THE INFLUENCE OF ENGLISH TEACHER’S TYPES OF QUESTIONS ON STUDENTS’ CRITICAL THINKING SKILLS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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Dean,

Rehandi, Ph.D.
“Improvement begins with I” – Arnold H. Glasow

I dedicated this thesis to

My beloved parents

My lovely sister and dearest brother
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 September 2017

The Writer

Fransisca Maria Liza Andriani
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Andriani, Fransisca Maria Liza. (2017). The Influence of English Teacher’s Types of Questions on Students’ Critical Thinking Skills. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Teachers are expected to engage and stimulate the students’ critical thinking skills through questions. Questioning skills need to be mastered by the teacher in order to produce good questions that can stimulate the students to think critically. The aims of the research are to discover the types of questions asked by the teacher and how questions influence the students’ critical thinking skills.

The researcher formulated two research questions in this research: (1) what are the types of questions asked by the teacher? and (2) how do questions influence the students’ critical thinking skills?

This research is a qualitative research and it used discourse analysis method which focused on analyzing people’s expression in the daily life. The three instruments applied in this study, namely audio recorder, observation sheets, and interview. The participants of this research were an English teacher and thirty-one students of 8D class in SMPK Xaverius 1 Palembang.

The research revealed two main findings. First, four dominant types of questions asked by the teacher were understanding (50%), analyzing (16%), remembering (15%), and evaluating (14.5%) types. Second, the questions influenced the students’ critical thinking skills on the skills of reasoning, analyzing, problem solving, judgment, and deciding. Through those types of questions, the teacher can promote the students’ critical thinking skills.

In conclusion, questions are really important to foster the students’ critical thinking skills. Through questions, students can confirm their understanding. Therefore, the teachers need to improve their questioning skills.

**Keywords**: questions, critical thinking skills, Revised Bloom’s Taxonomy
ABSTRAK


Guru diharapkan mampu untuk mengajak dan merangsang siswa/i untuk berfikir kritis melalui pertanyaan. Kemampuan bertanya harus dikuasai oleh guru untuk menghasilkan pertanyaan yang baik yang mampu mengajak siswa/i berfikir secara kritis. Tujuan dari penelitian ini adalah untuk mengetahui jenis pertanyaan yang diajukan oleh guru dan bagaimana pertanyaan mampu mempengaruhi kemampuan berpikir siswa.

Dalam penelitian ini, peneliti telah merumuskan dua rumusan masalah: (1) apa saja jenis pertanyaan yang diajukan oleh guru? dan (2) bagaimana pertanyaan dapat mempengaruhi kemampuan berpikir siswa?

Penelitian ini merupakan penelitian kualitatif dan menggunakan metode studi kasus yang berfokus pada perkara yang akan didalami oleh peneliti. Lebih lanjut, ada tiga alat yang digunakan guna memenuhi kebutuhan data, yaitu perekam suara dan gambar, kertas observasi, dan wawancara. Peserta dalam penelitian ini merupakan guru Bahasa Inggris dan 31 siswa/i kelas 8D di SMPK Xaverius 1 Palembang.

Penelitian ini menghasilkan dua penemuan utama. Pertama, ada empat tipe pertanyaan yang diajukan oleh guru; yaitu tipe *understanding* (50), tipe *analyzing* (16%), tipe *remembering* (15%), dan tipe *evaluating* (14,5%). Kedua, pertanyaan-pertanyaan tersebut membantu siswa berpikir kritis pada kemampuan *reasoning, analyzing, problem solving, judgment, dan deciding*. Melalui pertanyaan tersebut, guru bisa mengajak siswa/i untuk berpikir kritis.

Bisa disimpulkan bahwa pertanyaan sangat penting dan berpengaruh dalam kegiatan belajar mengajar untuk menarik kemampuan berfikir kreatif siswa/i. Melalui pertanyaan juga, siswa/i dapat memastikan pengetahuan mereka. Maka dari itu, guru-guru perlu untuk memperbarui kemampuan bertanya.

**Kata kunci**: pertanyaan, kemampuan berpikir kritis, Revised Bloom’s Taxonomy
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Fransisca Maria Liza Andriani
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CHAPTER I

INTRODUCTION

This chapter provides an introduction to the content of this research. This chapter also explores the reasons for conducting this research. This chapter is divided into four parts, namely research background, research questions, research significance, and definition of terms.

A. Background of the Study

Teachers are the main element in the classroom learning process. They are expected to stimulate the students’ motivation and participation. Therefore, the teachers need to interact with the students. By interacting, EFL teachers engage the students to think critically, share their views among their friends, negotiate meaning, and modify utterance (Ibrahim, 2012). Moreover, according to Jill and Joy (as cited in Ilias & Nor, 2012), the teachers’ and students’ interaction is believed to increase students’ motivation, corporation, and achievement. In the classroom context, the interaction is to develop students’ academic, social, emotional, as well as social skills among peers (Luckner & Pianta, 2011).

Interaction plays a crucial function in the process of obtaining the meaning of the learning process. Interaction is aimed to share the beliefs, thoughts, or feelings between two people or more. Hall (2003) confirms that interaction helps the learners to assimilate knowledge in the target language. In addition, Ibrahim (2012) declares that interaction as a method to develop the students’ language skills ability, especially in speaking and listening. In other words, the students
increase their language system through interaction. The students can get more knowledge when they actively participate in the classroom. Therefore, teachers need to facilitate the learning process by giving the students opportunities to speak up and raise their ideas.

Angelo divides the classroom interaction into two parts, namely students-students and teacher-students interaction (as cited in Tuan & Nhu, 2010). However, in this research, the researcher focuses on the teacher-students interaction. The teacher-students interaction makes the classroom become more interactive through role play, group working, and classroom participation. The teachers need to invite the students in the classroom activity in order to have communicative activities. Moreover, the teachers control and initiate the classroom activities in the terms of talking time and the process of the learning. In teachers’ talk time, the teachers give instructions and control the speech (Tuan & Nhu, 2010). Teachers’ talk is the crucial role in language learning since the teachers are the facilitators and the role models of the learning process (Farahian & Rezaee, 2012).

Teachers’ talks are believed as one of the crucial processes of the students’ achievement, not only for the classroom management (Inceay, 2010). Through teachers’ talks, the teachers take over the classroom activities. They can organize the uncontrollable behavior, give homework, and ask questions to the students (Gharbavi & Iravani, 2014). Teachers’ questions are considered as one of the teachers’ talks because the interaction happened between the students and the teacher. Asking questions during the learning process helps the students learn the
topic (Kim, 2015). Thus, the functions of the teachers’ questions are to make the students pay attention to the lesson, to take control of students’ disciplinary, and to encourage the students to participate (Farahian & Rezaee, 2012). Therefore, the teachers need to understand the component and the meaning of the questions in order to have a meaningful learning process.

Through questioning strategies, teachers are supposed to develop their roles in the learning process (Brown, 2007). The purpose of asking questions is to engage the students’ attention and lead them to think critically. Besides, asking questions is done to attract the students’ awareness, focus, and participation. Graesser and Person (as cited in Roth, 1996) claim that the range of questions the teachers ask questions is between 30 and 120 questions per hour. Etemadzadeh, Seifi, and Far (2012) confirm that the students’ performance in the classroom depends on the kind of teachers’ questions that are used and formulated in the classroom. Cotton (as cited in Etemadzadeh et al., 2012) defines that the teachers’ questions encourages the students to actively participate, develop their critical thinking skills, and pursue knowledge on their own. Hence, selecting the types of question which are appropriate for the content is needed to have a meaningful learning process.

The previous studies on questioning (Farahian & Rezaee, 2012; Stolk, 2013) have shown that questions affect the students’ participation in the process of learning. Teacher’s questioning is designed to encourage students to explain and argue their answer with logic. Questioning is important because it gives students a way to participate in conversation with others. By participating in and
engaging others through questioning, the students are given the opportunity to become proficient participants. Furthermore, the questions that are asked to the students can develop students understanding (Stolk, 2013).

Questioning occurs frequently between the students and the teacher. It serves some purposes, such as to give chances for the students to present their ideas, to assess their understanding towards the lesson, to invite the students to actively participate in the learning process, to stimulate students’ critical thinking skills, and to review the previous material. Based on the given facts, questioning is regarded as a worthwhile activity and popular method of involving students and a tool for facilitating students’ participation (Farahian & Rezaee, 2012). Moreover, Etemadzadeh et al. (2012) add that an effective questioning can activate the students’ critical thinking skills to present ideas. Questions which are generated by the teachers indicate the quality of teaching because it is a central and fundamental role in the learning process (Kim, 2015). As a result, the teachers should choose types of questions which stimulate the students’ critical thinking skills and engage their attention and suitable for its purpose.

A good question is the question that stimulates the students’ critical thinking. It is defined as the process of evaluation and interpretation of the information before the students are expected to make final decisions and judgments (Ay, Karakaya, & Yilmaz, 2015). Critical thinking insists deep understanding of instruction in which the students are encouraged to think critically in the subject (DeWaelsche, 2015). Furthermore, critical thinking is best developed in an atmosphere where the students interact with each other, exchange
their ideas, and solving problem (Meyers, 1986). Consequently, the teachers need to work harder in order to create the learning process in which the students ask questions and critique through the process.

There are studies dealing with the teachers’ questioning behavior and one of the previous studies focuses on the questions in the textbooks. In the English textbooks, the questions usually occur at the beginning or at the end of the chapter. The study showed that questions in the English textbooks stress the lower-order cognitive levels, which did not involve the students’ critical thinking skills (Cotton, 1991; Ighbaria, 2013; Riazi & Mosalaejad, 2010). However, there are no further studies that examine teachers’ questions that influence students’ critical thinking skills through the learning process. Therefore, further study on the types of teachers’ questions and questions that influence students’ critical thinking need to be conducted.

B. Research Questions

Based on the research background, there are two research questions that are formulated:

1. What are the types of questions asked by the teacher?

2. How do the questions influence students’ critical thinking skills?

C. Research Significance

This research is expected to give benefits to the society with its purpose in the educational field.
1. For the English Teachers

This research gives some explanation which discusses the types of teachers’ questions that influenced the students’ critical thinking skills based on the classification of Revised Bloom’s Taxonomy (2001). Revised Bloom’s Taxonomy (2001) facilitates the teachers to have information about what kind of questions they can ask in the classroom in order to influence the students’ critical thinking skills. Moreover, this framework allows the teacher to decide the level and the quality of the questions. Therefore, the result of this study is supposed to give more information about types of questions and teachers need to be aware of some types questions since they play an important role in the classroom activities.

2. For ELESP

Teachers’ performance needs to be improved everyday so that they can perform well in the classroom. Thus, this research would be meaningful for the people who are now preparing themselves to be professional teachers. In addition, the result of this research alerts the teacher to the importance of asking questions in order to gain and engage the students’ attention and understanding to think critically, so that the students have good progress on their performances and achieve good scores.

D. Definition of Terms

In this part, the researcher presents the definition of several key-terms that are used to write this research. The key-terms are described below.
1. Interaction

Interaction is the activity that helps teachers and students to have a good relationship. By interacting, the teachers concern about the students and show care. Through interactions, teachers check the students’ understanding and give support. Studying the teacher-students interaction is important since interaction is one of the ways that can build a warm atmosphere between them. Thus, interaction is an effective technique since interactions are a direct indicator of the teachers’ performance which will impact the students’ behavior (Luckner & Pianata, 2011).

2. Teachers’ Questions

Teachers ask questions in order to make the students aware and to examine their understanding to the lesson. Thus, the teachers’ questions are placed as an important technique in the classroom activities. Questions have been shown to be an important part of learning process and questions are considered as tool to improve the quality of teaching (Roth, 1996). There are many types of questions used by the teachers; they are WH questions, yes/no questions, statement questions, request questions, or an activity (Assaly & Smadi, 2015). Good questions and well-built activities may lead the students into a good performance and students eventually follow the classroom activities until the end.

3. Revised Bloom’s Taxonomy

Revised Bloom’s Taxonomy is one of the models that has been used in educational area because it gives a lot of information related to the types of questions. Revised Bloom’s Taxonomy is commonly used by the teacher to
determine what types of questions that might be working in the learning process and directly engaging the students’ critical thinking. In Revised Bloom’s Taxonomy, there are six level of type of questions which has different purposes namely remembering, understanding, applying, analyzing, evaluating, and creating.

4. Critical Thinking Skills

The purposes of critical thinking skills are to prove, interpret, and solve something (Facione, 2013). Norris adds that critical thinking works when the students implement everything they are already know, evaluating, and changing their own opinions (as cited in Kirmizi, Saygi, & Yurdakal, 2015). Sarigoz (2012) says that critical thinking is about deciding and judging accurately. There are eight elements of critical thinking skills according to Sarigoz (2012), namely reasoning, analyzing, problem solving, reading comprehension, scientific thinking, creative thinking, judgment, and deciding.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the underlying theories of the research. There are two parts, namely theoretical description and theoretical framework. The theoretical description presents the theories related to the research, whereas in the theoretical framework presents the summary of the theories.

A. Theoretical Description

The theoretical description is divided into four parts, namely classroom interaction, questioning, Bloom’s Taxonomy, and critical thinking skills. The theoretical descriptions are presented as follows.

1. Classroom Interaction

Teacher-students interaction is one of the instruments which the teachers used in the education field to build the connection between the teachers and the students. Classroom interaction is concerned with investigating ways to help students to assimilate the knowledge during the learning process. Thus, the teachers have to be able to create a communicative environment in order to draw the students’ understanding. Hamre, et al. (2012) state that teacher-students interactions are the daily activity to exchange information that teachers and students have with one another. The intimacy interaction between the teachers and the students in the classroom might help the students to think critically and show the students’ achievement.
Brown (2007) declares that interaction is the conversation between two or more people about thoughts, feelings, or ideas in which the results are affecting both sides. Through interaction, teachers send messages, meanings, and purposes. The teachers and students interaction can help the students foster their critical thinking towards the lesson. Similarly, Christoph and Nystrand (as cited in Course, 2014) suggest that to increase the teachers-students interaction, the teachers have to work harder on the questions since they are crucial. During the classroom interaction, the students have the opportunity to access new knowledge, acquire and develop skills, and maintain relationship (Walsh, 2011). As a result, the students feel freely to share their ideas and they become active learners.

The use of language is important as the teachers and the students need to interact with each other to exchange meanings (Tuan & Nhu, 2010). In the teachers-students interaction, teachers need to do some strategies; they are confirmation checks, the teachers make sure students’ understanding; clarification checks, the teachers asking some clarifications towards the lesson; and reformulation, the teachers rephrasing the students’ utterances (Walsh, 2011, p. 2). By doing so, the teachers help the learners to express their selves in the learning process. Thus, the teachers also help the learners to be able to identify gaps in their own knowledge, make some connections, and help the students to find a way to say or convey their beliefs (Walsh, 2011).

The classroom interaction have two types, namely teachers’ talk and students’ talk (Tuan & Nhu, 2010). The descriptions are described below.
a. Teachers’ Talks

The teachers’ talks consist of all of the teachers’ speech in the classroom addressed to the students as the listeners. Nunan (as cited in Tuan & Nhu, 2010) has described teachers’ talks as it follows:

“Teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.”

As a tool of implementing the teaching learning process, teachers’ talk becomes an important job in the classroom since the teachers are the facilitators and they need to facilitate the students through the questions. The teachers’ talks take the largest portion of the classroom talk and according to Musumeci (as cited in Tuan & Nhu, 2010), the total number of teachers’ talk in the learning process reached 66% or 72%. Organizing the activities, controlling the students’ behavior, and asking questions are some examples of the teachers’ talks which the teachers interact with the students. As a conclusion, all of the aspects that reflected through the teachers’ choice of language construct the learners’ participation (Gharbavi & Iravani, 2014).

Teachers’ task is to provide instructions that can stimulate the students to engage in the learning process, such as solve problems, read, listen, and ask questions (Tuan & Nhu, 2010). One manifestation of teachers’ talk is teachers’ questions. It serves various functions, such as focusing the students’ attention, controlling the students’ performance, getting and giving feedback, and
encouraging students to participate in the learning process (Farahian & Rezaee, 2012). Therefore, the teachers should ask questions to the students to make sure their understanding towards the lesson. Therefore, the students are able to make connections between the knowledge and their experience (Tuan & Nhu, 2010).

Moskowitz (1971) as cited in Brown (2007, p. 216) presents the categories known as the FLINT (Foreign Language Interaction Analysis) to observe the types of teachers’ talk time in the classroom activities. There are seven categories for teachers talk as described follows.

Table 2.1: Teachers Talk Time (TTT) Adapted from Moskowitz (1971)

<table>
<thead>
<tr>
<th>TEACHER TALK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Deals with feelings</strong>: the teacher is discussing or communicating students’ understanding about their feelings.</td>
</tr>
<tr>
<td>2. <strong>Praises or encourages</strong>: the teacher is praising the students that what they have said or done is correct; whereas in encourages, teacher is encouraging student to continue their work and make them confidence.</td>
</tr>
<tr>
<td>3. <strong>Uses idea of students</strong>: the teacher is clarifying and using the students’ ideas.</td>
</tr>
<tr>
<td>4. <strong>Asks questions</strong>: the teacher is asking questions which the answer is already predicted.</td>
</tr>
<tr>
<td>5. <strong>Gives information</strong>: the teacher is giving information or opinions.</td>
</tr>
<tr>
<td>6. <strong>Gives directions</strong>: the teacher is giving directions to the students to do some activities.</td>
</tr>
</tbody>
</table>
7. **Criticizes student behavior**: the teacher controlling the students’ behavior.

## Students’ Talks

The other type of classroom interaction is students’ talk. It is the place where the students interact with each other. Moskowitz (1971) as cited in Brown (2007, p. 216) explains the students’ talk as described below.

