

APPENDICES

APPENDIX 1 :

OBSERVATION CHECKLIST

1. First Meeting

Teacher : Muhammad Adnan S.Pd
Observer : Herlinda Erniyawati
Class : XI Multimedia-2
Topic : Precedure Text
Date Observation : Wednesday, 09 February 2022
Time Observation : 07:45

NO	ACTIVITIES	YES	NO
1.	teacher Invites students to recall previous lessons	✓	
2.	the teacher asks questions about classroom routines outside of the learning content	✓	
3.	the teacher gives high-level questions to students	✓	
4.	Teacher encourage students to think and focus on the content of the lesson.	✓	
5.	the teacher creates key questions to provide structure and direction for learning		✓
6.	The teacher adapt questions on students ability level	✓	

7.	The teacher ask questions logically and sequentially	✓	
8.	The teacher ask questions on variety of levels	✓	
9.	The teacher encourage student questions	✓	
10.	The teacher Use question that encourage wide student participation	✓	
11.	The teacher give the students time to think while responding	✓	
12.	The teacher follow up the students response	✓	
13.	Pharase question clearly and spesifically	✓	

FIELD NOTE

on Wednesday 9 February 2022 at 07:45 the teacher entered the multimedia-2 class, the teacher entered the room and said hello, the students answered the greeting loudly, then the teacher asked how they were and the students answered 'I'm fine too thank you , and you?' the teacher replied to their answer. Before starting the lesson the teacher asked the students whether they had breakfast or not and asked if they were ready to start learning English today. The teacher began to absent one by one the students in the class and did not forget to remind them about their homework and whether they remembered to bring their English worksheets.

students were busy collecting their homework ahead. After finishing the teacher preparing to start learning.

the teacher started the lesson by asking the question "how do we say 'post office' in English?". each student mumbled an answer, then the teacher asked another question "Anyone knows what is the preposition of direction?" The students were silent and thought to answer the question, then the teacher repeated it again by asking "what is the preposition?" The students looked at the book and some answered. then the teacher begins to explain the content of the lesson and conducts questions and answers with students about the meaning of the vocabulary used in the preposition of direction. If there are students who cannot answer the question, the teacher will throw it with another student who is more active.

some of the teachers also ask questions " it is correct?" , "are u sure?" to reaffirm their answers and then invite students to read the dialogue together and occasionally ask them what is the meaning of the dialogue and it turns out that the question requires high-mindedness to answer it, because they have to really understand the content of the dialogue to be able to answer the question. but some students take turns answering these questions because the teacher never makes the atmosphere tense during the learning process so that students are not nervous in answering the teacher's questions. at the end of the lesson they began to answer the questions in the book together, don't forget the teacher always asked them whether they understood the question and a little bit finally they were able to answer the questions and were able to respond good teacher during the learning process this

class is very fun because the teacher in addition to providing subject matter and arouse student participation the teacher also occasionally gives them humor.

OBSERVATION CHEKLIST

2. Second Meeting

Teacher : **Muhammad Adnan S.Pd**
Observer : **Herlinda Erniyawati**
Class : **XI Mutimedia-2**
Topic : **Asking And Giving Offering Help**
Date Observation : **Wednesday, 16 February 2022**
Time Observation : **07:45**

NO	ACTIVITIES	YES	NO
1.	teacher Invites students to recall previous lessons	✓	
2.	the teacher asks questions about classroom routines outside of the learning content	✓	
3.	the teacher gives high-level questions to students	✓	
4.	Teacher encourage students to think and focus on the content of the lesson.	✓	
5.	the teacher creates key questions to provide structure and direction for learning		✓
6.	The teacher adapt questions on students ability level	✓	

7.	The teacher ask questions logically and sequentially	✓	
8.	The teacher ask questions on variety of levels	✓	
9.	The teacher encourage student questions	✓	
10.	The teacher Use question that encourage wide student participation	✓	
11.	The teacher give the students time to think while responding	✓	
12.	The teacher follow up the students response	✓	
13.	Pharase question clearly and spesifically	✓	

FIELD NOTE

On Wednesday, 19 February 2022 , I made my second observation. the teacher enters the class at 07:45 and greets the students, the students return the greeting and ask each other how they are and it turns out that today one of the students is sick and it turns out that he has a fever. The teacher gave a little advice to him and began to attend to the other students. Before starting the lesson, the teacher again reminded the students whether they brought their English worksheet and it turned out that some students forgot to bring it because they were not focused on today's schedule. The teacher also gave him a punishment with him being able

to answer the teacher's questions about "what day is it today? and mention it in English." The student immediately responded and the answer was correct.

