level of Cognitive Demand	-

*Classification On Basic Questioning Skill Components Of A Lesson Conducted
By 3rd Participant (1st Turn)*

BASIC QUESTIONING SKILL COMPONENTS	TEACHER TALK
Structuring	Today we will listen to a song hari ini kita akan membahas lagu. Listen carefully to this song. The title of this song is More than words.
Phrasing	-
Focusing	-
Redirecting	-
Distributing	<p>Eni? Rini? Era? Desiwati. Ok, you. (pointing the student) Number 2, Wijayanti. And then number 3, Lestari Anna. Ok, you Lestari Anna. You do number 3. Number 4, Ragil Astuti. You, number 4 And then number 5, Mayani. (pause) Mayani Number 6, Siti Zulaikah. Number 7, Tirta. Number 7 Tirta Number 8, Yesi. Number 9, Zaenal. Number 10, Lisa Soraya. Number 11, Budiarti. And the next Indro 13, Era. Number 14, Setyorini. 16, Pujiyanti 17 Heni. 18, uhm, Rini Yuliantika Next 19, you, Vera</p>
Pausing	<p>Why? (pause) Can you? (pause) What's wrong with you? (pause)</p>
Reacting	<p>Say it once again, yes or yes mam. Ok, repeat it once again Ok, that's good Ok, Good. Ok, good Yes, that's good. Ok Ok, good Good.</p>

	<p>That's good. Number 1, is it right or wrong? Right or wrong? Good. It's right. Number 2, is it right or wrong? Sorry the answer is wrong. What about number 3 Ok and then number 4. Right or wrong? Sorry the answer is wrong. Number 5. Is the answer right? Ok. 9. Is it right or wrong Good. Number 10 I'm sorry. The answer is wrong. Right again? Oh, yes. It's good. Next number eighteen. Right or wrong? Sorry. That's right. Ok, then the last number. That's good. It's right. Ok, so, you got four mistakes here. Very good.</p>
Prompting	
Changing the Level of Cognitive Demand	Why do you think that this song is not easy?



*Classification On Basic Questioning Skill Components Of A Lesson Conducted
By 4th Participant (1st Turn)*

BASIC QUESTIONING SKILL COMPONENTS	TEACHER TALK
Structuring	Ok, thank you everybody. I think you still remember . . .the last material. Is that right? Last material, the future tense.
Phrasing	-
Focusing	-
Redirecting	-
Distributing	<p>OK, I want to ask you one by one . . . about it.</p> <p>Faila, ya?</p> <p>Antoni! Antoni . . .! (trying to get attention from the student).</p> <p>Ana, Ana. Ana Ira.</p> <p>Tumi! Tumi Tumi. Tumi,</p> <p>How about you, Elfira? Elfira</p> <p>Ana Mahmudah</p> <p>Asri</p> <p>Yunanto, may be you can help me. Yunanto...</p> <p>Yunanto... where are you? (getting the student's attention).</p> <p>Budi!</p> <p>Muthakairoh?</p> <p>Alamin? Dewi?</p> <p>Dewi ya?</p> <p>Desy?</p> <p>Subariah?</p> <p>Tahu maksudnya ngga? Dari percakapan ini? Raise your hand.</p> <p>For dialogue no.2, please practice the dialogue no.2. Who is it? Who wants to start it? Siapa yang mau mengawalnya? Come on, raise your hand</p>
Pausing	<p>Please change it, please change the sentence into future tense.(pause)</p> <p>What is the function of <i>shall</i> in future tense? Penggunaan <i>shall . . .shall</i>. For just, what is it? Shall itu digunakan hanya pada . . . apa? (pause)</p> <p>Why don't you get a job? What is it? (pause)</p> <p>"How many people should I invite to the party?" Ada yang tahu enggak jenis expressionnya apa? (pause)</p> <p>What kind of expression is this? (pause)</p>
Reacting	<p>OK. Good</p> <p>OK, repeat once more.</p>

	Oh, OK. Good, excellent. Yes, good. Can you repeat once more? Ok, good. Thank you everybody. OK, thanks OK Good. Any other expression?
Prompting	
Changing the Level of Cognitive Demand	



*Classification On Basic Questioning Skill Components Of A Lesson Conducted
By 5th Participant (1st Turn)*