**Table 2.2: Students Talk Time (STT) Adapted from Moskowitz (1971)**

<table>
<thead>
<tr>
<th>STUDENT TALK</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Student response, specific</strong>: students are responding to the teacher in limited range.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Student response, open-ended or student-initiated</strong>: students are responding to the teacher in their own words.</td>
<td></td>
</tr>
</tbody>
</table>

The first students’ talk required the students to give response specifically, whereas the other required the students to respond with their own opinions. Mercer (as cited in Faloon & Kho, 2014) classifies the students’ talk as: (1) disputational; the students offered challenge to each other’s ideas, (2) cumulative talk; it is about represent the agreement, and (3) exploratory talk; the students draw conclusions, decisions, and so on. In others words, the students’ talks are the students’ interaction amongst them through group working, role play, and sharing their ideas.
2. Questioning

A number of studies have been conducted to investigate the types of teacher’s questions and which questions can engage the students’ attention and raise the students’ critical thinking based on Bloom’s taxonomy. Those studies have shown that type of questions that teachers asked in the classroom take up the big portion. Teachers’ questioning is important because it is helpful to promote the students’ understanding and useful for the students to adopt and absorb the lesson through the questions. Thus, it also gives the students a chance to participate in the classroom interaction (Stolk, 2013).

According to Tuan and Nhu (2010), the teacher applies the questions to directly interact with the students. Through questions, teacher initiates and facilitates the activities to help the students develop their language skills. It serves some goals for the students to present their ideas, to check the students’ understanding, to invite them participate in the learning process, and to review the previous materials (Tuan & Nhu, 2010). By questioning, the teachers can keep the central role and it is important to improve the using of questions that can invite students to think critically. A good teacher is a good questioner.

Furthermore, asking questions to the students that related to the topic help them to solve the problem because it requires them to think critically. Gitte (as cited in Roth, 1996) declares that questions have six functions: (1) to focus the children’s attention by drawing it out from their experience, (2) to help the children to develop their language ability, (3) to improve students’ understanding, (4) to consider their experience and learning, (5) to get succeed, and (6) to make
students express the ideas to the class. Through questioning, teachers help the students to construct a model that can help them to understand the lesson better. The teachers believe that through questioning and modeling, the students can develop their understanding ability.

Farahian and Rezaee (2012) declare that teachers’ questions can be classified into open and ended questions, display and referential questions, and yes/no questions. According to the Tuan and Nhu (2010), students tend to answer in a few words in the closed questions, while in the open questions require all possible answers. The open questions required the students to interact at the higher level of thinking and provide more opportunities for the students to actively participate in the learning process. Display questions tend to obtain information already known by the teacher, whereas referential questions tend to request information which is not known by the questioner (Brown, 2007, p. 291).

Questioning is important because through questions, teachers encourage the students to think, work, answer, and solve. The teachers ask several questions with different types and purposes. Thus, questioning is one of the techniques the teachers need to be mastered to promote students’ critical thinking skills (Etemadzadeh et al., 2012). Since the majority of teacher question is to motivate and stimulate the students’ understanding, the teachers need to develop the questioning skills because students’ learning, understanding, and participation depend on the questions the teachers give. It is also believed that the students’ achievement, participation, and critical thinking skills is related to the teachers’ questions.
3. Bloom’s Taxonomy

Bloom’s Taxonomy is one of the frameworks that give information about level of thinking which is ordered from the lowest to the highest. There are two parts that are going to be explained in this part, namely the original Bloom’s Taxonomy and Revised Bloom’s Taxonomy.

a. Original Bloom’s Taxonomy

Bloom’s Taxonomy provides an important framework for teachers in order to create the performance tasks for the students. It is also the guidance for categorizing the questions. The Bloom’s taxonomy classifies the level of thinking from the lowest to the highest level of thinking. The original Bloom’s taxonomy has six types; they are knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, Krathwohl, & Masia, 1964, p. 186-193).

The detailed information of original Bloom’s taxonomy is shown in the Table 2.2 (Munzenmaier and Rubin, 2013, p. 10).

Table 2.3 Original Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Skills</th>
<th>Definition</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Knowledge</td>
<td>Recall information</td>
</tr>
<tr>
<td>Level 2</td>
<td>Comprehension</td>
<td>Understand and paraphrase the concept</td>
</tr>
<tr>
<td>Level 3</td>
<td>Application</td>
<td>Use the information in a new situation</td>
</tr>
<tr>
<td>Level 4</td>
<td>Analysis</td>
<td>Break information into parts to understand it fully</td>
</tr>
<tr>
<td>Level 5</td>
<td>Synthesis</td>
<td>Put ideas together to form</td>
</tr>
</tbody>
</table>
b. **Revised Bloom’s Taxonomy**

Revised Bloom’s Taxonomy has been used as the guidance in the education field. It is a framework to classify the questions for expecting the students’ responses (Krathwohl, 2002). Furthermore, Revised Bloom’s Taxonomy (2001) applied in the education field to check the students’ understanding and allow the teachers to explore more the students’ ability (Fitriana & Ardi, 2015). According to Revised Bloom’s Taxonomy by Krathwohl and Anderson (2001), critical thinking refers to the last three levels of cognitive process dimension: analyzing, evaluating and creating (as cited in Baskoro, 2015). This framework which consists of six steps is believed as one of the valuable tool in the educational, especially for the teachers.

Bloom’s taxonomy provides a common language in the form of stages that facilitates the teachers to construct questions from the lowest to the highest types of questions. A new study of implementing Revised Bloom’s Taxonomy has shown that this framework allowed the students to think at the higher level of thinking through assignments and projects given by the teachers (Forehand, 2005). This framework also can be used to achieve the objectives of the learning. Thus, when designing an effective lesson plans, teachers rely on the Revised Bloom’s Taxonomy as guidance.
Revised Bloom’s Taxonomy provides the level of type of questions in order to help teachers find useful and meaningful strategies to connect students’ participation and attention in the classroom activities. The teachers need to apply this framework in order to help the students’ needs to improve their achievement by applying the appropriate questions and activities. The categories of the questions in the Revised Bloom’s Taxonomy are ordered from simple to complex. At the lowest level, students need to memorize the information, while at the higher level, it is a place for the students to use their information to judge, criticize, and resolve (Ziff, 2011). By knowing the types of questions based on the Revised Bloom’s Taxonomy, it helps the teachers to provide what kind of questions that might be used to gain the students’ awareness, the performance task, and the feedback.

However, there is a change in the original bloom’s taxonomy. It was revised by Anderson and Krathwohl (2001). The name of six categories changed from noun to the verb; they are synthesis to creating, evaluation to evaluating, analysis to analyzing, application to applying, comprehension to understanding, and knowledge to remembering. The Bloom’s Taxonomy requires the way of thinking so that it was decided to use verbs rather than noun because thinking is a verb that shows a process. Table 2.3 shows the differences between the original and the revised bloom taxonomy based on Pohl (2000, p. 8).
Table 2.4 Original Bloom’s Taxonomy and Revised Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Original Bloom</th>
<th>Revised Bloom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Remembering</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Understanding</td>
</tr>
<tr>
<td>Application</td>
<td>Applying</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyzing</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Evaluating</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Creating</td>
</tr>
</tbody>
</table>

Furthermore, Table 2.4 presents the information on Revised Bloom’s Taxonomy focusing on the cognitive processes alongside with the alternatives names (Anderson & Krathwohl, 2010, p. 100-102).

Table 2.5 The Cognitive Processes Dimension

<table>
<thead>
<tr>
<th>Categories and cognitive processes</th>
<th>Alternatives names</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remembering</td>
<td>Retrieve knowledge from long-term memory</td>
<td></td>
</tr>
<tr>
<td>Recognizing</td>
<td>Identifying</td>
<td>Locating knowledge in long-term memory that is consistent with presented material</td>
</tr>
<tr>
<td>Recalling</td>
<td>Retrieving</td>
<td>Retrieving relevant knowledge from long-term memory</td>
</tr>
<tr>
<td><strong>LEVEL 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>Construct meaning from instructional messages, including oral, written, and graphic communication</td>
<td></td>
</tr>
<tr>
<td>Interpreting</td>
<td>Clarifying</td>
<td>Changing from one form of representation to another</td>
</tr>
<tr>
<td></td>
<td>Paraphrasing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Representing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Translating</td>
<td></td>
</tr>
<tr>
<td>Exemplifying</td>
<td>Illustrating</td>
<td>Finding a specific example or illustration</td>
</tr>
<tr>
<td>Skill</td>
<td>Process 1</td>
<td>Process 2</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Instantiating</td>
<td>of a concept or principle</td>
<td></td>
</tr>
<tr>
<td>Classifying</td>
<td>Categorizing Subsuming</td>
<td>Determining that something belongs to a category</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Abstracting Generalizing</td>
<td>Abstracting a general theme or major point(s)</td>
</tr>
<tr>
<td>Inferring</td>
<td>Concluding Extrapolating Interpolating Predicting</td>
<td>Drawing a logical conclusion from presented information</td>
</tr>
<tr>
<td>Comparing</td>
<td>Contrasting Mapping Matching</td>
<td>Detecting correspondences between two ideas, objects, and the like</td>
</tr>
<tr>
<td>Explaining</td>
<td>Constructing models</td>
<td>Constructing a cause and effect model of a system</td>
</tr>
<tr>
<td><strong>LEVEL 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying</td>
<td>Applying a procedure to a familiar task</td>
<td></td>
</tr>
<tr>
<td>Executing</td>
<td>Carrying out</td>
<td>Applying a procedure to a familiar task</td>
</tr>
<tr>
<td>Implementing</td>
<td>Using</td>
<td>Applying a procedure to an unfamiliar task</td>
</tr>
<tr>
<td><strong>LEVEL 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing</td>
<td>Break material into parts and determine how the parts relate to one another and to an overall structure or purpose</td>
<td></td>
</tr>
<tr>
<td>Differentiating</td>
<td>Discriminating Distinguishing Focusing Selecting</td>
<td>Distinguishing relevant from irrelevant parts or important from unimportant parts of presented materials</td>
</tr>
<tr>
<td>Organizing</td>
<td>Finding Coherence Integrating Outlining Parsing Structuring</td>
<td>Determining how elements fit or function within a structure</td>
</tr>
<tr>
<td>Attributing</td>
<td>Attributing</td>
<td>Determine a point of view, bias, values, or intent underlying presented material</td>
</tr>
<tr>
<td><strong>LEVEL 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluating</td>
<td>Make judgments based on criteria and standards</td>
<td></td>
</tr>
<tr>
<td>Checking</td>
<td>Coordinating Detecting Monitoring Testing</td>
<td>Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it being implemented</td>
</tr>
<tr>
<td>Critiquing</td>
<td>Judging</td>
<td>Detecting inconsistencies between a</td>
</tr>
</tbody>
</table>
product and external criteria; determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem

**LEVEL 6**

**Creating**  
**Keywords:** Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

**Generating**  
**Keywords:** Hypothesizing  
**Example:** Coming up with alternative hypothesis based on criteria

**Planning**  
**Keywords:** Designing  
**Example:** Devising a procedure for accomplishing some task

**Producing**  
**Keywords:** Constructing  
**Example:** Inventing a product

Furthermore, Munzenmaier and Rubin (2013, p. 29) provided the key words and examples of the questions based on Revised Bloom’s Taxonomy as seen in Table 2.5.

**Table 2.6 Keywords and Example of Questions of Revised Bloom’s Taxonomy**

<table>
<thead>
<tr>
<th>Bloom’s level</th>
<th>Keywords</th>
<th>Example of questions</th>
</tr>
</thead>
</table>
| **Remembering** | Define, describe, find, identify, label, list, locate, match, name, outline, point to, select, show, state, study, what, when, where, which, who, why | What happened after…?  
How many…?  
What is…?  
Can you name…?  
Who spoke to…?  
Which is true or false…?  
When did…? |
| **Understanding** | Compare, conclude, contrast, define, demonstrate, describe, estimate, explain, identify, interpret | Can you clarify…?  
What was the main idea…?  
How would you explain…?  
Can you write a brief outline…? |
| **Applying** | Adapt, choose, construct, determine, develop, draw, illustrate, modify, organize, predict | How would you solve…?  
What questions would you ask of…? |
| **Analyzing** | Analyze, classify, correlate, examine, explain, infer, observe, compare | What was the turning point…?  
Can you distinguish between…?  
Which events couldn’t have happened? |
Evaluating

| Asses, consider, contrast, critique, determine, evaluate, justify, relate | Is there a better solution to…? Can you defend your position about…? How effective are…? |

Creating

| Arrange, collect, combine, compose, connect, construct, formulate, plan, produce | Can you develop a proposal which would…? Can you design a… to…? How many ways can you…? |

4. Critical Thinking Skills

Students with critical thinking skills may affect their performance and it encourages them to have a problem solving skill. Socrates (as cited in Etemadzadeh et al., 2012) declares that “when questions are disciplined and carefully structured, students are able to slow down and examine their own thinking process”. It means that when the teachers ask and formulate the questions, the students are required to think and process their own thinking before declaring the answers. Moreover, an effective questioning leads to transformation of the students’ ideas.

Critical thinking skills have been described as an important educational goal and is understood as process of thinking to decide what to believe or do (Thaiposri & Wannapiroon, 2015). Moreover, Ennis (as cited in DeWaelsche, 2015) states that critical thinking skills happens when someone has ability to assess, judge, or evaluate a given problem. Abed et al. (as cited in Ahrari, Samah, Hassan, Wahat, Zaremohzzabieh, 2016) add that critical thinking is one of the important roles in people’s life; therefore it becomes a superior ability the people can have. Cottrell (2005, p. 6) confirms that “good critical thinking involves making accurate judgments”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Developing critical thinking skills becomes one of the abilities the students must have. With critical thinking skills, they are expected to understand the subject they are studying in order to take part in the critical dialogue that provide arguments and evidence. Students with critical thinking usually involves considering people’s reasoning. It requires the students to analyze and evaluate the gaps knowledge among the others. Moreover, the students with critical thinking enable them to reach the core of the problem then examine the problem from different point of view.

Critical thinking is also defined as general problem-solving skills. Critical thinking which also well-known with problem solving because critical thinking always begins with problems and end with solutions (Meyers, 1986). Critical thinking is believed as the ability to raise relevant questions and critique solutions. Therefore, the role of the teachers to develop the students’ critical thinking is important, because the students will develop well the critical thinking skills only when they are challenged (Meyers, 1964). Hence, the teachers need to encourage the students to be critical thinkers which interested in giving and providing arguments (Bowell & Kemp, 2002).

Critical thinking can be taught in education and it is related to decisions making process and academic performance (Ay et al., 2015). The idea of critical thinking is judging what is believed and stating a new idea in a reflective way. Thus, students with critical thinking will lead them to become more active in producing language in the classroom (Etemadzadeh et al., 2012). OCR (2011) confirms that critical thinking skills can be considered as reasoning skills because
reasoning is important and the central of critical thinking; therefore the students need to provide conclusions and evidence and describe in their own words. Furthermore, critical thinking skills required the students to reading and checking the sources of the relevant data (OCR, 2011). Hence, the students need to reread the information before stating new idea. Critical thinking skill is also used to identify the different options, and then decide one option based on the relevant criteria (OCR, 2011).

Sarigoz (2012) described that there are some features that related to critical thinking skills described as follows:

1. **Reasoning**: the ability to reasonably consider a problem
2. **Analyzing**: it refers to interpret and understand what it means
3. **Problem Solving**: an ability to solve a problem by analyzing the problems and generating the solutions
4. **Reading Comprehension**: the ability to read the text and understand the meaning
5. **Scientific Thinking**: it is the ability which involves complex process that need to go through identify and gather some sources to find out the evidence
6. **Creative Thinking**: the ability to create, develop and implement new solutions
7. **Judgment**: consider whether the information is right or not
8. **Deciding**: it is the ability to resolve or settle the problem
B. Theoretical Framework

Teachers keep their central role in the classroom through questions. Teachers’ question is important to support the learning process because it encourages the students to think critically, to adopt and absorb the lesson through questions (Stolk, 2013). Through asking activities, it is believed that the students can develop their language abilities (Tuan & Nhu, 2010). Asking some questions that are related to the topic can engage the students in the process of solving problems. Therefore, teachers usually apply the questioning technique to promote students’ critical thinking skills (Etemadzadeh et al., 2012).

The Revised Bloom’s Taxonomy (2001) is used in this part as the guidance for the researcher to separate the questions asked by the teacher. There are six types of questions from the lowest to the highest stage, namely remembering, understanding, analyzing, applying, evaluating, and creating. From the data, the researcher put the teacher’s questions based on where they belong to the correct categories. Furthermore, Forehand’s (2005) theory is also adopted in this research. She adapted the six types of questions in the Revised Bloom’s Taxonomy (2001) and explained them deeper along with the keywords. Anderson (as cited in Baskoro, 2015) confirms that the critical thinking refers to the last three cognitive process dimensions, namely analyzing, evaluating, and creating. An overview of Revised Bloom’s Taxonomy (Krathwohl, 2012) is also used to support the data. It provides a deeper explanation of the taxonomy.

The second question was about how the questions influence students’ critical thinking skills. The main theory which was implemented to answer the
question was from Sarigoz (2012). He explained the eight features of critical thinking skills. They include reasoning, analyzing, problem solving, reading comprehension, scientific thinking, creative thinking, judgment, and deciding. Meyers’ theory (1986) was used to explain the critical thinking skills that are also well known as problem-solving skills. Etemadzadeh et al., (2012) believe that the students with critical thinking skills will become active in producing language in the classroom.

Furthermore, Thaiposri & Wannapiroon’s (2015) theory is also used to strengthen the critical thinking skills in the education field. They said that critical thinking is a process to believe or do. Cottrell (2005) says that critical thinking is required the students to provide accurate judgments. Ay et al., (2015) state that critical thinking is related to decisions making process and academic performance. Ennis (as cited in DeWaelsche, 2015) is used in this research to give more support on the critical thinking skills. He said that critical thinking is the ability to judge, assess, or evaluate a given problem. Another theory that was used to support the data was adapted from OCR (2011) that emphasizes the importance of critical thinking skills, especially in reasoning and judgment.
CHAPTER III

METHODOLOGY

This chapter presents detailed explanation of the methodology employed in this study to find the answers to the research problems that have been elaborated earlier. This chapter covers five parts to be explained. They include Research Method, Research Setting, Research Participant, Instrument and Data Gathering Technique, and Data Analysis Technique.

