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APPENDICES

- Observation Guideline
- Observation Result
- Interview Questions
- Transcript of Interview
- Documentation
- Letters

APPENDICES

Appendix 1: Observation Guideline

No	Aspect of being observed	Descriptive of the Result
A.	Teacher's questioning strategies setting in speaking class	
	1. Number of students	
	2. Students' participation	
	3. Teacher's Participation	
B.	The Learning Process	
	1. The Questioning Strategies	
	2. The language use	
	3. The teaching material	
	4. The learning activity	
	5. The allocation time	
C.	The Teacher Evaluation	
	1. The Assessment	
	2. The Evaluation	
D.	The Additional Notes	

Appendix 2: Observation Result

No	Aspect of being observed	Descriptive of the Result
A.	Teacher's questioning strategies setting in speaking class	
	1. Number of students	21 Students
	2. Students' participation	Questioner and answerer
	3. Teacher's Participation	As the facilitator
B.	The Learning Process	
	1. The Questioning Strategies	Questioning planning strategies and questioning controlling strategies
	2. The language use	Mixed English-Indonesia
	3. The teaching material	Social function and figurative language about lyric of the song.
	4. The learning activity	The teacher entered the class on time with the tools which supported the

		materials. The class leader guided the students to say a greeting and pray before beginning the study. After that, the teacher asked questions to attract the students' attention.
		Then, she explained the activities in the English classroom that day, which had three sessions. First, listening to the song, second, playing the games; and third, filling in the task. After that, she also explained the tools she brought that day; besides the marker and the books, she also brought the speaker, the stick, and the paper, then she told the students that they would like to listen to the music three times. First, she asked the students to analyse and read the lyrics carefully, second sang together and third, played games with the stick, so in three times she played the music with the stick, which was to go around until the music stopped; then, those who still held the stick means should sing alone to continue the lyric. Some students enjoyed the games, and some students unenjoyed the games because of feeling shy to sing. However, the purpose of the games was to pronounce the words. After playing the games, the teacher gave students questions about the song.
	5. The allocation time	120 Minutes
C.	The Teacher Evaluation	

	1. The Assessment	The teacher gives the students one task it's about fill in the blank. Then, the students answer the questions related to the content of the song.
	2. The Evaluation	The teacher gave complements to the all students for doing their best and gave some notes on students' sentence structure.
D.	The Additional Notes: All of students could join the class, and they actively followed the classroom activity.		

Appendix 3: Interview Questions

The questions adapted and developed from Patton (2002). He stated that there are 6 types of information that the researcher needs related to the research; behavior or experience, opinion or belief, feelings, knowledge, sensory and background or demographic.

1. What do you think about Teacher's Questioning Strategy?
2. What are the advantages of using Teacher's Questioning Strategy?
3. What are the advantages of using Teacher's Questioning Strategy?
4. Do you think Teacher's Questioning Strategy is effective strategy in your learning process? Why?
5. Do you think Teacher's Questioning Strategy is effective strategy to help you in speaking? Why?
6. What should your teacher do to make your learning process better?

Appendix 4: Transcript of Interview

The questions of this interview were adapted from Patton (2002).

1. **Participants' perceptions about the implementation of Teacher's Questioning Strategy.**
   Participant 1: It's good.
   Participant 2: Is a good strategy can train students to perform in front of the class.

Participant 3: *Sangat bagus karena dapat meningkatkan keaktifan siswa dalam berbicara*. ''it is good because can make students active in speaking skill''.

Participant 4: *Menurut saya strategi bertanya guru dapat membantu penguasaan materi pelajaran dan meningkatkan partisipasi aktif siswa.* ''in my opinion, teacher's questioning strategy can help to comprehend the material and to improve students' participation''.

Participant 5: Teacher's questioning strategy is a teacher's strategy to be able to interact with students in the classroom

Participant 6: Can help the students and teacher in teaching learning process.

Participant 7: In my opinion, the teacher's questioning strategy is a very good strategy and useful for students.

Participant 8: I think this strategy it's good for make my public speaking and pronunciation looks better.

