

**FOCUSING QUESTIONS IN ENGLISH TEACHING PRACTICE:
A STUDY OF STUDENT'S TEACHING PRACTICE (PRAKTIK
KETERAMPILAN MENGAJAR)
ENGLISH DEPARTMENT STUDENT YEAR 2016**



*Building
Future
Leaders*

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ABSTRACT

Annisa Leonie Hapsari. 2017. *Focusing Question In English Teaching Practice: A Study of Student's Teaching Practice (Praktik Keterampilan Mengajar) Student Year 2016*. Thesis, Jakarta: English Department, Faculty of Language and Arts, State University of Jakarta.

Focusing Question is one of the sub categories of basic teaching skills which refers to give the stimuli and make the students' understand well about the material. Questioning part is the academic tool for PKM teacher to sharpen their ability in asking and giving a question to the students'. The aim of this study is to obtain a profile of focusing question types employed by PKM teachers in their basic teaching skills practice. Focusing question are divided into four categories, namely; factual, empirical, productive, and evaluative. This research was conducted from August to November 2016. The data of this study are the utterances of focusing question in English Department teaching Practice (PKM). The instrument of this study was observational sheet. The source of the data are 3 English Department's PKM students' year 2013 semester 105. The result of this study showed that from 3 PKM's students, there are only two PKM students who master well about how to ask using focusing question.

Keywords: Questioning, Focusing Question, Teaching practice, Praktik Keterampilan Mengajar (PKM).

ABSTRAK

Annisa Leonie Hapsari. 2017. Pertanyaan Fokus dalam Latihan Praktik Bahasa Inggris: Sebuah Pembelajaran dari Latihan Praktik Mahasiswa (Praktik Keterampilan Mengajar) Tahun Ajaran 2016. Skripsi, Jakarta: Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Pertanyaan Fokus merupakan salah satu sub kategori keterampilan dasar mengajar yang mengacu dalam memberikan rangsangan dan membuat siswa memahami dengan baik tentang materi yang diajarkan. Bagian pertanyaan merupakan suatu alat akademik untuk guru PKM atau guru masa depan untuk mengasah kemampuan mereka dalam meminta dan memberikan pertanyaan kepada siswa. Tujuan dari penelitian ini adalah untuk memperoleh profil dari jenis-jenis pertanyaan fokus yang digunakan oleh guru PKM dalam praktek keterampilan mengajar dasar mereka. Pertanyaan fokus dibagi menjadi empat kategori, yaitu; faktual, empiris, produktif, dan evaluatif. Penelitian ini dilakukan dari bulan Agustus sampai bulan November 2016. Data dari penelitian ini adalah ucapan-ucapan dari pertanyaan fokus mahasiswa PKM jurusan pendidikan Bahasa Inggris. Instrumen dari penelitian ini adalah lembar observasi. Sumber data dari penelitian ini adalah 3 mahasiswa PKM tahun 2013 semester 105. Hasil penelitian ini menunjukkan bahwa dari 3 mahasiswa PKM, hanya ada dua mahasiswa PKM yang menguasai dengan baik tentang bagaimana cara mengajukan dan menggunakan pertanyaan fokus.

Kata Kunci: Ragam Bertanya, Pertanyaan Fokus, Latihan Mengajar, Praktik Keterampilan Mengajar (PKM)

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CHAPTER I

INTRODUCTION

In this chapter, the writer presents introduction that contains: background of the study, research question, the purpose of the study, significance of the study, and scope of the study.

1.1. Background of the Study

According to Oxford Dictionary, teacher is a person who teaches and impart knowledge to instruct (someone) as how to do something, especially in school. The teacher has a role to guide, as a facilitator, become a role models, and also be manager of a student (Educasia Teacher's Book, Thaybay Education Foundation, August 2013, p.9). Teacher as facilitator means that they have to motivate the students, be a good listener, and take a part actively in the classroom. Teacher must have several skills that must belongs as an educator.