A. Research Method

This study was a qualitative research which provided deep and detailed explanation both on non-observable and observable phenomena, meanings, and behaviors (Cohen, Manion, & Morrisson, 2011). Merriam (2009, p. 24) states that all qualitative is focused on discovering and interpreting the phenomena in the human’s life, and then they try to develop the meaning. The researchers study their environment and then try to comprehend and interpret the phenomena using words (Merriam, 2009, p. 13). Furthermore, the researchers need to think, feel, and understand their reality.

Case study was implemented in this research, which focused on “a single unit, such as one individual, one group, one organization, or one program” (Ary, Jacobs, & Sorensen, 2010, p. 29). The goal of case study is that to provide a deep explanation and understanding of the case (Ary, et al. 2010). In this research, the researcher focused on the classroom interaction. Besides, the researcher tried to understand the questions that are asked by the teacher in the classroom.
B. Research Setting

The setting of the present research was at Xaverius 1 Junior High School which is located at Jalan Kapten Marzuki 513 Palembang in late of February until early of March 2017. The researcher became an observer without any intervention in the classroom and recorded the classroom activity during the lesson in order to get an authentic and natural data to be analyzed.

This research was conducted on 20, 22, and 27 February 2017; and on 8 March 2017. The research was done to observe and analyze the teacher’s type of questions asked to the students during the English lesson by recording the whole activity for about 90 minutes. It was done for four meetings as the researcher wanted to have a valid data and to finish the topic. Moreover, the interview section was done twice. The first section is designed for one active student in the classroom. The second section was the interview with the teacher.

C. Research Participants

The research participants of this research was an English teacher in Xaverius 1 Junior High School Palembang who was teaching English lesson in the classroom and 31 students in the class 8D, which consist of 17 male students and 14 female students at the age of 13-14 years old. The researcher only chose the class 8D because it was recommendation from the teacher. Thus, the class 8D was also well known as the interactive class, who could cooperate with anybody. Because of those reasons, the researcher chose that class.

All of the students in the class joined the research without pressure. Before entering the class, the researcher gave the informed consent to the teacher and the
leader of the class as the agreement to join this research. The researcher attended the learning process for four meetings afterwards. During the learning process, there were only some students responded to the teacher’s questions; but mostly only one active student responded to all of the teacher’s questions. Therefore, the respondents for the interview were chosen by the researcher. The aim of this activity was to gain information from the critical thinker on their opinion about being critical in the teaching and learning process. The student agreed to be interviewed and wanted to share the ideas.

The researcher also conducted an interview with the English teacher of 8D. The teacher described how questions could influence the students to become active in the classrooms and he agreed that teachers need to develop the asking and questioning skills in order to make class to be more interactive. From the interview, the researcher got a deeper explanation in teacher’s point of view on how important questions could be in the classrooms.

D. Instruments and Data Gathering Technique

In this research, the researcher used triangulation as the technique to collect the data. It is the combination of data sources, such as interview and observation (Ary et al., 2010). They also add that a researcher who applies more than one or two instruments can increase the explanation of the phenomena. Hence, the researcher used the video recorder, observation sheets, and interview. According to Bogdan and Biklen (2003, p. 107), the use of multiple instruments were better because it provides a fuller understanding on the phenomena the researcher was developing.
1. **Video Recorder**

Video recorder assists the researcher to recall the thoughts about the classroom’s actions, movements, sounds which cannot be remembered, seen, or heard. The video recorder took maximum 120 minutes. It is used to record the activities in the classrooms including the questions and answer part naturally. The video recorder was placed at the back of the classroom in order to avoid the distraction. The video recorder was the main instrument in this research because of its function to record the activities throughout four meetings.

2. **Observation Sheets**

The second instrument was the classroom observation sheets, which were applied by the researcher to take notes to fulfill the needs of the research. Creswell declares that classroom observation sheets can provide better information in the learning process (as cited in Fitriana & Ardi, 2015). In this research, the observation sheets were used by the researcher to write about the interesting phenomenon in the classroom that could not be recorded, such as the students’ responses and behavior. The researcher told everything that happened in the classroom. Therefore, the observation sheet could be considered as the researcher’s judgment towards the classroom activities.

3. **Interview**

The last, an interview was used “to enable the participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view” (Cohen et al., 2000, p. 267). Morgan (as cited in Bogdan & Biklen, 2003) states that an interview is a conversation that has
purpose which involving two or more people to get information. Ary, Jacobs, & Razavieh (2002) add that the interview is used to collect the subject’s opinions and beliefs about a specific occasion which cannot be gathered through interaction (Ary et al., 2002).

In this research, the use of interview was to ensure and recheck the information from the activity in the classroom so that the data would be based on the real situation. The interviewees were the English teacher and one active student. In order to get opinions from the interviewees, the researcher already prepared list of questions as guidance. Through interviewing, the researcher could collect the information about their beliefs on the use of questions in the classroom from the teacher’s and student’s point of view. Furthermore, the interview was used to obtain the data in the subject’s own words and the researchers can develop and interpret based on his/her beliefs (Bogdan & Biklen, 2003).

The questions that had been given through interview helped the researcher to discover deeply about the student’s opinion on the use of questions in the classrooms and about being critical. Besides, the interview with the English teacher supported the researcher to have information and suggestions from teacher’s point of view. Both of the interview sessions were done on 8 March 2017 at the end of the meeting.

E. Data Analysis Technique

After collecting the data, the researcher initiated to organize the data. To avoid some errors, the researcher should understand the data, and then, the data must be described and interpreted. Finally, the data were presented. It is also
known with the three stages term; they are organizing and familiarizing, coding and reducing, interpreting and representing. The description is presented below.

1. **Organizing and Familiarizing**

   After observing and recording the classroom activities, the researcher transcribed all of the recorded data to the written text, which is called the organizing and familiarizing stage. In this study, the transcription convention by Roberts (2006) was used as guidance to transcribe the recorded data. The transcription conventions consisted of various symbol without changing the words. The researcher must be soon transcribing the data to prevent the misunderstanding that may occur during the transcribing process (Ary et al., 2010). One meeting transcription required five days to finish with approximately 10-19 pages, while the interview transcriptions needed three days to finish with 6 pages in total. In this stage, the researcher took much time to listen to the audio recorder.

2. **Coding and Reducing**

   The second stage is coding and reducing. The researcher classified the types of questions from the transcribed text into Revised Bloom’s Taxonomy (2001). This stage is the core of the qualitative research because the researcher must identify the category of the data (Ary et al., 2010, p. 483). Coding is the common procedure for qualitative data analysis. Hence, the researcher decided to use coding as one of the processes to analyze the data.

   According to Johnson and Christensen (2017, p. 571) coding is the process to write initial words or symbols based on the data. Bogdan and Biklen (2003, p.
161) describe that coding as the process of sorting the data the researcher had collected so that the data can be separated from other data. Cohen et al. (as cited in Hendraputri, 2016) argue that coding is the process of grouping the similar information so that it makes the researcher easy to find the data.

In this stage, the researcher created codes that represent the information in order to break apart the data. Then, the researcher sorted out the data by eliminating the data that did not belong to any categories. The researcher had to categorize and organize the types of questions from a transcription based on Revised Bloom’s Taxonomy through coding. After that, the researcher did a validation by two lecturers. The lecturers were Markus Budiraharjo, M.Ed., Ed.D. and Yuseva Ariyani Iswandari, S.Pd., M.Ed. The validation was meant to ensure that the coding transcription which was done by the researcher is correct.

3. Interpreting and Representing

In this stage, the researcher focused to interpret and present the research results and findings of this research by connecting the data with the related theories. In interpreting, the researcher had to explore the meaning and provide an explanation (Ary et al., 2010, p. 490). In the representing, the researcher provided how the data are presented. The researcher developed the connection and common aspects.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the result of the research and the discussion of the study. There are two major parts of the discussion presented. First, the researcher discusses the types of questions asked by the teacher. Second, it talks about how the questions influence the students’ critical thinking.

A. Types of Teacher’s Questions Asked by the Teacher

This part focused on the types of questions asked by the teacher during the learning process in class 8D SMP Xaverius 1 Palembang. The researcher used the Revised Bloom Taxonomy (2001) as the guidance to classify the types of questions asked by the teacher which consisted of remembering, understanding, applying, analyzing, evaluating, and creating. Then, the researcher classified the questions asked by the teacher into table based on the Revised Bloom’s Taxonomy. In this part, the researcher aimed to present the general picture of questions asked by the teacher in the classroom.

The number of questions the researcher obtained was 200 questions during four meetings with approximately 50 questions for each day. The variety of the questions that occurred in the classroom activated the students’ critical thinking skills. Table 4.1 provided the total number of questions asked by the teacher, including the date, the topic of each meeting, the duration and the total number of questions for each meeting.
Table 4.1 Total Number of Questions

<table>
<thead>
<tr>
<th>No.</th>
<th>Meeting/Dates</th>
<th>Topic</th>
<th>Duration</th>
<th>Total of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1/Feb 20\textsuperscript{th}, 2017</td>
<td>Recount Text: Write a story from series of pictures</td>
<td>41:51</td>
<td>47</td>
</tr>
<tr>
<td>2.</td>
<td>2/Feb 22\textsuperscript{nd}, 2017</td>
<td>Recount Text: Write a story from stories using keywords</td>
<td>131:01</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>3/Feb 27\textsuperscript{th}, 2017</td>
<td>Recount Text: How to visualize a story</td>
<td>82:59</td>
<td>29</td>
</tr>
<tr>
<td>4.</td>
<td>4/March 8\textsuperscript{th}, 2017</td>
<td>Retelling Story</td>
<td>80:48</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Total of questions</td>
<td></td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

The common topic discussed in the 8D class was about writing recount text. During four meetings, the teacher reviewed and rechecked the students’ understanding about the recount text, which was learned in the previous meeting. Thus, the teacher also explained and guided the students to develop a good recount paragraph. The teacher tried to emphasize the students’ writing skills by asking questions that required the students to think critically. Furthermore, the teacher prepared them as the students would write and produce a recount text as the final assignment individually.
### Table 4.2 Quantity of Each Type of Questions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1/Feb 20th, 2017</td>
<td>10</td>
<td>24</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>2/Feb 22nd, 2017</td>
<td>10</td>
<td>36</td>
<td>19</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>3/Feb 27th, 2017</td>
<td>6</td>
<td>16</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>29</td>
</tr>
<tr>
<td>4/March 8th, 2017</td>
<td>4</td>
<td>24</td>
<td>4</td>
<td>3</td>
<td>12</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>Grand Total</td>
<td>30</td>
<td>100</td>
<td>32</td>
<td>5</td>
<td>29</td>
<td>4</td>
<td>200</td>
</tr>
</tbody>
</table>

Note:
- R: Remembering
- Und.: Understanding
- An.: Analyzing
- Ap.: Applying
- E: Evaluating
- C: Creating

Table 4.2 showed the quantity of the questions classified in Revised Bloom’s Taxonomy (2001) from the first to the fourth meeting. It is clearly can be seen from the table that there were four dominant types of questions asked by the teacher, namely understanding, analysis, and remembering, and evaluating. The two of them, which are applying and creating, appeared only a few during the four meetings. The highest type of questions was understanding type of questions
which had 50%. Then, analyzing (16%), remembering (15%), and evaluating (14.5%) respectively.

In conclusion, the types of questions asked by the teacher during the four meetings were understanding, analysis, remembering, and evaluating. Furthermore, the understanding type of questions was the dominant questions during four meetings. This type of questions almost appeared in every meeting during the learning process. Besides, the analyzing and remembering types of questions also took place during the learning process. Meanwhile, the teacher used only a few applying and creating types of questions. The researcher described each type of questions appeared in the classroom deeper as well as the evidence as follows.

1. Understanding Type of Questions

With 50% out of the total number, this type of questions was the most questions asked by the teacher during the four meetings. The teacher used this type of questions almost in every meeting to enable the students to react, illustrate and explain their thoughts in their own words. Here are some of the excerpts of the understanding type of questions taken from the transcription of the audio recorder to support the facts.

**Excerpt 4.1 (Meeting 1 on 20 February 2017)**

T: (3) kan dia lagi baca koran [,] eh terus ketemu ada iklan [,] ada advertisement disitu [,] iklannya tentang apa? *(She’s reading a newspaper, right [,] then she found an advertisement [,] what was the advertisement about?)*

S2: A competition Sir.

S3: Lomba gambar, Sir. *(A drawing competition, Sir)*
Excerpt 4.2 (Meeting 1 on 20 February 2017)
T : Setelah gambar [,] setelah itu dia sending to? (After drawing [,] then she is sending to?)
S3 : Post office.

Excerpt 4.3 (Meeting 2 on 22 February 2017)
T : Di part C, ada apa aja [,] apa aja kata kuncinya? (In part C [,] what do we have there? Are there any keywords?)
S3 : Tedok, sir. (Sleeping, sir)

Excerpt 4.4 (Meeting 3 on 27 February 2017)
T : Pamannya mau ngasih apa? (What does her uncle want to give?)
S6 : Surprise.

Excerpt 4.5 (Meeting 4 on 8 March 2017)
T : Okay [,] the story is telling about what?
S3 : My horrible experience.

The excerpts 4.1, 4.2, 4.3, 4.4, and 4.5 showed the understanding types of questions the teacher used during the learning process. From the example, the teacher intended the students to respond to the teacher’s questions in their words. In excerpt 4.5, teacher asked the students’ opinion about the picture in the textbook and expected the students to demonstrate their understanding. Through this type of questions, the teacher expected the students to deliver their beliefs and attempt to describe in a long description.

Other excerpts also belonged to the understanding type of questions. In excerpts 4.1, 4.2, 4.3, and 4.4, the teacher tried to demonstrate the students’ understanding towards the picture. The teacher believed that the understanding type of questions could build the students’ critical thinking skills because it
required the students to seek and retrieve the information and give response in their own. In the interview session, the teacher said:

“.....ini kan kebetulan tentang teks recount, cerita, cerita itu ketika anak SMP, sedapat mungkin dia bisa memahami dulu bahan bacaannya, lalu menginterpretasikan gambarannya, bacaannya tentang apa sih, mereka harus tau dulu kan, melalui critical thinking juga sebenarnya, oh yang penting tu, karakternya mereka sudah dapet, terus waktunya kapan misalnya, terus plotnya apa, characters segala macem tu sudah dapet dan untuk mengetahui itu semua kan mereka harus menginterpretasi dan memahami gambarnya dulu.”

“.....the topic for this meeting is about recount text, and because the students are the junior high school, before they start to write, they need to understand and comprehend the text or the picture, what it’s all about, the purpose is to train the students’ critical thinking, so they know the characters, time, and plot of the picture or the text through interpreting and understanding first; and state using their own words.”

The understanding type of questions required the students to interpret their understanding in their own words (Forehand, 2005). Understanding type of questions has alternative names which required the students not only to understand, but also to interpret, infer, and explain (Krathwohl, 2002). Furthermore, the understanding type of questions involved the students to connect new and old knowledge (Anderson & Krathwohl, 2010, p. 106). The researcher found that the understanding type of questions was 50% during four meetings. This fact brought this type of questions as the dominant questions asked during the four meeting. The teacher believed that this type of question influenced the students’ critical thinking skills. Therefore, the teacher tried to invite and attract the students’ attention through understanding type of questions.
2. **Analyzing Type of Questions**

This type of questions showed that during the four meeting, there was 16% out of the total number 200 questions, which was the second dominant type of questions. The students are supposed to break material into some parts in order to understand it more fully. The examples of analyzing type of questions taken from the audio recorder transcription are described below.

**Excerpt 4.1** (Meeting 1 on 20 February 2017)

T : What do you think about the picture?
S4 : It is in the living room.
S3 : There is a girl holding a book.

**Excerpt 4.2** (Meeting 2 on 22 February 2017)

T : Why did her uncle give surprise to her?
S3 : Because [,] it was hm [,] her birthday.

**Excerpt 4.3** (Meeting 2 on 22 February 2017)

T : How about the time?
S7 : It was one thirty Sir.

**Excerpt 4.4** (Meeting 3 on 22 February 2017)

T : Why did he amaze?
S3 : Because his parents were still sleeping (3) and then he checked the calendar [,] and it showed that it was Sunday.

**Excerpt 4.5** (Meeting 4 on 8 March 2017)

T : What are the important things in retelling stories?
S3 : Understand the picture and (3)
S2 : Inget *keywords*-nyo. *Remember the keywords*

Excerpts 4.1, 4.2, 4.3, 4.3, and 4.5 are the examples of analyzing type of questions. This type of questions aimed the students to illustrate their analyzing
skills through investigating and exploring the picture or the text during the learning process. Therefore, the students need to analyze and be able to solve the problem based on the picture or text. In excerpt 4.4, the teacher asked why questions because the students were required to give more explanation in their own words to invite the students’ critical thinking skills.

Furthermore, this type of questions was one of the teacher’s favorite types of questions. He believed that this type of questions would make the students to think deeper. He also added that he tried to invite the students to respond to the questions by giving their opinions directly in their own words. Here is the evidence of the teacher taken from the interview transcription.

“Yes, I always try to give questions using analyzing type of questions in every meeting for every topic. I think it will facilitate them to speak in English, because they are still young and they are afraid to make mistakes. Once they make mistakes, they will get bullied by others and they will have less participation in the learning process. For me personally, the 5W+1H type of questions suits them best to make them try responding in English.”