Participant 9: *Menurut saya, strategi tersebut sangat berguna untuk kami para murid karena bisa melatih untuk berpikir kritis.* ''In my opinion this strategy is very helpful for the students to build a critical thinking''.

Participant 10: *Sangat bagus untuk siswa dalam proses pembelajaran.* ''It's very good for students in learning process''.

Participant 11: Teacher's questioning strategy is very good

Participant 12: *Dengan adanya penggunaan strategi ini para murid merasa speaking skill meningkat dan sangat bermanfaat untuk melatih otak berpikir kritis.* ''With the use of this strategy, the students feel their speaking has improved and can build their critical thinking''.

Participant 13: *Untuk membantu para siswa untuk berpikir kritis.* ''Can help the students to build a critical thinking.

Participant 14: I think it's really helpful

Participant 15: Teacher's Questioning Strategies really works in classroom, cause make students more active in class, it will open the discussion that make students will get more information.

Participant 16: *Strategi ini sangat bagus agar kita lebih mengerti tentang materi.* ''This strategy is very good, because we can understand about the material''

Participant 17: Implementation of the use of Teacher's Questioning Strategy is very good for training students in speaking to deliver their material

Participant 18: *Menurut pendapat saya dengan adanya teacher's questioning strategy dapat membantu siswa untuk menjawab pertanyaan yang diberikan guru yang berkaitan dengan topik diskusi.* ''In my opinion, teacher's questioning strategy can help the students to answer a question from teacher that relate with topic discussion''.

Participant 19: This strategy can help us as a student and really works in classroom

Participant 20: I think it's really helpful

Participant 21: A good strategy to build a critical thinking.

2. **Participants' Perception about the advantages of Teacher's Questioning Strategy.**

Participant 1: I think it really helps when I come into the class, and talk in English during learning process.

Participant 2: Can develop our ability to speak English

Participant 3: Students have a good preparation of speaking

Participant 4: *Memberikan motivasi sehingga mendorong siswa untuk berpartisipasi dalam pembelajaran.* ''Give motivation in order the students can participate in learning process''.

Participant 5: We can make our speaking to be better than ever

Participant 6: I can be more active when studying and I can practice my speaking well

Participant 7: Can makes my English fluently.

Participant 8: Helping me to know what are the points that I don't understand about the material and increase my vocab about the material.

Participant 9: Will understand more about something we don't understand

Participant 10: Students can be more active when speaking English, because they already have several vocabularies.

Participant 11: Student may learn the process of searching for answers to her own questions rather than relying on the teacher.

Participant 12: *Keuntungan dari strategi ini, para murid bisa menjadi lebih aktif akan menjawab pertanyaan dari guru.* ''The advantages of this strategy, the students can be more active to aswer the question from teacher''.

Participant 13: Through this strategy I can improve my skill especially in speaking and it makes me well prepared before class discussion.

Participant 14: Students can improve the knowledge and also make them more active and creative in learning.

Participant 15: The advantages of using TQS will make students more active in class, it will open the discussion that make students will get more information.

Participant 16: *Keuntungan nya bisa menambahkan skill untuk berbicara Bahasa Inggris.* ''The advantages can improve speaking in English''.

Participant 17: The students can get additional knowledge from the teacher.

Participant 18: Can make students understand the material better

Participant 19: Students can be more active when class learning starts because they already understood what they are going to do.

Participant 20: The advantages of using TQS will make students more active in class, it will open the discussion that make students will get more information from the teacher.

Participant 21: *Menggunakan teachers questioning strategy, bisa melatih siswa untuk mengungkapkan opini terhadap pertanyaan yang diberikan oleh guru.* ''With the use of teacher's

questioning strategy, can train the student to give their own opinion that relate with the question given by the teacher.

3. **Participants' Perception about the disadvantages of Teacher's Questioning Strategy.**

Participant 1: So far hasn't been there but I never got a chance to answer or response the teacher's questioning strategy, because I'm too shy to do it.