BASIC QUESTIONING SKILL COMPONENTS	TEACHER TALK
Structuring	Ok, class, I want to explain how to make a call. Ok. Ayub, Have you ever called someone?
Phrasing	-
Focusing	Have you ever called someone? What is a mobile?
Redirecting	<p>T: Ok, class, I want to explain how to make a call. Ok. Ayub, Have you ever called someone?</p> <p>P : Yes, I've ever.</p> <p>T : Ok. Who are they?</p> <p>P : May father, my mother, my friends.</p> <p>T : Ok, good. And Nova! Have you ever called someone?</p> <p>P : Not Nova, Devi</p> <p>T : Oh, yes! Sorry. Have you ever called someone, please?</p> <p>P : Yes, mam!</p> <p>T :Ok, who are they?</p> <p>P : They are my father, my mother, my boyfriend</p>
Distributing	<p>Ok. Ayub, have you ever called someone?</p> <p>Ok. Who are they? (to Ayub)</p> <p>And Nova! Have you ever called someone?</p> <p>Ok, who are they? (to Nova)</p> <p>What is the meaning pick up in bahasa Indonesia? (to the whole class)</p> <p>What is the meaning wish? (to the whole class)</p> <p>Nurul?</p> <p>After you finish talking, hang up the receiver. Hang up, what is the meaning hang up? (to the whole class)</p> <p>Hang up? (to the whole class)</p> <p>First, pick up the receiver. Pick up the receiver. What is the meaning pick up?</p> <p>What is the meaning of mobile? (to the whole class)</p> <p>Suwarno? What is a mobile? In English please!</p> <p><i>After I have explained how to make a call by a mobile phone, please one of you come forward to present in front of the class how to make a call using mobile phone. Sally, please come forward!</i></p> <p>Ok, please, Suwarno! How do you make a call by using a mobile phone? Please say it in English!</p> <p>Hang up. What's the meaning hang up? (to the whole class)</p> <p>Ok Aris! What's the meaning hang up?</p> <p>Ok Sally! What's the meaning receiver?</p>

	<p>The word wish, what is the meaning wish? Call button?What's the meaning of call button? (to a student) And then, end button?(to the other student) Do you know public telephone box? (to the whole class) What's the meaning pick up? (to the whole class) Hang up? (to the whole class) Dial the number? What's dial? (to the whole class) What's the meaning dial tone? (to the whole class) What is the meaning of telephone box? (to the whole class) What's the meaning of receiver? What is the meaning of put in? What is the meaning using? Aris, what's the meaning of public telephone box? Have you ever used a telephone box? (to Aris) Have you ever called someone? (to different student)</p>
Pausing	<p>What is the meaning pick up in bahasa Indonesia? (pause) After you finish talking, hang up the receiver. Hang up, what is the meaning hang up?(pause)</p>
Reacting	<p>Ok. Ok, good. Ok, thank you.</p>
Prompting	<p>P :If I make a call the first time ... (try to find his own word) T :The first time ... P :The first time eeh... T :You can find the name. P :Find the name or the number you wish to call and ...(thinking) T :Boleh pakai kata-kata sendiri, malah lebih bagus! P :(repeat the answer). If I make a call, eeh, I want to explain about how to make a call by a mobile phone. The first please, touch the button, you know the button the first ... T :Ok, class can you help Sally? P :button... T :The colour is ...? P :Green T :Green. Ok good. And then? P :Dial the number you wish, and I want to try to call my boyfriend because I miss him.</p>
Changing the Level of Cognitive Demand	

Table 1
Classification of the types of question of the five participants

PARTICIPANT		TYPES OF QUSTION	
		CLOSED	OPEN
1 st Participant	1 st turn	18	8
	2 nd turn	26	8
2 nd Participant	1 st turn	19	8
	2 nd turn	29	18
3 rd Participant	1 st turn	24	4
	2 nd turn	39	8
4 th Participant	1 st turn	65	28
	2 nd turn	48	20
5 th Participant	1 st turn	56	1
	2 nd turn	66	3

Table 2
Classification of the levels of question of the five participants

PARTICIPANT		LEVEL OF QUSTION	
		LOW	HIGH
1 st Participant	1 st turn	26	1
	2 nd turn	35	12
2 nd Participant	1 st turn	26	-
	2 nd turn	45	-
3 rd Participant	1 st turn	24	3
	2 nd turn	40	5
4 th Participant	1 st turn	104	4
	2 nd turn	57	12
5 th Participant	1 st turn	55	7
	2 nd turn	71	2

Table 3
Classification of basic questioning components of the five participants

PARTICIPANTS		BASIC QUESTIONING COMPONENTS								
		Structuring	Phrasing	Focusing	Redirecting	Distributing	Pausing	Reacting	Prompting	Changing level of cognitive demand
1 st Participant	1 st turn	1	-	2	-	19	7	5	-	-
	2 nd turn	1	-	1	-	4	7	1	-	1
2 nd Participant	1 st turn	1	-	1	-	1	5	4	-	-
	2 nd turn	1	-	7	-	1	3	13	1	-
3 rd Participant	1 st turn	1	-	-	-	22	3	24	-	1
	2 nd turn	1	-	-	-	4	5	23	-	-
4 th Participant	1 st turn	1	-	-	-	18	5	9	-	-
	2 nd turn	1	-	7	-	25	15	-	-	-
5 th Participant	1 st turn	1	-	2	1	27	2	3	1	-
	2 nd turn	1	-	5	-	23	7	3	1	-