The aim of analyzing type of questions is to break apart the information, and then the students need to make connections to one another. As shown in table 4.2, the number of the analyzing type of questions was 16%, and put it as the second dominant questions asked by the teacher. This type of questions occurred regularly during the four meetings. The analyzing type of questions is higher than understanding type of questions because analyzing type of questions aimed the
students to be able to illustrate their analyzing skills through investigating and exploring. According to Anderson (as cited in Baskoro, 2015), the critical thinking refers to the last three cognitive process dimensions, namely analyzing, evaluating, and creating. Therefore, after the students analyze the picture or text, they are expected to report what happened in that picture or text.

3. **Remembering Type of Questions**

This type of questions also took a part in the learning process with 15% out of the 200 of the total number. The teacher used this type of questions almost in the beginning and at the end of each meeting. This type of questions involved the students to retrieve and recall the knowledge from long-term memory. These are the examples taken from the transcription belonging to the remembering type of questions.

**Excerpt 4.1** (Meeting 1 on 20 February, 2017)

T : If I’m not mistaken [,] I ask you to write about your experience such as good or bad experience, bad occasion, or something like that [,] right?
S1 : Yes yes.
S2 : Oh yeah.
S3 : Iyo, Sir.

**Excerpt 4.2** (Meeting 1 on 20 February 2017)

T : [,] do you still remember Rizki (2) what kind of thesis if we want to write recount text?
S5 : Simple past tense.

**Excerpt 4.3** (Meeting 2 on 22 February 2017)

T : Bentuk kedua dari kata go apa? (*What is the simple past form of go?*)
S3 : Went
**Excerpt 4.4** (Meeting 3 on 27 February 2017)

T : Based on the story [,] what happened at that time?
S5 : Emma ulang tahun. *(Emma’s birthday)*
S3 : Ultah. *(Birthday)*

**Excerpt 4.5** (Meeting 3 on 27 February 2017)

T : Okay [,] don’t forget to bring what for next week?
S3 : Gambar dan ceritanya *(The picture and the story)*

Excerpts 4.1, 4.2, 4.3, 4.4 and 4.5 are remembering types of questions because the teacher asked the questions related to the information that had been learned in the previous meeting. In the Excerpt 4.1, the teacher wanted to make sure that the students had already written a recount text. As a result, the next day, they could discuss it in the classroom. In Excerpt 4.2, the teacher tried to recall the students’ memory by asking the tenses related to the recount text. Similarly, in Excerpts 4.3 and 4.4, the teacher also recalled relevant knowledge based on the text they had written before. By doing so, the students were intended to remember the certain information and responsible for what they wrote by giving statement and reason. Before leaving the class, the teacher reminded the students not to forget bring the picture and the story for the next meeting as shown in Except 4.5.

The teacher wanted to make sure that the students remembered all of the information related to the topic that would make them easy to accomplish the assignments. Thus, the teacher admitted that by giving this type of questions which was related to the recalling or retrieving, the teacher aimed to remind the information given previously or what they should do for the next meeting. In the interview, he said that:
“Because this topic talked about recount text, so in the first place, I asked them to write a recount text from series of pictures, after that, I invited them to come in front to retell what they have read. So, they need to remember, right, all of the information they have written. That is why I reminded them to write all of the keywords they found from the pictures. From those keywords, they could develop again. So the point is, they (the students) need to remember the keywords, then from there, they can explore by giving statement in their own words.”

It is clear from the interview that the teacher tried to recall the students’ memory to keep them following the learning process. Thus, the teacher believed that giving the students remembering type of questions, trained them to recall the memory back from the last meeting. Because the topic dealt with recount text, the teacher adapted the material by giving the students assignments to retell the story from the picture they have produced. First, the students were supposed to remember the keywords that they had written in order to retell the story in front of the class. In this session, the remembering types of questions worked very well. Besides, the remembering type of questions appeared at the beginning and at the end of the learning process. The reason is written according to the teacher taken from the interview transcription.

“Saya memberi pertanyaan tipe remembering di awal itu karena topiknya kan masih berhubungan. Jadi saya ingin make sure that mereka masih ingat dengan materi minggu lalu. Kalau di akhir biasanya untuk memberi
“I gave them the remembering type of questions at the beginning because of the continued topic. There was a connection between today and the last topic. So I just want to make sure that they remember, to recall the information from the last meeting. Whereas giving type of questions at the end of the meeting, I just want to remind them to be aware about the future planning.”

This type of question is related to recall or retrieve the information from the long-term memory (Forehand, 2005). Wilson (2016) declares that remembering process involved the memory to recall the definitions from the previous information. Remembering type of questions occurred at the beginning and at the end of the meeting, but mostly at the beginning because it was aimed to recall the information that had been learned from the meeting previously. The teacher aimed to ask this type of questions to check the students’ understanding towards the information. This type of questions is important in order to have a meaningful learning; therefore the students were required to resolve the problem because the knowledge is used in the complex level (Anderson & Krathwohl, 2010, p. 103).

4. Evaluating Type of Questions

Evaluating was another type of questions in the Revised Bloom’s Taxonomy asked in the learning process. As shown in the table, there was 14.5% of evaluating type of questions and brought this type of questions as the fourth dominant questions used by teacher during the learning process. In this type of questions, the students can make decisions and judgments. Here are the examples taken from the audio recorder transcription.
Excerpt 4.1 (Meeting 1 on 20 February 2017)

T: When do people read newspaper?
S2: In the morning.
S3: Morning.

Excerpt 4.2 (Meeting 2 on 22 February 2017)

T: What is your problem in writing recount text through pictures?
S1: Dak tau kato-katonyo, Sir. (I don’t know the words, Sir)
S4: Bingung mulai dari mano, Sir. (I’m confused where to begin, Sir)

Excerpt 4.3 (Meeting 2 on 22 February 2017)

T: So [,] in your opinion [,] which one is easier [,] writing through pictures or not?
S2: Melalui gambar. (Through pictures)
S3: Pake gambar [,] jadi kalo kesusahan bisa liat gambar lagi. (Using pictures [,] when stuck we can look back the pictures.)

Excerpt 4.4 (Meeting 4 on 8 March 2017)

T: Riza [,] could you please give comment on Oos’ performance?
S8: I think Oos [,] should be serious in retelling the stories [,] because I cannot hear her [,] eh his [,] voice.

Excerpt 4.5 (Meeting 4 on 8 March 2017)

T: Do you think visualizing the story is beneficial [,] but when it comes to retell [,] it’s so hard (3) or it has no beneficial at all?
S2: Bermanfaat tapi pas nak cerito ulang susah. (It is beneficial but I found it hard to retell.)
S7: Bermanfaat Sir [,] uma dak hapal be. (It is beneficial Sir [,] but I can’t remember those words.)
S3: Iyo bermanfaat tapi kato-katonyo susah. (It is beneficial but the words are difficult to pronounce.)

In Excerpt 4.1, the teacher asked the students related to when people read newspaper. It belonged to the evaluating type of questions because the questions involved the students to make judgments and give statements about people read
newspaper based on the standards and the criteria. Thus, the students need to go through checking before stating judgment. In Excerpts 4.2 and 4.3, the teacher asked about the students’ opinion in writing recount text. The teacher found that the students were not serious in working the assignments. In order to overcome, he asked them those questions to evaluate their performance during the learning process. Through evaluating types of questions, the students were intended to make decisions based on the criteria.

Moreover, similarly in Excerpt 4.5, the teacher evaluated the students by asking their beliefs towards the materials. The topic was about visualizing the story. At the end of the learning process, the teacher gave an evaluating question whether the material was beneficial or not. Some of the students were defended their answers based on their experience by giving some reasons. In Excerpt 4.3, the teacher intended to invite the students to evaluate their friends. The evaluating type of questions made the students learn how to give comments or judgments based on situation and criteria. By asking this type of questions, the teacher admitted that he tried to invite the students to evaluate themselves based on their performance after the learning process whether they have given the best or not. In the interview, he said that:

"Tujuannya supaya mereka bisa menilai diri sendiri. Sejauh mana mereka bisa memahami materi. Selain itu, evaluating itu juga agak berat ya. Menurut saya, evaluating juga bisa membantu critical thinking karena the students need to think deeply and giving statement bravely."

“The aim was that to make them evaluate themselves. How far they have understood and mastered the material. Besides, this type of questions is one of the questions that can help building their critical thinking because the students need to think deeply and giving statement bravely.”
This type of questions is intended the students to make decisions and judgments based on related criteria (Krathwohl, 2002). The students are expected to state or illustrate their thoughts in their own words based on the criteria and the standards. Besides, the evaluating type of questions aimed the students to defend their decisions and judgments by giving more reasons to strengthen the statements. In conclusion, there four types of question used by the teacher, namely understanding, analyzing, remembering, and evaluating. The teacher mixed types of questions in each meeting because he wanted to make the students performed at the higher level of thinking. In other words, the teacher aimed to invite the students to think critically.

B. How Questions Influence the Students’ Critical Thinking Skills

There are numerous questions asked by the teacher in the classroom. From the research results, the types of questions the teacher asked in the classroom affected the students’ critical thinking skills. There were four dominant questions used by teacher during the four meetings to raise the students’ critical thinking skills, namely understanding, analyzing, remembering, and evaluating. This section described how questions influence the students’ critical thinking skills.

1. Understanding Type of Questions

The understanding type of question required the students to react, illustrate, and explain some thoughts using their own words through inferring, interpreting, explaining, and classifying. The students were expected to respond to the teacher using their own words. From the research that had been held, the researcher found that the teacher asked this type of questions a lot rather than the
other types of questions. Because the topic was about the recount text, the teacher invited the students to infer and interpret the pictures and the text before expecting to write. Through that activity, the students were expected to get the idea of the topic and be able to react to the teacher’s questions. The following excerpts are some examples of understanding type of questions that were influenced the students’ critical thinking skills.

**Excerpt 4.1** (Meeting 1 on 20 February 2017)

T : How about the third picture? [,] What do you find there?  
(Understanding question)

S3 : After finishing the painting [,] Dini wrapped the painting and put it in the box.  
(Reasoning skill)

**Excerpt 4.2** (Meeting 2 on 22 February 2017)

T : Do you think [,] do you think that Jason was in the kitchen?  
(Understanding question)

S3 : Yes, because there was [,] dining table [,] in the picture.  
(Reasoning skill)

**Excerpt 4.3** (Meeting 2 on 22 February 2017)

T : Can you find out more (3) Natachia [,] the keywords from the fourth picture?  
(Understanding question)

S5 : Fall from the sofa.  
(Reasoning skill)

**Excerpt 4.4** (Meeting 2 on 22 February 2017)

T : Do you think Jason have breakfast in that picture?  
(Understanding question)

S2 : No [,] he just drunk.  
(Reasoning skill)

Excerpts 4.1, 4.2, 4.3, and 4.4 showed that the students tried to explain their understanding towards the pictures. Their answers might be different from one to another since they have different understanding. Furthermore, most of the students produced long answers and used their own words to respond to the
questions. Their answers indicated that the understanding type of questions was believed as one of the questions that could build the students’ critical thinking skills. The teacher said that it could promote the students’ critical thinking skills because the understanding type of questions required the students to go through interpreting, inferring, exemplifying, and explaining; and then declared in their own words.

From the findings, the teacher believed that the understanding type of questions was one of the questions that could help to raise the students’ critical thinking skills. This type of questions influenced the students’ critical thinking skills in the skill of reasoning. It refers to reasonably consider a problem (Sarigoz, 2012). Furthermore, Ennis (as cited in DeWaelshche, 2015) emphasizes that critical thinking skill happens when someone has ability to think reasonably or evaluate a given problem. Reasoning is central and important thinking skills; therefore the students need to be able to support conclusions with structured reasons and evidence (OCR, 2011). The reasoning skills is required the students to analyze arguments, evaluate reasoning, and develop reasoned arguments in their own words (OCR, 2011). Because of the reasons, this type of questions was the highest among the other types.

2. Analyzing Type of Questions

This type of questions was also believed could raise the students’ critical thinking skills. Through this type of questions, the teacher wanted the students to break down and give reasons about a certain situations. In this type of questions, the students required to break concepts into parts, then draw connections among
the ideas. The researcher provided some examples related to the analyzing type of questions which were influenced the students’ critical thinking skills.

**Excerpt 4.1** (Meeting 1 on 20 February 2017)

T : From the picture [,] why is she drawing? (Analyzing question)
S3 : Because [,] she wants [,] to join a [,] competition. (Analyzing and problem solving skills)

**Excerpts 4.2** (Meeting 3 on 27 February 2017)

T : Why did [,] her uncle [,] give surprise to Emma? (Analyzing question)
S2 : Because [,] it was [,] her birthday. (Analyzing and problem solving skills)

This type of questions influenced the students in the skills of analyzing and problem solving (Sarigoz, 2012). Analyzing is the ability to interpret and understand something. In other words, students need to infer the text or the picture before starting to write the recount text. Problem solving skill refers to an ability to solve a problem by analyzing the problems and generating the solutions (Sarigoz, 2012).

Critical thinking skills also well-known as problem solving skills because critical thinking skills always begins with problems and end with solutions (Meyers, 1986, p. 5). Hence, the teacher needs to encourage the students to be critical because students will develop good critical thinking skills only by being challenged (Meyers, 2986, p. 5). Furthermore, the problem solving skills enables the students to analyze and organize the data in order to draw conclusions (OCR, 2011). From the learning process, the researcher found that the students were able
to recognize the problem, and then they tried to settle down the problem by
discussing with friends.

3. **Remembering Type of Questions**

The remembering type of questions involved the students to recall the
knowledge from the long term memory. The teacher asked this type of questions
which related to previous topic to influence the students’ critical thinking skills.
This type of questions also can be used to solve the complex problems (Anderson
& Krathwohl, 2010, p. 103). This part provided some excerpts that shown
remembering type of questions influenced the students’ critical thinking skills
taken from the classroom transcript.

**Excerpt 4.1** (Meeting 1 on 20 February 2017)

T : Do you still remember [,] what kind of thesis if we want to write
the recount text? (**Remembering question**)
S3 : Simple past and (3) past continues. (**Reasoning skill**)

**Excerpt 4.2** (Meeting 1 on 20 February 2017)

T : What is the characteristic of past continues? (**Remembering
question**)
S1 : Was (3) were [,] plus [,] V-ing. (**Reasoning skill**)

**Excerpt 4.3** (Meeting 3 on 27 February 2017)

T : Okay [,] so do not forget [,] next week [,] you need to bring what?
(**Remembering question**)
S3 : Pictures and the story. (**Reasoning skill**)

Excerpt 4.1, 4.2, and 4.3 showed the students’ critical thinking skills
towards the questions. In this type of questions, the students were needed to recall
the memory back in order to solve the problem. Remembering type of questions
influenced the students’ critical thinking skills in the skill of reasoning. Although
remembering type of questions involved the short answers from the students, this
type of questions required the students to reading and checking the sources of the relevant data (OCR, 2011). Therefore, this type of questions occurred at the beginning of every meeting to retrieve the learnt knowledge to solve problem.

4. Evaluating Type of Questions

This type of questions required the students to make decisions and judgments. The students were expected to give more reasons behind their answers; therefore this type of questions could influence the students’ critical thinking skills. The following excerpts are taken from the transcript.

Excerpt 4.1 (Meeting 1 on 20 February 2017)

T: Class [,] does it make you easy to write a composition through pictures or not? (Evaluating question)
S3: Yes sir [,] it is easier to use pictures. (Judgment and deciding skills)

Excerpt 4.2 (Meeting 4 on 8 March 2017)

T: Do you think by visualizing the story [,] makes you easier to retell the story? (Evaluating question)
S2: Yes sir [,] because there is a picture [,] to [,] to help me when I confused. (Judgment and deciding skills)

Excerpt 4.1 and 4.2 described that the students tried to make decisions and judgments to solve the problem they faced during writing the recount text. They were also expected to evaluate their performance by giving some reasons based on their experience in the classroom. The evaluating questions found when the teacher asked them to have self-monitoring about their performance on writing the recount text. Besides, they were also asked to give comments or feedback to their friends which they never done before. This type of questions was quite
challenging, but the students showed their critical thinking skills by responding to the teacher’s questions.

Based on the explanation, the evaluating types of questions influenced the students’ critical thinking skills in the skills of judgment and decision. According to Sarigoz (2012), judgment refers to the ability to consider whether the information is right or not. The students were expected to be critical thinkers by judging what is right or not. Cottrell (2005, p. 6) confirms that when students are critical thinkers, it involves making an accurate judgment. They will not easily assume that information is right but they will study and provide arguments and evidence to prove something is right.

Deciding means students are able to resolve or settle the problem (Sarigoz, 2012). In the learning process, the researcher found that at the end of every meeting, the teacher asked two different options that required the students to decide what options suit them best that related to improve their ability in writing the recount text. In this part, students are able to overcome their problems by deciding the options providing by the teacher. Deciding skill required the students to identify the different options, and then decide one option based on the relevant criteria (OCR, 2011). Hence, they succeeded to resolve their problem they faced.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two major parts, namely conclusions and recommendation. The conclusion part concludes the content of the thesis briefly, whereas the recommendation part is intended for the teachers or lecturers, future teachers, and future researchers who aim to conduct the similar research.

A. Conclusions

There are two ideas that can be concluded in this research. First, the types of questions asked by the teacher were understanding (50%), analyzing (16%), remembering (15%), and evaluating (14.5%). From the data, it can be concluded that the teacher mostly asked questions which invited the students to think critically and explored the answers in their own.

Second, the questions influenced the students’ critical thinking skills in the skills of reasoning, analyzing, problem solving, judgment, and deciding skills. The teacher said in the interview that these types of questions really helped the students to think critically. On the other hand, the student also believed that through those questions, he could develop his critical thinking skills in order to respond to the teacher’s questions in his own words.

To conclude, the questions asked by the teacher are really worth to engage the students’ critical thinking skills. Through questions, the students can explore the meaning and find a way to state it using their own words. Thus, the questions are also used by the teacher to confirm the students’ understanding. Therefore, in
order to stimulate the students’ critical thinking skills, questioning skill is one of the skills the teachers need to have. To produce a good question, the teachers can implement the Revised Bloom’s Taxonomy (2001) framework as guidance to determine the level and the quality of questions.