Participant 2: Students feel shy to answer the question from the teacher.

Participant 3: Many students do not pay attention because they do not understand.

Participant 4: *Kerugiannya banyak siswa merasa tidak percaya diri berbicara karena takut jawaban yang diberikan salah.* ''Disadvantages, most of students feels un confident because they feel afraid with the incorrect answer.

Participant 5: *Banyak siswa takut untuk mengungkapakan pendapat mereka.* ''Most of students feels afraid with their own opinion''.

Participant 6: I think there's no disadvantage.

Participant 7: It is difficult to prepare good questions, and arrange them logically

Participant 8: The disadvantages I think when we are trying to answer the question, but we are shy and keep silent.

Participant 9: There are some of students don't understand the material, and it make the student hard to answer the question from the teacher.

Participant 10: *Menurut pendapat saya tidak kerugian sama sekali malah dengan adanya teachers questioning strategy dapat membantu siswa/siswi dan guru saling berinteraksi melalu adanya strategi tersebut.* ''In my opinion, there is no disadvantages since the use of teacher's questioning strategy can help the students and teacher to interact each other through the use of this strategy''.

Participant 11: *Menurut saya tidak ada kerugian sebab guru mengajarkan kita dengan strategi yang baik.* For me, there is no disadvantages because the teacher can teach us properly with the use of this strategy.

Participant 12: *Strategi ini sangat bagus.* This strategy is very good.

Participant 13: The disadvantage of this strategy is that you do not encourage student-to-student interaction or independent learning.

Participant 14: Not all of students understand what material that already explain by the teacher.

Participant 15: *Sejauh ini strategi ini sangat berguna dalam proses pembelajaran.* ''So far, this strategy is very useful in learning process''.

Participant 16: There is no advantages, because the teacher teaches us with a good way.

Participant 17: Almost of students feels afraid with their answer.

Participant 18: Students do not pay attention what teacher talk because they do not understand.

Participant 19: I think this strategy is good for us as a students

Participant 20: *Biasanya ada beberapa siswa yang tidak percaya diri untuk berbicara bahasa inggris.* There are some of students didn't feel confident to speak in English.

Participant 21: So far, I think there's no disadvantage.

4. **Participants' Perception about Teacher's Questioning Strategy is effective strategy in learning process.**

Participant 1: Yes, of course. It makes me enjoy to express idea and to get many knowledge by myself.

Participant 2: It is effective because this strategy can stimulate learning, develop students' potential to think. It is also one of the ways teachers help students develop their knowledge more effectively.

Participant 3: Yes, it is. It can stimulate learning. Because, it helps me when learning the subject in the class.

Participant 4: Yes, effective because students become more active and confident to perform.

Participant 5: Yes, because I can train my speaking skill to be better.

Participant 6: I think that Teacher's Questioning is effective for the learning process, because it can practice my speaking skill, even increase my ability to dare to speak in front of many people.

Participant 7: Of course, by using TQS makes teaching and learning more fun, the students can enjoy all the process of learning.

Participant 8: *Iya, efektif karna membantu saya untuk menjadi percaya diri dengan pertanyaan yang diberikan guru.* ''Yes, it's effective, because can help me to become confident with the question given by the teacher''.

Participant 9: *Strategi ini sangat efektif dalam meningkatkan skill berbicara dan menambah banyak pengetahuan.* This strategy is really effective, because can improve speaking skill and can get more knowledge.

Participant 10: Yes, it's effective.

Participant 11: Yes, because I can get more additional knowledge from the teacher

Participant 12: Yes, it's effective, because can make students understand the material better

Participant 13: Really effective, because can help students and teacher in learning process.

Participant 14: *Strategi yang sangat efektif yang bisa digunakan guru selama mengajar di dalam kelas.* ''This strategy is really effective that can be used by the teacher during during teaching in the classroom''.

Participant 15: *Menurut saya sangat efektif, karena membuat pembelajaran menjadi cepat dimengerti.* ''For me, it's really effective, because can make the learning process more understood.

Participant 16: Yes, because through this strategy the students more enjoy and happy.