Basic teaching skill is one of the skill that must be had by the teacher in Pedagogy competencies (Gilman, 1991). In the *Peraturan Kementrian Pendidikan Republik Indonesia No. 16 Tahun 2007*, besides self-competencies, social and professional, the teacher must have pedagogical competencies. Stated also in *Peraturan Pemerintah Republik Indonesia nomor 74 tahun 2008*, teachers are required to have academic qualifications, competencies, certification, healthy physic and mental, and an ability to achieve national education goals.

In addition, basic teaching skills have questioning, explaining, reinforcement and variation. Classroom questioning is an extensively researched topic. The high incidence of questioning as a teaching strategy, and its consequent is potential to influence students' learning, have led many investigators to examine the relationships between questioning methods and students achievement and behavior. According to Lerner (1985:393) "Questioning is the type of question teacher ask stimulate the various type of thinking that students engage in during reading".

On the other hand, the questions that teachers formulate and ask student are considered to be cues and clues which focus their attention on what needs to be taught (Cotton, 2007). Questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills, so teachers' questions and their specific approaches towards and during questioning are imperative for the development of student's learning and thinking (Blosser, 2000).

There are several ways of classifying the different types of question that teacher and students ask in the classroom (Cotton, 2007). Blosser (2000) claimed that there are some types of questioning, namely: focusing, broadening, probing, hypothetical, leading/prompting, multiple, and justifying question. This study will concentrate on the use of focusing question in English Classroom. Blosser (2000) defined focusing question as the question to make the students focus and pay attention to the teacher based on the material.

Focusing question strategy has significant role in digging up students' lower and higher order thinking. Moreover, 21st century era nowadays demands the students to have the skills that are needed to cope with the challenge in this era. Wagner (2008) stated that there are seven survival skills that should be owned by students in order to be prepared for 21st century life, work, and citizenship. The main skills are critical thinking and problem solving. Schwart and Ficher (2006) proposed that to deepen understanding of a lesson, a teacher might ask students focusing question that required higher and lower order thinking. In this case, focusing question can be a key to practice the skills.

Universitas Negeri Jakarta is one of the educational institution that produces the regeneration of a prospective teacher. In every educational study program (*Program Studi Kependidikan*), there are a subject that based on the teaching skill (*keterampilan mengajar*) and the purpose is to give the colleagues a knowledge about basic teaching skill that is formed the personal prospective of a teacher who have a set of knowledge, skills, value, and a good manner in the implementation of education and teaching (Akademic Handbook of Language and Art Faculty, 2012). As an example we have to finish our pedagogical Major such as Language Learning and Teaching Theories, Curriculum Material Development, English Language Teaching Method, Peer Teaching which become a pre-requisite subject for Teaching Practice or *Praktek Kegiatan Mengajar* course.

Teaching Skills or *Praktik Keterampilan Mengajar* is one of the major that we have taken if we want to be a teacher. Praktik Keterampilan Mengajar is a medium for the teacher to increase their knowledge and ability to face the world

and to know how to teach in real life especially at the school that is chosen by Universitas Negeri Jakarta. (*Buku Pedoman Akademik*)

Many researchers have conducted to study about teachers' questions and the purpose of them. The first previous study was from a research entitled "Classroom Questioning" written by Kathleen Cotton, 2007. This research concerned with the questioning techniques that seems to remind us that questioning has a long and venerable history as an educational strategy. This research indicates that questioning is second only to lecturing in popularity as a teaching method and that classroom teachers spend anywhere from thirty-five to fifty percent of their instructional time conducting questioning sessions.

The second previous study was Ewing and Whittington (2007). They studied about the types of questions that professors ask during the class sessions as measured using Blosser's (2000) classification system. They found that professors who used multiple types of questions during class sessions were allowing students to become engaged in the content. Their study were focused on the types of questions that is used by a professor who are the professional one. Meanwhile, this study is focuses on PKM students who are practicing and applying all theories and all teachers' competencies that they have obtained from pedagogical subjects.