**B. Recommendations**

In this part, the researcher would like to give recommendations related to this content of the research. These recommendations are addressed to the future research and the future teacher.

1. **For the Future Research**

This present research reports that there were only four types of questions asked by the teacher. Those questions influenced students’ critical thinking skills. This research was conducted only for four meetings. As a result, not all of the types of question appeared in the meeting. Therefore, the future researchers need to conduct the similar research more than four times to have various types of questions. Besides, the researcher expects that this research will inspire all of the educators or people who work in educational field.

2. **For the Future Teachers**

Based on the findings, there were four types of questions that influenced the students’ critical thinking skills. The use of questions in the classroom should be considered by the teachers to raise and build students’ critical thinking skills. Therefore, the teachers need to have good questioning skills in order to produce critical questions. Besides, the teachers need to have understanding on the use of the Revised Bloom’s Taxonomy framework to engage the students’ critical
thinking skills. In the interview, the teacher admitted that the Revised Bloom’s Taxonomy can be used as the guidance by the teacher in order to produce questions in terms on engaging the students’ critical thinking skills. Teachers need to be aware of some types of questions since they play an important role in the classroom activities.
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX A: LETTERS OF PERMISSION
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 008 Plt/Kajur IJPBS / I / 2012
Hal : Permohonan Ijin Penelitian

Kepala
Yth. Kepala SMP Xaverius | Palenbang
Jalan Kaptor Marzuki No. 513
Palenbang
Santara Sekalahan

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami

Nama : Franscux Marlin Eoji Andriani
No. Mhs : 131241145
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan dan Seni
Semester : Delapan (8)

untuk melaksanakan penelitian dalam rangka penyusunan Skripsi / Makalah, dengan kETERANGAN sebagai berikut:

Lokasi : SMP Xaverius | Palenbang
Waktu : Februari 2017 - Maret 2017
Topik / Judul : A Study to the EFL Teachers Type of Questions on the Students Critical Thinking

Awas perhatian dan jujur yang diibaratkan, kami usapkan terima kasih.

Yogyakarta, 9 Februari 2017

P. Kurnia Bulono, Ph.D.
NIP. P. 1665

Tembusan Yth:
1. 2. Dekan FKIP
3. 4.
SURAT KETERANGAN
No: 7838 / SMP Xav 1 / P - II / 2017

Berdasarkan surat ke atas penelitian dari Fakultas Keguruan dan Ilmu Pendidikan Universitas
Santri Dharma Yogyakarta No. 008/Pgd/Kajur/PBS/01/2017 tentang Permohonan Ein
Penelitian, dengan ini Kepala SMP K Frater Xaverius 1 Palembang, menerangkan bahwa :

Nama : FRANISCIA MARIA LIZA ANDRIANI
No.Mhs : 111211245
Program Studi : Pendidikan Bahasa Inggris
Jenis : Pendidikan dan Seni

Telah melaksanakan Penelitian / Riset di SMP K Frater Xaverius 1 Palembang pada tanggal
20, 22, 27 Februari dan 03 Maret 2017, dalam rumusan penelitian berjudul:
"A Study to The EFL Teachers’ Type of Questions on the Students’ Critical Thinking"

Demikian surat keterangan ini di bant dengan sebenar-benarnya, untuk dapat dipengunaan
sebagaimana mestinya.

Palembang, 11 Maret 2017

[Signature]

[Signature]
APPENDIX B: CONSENT FORMS
SURAT PERNYATAAN PERSETUJUAN
UNTUK IKUT SERTA DALAM PENELITIAN
(INFORMED CONSENT)

Yang bertanda tangan di bawah ini:

Nama : Theo Graciani Cahyono, S.Pd
Usia : 34 Tahun
Pekerjaan : Guru SMPK Frater Yoseph 1

Dengan sesungguhnya menyatakan bahwa saya menyadari, mengerti, dan memahami tentang tujuan, manfaat, dan risiko yang mungkin timbul dalam penelitian, serta bersedia untuk menjadi objek pendidikan (diekam), maka saya setuju ikut serta dalam penelitian yang berjudul:

"A Study to the EFL Teachers' Type of Questions on the Students' Critical Thinking Skills."

Demikian surat pernyataan ini disusun dengan sesungguhnya dan tanda pada.

Pekalongan, 16 Februari 2017
Responden,

[Signature]

Tema: S. Cahyono
SURAT PERNYATAAN PERSETUJUAN
UNTUK IKUT SERTA DALAM PENELITIAN
(INFORMED CONSENT)

Yang bertanda tangan di bawah ini:

Nama : Mardi
Usia : 34 tahun
Pekerjaan : guru

Dengan sesungguhnya menyatakan bahwa saya menyadari, mengerti, dan memahami tentang tujuan, manfaat, dan risiko yang mungkin timbul dalam penelitian, serta bersedia untuk menjadi objek penelitian (dekreks), maka saya setuju ikut serta dalam penelitian yang berjudul:

“A Study to the EFL Teachers’ Type of Questions on the Students’ Critical Thinking Skills”

Demikian surat pernyataan ini dibuat dengan sesungguhnya dan tanpa paksaan.

Palembang, 12 Februari 2017
Responden,

(.............................................)
APPENDIX C: TRANSCRIPTION CONVENTION
Transcription conventions for the special issue

Transcription conventions

- ( ) : unquoted pause of less than 1 s
- [ ] : unquoted pause, indicating length in seconds
- overlapping talk, where utterances start and end simultaneously
- rising intonation
- (pause) a pause of interest
- (break) a cut-off
- indistinguishable speech
- planable break in nuclear speech
- uncorrected errors
- orthographical phenomena and additional information
- falling tone
- non-verbal interjections
- struck-through syllables
- longer
- rephrasing to show emphasis

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APPENDIX D: VIDEO TRANSCRIPTION
Meeting 2 (Wednesday, 22 February 2017)

T : Teacher
Ss : Students
S1, S2 : Students 1, Students 2

06.45 – 07.00 Morning Devotion
1. T: Morning everybody.
2. Ss: Morning.

00:04 – 00:20 teacher walked around the class

3. T: Your homework please.

00:21 – 00:29 students prepared the homework

4. T: I will check you first [,] please raise your hands.

00:30 – 01:03 students talk indistinctly

7. T: Good (3) Eva? (3) Farrel? (3) Felisha? (3) Felisha [,] are you ready to learn?
8. S2: iyo sir iyo sir
10. S3: Emang disini tempat duduk aku sir.
11. T: Yakin?
15. T: Okay [,] Thankyou (3) Riza? (3) Rizky? (3) Rizky?
16. S5: Ado
17. T: Dasinyo dipake yang bener.

04:23 – 04:38 teacher prepared the material

22. T: Okay [,] the last we have discussed about how to? [,] how to apa?
23. S1: Make
24. S2: Write
25. T: How to write [,] how to compose [,] mengarang ya kan (2) mengarang apa? (3)
27. T: Story from?
28. S1: Picture
29. T: Pictures [,] series of pictures [,] Okay (3) it is to develop your writing skills [,] jadi maksudnya untuk [,] melatih kamu menulis (3) you already know about the theory [,] about the genre ya [,] of the recount text (3) it should be deal with? (2) if you want to compose a recount text [,] we will deal with apa? [,] nanti berhubungan dengan apa?
30. S3: hmm
31. T: Yang kamu tulis nanti berhubungan dengan apa?
32. S3: Past tense
33. T: Past tense dan? (3)
34. S3: Past continues
35. T: Past continues [,] good (3) kalo ga past tense ya past continues [,] boleh kamu mix dua-duanya [,] shhh [,] ayo dengerin dulu shhh (3) Jeiri (3) bentuk past inget ya (2)
36. S7: Iya
37. T: Bentuk kedua [,] bentuk kedua itu simple past atau past form [,] dari kata go itu apa?
38. S7: Went.
39. T: Went [,] Good [,] tepuk tangan dulu dong

05:54 – 06:00 students and teacher clapped hands

40. T: Fira (3) ride [,] mengendarai (3) mengendarai verb duanya apa [,] itu kan ada gambar mengendarai ya kan [,] mengendarai sepeda [,] nah verb duanya apa
41. S8: rode
42. T: Good [,] okay (3) Nababan [,]
43. S3: Iyo
44. T: Okay [,] kita liat sama-sama sshh [,] in this picture [,] ada keyword [,] 
ya kan [,] keywordnya ada [,] keywordnya sesuai dengan kalian sendiri 
nulisnya ada berapa (3) yuk kita cek sama-sama (3) ini sir tempel ye

**07:08 – 07:17 teacher patched the paper to the whiteboard**

45. T: Before we discuss your work [,] is there any difficulties in doing your 
writing? [,] ada kesulitan ga nulis recount text?
46. Ss: No
47. T: Okay

**07:34 – 08:01 teacher walked around the class**

48. T: Sssshh [,] sambil dibuka buku PR yang kemarin dibuka
49. S2: Sir [,] I didn’t write it here [,] I remember it sir
50. T: I told you to write it down.
51. S2: But I remember it sir
52. T: Sama aja kamu ga buat dong [,] sekarang ditulis di buku.
53. S2: Ai sir samo be
54. T: No [,] write it down in your book

**08:23 – 08:57 teacher walked around the class**

55. T: Shhh [,] okay [,] now [,] saya mau tanya dulu (3) whenever you want to 
write [,] the story (3) what is the difficulties one [,] the difficulty that you 
find [,] apa yang susah untuk kamu ungkapkan (3) contohnya liat nomor 
satu liat gambar nomor satu [,] yak an (3) Main verbnya apa yang kalian 
temukan disitu? (3) coba liat gambar kesatu ya [,] sshh [,] saya panggil aja 
ya [,] tanggal berapa nih sekarang?
56. Ss: dua dua
57. T: tanggal dua puluh dua [,] okay (3) siapa absen dua dua hayo?
58. S3: sir [,] boleh bawa buku dak
59. T: nanti ya [,] sebentar (3) okay [,] Natachia [,] please tell us Natachia [,] 
from the pictures A [,] dari gambar A itu [,] apa aja yang udah kamu tulis? 
(3) kata kuncinya apa [,] coba liat gambarnya.
60. S3: Parties
61. T: Parties [,] okay [,] shhh [,] Natchia already told us the keyword from picture A

**10:25 – 10:34 teacher wrote sentence in the whiteboard**

62. T: Di gambar A ada [,] parties [,] okay (3) shhh everyone do you agree with that? [,] setuju dak?
63. Ss: Iyo
64. T: Gambarnyo pasti lagi ngomomgin parties (3) Rizki (3) mana bukumu?
65. S5: ado ado
66. T: Ayo konsentrası

**10:56 – 11:10 teacher checked the Rizki’s work**

67. T: Okay [,] ada kata party [,] Alwine [,] keyword mu apa (3) gambarnya [,] gambarn yang A keywordnya apa selain party?
68. S2: Em [,] drunk
69. T: Drunk [,] okay

**11:35 – 11:43 teacher wrote sentence in the whiteboard**

70. T: Okay [,] what else?
71. S2: sir [,] sir [,] may I ask?
72. T: Yes Alwine.

**11:50 – 12:02 the student talked indistinctly with teacher**

73. T: Okay [,] now (3) party [,] drunk [,] is there any other opinion? (3) part A? (3) picture A Rico [,] shhh hey sambil diliat gambarnya.
74. S4: Guessing
75. T: Guessing? Party (3)
76. S5: ngobrol [,] ngobrol sir
77. T: Okay (3) disco [,] how about disco? (3) diskotik? (3)
78. S6: talking sir talking
79. T: Night talk ye [,] night talk

**12:39 – 12:45 teacher wrote sentence in the whiteboard**

80. T: Ssshhh [,] ga apa (3) tau ya night talk tu apa (3) to entertain yourself [,] you are adult now [,] kalo sudah gede boleh dilakukan [,] ya kan (3) okay
yuk [,] sshhh (3) kita liat lagi (3) picture B [,] sshhh [,] pasti nanti kalian kan beda-beda opininya [,] tulisannya juga beda-beda kan pasti kalo sudah buat (3) ayo B apa
81. S5: buka pintu
82. S2: returned home sir
83. T: Eriko apa tadi [,] buka pintu [,] okay [,] going home

13:36 – 13:57 teacher wrote sentence in the whiteboard
84. T: Nah [,] from the keyword [,] there are many right [,] pasti kalo kamu tulis kan beda-beda [,] liat gambar [,] isinya sama [,] pasti ada kata-kata keyword ini (3) iya kan [,] bener ga?
85. S5: bener
86. T: ada kan di tulisan kamu [,] misalnya open the door [,] ada ga [,]
87. S6: adó
88. T: Home [,] ada ga? (3) kalo salah brarti kamu keliru [,] okay [,] in part C [,] what do we have there? [,] apa aja keywordsnya?
89. S5: tedok
90. T: Okay [,] slept ya [,] good (3) what else?
91. S5: TV nyo idup sir
92. T: TV [,] still [,] turned on [,] okay (3)

14:44 – 14:54 teacher wrote sentence in the whiteboard
93. T: Nah [,] masih ya [,] pada waktu itu masih nyala ya TV nya (3) what else? (3)
94. S5: Tedok di sofa
95. T: Tidur dimana?
96. S5: Sofa.
97. T: Okay [,] living room apa dimana ya (3) okay living room boleh.

15:11 – 15:18 teacher wrote sentence in the whiteboard
98. T: Okay (3) others? (3) Riza? Geleng-geleng
99. Ss: hhhhh
100. T: Kenapa? (3) is there any ideas? (3) Cicil? (3) Ayo Cicil (3) Okay let me check your work (3) Okay [,] ada kata party [,] slept juga [,] good (3) Okay tadi yang C [,] how about D? Can you find out what are the keywords? (3)
101. S5: nyampak nyampak [,] nyampak dari sofa
77

102. T: Really? Bahasa inggrisnya apa?
103. S5: Fall
104. T: Fell (3) off [,] okay (3) how do we spell fell?
105. S5: f-e-l-l
106. T: Good (3)
107. S2: He (3) woke up [,] woke up
108. S5: Woke up sir
109. T: Woke up? [,] Okay (3)
110. S2: Looked at the clock
111. S5: Jam Sembilan
112. S2: Look [,] look at the clock sir
113. T: Okay good (3) the third one (3) it shows (3) it was (3) it shows iya kan [,] it showed (3) menunjukkan jam berapa itu di gambar?
114. Ss: Sembilan
115. T: A.M atau P.M?
116. Ss: A.M
117. T: Next [,] look at picture E (3) Can you analyze the picture? [,] what do we find there?
118. S5: minum [,] minum
119. T: Okay [,] Rico [,] minum ya
120. S5: dak ganti baju (3) dak ganti baju sir
121. T: Okay [,] minum apo kiro- kiro [,] air putih biso [,] orange jus boleh
122. Ss: hhhhh
123. S5: dak ganti baju sir dio
124. T: Okay [,] ganti baju dak?
125. Ss: Idak
126. T: Good [,] he didn’t change his clothes

17:31 – 17:48 teacher wrote sentence in the whiteboard

127. S2: Changed dak sir [,] changed with ed sir
128. T: Kan sudah ado didn’t jadi verbnyo dak berubah
129. S5: sir [,] sir [,] haven’t dak [,] haven’t changed the clothes
130. T: Boleh

18:01 – 18:16 teacher wrote sentence in the whiteboard

131. T: Okay [,] what else? [,] the others?

18:22 – 18:28 students talked indistinctly
S5: di dapur sir di dapur
133. T: what part?
134. S5: yang E
135. T: Do you think that (3) what’s the name (3) Jason ya [,] do you think that Jason were in the kitchen? (3)
136. Ss: Yes
137. T: Okay (3) kan ada meja makan ya di gambarnya ya

18:44 – 18:53 teacher wrote sentence in the whiteboard

138. T: Okay [,] sshh what else? (3) Yoel [,] Luigi [,] tunggu Rico ya [,] mereka dulu [,] ayo kamu apa? [,] liat gambarnya [,] nah keywordsnya apa lagi?
139. S7: kitchen
140. T: Sudah itu (3) ada lagi ya? (3) kamu kalo ada kata-kata ini pasti bener (3) kitchen [,] minum [,] get drunk (3)
141. S6: Breakfast
142. T: Breakfast [,] okay (3) do you think Jason have breakfast in that picture?
143. S3: idak
144. S2: No
145. T: No [,] he just drank

19:41 – 19:57 teacher wrote sentence in the whiteboard

146. F: How about picture F?
147. S2: Me [,] me sir
148. T: Okay Alwine go ahead
149. S2: He ride [,] his bike as fast as he can
150. T: Okay [,] from the keywords [,] kata kerja atau nounnya [,]
151. S5: rushy [,] rushy
152. S2: fast [,] ride ride sir
153. T: Okay ride
154. S5: Garage [,] garasi sir garasi

20:14 – 20:26 teacher wrote sentence in the whiteboard

155. T: Okay [,]
156. S3: sepeda sepeda
157. T: Good [,] bike
20:31 – 20:44 teacher wrote sentence in the whiteboard
158. S5: tas sekolah sir [,] tas sekolah
159. S2: ride to school
160. T: Bag (3) what else? Tell me please [,]
161. S5: shoes shoes
162. T: Ya of course [,] bag shoes [,] pasti ya
163. S5: halaman sir [,] halaman depan
164. T: Is there any ideas for picture F? (3) how was he
165. S5: panic
166. S7: In hurry
167. T: Panic (3) Okay [,] in hurry [,] good

21:05 – 21:15 teacher wrote sentence in the whiteboard
168. T: He was in hurry [,] terburu-buru (3) Okay (3) anything else? (3) yang F? [,] sshh [,] sambil diliat gambarnya ya [,] biar apa yang kamu tulis sama (3) I think that’s enough for F [,] how about G [,] what did you find in picture G?
169. S2: his bike is broken sir
170. S3: sir broken sir
171. S5: sir [,] sir [,] stangnyo detached sir
172. T: Okay [,] stang apa in English? [,] steering ya
173. S3: steering [,] steering

22:05 – 22:12 teacher wrote sentence in the whiteboard
174. T: Okay apa lagi?
175. S3: lagi kayuh sepeda sir
176. T: Okay kayuh sepeda

22:19 – 22:40 teacher walked around the class
177. T: Broken steer ya [,] atau boleh juga detached
178. S3: sir (3) sir [,] lagi cycling sir
180. S5: lepas
181. T: Good [,] lepas
182. S3: cycling sir
183. T: Cycling [,] ada ga cycling dia?
23:17 – 23:30 teacher wrote sentence in the whiteboard

186. S3: ketinggalan [,] on the road
187. T: liat gambarnya ya [,] apa kira-kira yang terjadi di gambar G? [,] dia kayaknya kacau
188. S3: on the way sir [,] on the way
189. T: On the way oke [,] boleh (3) okay [,] on the way ya (3) how about H?