Participant 17: Yes, it can help both students and teacher in classroom

Participant 18: In my opinion, this strategy really effective because it may assist students in accepting material.

Participant 19: Students enjoy the learning process because the teacher can stimulate the learning through this strategy.

Participant 20: Yes, really effective and helpful.

Participant 21: Yes, because this strategy can make students and teacher more enjoy and happy.

5. **Participants' Perception about Teacher's Questioning Strategy is effective strategy in speaking.**

Participant 1: Yes, of course. Through teacher's questioning strategies makes my English fluently.

Participant 2: Yes, because if we read English and mispronounce a sentence, the teacher will correct the sentence.

Participant 3: Yes, it is very helpful because there are students who are shy, can train his confidence to be able to appear and improve his speaking.

Participant 4: Yes, because I can know how a good way to speaking when my teacher uses the teacher's questioning strategy.

Participant 5: Yes, it's help me. Because of this strategy, my speaking skill Improved quite well when someone try to speak with me in English Language.

Participant 6: Yes, because from this strategy we can learn to look up vocabulary in English to answer question from teacher.

Participant 7: Yes, it can give me motivate to speak in English.

Participant 8: *Iya, saya pikir sangat membantu karena melatih kita untuk tampil percaya diri dan membantu kita berbicara didepan orang banyak.* ''Yes, I think really helpful, because can train us to be confident to perform and help us to speak in front of many people.

Participant 9: *Sangat efektif, karena itu meningkatkan skill berbicara berbahasa inggris dan menambah banyak kosakata.* "Really effective, because it makes my speaking skill improved and get many vocabularies.

Participant 10: *Ya itu sangat efektif karna banyak siswa yang kurang percaya diri untuk menyampaikan apa yang ingin di sampaikan makanya ini adalah cara yang efektif.* Yes, it's really effective, because most of students didn't feel confident to deliver what they want to say, that's why this is really effective.

Participant 11: Yes, because it can make us more fluently to speak English.

Participant 12: Yes, because from this strategy I can speaking English properly.

Participant 13: Of course, by using TQS, my speaking skill has improved.

Participant 14: Yes, because this strategy can help students in the class.

Participant 15: I am really enjoying with the use of this strategy, so that's why this strategy is more effective especially in teaching learning process in the classroom.

Participant 16: This strategy is effective and can give us motivation.

Participant 17: *Ya, Karena dapat meningkatkan partisipasi siswa secara penuh dalam proses pembelajaran.* ''Yes, because can improve students' participation in learning process''.

Participant 18: Yes, I think really helpful for me as a student.

Participant 19: Yes, of course. Through teacher's questioning strategies makes my speaking looks better.

Participant 20: *Iya efektik karena guru akan menunjukan cara pembacaan yang betul.* ''Yes effective, because teacher will correct our pronunciation with a correct way.

Participant 21: I think it's really effective in speaking skill.

6. **Participants' Perception about suggestion of the use of Teacher's Questioning Strategy.**

Participant 1: Speak English more with students while learning English in the classroom.

Participant 2: I think Creativity. People learn best when they're doing something fun and interesting.

Participant 3: I think the teacher should use English while teaching and learning process, it can help the students to improve their speaking skill.

Participant 4: Utilize a variety of technology options.

Participant 5: In my opinion, for example, during the last lesson, the students were already sleepy and had a headache, so if you can joke around with them or ask them to sing a song. So that those who were sleepy can come back refreshed and the students will focus because at that time the lesson is out of my head.

Participant 6: Gives the direction in the word pronunciation if there is a wrong word pronunciation.

Participant 7: I think the use of TQS, the teacher has to give more attention to the students.

Participant 8: *Mungkin guru harus selalu menggunakan Bahasa Inggris agar supaya siswa lebih tertarik untuk memperbanyak vocabulary.* Probably the teacher should always speak in English in order to make students improve their vocabulary.

Participant 9: Maybe in a way Use ICT tools and digital game-based learning.