Considering some previous studies above, the writer can conclude that the finding all of the previous study all have the positive relationship. These can be the guidance and prediction for the writer to conduct this research.

1.2. Research Question

Based on the background above, the research question of this study are:

1. What are the types of focusing questions used by English Department PKMs students' in SMP?
2. What types of focusing questions dominantly used?

1.3. The Purpose of the Study

Based on the research question, the purpose of the study are to obtain a profile of focusing question types employed by PKM teachers in their basic teaching skills practice and the types that is dominantly used by PKM student's year 2013 of Universitas Negeri Jakarta.

1.4. Significance of the Study

The researchers expects that the result of this study is able to be used as a reference for PKM students in improving their questioning skills to be more variant and can be used in English Classroom. This study also expected for further study as a reference in the fields of questioning skills as the element of basic teaching skills. The researchers expects that this research can give a contribution and the improvement on teaching practice or Praktik Keterampilan Mengajar.

On the other hand, the researchers expects that this study will give a contribution and the guidelines to make PKM teacher and professional teacher become aware in using questioning skills while conducting all types of focusing

question. This study is also expected to evaluate the basic teaching skills that was obtained by ED's PKM students.

1.5. Scope of the Study

This study only focused on the teacher's questioning that are found in PKM Class at the SMPN 139 Jakarta and SMPN 97 Jakarta. The questioning found during teaching and learning process were analyzed to obtain how the teacher's question especially focusing question to stimulate the students' understanding about the material that are developed based on the teacher's questioning.

CHAPTER II

LITERATURE REVIEW

This chapter contains the theoretical review that underlies this study. This theoretical review is synthesized to outline the theoretical framework that is used by the writer to conduct the whole study.

2.1. Basic Teaching Skills

In basic teaching skills, there are questioning, explaining, reinforcement and variation. There are several ways of classifying the different types of question that teacher and students ask in the classroom. There are some types of questioning, namely: Knowledge Question, Comprehension Question, Application Question, Analysis Question, Synthesis Question, and Evaluation Question (Moreillon, Judi, 2007).

Nowadays, asking a question is usually classified in several ways. Popular classification includes the use of Bloom Taxonomy for Questions (Blosser, 2000). The relevant used of Bloom Taxonomy for Questions was modified into Remembering, Understanding, Applying, Analyzing, Evaluating and Creating (Anderson & Krathwohl, 2001). The teacher should conduct a question based on the Bloom Taxonomy to look at the effect on students' outcomes in producing what they call higher and lower cognitive questions (Cotton, 2007).

On the other hand, Questioning is one kind of teaching active procedure. It is one teaching behavior through teachers and students' interaction, checking learning, promoting thought, consolidating knowledge, using knowledge, achieving teaching goals. Questioning is usually used as one kind of mutual exchange teaching skills between the teacher and students (Cotton, 2007). It has been used widely in teaching till now.

Explanation is seen as a tool for describing relevant phenomena, developing students' logical thinking, and guiding students by inductive judgement to generalizing. It leads to clarifying interrelations, demonstrating and justifying (Skalková, 1999). On the other hand, Explanation is characterized by its function as "a tool that is used by a speaker for understanding or 'giving a sense' to the object of communication, of a debate, or a discussion. The role of an explanation is to make clearer the meaning of an object (method, term, assignment) maintaining formally the necessary distance between the object of the action or study and the tools." (Mapondi, 1995). In the learning/teaching process, explanation is a tool used by both, teacher and students. Its goal is to manifest comprehension.

Reinforcement is based upon the principles of applied behavior analysis, particularly the work of B.F. Skinner. The major theoretical constructs of reinforcement and argued that reinforcement should be individualized based upon learner preference. The main reason is that what is reinforcing to one person may not be reinforcing to another (Skinner, 1956). Therefore, reinforcement is most effective

when it is individualized for a particular learner and when it is immediately presented in response to a learner's use of a target behavior.