Then the teacher asked the students to open the book and ask them about the previous lesson. and make them recall the vocabulary they have learned before. Then to stimulate student participation, the teacher asks "Do you know what is asking and offering help?" because there are no students who have answered the teacher again asks "What is asking and offering help?" and there are students who can answer it. After the teacher explained what material he wanted to learn today, the teacher again asked "How many kinds of asking and offering help?" and some students read from books while answering these questions. then the teacher gives an explanation again regarding the asking and offering help lesson and invites students to look at the picture and read the dialogue and ask and answer questions about the picture and the dialogue to the students.

And at the end of the lesson the teacher invites students to read together and answer the questions in the book. occasionally the teacher asks "does anyone want to read exercise number 4?" and there are students who are willing and read the question. and again asked other students "what is your answer for number 4?" they also answered each other's questions and asked questions about the answers to the following questions. and at the end of the lesson the teacher also challenges them, if anyone can answer the last question, they will be able to rest first. the question is "give me an example that is not in the book about asking or offering help?". The students each think and write their answers. then there are some students who respond with the correct answer and can take a break first.

Appendix 2:

INTERVIEW GUIDE

Interview:

1. **Reserchear** : How long have you been teaching at SMKN 1 Pelaihari? (sudah berapa lama anda mengajar di SMKN 1 Pelaihari?)

Teacher : I've been teaching at SMA 1 Pelaihari for almost eight years (sudah hampir 8 tahun saya mengajar di SMKN1 Pelaihari)

2. **Reserchear** : What do you think about the activeness and participation of students during the learning process? (menurut anda bagaimana Keaktifan dan Partisipasi siswa saat pembelajaran berlangsung?)

Teacher : Actually, students in this multimedia-2 class are less active if they don't start with questions to provoke their participation when learning takes place. (Sebenarnya siswa di kelas multimedia-2 ini kurang aktif jika tidak diawali dengan pertanyaan untuk memancing partisipasi mereka saat pembelajaran berlangsung)

3. **Reserchear** : In your opinion, what are the obstacles for students in interacting in the classroom when learning English? (Menurut Anda, apa kendala siswa dalam berinteraksi di kelas saat belajar bahasa Inggris?)

Teacher : maybe because there are some who are embarrassed to ask and think learning English is difficult. (mungkin karena ada beberapa yang malu bertanya dan menganggap belajar bahasa inggris itu sulit)

4. **Reserchear** : oh then, what was the first thing you did when you opened the lesson in class? (oh kalau begitu, apa yang pertama kali anda lakukan saat membuka pelajaran di kelas?)

Teacher : provide a little humor so that it is not too stressful and start inviting them to remember the previous lesson (memberikan sedikit humor agar tidak terlalu menegangkan dan mulai mengajak mereka untuk mengingat pelajaran sebelumnya)

5. **Reserchear** : How important do you think questions are in interactions in the classroom? (menurut anda seberapa pentingkah pertanyaan dalam interaksi di dalam kelas?)

Teacher : Yes, I think it is very important, because it is from a question that we can find out the students' abilities in learning (ya menurut saya sangat penting, karena dari sebuah pertanyaan lah kita dapat mengetahui kemampuan siswa dalam pembelajaran)

6. **Reserchear** : What kind of questions do you often ask students in class? (pertanyaan seperti apakah yang sering anda ajukan kepada siswa di dalam kelas ?)

Teacher : questions about previous lessons, or questions such as whether they understand the lessons I convey, and sometimes I ask questions about the meaning of the title they want to study or ask the meaning of the vocabulary in their book about the topic being discussed. (pertanyaan tentang pelajaran sebelumnya, atau pertanyaan seperti apakah mereka memahami pelajaran yang saya sampaikan, dan kadang saya

memberikan pertanyaan maksud dari judul yang hendak dipelajari atau bertanya arti kosa kata yang ada pada buku mereka tentang topik yang sedang di bahas)

7. **Reserchear :** Do you have a special questioning technique to generate interaction in the classroom? (Apakah Anda memiliki teknik bertanya khusus dalam membangkitkan interaksi di dalam kelas?)

Teacher : if there is no special technique, but what I emphasize more is for students to enjoy first expressing themselves and giving them time to ask and respond to questions, maybe if someone can't answer my question then I will throw it to another friend , and I more often use questions that encourage their participation. (kalau teknik khusus mungkin tidak ada, Tetapi yang lebih saya tekankan untuk siswa lebih enjoy terlebih dahulu dalam mengekspresikan diri mereka dan memberikan waktu kepada mereka untuk bertanya dan menanggapi pertanyaan, mungkin jika ada yang tidak bisa menjawab pertanyaan dari saya maka akan saya lempar ke teman lainnya , dan saya lebih sering menggunakan pertanyaan yang mendorong partisipasi mereka)

Appedix 3 :

PRECEDURAL QUESTION USED BY TEACHER

3. First Meeting

NO.	Teacher Utterances
12.	Are you ready to learn English today?
13.	Can we get started?
14.	Do you all bring LKS books?
15.	have you had breakfast?
16.	how are you today?
17.	Who's sweeping schedule today?
18.	have you done your homework?
19.	is it finished or not?
20.	are all present?
21.	Daffa, why were you late?
22.	do you have any questions?