Participant 10: explain in a relax not in a hurry to make it easy for students to understand and then use words or sentences that are easy to understand and explain more than once.

Participant 11: I think that always using English language during English lessons is better than using Indonesian.

Participant 12: Speak English more with students while learning English.

Participant 13: *Mungkin bisa dengan memberikan kesempatan untuk orang – orang yang tidak berani menyampaikan pendapat.* ''Probably the teacher can give opportunity for students who are afraid for deliver their opinion''.

Participant 14: The teacher must make sure that, if the students understand or not. Because it seems like nothing if students just come to the class, but they are not understanding the material.

Participant 15: Consider new learning activity to make students more interest with learning process.

Participant 16: Sometimes students are lazy. In this kind of case, I think the teacher need to be more creative in motivating students' interest in order to push this learning strategy to be more effective than ever.

Participant 17: *Mungkin guru harus bertanya apa yang belum bisa di mengerti siswa saat belajar.* ''Probably the teacher should ask the students first about the material that they don't understand''.

Participant 18: Maybe the teacher should use easy words that makes student understand.

Participant 19: I hope the teacher can apply various question to make students gives participation in the classroom. because it is helpful in the process of learning.

Participant 20: My suggestion is the TQS always applied by the teacher, because the teacher's questioning strategy itself can help students in the classroom especially for the student who lack interesting in speaking.

Participant 21: Teacher should clarify the students whether they are understanding about the material that has been given by the teacher in teaching and learning process in the classroom.

Appendix 5: Documentation

Classroom Activity During Teaching and Learning Process

PEMERINTAH KOTA KOTAMOBAGU
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
(DPMPTSP)
Jln. D.I Panjaitan No.375 Telp/Fax. (0434)- 22810 Kotamobagu 95712
http://dmptsp.kotamobagukota.go.id e-mail: dmptsp_kk@ymail.com

Kotamobagu,   Juli 2022

KEPADA

Nomor	: 500/DPMPTSP-KK/302/VII/22	Yth. **KEPALA SMA NEGERI I**
Sifat	: Biasa	**KOTAMOBAGU**
Lampiran	: -	Di
Perihal	: <u>Pengantar Penelitian</u>	Kota Kotamobagu

Menindaklanjuti Surat dari Fakultas Ilmu Budaya Universitas Hasanuddin Nomor : 4278/UN4.9.1/PT.01.04/2022 tanggal 06 Juni 2022 Tentang Permohonan Izin Penelitian, maka dengan ini Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Kotamobagu memberikan pengantar kepada :

Nama	: GIA PUSPITA MOKODOMPIT
Nomor Pokok	: F022211011
Program Pendidikan	: Magister (S-2)
Program Studi	: Bahasa Inggris

Untuk melakukan Penelitian di SMA Negeri I Kota Kotamobagu dalam rangka penulisan Tesis yang bersangkutan.

Demikian Surat Pengantar ini dibuat guna keperluan.

KEPALA DINAS

MOH. ALJUFRI NGANDU, S.Pd
PEMBINA UTAMA MUDA
NIP. 19711027 199702 1 002

Tembusan:

SURAT KETERANGAN

Nomor : 425 / C.1 SMAN 1 KTG/2022

Yang bertanda tangan di bawah ini :

Nama	:	Masyuri Podomi, S.Pd, MM
NIP	:	19721117 200012 1 003
Jabatan	:	Kepala Sekolah

Dengan ini menerangkan bahwa masiswa dibawa ini.

1. Nama : Gia Puspita Mokodompit

   Nomor Produk : F022211011

   Program Pendidikan : Magister (S-2)

   Program Studi : Bahasa Inggris

Mahasiswa tersebut telah selesai melakukan penelitian di SMA Negeri 1 Kotamobagu mulai tanggal 06 Juli 2022 sampai 09 Agustus 2022.

Demikian surat keterangan ini di buat, untuk dipergunkan sebagaimana mestinya.

Dibuat di : Kotamobagu
Pada Tanggal : 10 Agustus 2022

KEPALA SMA N 1 KOTAMOBAGU

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