Variation is described as deliberate change in the behavior of the teacher in order to sustain the attention of the learners throughout the lesson. Variation determines teacher's liveliness in the classroom. It is known on the basis of psychological experiments that attention of the individual tends to shift from one stimulus to other very quickly. The components of variations are: body movement, gesture, change in voice, focusing, eye-contact and eye-movement, pausing.

2.2. Questioning

Classroom questioning is the main part of classroom teaching, and is one of the teaching methods to get the aim of classroom teaching. Teachers want to get students' responses and the first step is to answer questions. Through consistent dialog and communication again, the teacher can get the answers they want and evaluate the students. Questioning, as a general way used by teachers in class, plays an important role in classroom teaching (Cotton, 2007). Based on the explanation above, questions are used to evaluate students' knowledge and understanding of subject matter. Questions also can help to review essential content in a subject and can be used to control the social behavior of students.

Questions in the class serve as different functions. The functions can be basically grouped into three categories: diagnostic, instructional and motivational, but a single question can usually serve more than one function. As a diagnostic tool,

classroom questions allow the teacher to glimpse into the minds of students to find out not only what they know or don't know but also how they think about a topic. (Kauchak and Eggert, 1989).

The instructional function means that questions can be used as a technique to facilitate learners to learn the new knowledge in the learning process. As to motivational function, skillful use of questions can effectively involve students in the classroom discourse, encouraging and challenging them to think (Blosser, 2000). In terms of its functions, Richard and Lockhart (1994) stated that there are several detailed reasons why questions are so commonly used in teaching and learning, they are stimulating and maintaining students' interest, encouraging students to think and focus on the content of the lesson, enable a teacher to clarify what a student has said, enable a teacher to elicit a particular structure or vocabulary items, enable teachers to check students' understanding, and encouraging student participation in a lesson.

Besides its various functions, the author wants to draw attention to the point that questions can also contribute a lot to the classroom interaction structure. As a two-way interaction, questioning process has its potential to stimulate students' interaction, thinking and learning. The use of questions can thus change the way of teacher monologue and involve students in the active classroom interaction, which is much helpful to the development of their language competence (Willen and Ishler, 1998).

The validity of questioning relies on the skills of questioning. Norton (1989) and other researchers proposed some skills according to their research, they are

sequence of questions, directing, probing, increasing waiting-time, encouraging student questions and so on. The skills of questioning involved four stages of questioning, they are preparation, asking question, students organizing answer, teacher providing the feedback (Blosser 2000). So the skills of questioning can be divided into four parts: skills of preparing, designing, controlling and evaluating for questioning in English classes.

2.3. Focusing Question

2.3.1. The Definition of Focusing Question

Focusing Question is a question that clearly specifies the issue (Cotton, 2007). On the other hand Blosser (2000) stated that focusing question is a question that is used to make the students' focus and pay attention to the teacher based on the topic. So, according to the expert, I conclude that focusing question is a question that clearly specified the issue that is used to make the students' focus on the topic and the teacher.

As defined by some experts, focusing question is implemented by asking some question to make the students pay attention to the topic or material that the teacher asked. Types of focusing question formed depends on the students answer. They are factual which divided into two: simply bits of information and facts organized into a logical order, Empirical, Productive, and Evaluation (Louisell and Deschamps, 2003 as cited in Blosser, 2000)

2.3.2. The Importance of Focusing Question

Focusing question strategy has significant role in digging up students' lower and higher order thinking. Moreover, 21st century era nowadays demands the students to have the skills that are needed to cope with the challenge in this era. Wagner (2008) stated that there are seven survival skills that should be owned by students in order to be prepared for 21st century life, work, and citizenship. The main skills are critical thinking and problem solving. Schwart and Ficher (2006) proposed that to deepen understanding of a lesson, a teacher might ask students focusing question that required higher-order thinking. In this case, focusing question can be a key to practice the skills.

In this case, the teacher should conduct a cognitive question to look at the critical thinking of their students' and the effect on the students' outcomes. The teacher have to produce what they call lower and higher cognitive question. Lower cognitive question ask students to recall in his/her own word material that previously taught by the teacher. On the other hand, higher cognitive question define the student to create an answer and support an answer with a rational reason (Cotton, 2007).