23:53 – 24:04 teacher wrote sentence in the whiteboard

190. T: Okay [,] yang H? [,] shhh [,] ayo yang cewek nih [,] yang cewek [,] girls? (3) sekarang bukan Matematika [,] Sir ambek dulu e
191. S7: oi dak boleh [,] bukan pelajaran MTK ini oi
192. T: Ayo Wianovi please [,] what’s the keyword for picture H? [,] Wianovi [,] ssshh [,] ayo [,] what’s your idea? (3) ssshh kita dengerin (3) ayo picture H [,] what’s your idea?
193. S8: bahasa inggris sir?
194. T: Iya [,] gambar apa [,] kenapa tu si Jason (3) stangnyo patah (3) detached katanya si Riko tadi (3) yes Alwine?
195. S2: He returned [,] his bike
196. T: Okay [,] returned his bike
197. S5: lari sir
198. S3: jalan kaki sir
199. S5: run run run

25:08 – 15:15 teacher wrote sentence in the whiteboard

200. S3: sir [,] walking to school
201. S5: running sir
202. T: running? Ya boleh (3) buru-buru ya kan (3) and panic (3) H [,] sekarang I [,] masih bisa ya disini ya

26:02 – 26:07 teacher wrote sentence in the whiteboard

203. S3: libur sir
204. T: Look at? (3)
205. S5: jam
206. S3: clock sir
207. T: the clock [,] ya kan
208. S3: sir (3) sir [,] running (3) run to the class
209. T: running to the class [,] okay good
210. S5: running in corridor
211. T: running sudah [,] how about the time?
212. S3: sepuluh
213. T: it shows ten o’clock [,] ya kan [,] is it right? [,] Yoel jam brapa tu di gambarnya (3) Jeiri ayo Jeiri
214. S7: Sepuluh
215. T: Okay good

27:14 – 27:21 teacher wrote sentence in the whiteboard

216. T: Good (3) what happened there? [,] in picture J [,] sshh
217. S3: libur sekolahnya
218. S5: Minggu sir [,] hari Minggu itu
219. S2: confused
220. T: Iya [,] confused [,] good

27:45 – 27:56 teacher wrote sentence in the whiteboard

221. S5: libur sir
222. S8: nobody
223. T: Nobody [,] good
224. S3: nobody in the school [,] the school is tutup eh closed

28:03 – 28:14 teacher wrote sentence in the whiteboard

225. T: Sekolahnya [,]
226. S2: Kalo ditutup dak pacak masuk [,]
227. T: Iyo kalo ditutup Jason dak bisa masuk [,] tuh bener
228. S3: Oh iyo e
229. T: iyo [,] nobody sepi (3) silence (3) quiet [,] iya
230. S3: went home

29:32 – 29:40 teacher wrote sentence in the whiteboard

231. T: Hayo [,] Rafael [,] apa lagi?
S7: Tu lah dak buat
S9: Buat eh
T: Yaudah [,] what’s your keywords (3) kata kunci yang udah kamu
tulis apa? (3) Rafael [,] sambil diliat gambarnya (3) sssh Arya
S7: Tu lah kau tu dak buat
S9: Kau be jingok aku
S7: Idak
T: Sssh Rafael [,] Jeiri [,]
S9: Open the door
T: Open the door [,] okay the same (3) he opened the door [,] ngebuka
pintu [,] trus ngapain? [,] He?
S2: looked at the parents
T: Looked at [,] his parents (3) his parents still slept (3) okay
S3: confused sir [,] bingung kan dio
T: Arrived [,] ya kan [,]
S3: at the home
T: at home

32:16 – 35:26 teacher wrote sentence in the whiteboard

T: what else?
S3: confused sir
T: confused boleh (3) kaget dak dio [,] sssh [,] kaget apa kaget?
S4: shock
T: Shock [,] selain kata shock apa hayo
S1: surprised
T: Surprised (3) surprised itu kaget kalo dikasih hadiah [,] iya kan (3)
S8: Amazed
T: Amazed (3)
S3: Amazed tu apo
T: Amazed tu (2) kaget trus bingung
S3: Amazing
T: Okay [,] amazed [,] thank you [,] sssh (3) si (3) Luigi [,] eh kok
Luigi (3) Farrel (3) setuju ga kata amazed [,] kaget
L: Iyo sir
T: Okay [,] ada lagi?
S7: idak
T: ada dong (3) ruang apa ni (3) bedroom ya [,] ada kata bedroom [,]
okay [,] L [,] the last one (3) the final one (3) Rizki [,] L (3)
S5: Calendar
265. T: Look at the calendar
266. S3: dio jingok kalender ternyata libur sir
267. T: oh iys [,] taunya it was Sunday

40:30 – 40:47 teacher wrote sentence in the whiteboard

268. T: Okay [,] sekarang [,] before we check your work [,] sebelum kita cek PR kalian (3) how many words (3) that (3) close to your writing? (3) berapa banyak keywords (3) that close to your writing? (3) yang menyerupai dengan tulisan kamu [,] please underline (3) digaris bawah keywords nya yang sama dengan yang di papan (3) contoh [,] the first paragraph [,] kamu sama nih ada kata party [,] nah tolong digaris bawah (3) ada kata drunk [,] garis bawah [,] night talk atau disko garis bawah (3) Rizki kamu ngerjain ga?
269. S5: Iyo

47:02 – 49:31 teacher walked around the class and checked the students’ work

270. T: Siapa yang belu [,] ga ngerti PR nya ngapain? (3) sssh ngerti ga daerah sana [,] okay [,] siapa yang ga buat? [,] sama sekali (3) Oos? [,] kamu ga ngerti Os?
271. S7: maen hape dio sir
272. S1: payo os [,] sita be
273. T: Ssssh [,] Oos ga ngerti yang mana Os?
274. S4: (unintelligible speech)
275. T: Oh [,] okay [,] ini Nababan?
276. S3: (unintelligible speech)
277. T: trus kamu ga buat di kertas lain? (3) sekarang kamu buat [,] okay (3) lima menit sudah selesai digarisin?
278. Ss: sudah
279. T: Nanti gentian kamu yang cerita loh

59:14 – 61:24 teacher walked around the class and checked the students’ work

280. T: Kita denger ceritanya ya [,] iya [,] kan sudah nulis (3) dengerin temen kamu nanti [,] bacanya per paragraph [,] nyambung ya [,] paragraph one [,] mention about the picture A [,] B [,] C [,] D [,] E [,]
belum buat ya [,] F [,] G [,] H [,] I [,] K [,] L [,] nanti balik lagi A [,] B [,] dan seterusnya (3) bacakan tulisan kalian

62:02 – 63:25 teacher checked the students’ work

281. T: Okay (3) silahkan maju [,] lalu dibaca (3) okay saya kasih contoh (3) sssh dengerin ya (3) this is the story [,] nah gitu dong (3) kata si siapa nih [,] Luigi (3) Okay [,] James always comes late to school [,] sambil natap temenmu ya [,] because he loves going to parties and staying at the bed late (3) sampai selesai menjelaskan gambar yang A saja (3) okay? [,] you just describe in the recount text about the specific picture (3) after that [,] Eva [,] your turn [,] and the next person [,] okay (3) hanya satu paragraph ya (3) sssh yang lain denger ya [,] biasanya kalo ada yang beda-bedha malah bagus biar memperkaya (3) okay Luigi start [,] your turn Luigi (3) sssh ga ada yang ngobrol ya kalo temennya maju

63:32 – 63:35 teacher calmed the students’ down

282. S7: Okay friends I’m going to tell you about my stories (3) (unintelligible speech)
283. T: Okay [,] Jason was invited to a party by?
284. S7: his friends
285. T: Okay [,] what else?
286. S7: (unintelligible speech)
287. T: Okay [,] he drank along with his friends [,] dia minum-minum (3) he drank a lot [,] with his friends (3) okay good [,] thank you Luigi [,] tepuk tangan dulu dong

79:30 – 79:39 teacher and students clapped hands

288. T: Okay [,] next [,] Eva

79:44 – 80:03 teacher checked the students’ work

289. S7: nyampe dak kau Eva
290. Ss: hhhhh
291. T: Sshh [,] okay [,] Eva please continue
292. S9: (unintelligible speech)
293. T: The party (3) oh was finished at ten P.M (3) okay continue please
294. S9: (unintelligible speech)
295. T: After the party (3) Jason went home [,] okay [,] keep going
296. S9: (unintelligible speech)
297. T: He was so tired because of the party [,] capek gara-gara pesta tadi ya [,] okay thank you Eva [,] give applause please

86:03 – 86:06 teacher and students clapped hands

298. T: Next [,] okay [,] Putra (3) picture C ya [,] louder please
299. S10: (unintelligible speech)
300. T: Okay [,] Jason slept at the sofa [,] jam?
301. S10: (unintelligible speech)
302. T: one thirty [,] is it right?
303. S10: Yes
304. T: Okay [,] go on please
305. S10: (unintelligible speech)
306. T: He didn’t turn off the TV [,] okay (3) sudah? [,] Cuma itu aja? [,] is he right? [,] is it based on the picture?
307. Ss: Yes
308. T: Okay [,] thank you Putra

86:56 – 86:59 teacher and students clapped hands

309. T: Nababan (3) c’mon (3) coba aja (3) find out the keywords here (3) okay (3)
310. S3: sir liat hape boleh kan
311. T: Iya boleh boleh (3) sshh [,] okay [,] louder please (3)
312. S3: At nine o’clock [,] in the morning [,] Jason[,] 
313. T: Sshh [,] you repeat at [,] what was that?
314. S3: At the morning [,]
315. T: In the morning [,]
316. S3: In the morning
317. T: Okay continue
318. S3: Jason woke up [,]
319. T: Okay [,] Jason woke up [,]
320. S3: He’s confused (3)
321. T: Okay [,] he was confused
322. S3: Confused [,] and [,] ini
323. Ss: hhhhh
324. T: he was confused and?
325. S3: Falling off [], jatuh
326. T: Jatuh dulu atau bangun dulu? (3)
327. S3: Jatuh
328. T: Nah [], Jason fell of [], and then woke up [],
329. S3: Woke up (3) panic [], he’s panic []
330. T: He was nah [], shh [], kalo panic itu kan bukan sebagai verb ya (3)
   keadaan ya [], he was panic [], nah
331. S3: He was panic because [], (unintelligible speech)
332. T: He was panic because [],
333. S3: (unintelligible speech)
334. T: He thought [], dia berpikir bahwa [], think jadi thought ya []
335. S3: Iya
336. T: He thought (3) he would be?
337. S3: Late [],
338. T: To school [], after [], setelah melihat jam [], ya [], after [], see?
339. S3: See [], a clock
340. T: Okay [], jam itu menunjukkan jam sembilan [],
341. S3: Iyo
342. T: It was [],
343. S3: It was [], it was showed nine o’clock
344. T: Okay [], thank you (3) good

89:06 – 89:09 teacher and students clapped hands

345. T: Reymond [], your turn (3) ssrh [], sama ga dengan tulisannya [], ada
   yang lain ide boleh (3) ssrh sshh ssshh [], guys listen to your friends
   please [], what part sorry
346. S4: E
347. T: E ya [], okay [], go on please
348. S4: (unintelligible speech)
349. T: He run [], run ran run [], ran [], he ran (3)
350. S4: (unintelligible speech)
351. T: He ran to the kitchen (3) he ran to the kitchen [], okay [], sambil
   diliat gambarnya bener ga []
352. S4: (unintelligible speech)
353. T: Ssshh [], and?
354. S4: Had some drink
355. T: Had some drink [], okay [], good [], what else?
356. S4: (unintelligible speech)
357. T: From the freezer [], from the freezer (3) okay [], ya (3) apa lagi?
358. S4: (unintelligible speech)
359. T: Don’t change his clothes (3) haven’t changed his clothes (3) because [,] karena terburu-buru dia (3) ga ganti baju [,] nah what do you say in English?
360. S4: Because [,]
361. T: Because he was in hurry [,]
362. S4: He hadn’t changed his clothes [,]
363. T: He hadn’t changed his clothes okay good (3) nanti kamu tambahin itu ya (3) shh okay [,] give applause [,]

95:03 – 95:09 teacher and students clapped hands

364. T: Kamu maju sekarang [,] Oos [,]
365. S7: Oi maju oi
366. S6: Maju oi Os
367. S1: Payo Os
368. T: Oos (3) shh shhh shh (3) yang F ya [,] liat keyword nya yang F (3) Oos [,] F (3) Oos [,] mulai (3)
369. S6: (unintelligible speech)
370. T: He? (3)
371. S6: does
372. T: He does not [,] does not bukan simple past (3)
373. S3: goes goes goes
374. T: He?
375. S6: He goes to school (3)
376. T: He took [,] nah boleh kamu ganti menjadi dia mengambil sepedanya [,] mengambil jadi apa Os? (3) take jadi apa Os? (3) take [,] sssh [,] Os [,] take jadi apa? (3) yang lain? (3) take jadi took [,] he took his bike (3) from (3) the garage [,] iya kan [,] dari garasi [,] trus [,] sambil diliat gambarinya Os (3)
377. S6: Dio (3) memperbaiki sepedanyo
378. S3: Apo bahasa inggrisnyo?
379. T: Memperbaiki Os? (3) ngapo memperbaiki? (3) memperbaiki sepedanyo po? [,]
380. S3: Idak sir
381. S8: Idak oi
382. Ss: hhhhh
383. S8: Katek oi galak baseng kau ni
384. T: Sshh Os [,] sambil diliat gambarinya Os [,] dipahami [,] jangan galak baseng bae (3)
Ss: hhhhh
T: He (3) rode his bike (3) to school [,] gitu aja (3) he was still [,] dia masih apa (3) ayo ngomong (3) he was still panic [,] ayo ngomong gitu [,] coba
S6: He was still panic
T: Because? [,]
S6: Because [,]
T: The bike was broken [,]
S6: The bike was broken [,]
T: He (3)
S6: He (3)
T: Didn’t forget about his [,] bag [,] dia ga lupa dengan tasnya [,] pinter ye [,] dio walaupun panik idak lupo bawa [,] tas [,] okay (3) Rizki [,] your turn Rizki [,]
S5: salah punyo aku sir
T: Apa?
S8: Yo maju-maju bae oi
T: Ayo Rizki [,]
S8: Rizki [,] maju Rizki
S1: Payo Rizki
S7: Gancang oi

105:59 – 106:33 teacher checked the Rizki’s work
T: Maju Rizki [,] just read your writing (3) okay good (3) sshhh (3) G ya [,] part G (3) go on Rizki [,] shh shh shh
S5: (unintelligible speech)
T: Repeat please and slowly slowly
Ss: hhhhh
T: Ayo [,] Jason
S5: (unintelligible speech)
Ss: hhhhh
R: Sudah sir
T: Okay [,] Jason rush (3) rush [,] apa ni [,] oh rush to be at home [,] terus? (3)
S8: Panic oi dio dak tau
T: (unintelligible speech) (3) Okay liat gambaranya bareng-bareng yuk (3) hey Rizky ayo liat sini (3) shh shh shh (3) on the way to school [,] nah (3) benar dak (3) ini di keyword nya ada kata-kata on the way [,] shh [,] ayo semuanya [,] liat sini sini sini [,] on the way [,] coba Rizki
[.] tambahin on the way (3) Michael [,] maju Michael [,] giliranmu sekarang (3)
413. S8: Maju-maju be oi
414. T: Ni Michael [,] picture H [,] ada kata-kata detached [,] cycling (3) okay [,] maju biar kamu ngerti (3) ayo
415. S8: payo Michael
416. T: Ayo Michael [,] dicoba yuk (3) okay semua [,] dengerin Michael ya (3) jangan lupa tunjuk gambarinya Michael (3) ada apa tadi keyword nya Michael? (3) dibaca Michael keywordnya (3) cycling (3) hey (3) baca dulu itu keywordnya
417. S10: cycling (3) returned homw (3)
418. T: Okay (3)
419. S2: sudahlah
420. T: Hey
421. S2: dio nah sir
422. T: Shhh (3) louder (3) dikasih liat dulu dong gambarinya (3) nah (3)
423. S10: (unintelligible speech)
424. T: Jason? (3)
425. S10: Jason rush rush to
426. T: Rush rush?
427. Ss: hhhhh
428. S10: (unintelligible speech)
429. T: rush rush (3) buru-buru ya maksudnya (3) oh make google translate nih pasti (3) yo lanjutin (3)
430. S10: (unintelligible speech)
431. T: Iya (3) okay (3) apa sih yang susah? (3) susah ini ya [,] ngomong (3) jangan pake google translate lagi (3) okay [,] sssh (3) Michael lupa ya Michael (3) do you still remember Michael [,] kalo misalnya ada kata (3) ada subjeknya (3) ssshh (3) hey hey hey [,] kalo ngomongin kalimat [,] kalo ga ada kata kerja [,] berarti pake to be [,] kalo simple past tense [,] Cuma dua [,] was atau [,] were [,] masih inget dak [,] lupo (3) Jason was in rush [,] iya kan [,] Jason terburu-buru in hurry [,] lupo ye [,] yo sekarang Rico (3) sssh [,.] your turn
432. S8: (unintelligible speech)
433. T: Hey [,] class [,] listen to Rico please [,] okay thank you [,] go on please Rico [,]
434. S8: (unintelligible speech)
435. T: That’s all? Okay thank you Rico (3) you may sit down (3) okay (3) the last we have Devi [,] c’mon [,] it is your turn
436. S1: (unintelligible speech)
90

437. T: He apa [,] slowly
438. S1: Amazed
439. T: why did he amaze? [,]
440. S1: Because
441. T: His parents (3) were (3) still (3) sleeping
442. S1: (unintelligible speech)
443. T: After that (3) he went to his room (3)
444. S1: And checked the calendar
445. T: and checked the calendar ya
446. S1: The calendar showed that (3)
447. T: The calendar showed [,] that
448. S1: today was Sunday
449. T: that day [,] was [,] Sunday (3) okay undah selesai ya (3) tepuk tangan
dulu dong buat semuanya

110:87 – 111:35 teacher and students clapped hands

450. T: who have different opinion? [,] who has different opinion [,] from
your friends [,] that trying discuss about the past event [,] siapa yang
puny aide lain? [,] sshh [,] mungkin menurutmu Jason itu dak
terlambat (3) ada dak? (3) no? (3) okay [,] bisa ya [,] silahkan
dikoreksi [,] please write how many sentences that have you made (3)
ookay [,] silahkan tulis jumlah kalimat yang sudah kalian tulis (3)
kalimat loh [,] kalimat [,] shh Yogi (3) tulis jumlah kalimatmu di buku
[,] jujur ya dalam sekali ngerjain tu [,] kamu bisa buar berapa kalimat
 [,]

117:06 – 117:35 students checked their work

451. T: I can say that at least [,] you could (3) make [,] minimum [,] thirty
sentences (3) minimum tu KKM [,] misalnya (3) jadi saya kasih nilai
KKM (3) tujuh lima ya (3) sekarang dicek dulu (3) nanti dikumpulkan
ya (3)

118:05 – 119:43 teacher checked the students’ work

452. T: Oke [,] now please open your book page one hundred and forty five
(3) coba dibuka sekarang buka bukunya halaman seratus empat puluh
lima (3) yo semua dibuka yo [,] Oos [,] Rizki [,] ayo [,] look at the
book guys [,] the book has already given you [,] dibagian bawah coba
liat [,] you would be guided by the questions (3) kalian sudah dipandu
dengan pertanyaan [,] hey lihat shh [,] Natachia [,] ada pertanyaan ga
dibawah ini?