4. Second Meeting

NO.	Teacher utterances
11.	How are you today?
12.	Rita, are you sick?
13.	is anyone still sleepy this morning?
14.	did anyone bring a marker?
15.	Are you ready to learn English today?
16.	Do you all bring LKS books?

NO.	Teacher utterances
17.	why forgot to bring it?
18.	who is not present today?
19.	what date is today?
20.	Try saying today's name in English?

Appedix 4 :

CONVERGENT QUESTION USED BY THE TEACHER

3. First Meeting

NO	Teacher Utterances
1.	how do we say 'kantor pos' in English?
2.	Anyone know what is preposition of direction
3.	what is preposition of direction
4.	How is about preposition?
5.	What is preposition?
6.	What is the meaning of across?
7.	What is the meaning of after?
8.	do you know the meaning of 'in'?
9.	Does anyone know the meaning of into?
10.	It is correct?
11.	Are you sure?
12.	Can we use that sentece?
13.	What is the meaning of above?
14.	Do you know what is above

NO	Teacher Utterances
15.	Henry, do you know what the meaning of above
16.	What the meaning of between?
17.	in the picture where is the hospital near?
18.	what's across the hospital?
19.	Ahmad, what do you want your house to be close to?

4. Second Meeting

NO.	Teacher Utterances
27.	what is preposition of direction?
28.	What is the meaning of under?
29.	What is the meaning of between?
30.	Do you know what is asking and offering help?
31.	What is asking and offering help?
32.	How many kinds of asking and offering help?
33.	Have you ever done asking and offering help?
34.	does anyone know one of the expressions we can use for asking and offering help ?
35.	What the meaning of can ?
36.	Can you help me is included in the expression ?
37.	And then Can I help you is included in the expression?
38.	anyone want to read one of the other examples of asking for help?
39.	bayu, do you know what it means?

NO.	Teacher Utterances
40.	It is correct?
41.	Which one is asking help expression?
42.	Can you give me the example of informal expression?
43.	does anyone want to read exercise number 4 ?
44.	what is your answer for number 4?
45.	what is the answer to this question?
46.	Are you sure?
47.	does anyone want to read the next exercise?
48.	Is your answer correct?
49.	Is that true or false?
50.	Any other opinion?
51.	try to mention one of the responses from offering help?
52.	what is the difference between asking and offering?

Appedix 5 :

DIVERGENT QUESTION USED IN BY THE TEACHER

3. First Meeting

NO.	Teacher Utterances
7.	how can you say that the sentence is true?
8.	which one do you not understand well?
9.	do you understand the meaning of the dialogue?
10.	can anyone give one example that is not in the book on prepositions?
11.	Can you show me the way to the hospital in the picture?
12.	try to explain how close is our school?

4. Second Meeting

NO.	Teacher Utterances
5.	why does the question have to start with "May I" ?
6.	Why do we use 'May I' ?
7.	give me an example that is not in the book about asking or offering help?
8.	From the dialogue, who asking for help?

Appedix 6 :

**TECHNIQUES OF QUESTIONING USED IN ASKING PRECEDURAL
QUESTION**

No.	Techniques of Questioning
1.	follow up students responses
2.	use questions that encourage wide student participation
3.	encourage student questions

Appedix 7 :

**TECHNIQUES OF QUESTIONING USED IN ASKING COVERGENT
QUESTION QUESTION**

No.	Techniques of Questioning
1.	Adapt questions on student ability level
2.	Ask questions logically and sequentially
3.	ask questions on variety of levels
4.	follow up students responses
5.	Give student time to think when responding
6.	use questions that encourage wide student participation
13	Phrase Question Clearly and Spesifically

Appedix 8 :

**TECHNIQUES OF QUESTIONING USED IN ASKING DIVERGENT
QUESTION**

No.	Techniques of Questioning
1.	Ask questions logically and sequentially
2.	ask questions on variety of levels
3.	Follow up student response

CURRICULUM VITAE

1. Personal Details

Name : Herlinda Erniyawati

Place and Date of Birth : 20, January 1997

Gender : Female

Marital Status : Married

Religion : Islam

Nationality : Indonesia

Parents : Murni, Raudah

Siblings : Nor Halida Fitria

II. Formal Education Background

2002-2008 : Islamic Elementary School OF Baru Hulu
(MI Baru Hulu)

2009-2012 : State Islamic Junior High School of Model
Darussalam Martapura (MTsN Model
Darussalam Martapura)

2012=2015 : State Islamic Senior High Scool 2
Martapura (MAN 2 Martapura)

2015-2022 : English Education Department of Antasari
State Islamic University Banjarmasin