453. Ss: ada

454. T: Coba liat (3) yang mana lebih mudah (3) kalo ini ga ada guided
questions nya (3) Cuma ada opening [,] lalu gambar (3) coba ya [,]
shh [,] kalo tadi [,] Rico bisa pula enak kalimat [,] tanpa guided
questions (3) terus sekarang ada guided questions jadi berapa Rico?

455. S5: seratus limo limo

456. T: Seratus lima puluh lima [,] lebih mudah ya [,] harusnya lebih mudah
malah (3) okay (3) it will be your homework (3)

457. Ss: sudah sir itu

458. T: Sudah?

459. S3: Sudah kemaren sir PR nyo

460. T: Oh iya [,] sorry sorry [,] saya lupa [,] okay [,] yang lain (3) yang PR
ini siapa yang udah ngerjain? (3) coba liat yang sudah siapa [,]

461. S3: di kertas sir waktu tu ngerjoi nyo

462. T: Oh yang ini (3) diperiksa sama Miss Liza ya (3) yuk kita liat dulu [,]
ada feedbacknya ini [,] very good [,] okay [,] yang ini keep practicing
(3) okay [,] bagus ini sudah di komen sama Miss Liza (3)

463. S2: Sir I don’t (3) I don’t [,] kumpul it sir

464. Ss: hhhhh

465. T: You didn’t submit? (3) Why didn’t you submit submit? [,] only
you?

466. S2: no [,] four of us sir

467. T: But have you done it? (3)

468. S2: ado ni sir [,]

469. T: okay sekarang kamu baca di depan [,] cepet (3) ayo cerita dong

470. S2: why me?

471. T: why me why me [,] shh [,] ayo

472. S2: kumpul be lah sir [,] nah

473. T: Okay (3) we still have time before the end of our lesson [,] I just
want to remind you [,] some of you are already good [,] but some of
you should practicing [,] Michael mana Michael [,] nanti latian lagi (3)
okay saya pegang dulu ya (3)

122:01 – 123:14 teacher checked the students’ work

474. T: okay [,] ini saya baca dulu [,] terus nanti saya kasih feedback (3)
okay [,] siapa lagi yang mau kumpul (3) shh sudah kumpul belum [,]
Fira [,] nanti kumpul di meja saya ya (3) okay ini sir bacain yang sudah kumpul (3) Aurel dkk [,] Natachia dkk [,] Michael dkk [,] shhh [,] Keegan [,] okay [,] time is up (3) thank you for your corporation today (3) next week we will discuss another topic (3) okay see you next week

475. Ss: see you sir
476. T: Okay

127:53 – 131:01 students talk indistinctly

477. S1: stand up [,] give greetings (3) thank you sir
478. T: You’re welcome [,] bye
APPENDIX E: LIST OF QUESTIONS
### List of Questions (Meeting 1)

<table>
<thead>
<tr>
<th>No.</th>
<th>Teacher’s Questions</th>
<th>Students’ Responses</th>
<th>Bloom’s Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(3) In this lesson [,] we mostly talk about recount text [,] right?</td>
<td>Yes.</td>
<td>Remembering</td>
</tr>
<tr>
<td>2</td>
<td>If I am not mistaken I ask you to write about your experience, such as good or bad experience, new occasion, or something like that [,] right?</td>
<td>S1: Yes yes. S2: Oh yeah. S3: Iyo sir.</td>
<td>Remembering</td>
</tr>
<tr>
<td>3</td>
<td>(2) What do you think about the picture?</td>
<td>S4: The picture is good. S2: There is a girl holding a book.</td>
<td>Analysis</td>
</tr>
<tr>
<td>4</td>
<td>(3) You are able to write stories based on the picture, right?</td>
<td>Right.</td>
<td>Remembering</td>
</tr>
<tr>
<td>5</td>
<td>[,] Do you still remember Rizki (2) what kind of thesis if we want to write recount text?</td>
<td>Simple Past tense</td>
<td>Remembering</td>
</tr>
<tr>
<td>6</td>
<td>Good [,] simple past tense (2) and?</td>
<td>S3: Apodio sir?</td>
<td>Remembering</td>
</tr>
<tr>
<td>7</td>
<td>Ada dua [,] and?</td>
<td>S5: Aku tahu [,] past continues.</td>
<td>Remembering</td>
</tr>
<tr>
<td>8</td>
<td>Good [,] apa ciri-ciri past continues?</td>
<td>S1: were apo ye. S3: were plus verb ing. S5: was samo were terus tambah ver ing.</td>
<td>Remembering</td>
</tr>
<tr>
<td>9</td>
<td>What do you think about the picture, class?</td>
<td>Silent.</td>
<td>Understanding</td>
</tr>
<tr>
<td>10</td>
<td>Okay [,] there is a girl [,] who do you want to give her name?</td>
<td>S1: Yuna. S3: Dini be sir [,] namo adek aku. S8: hhhhh</td>
<td>Applying</td>
</tr>
<tr>
<td>11</td>
<td>(3) Devi [,] who is the girl’s name?</td>
<td>Yuna sir.</td>
<td>Understanding</td>
</tr>
<tr>
<td>13</td>
<td>[,] Is there any question about the example?</td>
<td>S3: Sir [,] masih bingung was samo were</td>
<td>Understanding</td>
</tr>
<tr>
<td>14</td>
<td>[,] Apa yang kira-kira bisa</td>
<td>S3: Where.</td>
<td>Analysis</td>
</tr>
<tr>
<td>No.</td>
<td>Original Sentence</td>
<td>Translation</td>
<td>Analysis/Understanding</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>-------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>17.</td>
<td>Who siapa? (3) boleh [,] ada lagi?</td>
<td>S3: Lagi baco koran dio sir.</td>
<td>Understanding</td>
</tr>
<tr>
<td>18.</td>
<td>(3) liat gambar [,] ada yang tanya tadi [,] where does she read?</td>
<td>S3: di living room sir.</td>
<td>Analysis</td>
</tr>
<tr>
<td>19.</td>
<td>She (2) was wearing what?</td>
<td>S3: hmm. S2: baju.</td>
<td>Analysis</td>
</tr>
<tr>
<td>20.</td>
<td>What color?</td>
<td>S3: Green.</td>
<td>Understanding</td>
</tr>
<tr>
<td>22.</td>
<td>Yang kita analis tadi [,] is it from the fact guys?</td>
<td>S2: Yes.</td>
<td>Understanding</td>
</tr>
<tr>
<td>23.</td>
<td>Terus apalagi?</td>
<td>S3: Sir kalo aku tulis she was wearing green shirt and blue skirt and reading Kompas boleh dak?</td>
<td>Understanding</td>
</tr>
<tr>
<td>24.</td>
<td>Feli [,] how many sentence in one paragraph?</td>
<td>S6: tigo.</td>
<td>Understanding</td>
</tr>
<tr>
<td>25.</td>
<td>Ceritanya harus berurutan ya (3) liat lagi gambarnya (3) dia ngapain drawing?</td>
<td>S3: karna dio nak lomba sir. S2: ado lomba.</td>
<td>Understanding</td>
</tr>
<tr>
<td>27.</td>
<td>(3) Setelah gambar [,] setelah itu dia sending to?</td>
<td>S3: Post Office.</td>
<td>Understanding</td>
</tr>
<tr>
<td>28.</td>
<td>How about the second pictures? [,] coba gambar kedua dibaca, Wianovi</td>
<td>S6: Then [,] she was preparing the materials.</td>
<td>Applying</td>
</tr>
<tr>
<td>29.</td>
<td>[,] wrapped tulisannya gimana?</td>
<td>S3: w-r-a-p-p-e-d</td>
<td>Remembering</td>
</tr>
<tr>
<td>30.</td>
<td>[,] wrapped [,] then sent it to?</td>
<td>S4: Post office.</td>
<td>Understanding</td>
</tr>
<tr>
<td>31.</td>
<td>Picture number four [,] what is the keyword?</td>
<td>S3: Postman. S7: Certificate.</td>
<td>Analysis</td>
</tr>
<tr>
<td>32.</td>
<td>Receive [,] what do you say in Indonesia?</td>
<td>S3: Menerima.</td>
<td>Remembering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>33.</strong></td>
<td>Menerima apa tadi dia?</td>
<td>S7: Certificate.</td>
<td></td>
</tr>
<tr>
<td><strong>34.</strong></td>
<td>From this lesson [,] what can you learn?</td>
<td>Silent.</td>
<td></td>
</tr>
<tr>
<td><strong>35.</strong></td>
<td>What are you able to do after this lesson (3) in the recount text?</td>
<td>S3: a text.</td>
<td></td>
</tr>
<tr>
<td><strong>36.</strong></td>
<td>Buat teks [,] karangan [,] melalui?</td>
<td>S2: Gambar.</td>
<td></td>
</tr>
<tr>
<td><strong>37.</strong></td>
<td>Okay [,] sekarang siapa yang masih bingung?</td>
<td>Silent.</td>
<td></td>
</tr>
<tr>
<td><strong>38.</strong></td>
<td>[,] does it make you easy to write a composition through pictures [,] yes? (3) it makes you easy?</td>
<td>Ss: Yes. S3: Iyo sir pake gambar lebih gampang.</td>
<td></td>
</tr>
<tr>
<td><strong>39.</strong></td>
<td>Lebih mudah mana [,] saya kasih topik terus kamu karang [,] atau menggunakan gambar?</td>
<td>Ss: Gambar</td>
<td></td>
</tr>
<tr>
<td><strong>41.</strong></td>
<td>[,] mabok bersama siapa? (3) Melissa [,] yang B gambarnya apa kira-kira?</td>
<td>S3: With the friends S4: He. S3: He balek ke rumah. Ss: hhhhh</td>
<td></td>
</tr>
<tr>
<td><strong>42.</strong></td>
<td>(3) dia tertidur sampai jam berapa? (3) dia tertidur sampai jam berapa?</td>
<td>S3: jam [,] setengah sembilan.</td>
<td></td>
</tr>
<tr>
<td><strong>43.</strong></td>
<td>Next (3) what happened in picture D?</td>
<td>S3: Kaget sir.</td>
<td></td>
</tr>
<tr>
<td><strong>46.</strong></td>
<td>Yang f tentang apa?</td>
<td>S3: Buru-buru kan sir.</td>
<td></td>
</tr>
<tr>
<td><strong>47.</strong></td>
<td>Terburu-buru kenapa dia?</td>
<td>S3: Terlambat soalnyo.</td>
<td></td>
</tr>
</tbody>
</table>

**Remembering** 10

**Analysis** 6

**Applying** 2

**Evaluating** 5

**Creating** 0

**Understanding** 24
APPENDIX F: OBSERVATION SHEET
## Meeting 2 (22 February 2017)

<table>
<thead>
<tr>
<th>No.</th>
<th>Component</th>
<th>Criteria</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Good</strong></td>
<td><strong>Poor</strong></td>
</tr>
<tr>
<td>1.</td>
<td>Class Structure</td>
<td>a. Praying</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Checking the students’ attendance list</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Checking the students’ preparation and motivation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Reviewing the previous content</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Giving the overview of today’s content</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Methods</td>
<td>a. Providing well-designed materials</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Invite the students to raise their words</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Delivering well-prepared lecturer</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher-Students Interaction</td>
<td>a. Letting the students to speak more</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Making sure that the students understand</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Asking questions to the students</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Encouraging the students to come in front of the class</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Checking the students’ work frequently</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Students’ Behavior</td>
<td>a. Students are ready to study</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Students show enthusiasm</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Paying attention to the teacher</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Taking part in the classroom activities</td>
<td>✓</td>
</tr>
</tbody>
</table>
APPENDIX G: INTERVIEW BLUEPRINT
# Teacher’s Interview Blueprint

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Theories</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To discover the reasons of <em>why</em> questions</td>
<td>At the higher level of thinking, students are required to use their information to judge, criticize, and resolve (Ziff, 2011)</td>
<td>Mengapa lebih banyak memberi pertanyaan tipe analisis dan memahami?</td>
</tr>
<tr>
<td>To discover whether the questions influence the students’ critical thinking or not</td>
<td></td>
<td>Apakah murid-murid selalu merespon jawaban bapak?</td>
</tr>
<tr>
<td>To discover the teacher’s opinions on the use of questions</td>
<td>Stolk (2013) confirms that questions give the students a chance to participate in the learning process. Etemadzadeh et al. (2012) say that questioning is one of the techniques the teachers need to master to stimulate the students’ critical thinking skills. Questions have been shown to be an important part of learning process and questions are considered as tool to improve the quality of teaching (Roth, 1996)</td>
<td>Apakah memberi pertanyaan ke murid bisa membantu siswa untuk berfikir kritis?</td>
</tr>
<tr>
<td>To find out the difficulty of asking questions</td>
<td></td>
<td>Ketika memberi pertanyaan, adakah siswa yang tidak merespon? Jika tidak direspon, apakah pertanyaan akan diperjelas lagi?</td>
</tr>
<tr>
<td>To discover the reasons of asking questions</td>
<td>Tuan and Nhu (2010) declare the purpose of questions: 1. To let the students to present their ideas</td>
<td>Ketika memberi pertanyaan, apakah ada perbedaan antar 1 kelas dan kelas lainnya, misalnya ada patokan khusus karena kelas</td>
</tr>
<tr>
<td>To discover the teacher’s opinion on the use of Revised Bloom’s Taxonomy</td>
<td>This framework allows the students to think at the higher level of thinking through assignments and projects given by the teachers (Forehand, 2005)</td>
<td>Menurut bapak, apakah Revised Bloom’s Taxonomy (2001) dapat dijadikan pedoman oleh guru-guru untuk memberi pertanyaan ke murid?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2. To check the students’ understanding</td>
<td>3. To invite the students to participate in the classroom activities</td>
<td>pertama muridnya cenderung aktif, sedangkan kelas lainnya terlalu ramai dan terlalu ribut?</td>
</tr>
<tr>
<td>4. To review the previous content</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
# Student’s Interview Blueprint

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Theories</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To discover the student’s reasons of responding questions</td>
<td></td>
<td>Kamu suka pelajaran bahasa inggris ya? Apakah itu adalah salah satu hal yang membuatmu merespon semua pertanyaan dari guru?</td>
</tr>
<tr>
<td>To find out the student’s opinion on the use of questions</td>
<td>Tuan and Nhu (2010) explain that students tend to answer in a few words in closed questions, while in the open questions require all possible answer,</td>
<td>Lebih suka tipe pertanyaan yang seperti apa?</td>
</tr>
<tr>
<td>To discover the role of questions</td>
<td>Questions insist deep understanding of instruction in which the students are encouraged to think critically in the subject (DeWaelsche, 2015)</td>
<td>Apakah dengan diberi pertanyaan membantu kamu untuk lebih berpikir kritis?</td>
</tr>
<tr>
<td>To discover student’s response ability towards the teacher’s questions</td>
<td></td>
<td>Pernah kesulitan dalam menjawab pertanyaan?</td>
</tr>
<tr>
<td>To find out student’s behavior towards the questions</td>
<td></td>
<td>Seberapa sering kamu menjawab pertanyaan dari guru?</td>
</tr>
</tbody>
</table>
APPENDIX H: INTERVIEW TRANSCRIPTION
Interview transcription from the teacher (8 March 2017)

T : Teacher
I : Interviewer

1. T : Jadi disuruh ngapain? [,]
2. I : Apanya?
3. T : Hmm [,] kamu sudah coba [,] yang kamu tulis-tulis [,] tentang apa?
4. I : Tentang apanya?
5. T : Yang kamu tulis di kelas?
6. I : Oh [,] jadi misalnya [,] Sir nanya [,] saya tulis [,] nyicil [,]
7. T : Oh [,]
8. I : Jadi nanti ga terlalu banyak tugasknya.
9. T : Ya ya ya
10. T : Oh [,] semua tu di record [,] di [,]
11. I : Di ceritakan [,] nanti yang sudah di record [,] semuanya diceritakan [,] trus nanti kita bikin judgment nya juga [,] trus yaudah (3) nanti sekalian diketik-ketik (3) saya nyicil juga sih [,] jadi Sir nanya apa saya tulis [,] gitu aja sih (3)
12. T : Oh (3) jadi kamu tu meneliti se- [,] seberapa banyak taxonomy Bloom [,] yang pertanyaan itu
13. I : Iya [,] nah terus apakah itu bisa [,] ke students nya itu nyangkut engga [,]
14. T : Oh ya
15. I : Kemarin saya udah nanya students nya [,] kemarin saya nanya nya ke Nababan [,] karena selama saya liat tu di kelas cuma dia yang sering jawab [,]
16. T : Trus nyangkut ga dia bilang?
17. I : Iya [,] dia bilang dia bisa [,] soalnya dia juga suka Bahasa Inggris jadi saya jawab terus [,] dia bilang gitu [,] makanya ya udah [,] saya wawancara Nababan (3) kita mulai ya Sir.
18. T : Oke
19. I : Kemarin waktu setelah penelitian kan Sir [,] udah saya kelompokkan [,] nah terus saya nemunya itu ada tipe pertanyaan understanding [,] analyzing [,] remembering [,] sama evaluating dari Bloom’s Taxonomy [,] nah [,] kenapa Sir nanya nya banyak tipe yang seperti itu?
20. T : Hm (3) okay [,] banyak tanya tentang understanding [,] karena ya [,] ini kan kebetulan tentang teks recount [,] cerita [,] cerita itu ketika anak SMP [,] sedapat mungkin dia [,] bisa memahami dulu bahan bacaannya [,]
lalu menginterpretasikan gambarnya (3) bacaannya tentang apa sih (3) mereka harus tau dulu kan [,] melalui critical thinking juga sebenarnya [,] iya toh [,] oh yang penting tu (3) karakternya mereka sudah dapet [,] terus waktunya [,] time nya kapan misalnya [,] terus plotnya apa [,] characters segala macem tu sudah dapet dan [,] untuk mengetahui itu semua kan mereka harus interpretasi dulu [,] oke [,] kemudian (3) apalagi tadi apa lagi?

21. I : Analyzing
22. T : Bedanya sama understanding apa?
23. I : Kalo understanding tu [,] hm [,] it’s all about understanding sir [,] nah dia menginterpretasi [,] mengklasifikasi [,] and something like that [,] nah (3) kalo analyzing [,] the students lebih menganalisis the problem they find gitu
24. T : Oh gitu [,] okay [,] menurut saya ya [,] analyzing berarti lebih kompleks ya daripada understanding (3) hm apa ya (3) ya, saya memang berusaha untuk selalu menyelipkan (3) pertanyaan tipe analysis di setiap pertemuan (3) mereka kan masih SMP ya [,] saya tau mereka pasti malu [,] takut salah grammar [,] nah (3) kalau sudah salah [,] mereka pasti takut diejek lalu itu akan membuat mereka (3) takut untuk mencoba lagi (3) makanya (3) tipe-tipe pertanyaan 5W+1H saya rasa sangat membantu mereka (3) hm apa tu [,] untuk jawab panjang menggunakan bahasa inggris.
25. I : Okay Sir [,] kalo remembering?
26. T : Remembering [,] ya remembering [,] itu kan mereka berkaitan dengan recall [,] iya kan
27. I : Iya [,] jadi mereka [,] menggali kembali
28. T : Iya (3) remembering kan menggunakan kata-kata sendiri boleh [,] ga harus pake kata-kata [,] makanya saya kasih mereka keywords
29. I : Iya [,] itu saya lihat membantu murid
30. T : Makanya [,] jadi buat mereka lebih gampang [,] karena materi kali ini berkaitan dengan recount text (3) jadi pertama saya mengajak mereka untuk [,] write a recount text from series of pictures (3) lalu setelah menulis [,] saya akan mengundang mereka untuk maju ke depan [,] menceritakan kembali apa yang sudah mereka tulis tanpa membaca (3) jadi mereka harus mengingat kembali kan [,] atau kita sebut recall all the information they have written (3) makanya saya selalu mengingatkan mereka [,] untuk menulis keywords-nya (3) lalu mereka hanya perlu mengingat keywords-nya saja (3) lalu dari keywords-nya itu [,] mereka bisa mengembangkan sendiri (3) jadi poin dari remembering type of questions menurut saya pribadi adalah (3) mereka mengingat keywords (3)
then from there [,] from there [,] they can explore by giving statement in their own words (3) tergantung anaknya juga [,] anaknya cepet kalo di kelas unggulan (3) di kelas reguler katakanlah [,] setidaknya mereka tau [,] cara-cara ketika misalnya mereka [,] apa sih [,] mau menceritakan kembali (3) oh mereka tau harus ngapain [,] baca dulu [,] kata kunci [,] terus itu digambar [,] dioret-oret [,] kaya gitu [,] minimal mereka tau [,] gitu.

31. I : Terus [,] setelah saya perhatiin nih sir [,] sir selalu kasih remembering questions at the beginning and at the end (3) tapi lebih dominan di awal [,] tujuanya apa sir?

32. T : Well (3) Saya memberi pertanyaan tipe remembering di awal itu [,] begini (3) karena topiknya kan masih berhubungan (3) jadi saya ingin make sure that [,] mereka masih ingat dengan materi minggu lalu (3) Kalau di akhir [,] biasanya untuk memberi tahu mereka suruh apa minggu depan [,] mereka disuruh ngapain (3) lebih kepada mengingatkan ke future planning.

33. I : Satu lagi nih Sir (3) evaluating
34. T : Fokusnya apa tu?
35. I : The point is about assessing
36. T : Oh (3) jadi tentang menilai [,] gitu ya
37. I : Yes [,]
38. T : Tujuannya ya (3) supaya [,] mereka bisa menilai diri sendiri (3) sejauh mana sih mereka bisa memahami materi (3) evaluating itu juga agak berat ya (3) menurut saya [,] evaluating juga bisa membantu critical thinking (3) karena it required the students [,] to think deeply [,] and giving statement bravely through checking.
39. I : Oh [,] Okay (3) terus nih Sir [,] apakah murid-murid menjawab pertanyaan sesuai dengan harapan Sir [,] misalnya Sir nanya maksudnya kaya gini tapi kok jawabannya agak melenceng [,] ga sesuai dengan harapan Sir.
40. T : Kebanyakan dari mereka tu sebenarnya menjawab tu [,] bisa
41. I : Iya [,] di kelas banyak yang mencoba jawab
42. T : Iya emang banyak [,] tapi [,] in the way how to speak in English
43. I : Hm [,] iya sih
44. T : Nah [,] they are still hesitate [,] they are still afraid to be able eh (3) giving the statements [,] in giving some suggestions or [,] questioning in English (3) it’s just the problem (3) even though [,] as the teacher [,] we neglected about the examples (3) but (3) the main problem is [,] English yes [,] we call it still [,] English as the foreign language [,] it’s not a second language [,] it’s the challenge [,] we have to challenge the students too (3) to be motivated [,] to motivated them [,] to speak in
English (3) in answering the questions [,] most of them (3) could answer well [,] even in Indonesian [,] for example

45. I    : Banyak dari mereka tu memang bisa jawab tapi sedikit-sedikit gitu (3) hanya vocabulary nya saja

46. T    : Ya [,] ya [,] emang hanya vocabulary nya saja (3) as I know (3) I always increase the students to read along [,] for example and then to try to remember the vocabulary (3) by having much vocabulary (3) they can speak up [,] they can utters [,] the way of what they think [,] to others [,] by giving them much vocabulary [,] it will have any sense [,] okay [,] vocabulary and then simple action verb [,] for example [,] they can make a sentence into a simple sentence (3) the key is [,] mastering the vocabulary [,] kuncinya [,] kalau kata kunci nya mereka sudah inget [,] sudah ini [,] waktu bercerita atau ngomong bisa

47. I    : Next ya Sir [,] apakah menurut Sir [,] dengan member pertanyaan itu bisa membantu murid untuk berpikir kritis?

48. T    : Memberi [,] kan kita (3) kasih pertanyaan pancingan [,] pertanyaan pancingan tu sebenarnya guidance [,] guidance questions [,] supaya mereka tu [,] oh [,] saya ditanya ini [,] for example [,] terus pertanyaannya apa lagi (3) apa ya [,] itu kan sebenarnya guidance questions [,] to tight up them [,] ya kan [,] to catch them to think critical [,] untuk mengajak mereka berpikir kreatif [,] oh kalau ada ini (3) saya sering ditanya ini [,] oh berarti mikir [,] kalau saya mendengar cerita ini [,] kemungkinan besar [,] akan ditanya tentang ini [,] nah [,] berarti harus ada jawabannya [,] itu

49. I    : Kemarin saya nanya Nababan itu kan saya [,] saya nanya begitu ke dia [,] dia bilang [,] iya memang membantu saya jadi lebih mudah untuk memahami bahasa inggris [,] dia bilang gitu (3) terus dia juga bilang kalo dia juga suka bahasa inggris makanya gampang ngerti

50. T    : Iya betul (3) ada anak yang suka bahasa inggris [,] kebetulan misalnya suka [,] dipadukan dengan itu [,] tetep suka pasti [,] terbantu (3) yang jadi masalah seperti satu anak misalnya si Jeiri (3) anak ini [,] sama sekali engga ngerti bahasa inggris [,] artinya vocabnya kurang sekali [,] tetapi saya sudah bilang sama si Jeiri (3) kalo kamu memang ga bisa (3) tenang aja [,] duduk diam [,] diam dengerin (3) jangan [,] dia ga ngerti terus buat onar [,] dengerin aja [,] minimal pasti ada sesuatu yang nyangkut

51. I    : Iya iya [,] terus ketika Sir bertanya ke murid ada kendalanya engga? [,] misalnya nanya [,] kaya tadi di kelas [,] nanya tapi malah ga ada yang jawab atau yang respon
52. T : Iya gitu [,] namanya [,] biasa itu [,] kalo anak-anak ditanya lebih serius [,] sebenernya situasi-situasi kaya tadi [,] sudah bagus toh (3) yang jadi masalah adalah ketika kita kasih pertanyaan [,] mereka pada pasif
53. I : Iya bener
54. T : Ya mungkin [,] di satu sisi mereka masih takut lah (3) tadi kaya si Felisha tadi bilang [,] takut membuat kesalahan dalam grammar (3) terus yang lain juga (3) lupa [,] lupa kosa kata (3) satu lagi sakit [,] oke sama kaya saya [,] apa [,] sore throat tadi (3) ya kaya gitu-gitu sih [,] sebenernya [,] mereka itu [,] apa ya (3) saya ga tau persis [,] sebagai guru [,] tapi [,] kita tu [,] bagaimana selalu mendekatkan [,] ada pembiasaan gitu [,] tapi tergantung mereka juga sih [,] apakah mereka [,] termotivasi [,] bisa jadi karena gurunya [,] atau sama temennya [,] harusnya sih mereka ga usah malu-malu (3) beda sekali memang kalo kita bandingkan dengan kelas unggulan [,] pasti interaksi sangat berbeda sekali
55. I : Lebih banyak ngomong bahasa inggris ya?
56. T : Iya betul
57. I : Kalo Sir nanya-nanya gitu di kelas [,] itu ada patokannya ga [,] misalnya di kelas A tu muridnya aktif semua [,] jadi Sir banyak nanya [,] terus di kelas B ribut banget [,] jadi Sir hanya beri tugas biar diem [,] ada patokannya ga?
58. T : Kalo saya sih [,] jadi [,] kaya materi ya [,] materinya mereka itu kan saya modifikasi [,] yang sebenernya ini reading comprehension [,] pemahaman bacaan (3) saya memberi pertanyaan tu biasanya tentang karakter [,] misalnya pake WH questions [,] tentang siapa ini [,] ada dimana segala macem [,] pertanyaan standar seperti itu akan saya ulangi di kelas-kelas lain [,] gitu [,] walaupun dia kelas unggulan atau reguler (3) tetapi yang jadi masalah itu [,] respon nya saja [,] feedback dari mereka aja yang berbeda [,] kadang mereka [,] engga ngerti terus kita pake half Indonesian [,] gitu-gitu aja (3) jadi semua pertanyaan tu standar [,] engga ada yang dipersulit [,] apa yang mau dipersulit kan teks nya sudah jelas [,] kan acuannya seputar itu aja (3) yang penting mereka paham itu cerita tentang apa dan segala macem [,] itu [,] jadi target dari kurikulum itu sendiri kan (3) oh [,] mereka bisa [,] understand the passage [,] comprehend the recount text misalnya [,] gitu aja
59. I : Nah terakhir nih sir [,] apakah menurut Sir [,] Bloom’s Taxonomy Revised bisa dijadikan pedoman untuk guru-guru bertanya ke murid?
60. T : Betul [,] sebenernya Bloom’s Taxonomy itu kan pertanyaan berjenjang ya [,] dari level yang paling mudah [,] terus yang paling tinggi [,] termasuklah menganalisis sampai [,] kalau engga salah menciptakan ya (3) nah sebenernya [,] mereka tu sudah bisa (3) dari pertama kita kasih
yang mudah-mudah dulu[,] terus sampai akhirnya mereka menciptakan
(3) menciptakan gambar[,] berarti itu kan sudah match (3) kalo saya sih
ga terlalu pusing ya[,] mau level 1, 2, 3 (3) saya tu melihat dari [,] hal
yang mudah dulu[,] jangan langsung kaget [,] langsung suruh gambar [,]
mereka pasti kaget [,] mudah dulu [,] lihat [,] cerita [,] dengerin dulu [,]
kasih contoh [,] iya toh (3) terus nanti mereka disuruh mengeksplor sendiri
[,] cara yang mudah lagi adalah [,] kalo misalnya seperti tadi [,] tidak
mungkin untuk individu [,] biarkan mereka bekerja kelompok [,] biar
mereka saling menguatkan aja di kelompok itu [,] ga bisa gambar tapi
temennya bisa [,] terus nanti yang lain buat ceritanya atau ngerjain
keywordsnya (3) jadi sebenarnya pertanyaan berdasarkan Bloom’s
Taxonomy ni sebenarnya [,] secara tidak langsung [,] guru [,] saya sendiri
[,] mungkin menggunakan itu [,] tetapi engga spesifik [,]
61. I : Berarti random?
62. T : Iya [,] random [,] tapi dari yang paling mudah dulu
63. I : Oh [,] gitu (3) okay Sir [,] udah selesai (3) makasih ya Sir
64. T : Okay [,] good luck ya
65. I : Amin [,] makasih banyak sir.

Interview transcription from the student (8 March 2017)

I : Interviewer
S : Student
1. I : Nababan [,] kamu suka bahasa inggris ya? (2)
2. S : Suka.
3. I : Oh (2) pantes bisa jawab ya?
4. S : Iya
5. I : Okay (3) kamu lebih suka tipe pertanyaan yang menjelaskan atau jawab singkat? (2) jawab singkat itu contohnya seperti yes/no questions?
6. S : Samo bae sih em (3) karena emang aku suka bahasa inggris jadi sebiso mungkin aku jawab terus (3) Yang tipe menjelaskan lebih menantang sih emang [,] tapi selamo aku tau jawabannya [,] aku pasti jawab [,] Miss.
7. I : Okay [,] next ya [,] apakah ketika diberi pertanyaan membuat kamu untuk berpikir lebih kritis?
8. S : Maksudnyo?
9. I : Kalo misalnya [,] Sir kasih pertanyaan tu loh [,] apa kamu bisa (2) nalar [,] jadi mau gak mau buat kamu untuk berpikir lebih kritis untuk jawab pertanyaan
10. S : Oh [,] bisa
11. I : Kenapa?
12. S : Kadang em [,] apo tu (3) pas aku dak paham samo materi ye Miss (3) trus Sir gek nanyo-nanyo ke kami (3) nah kalo aku sih lebih terbantu dengan pertanyaannya [,]
13. I : Oh gitu?
14. S : Iyo [,] jadi aku lebih paham materinya
15. I : Hm menarik [,] lagi ya (3) apakah kamu merasa kesulitan [,] ketika menjawab pertanyaan?
16. S : Hm (3) kadang-kadang iya [,] kadang-kadang engga Miss [,]
17. I : Nah [,] mengatasinya gimana?
18. S : Hm (3) kalo misalnyo gak tau diem aja [,] tapi kalo tau aku jawablah pasti
19. I : Jawab [,] jadi sebisa mungkin harus jawab pertanyaan?
20. S : Iya dong
21. I : Very good [,] masih dua ya (3) seberapa sering kamu jawab pertanyaan di pelajaran bahasa inggris?
22. S : Hmm (3) sering Miss
23. I : Kenapa tu?
24. S : Selain karena aku suka bahasa inggris [,] kadang (3) gak ada yang (2) tunjuk tangan [,] jadi aku jawab Miss.
25. I : Good [,] terakhir ya (3) ketika jawab pertanyaan [,] reflekt atau ada yang memacu untuk menjawab?
26. S : Hm [,] reflek [,]
27. I : Reflek [,] berarti memang dari hati pengen jawab [,] gitu ye?
28. S : Iyo [,] karena sudah tau jawabannya (3) jadi langsung angkat tangan [,]
29. I : Okay [,] Makasih ya Nababan
30. S : Iyo [,] samo-samo Miss [,] sukses ye [,]
31. I : Amin [,] makasih