The importance of the focusing question also benefits for a teacher as a facilitator in the classroom, such as encouraging students' participation and

become more active, to develop critical thinking skills and inquiring attitudes by the students. The teacher also involved to be a director of the classroom.

2.3.3. The Types of Focusing Question

Louisell and Deschamps (2003) as cited in Blosser (2000), stated that the types of focusing question are Factual question which divided into two: simply bits of information and facts organized into a logical order, Empirical question, Productive question, and Evaluation question.

2.3.3.1. Factual Question

Louisell and Deschamps (2003) define factual question as a kind of question that simplify recalls the specific information that the students' has previously learned and the teacher use this types to check the students' basic knowledge at the beginning and during the class. Blosser (2000), divided factual question into two types, namely:

1. Simply Bit of Information

Example : "What is the spanish verb meaning to run?"

"During which century did Shakespeare live?"

2. Facts Organized into a Logical Order

Example: "*What is the commercial method for producing hydrochloric acid?*"

“What are the steps a bill goes through before it of become a law?”

Based on the example above, it can be looked that focusing question use kind of question utterances that aim to check the students’ basic knowledge at the beginning and during the class.

2.3.3.2. Empirical Question

Louiell and Deschamps (2003) define that empirical question is a question that requires students to use previously learned knowledge to solve a problem. This question may generate students answer and the teacher hasn’t anticipate it. They stimulate critical thinking and foster consideration of alternative point of view. Blosser (2000) suggested some forms of empirical question as follow:

Teacher: “How If Students are allowed to bring mobile phone to school. Are you disagree or agree?”

Cindy : “Agree. Disagree. Agree.”

Teacher: “ok. Share your opinion.”

Cindy: (mention their opinion one by one)

Teacher : “Bisa foto-foto, trus yang lain? Do you think it has relations with your study? Maen game gitu. Kira-kira ada kaitannya nggak sama pelajaran?”

Cindy : “Nggak.”

Teacher: “You agree with this statement. Why?”

Students: (silence)

Teacher: Why do you agree with this statement?

Cindy: "Boleh maen hp tetapi pas diluar jam pelajaran."

Teacher: "Good answer. Kalau menurut miss nih ya, boleh boleh aja, tapi jangan sampe ganggu pelajaran. Misalnya hpnya dipegang gurunya pas pelajaran, atau ada penitipan hp di depan kelas. Jadi, boleh maen hp tetapi pas diluar jam pelajaran. Ok.."

Students: "Ok miss."

By these question, students are led to analyze information, draw conclusions, and from generalization. The teacher stimulate their students' critical thinking to foster the consideration of alternative point of view. This question may generate the students answer and the teacher hasn't anticipate the students' answer.

2.3.3.3. Productive Question

Louisell and Deschamps (2003) define productive question as a question with no right or wrong answer. It makes the students think creative and encourage the exploration of possibility. It is also encourage students to find solutions.

Blosser (2000) suggested some forms of productive question as follow: *"What might happen if Congress passes a law preventing the manufacture and sale of cigarettes in the United States?", "If you were stuck on a desert island and the only tool you had was a screwdriver, what*

use might you make of it?", "In what ways would history have been changed had the Spanish Armada defeated the English in 1588?"

By giving a situation, students make prediction, the way to resolve a conflict, describe how a character could have acted, hypothesis relationship come up with names and device new rules.

2.3.3.4. Evaluative Question

Louisell and Deschamps (2003) define evaluative question as a question that requires judgement, value, or choice based upon comparing of ideas or object to established standard.

Blosser (2000) suggested some forms of evaluative question as follow: *"Which of the two books do you believe contributed most to an understanding of the Victorian era? Why?", "Assuming equal resources, who would you rate as the most skillful general, Robert E. Lee or Ulysses S. Grant? Why?"*

By giving a situation, students' are trying to stimulate critical thinking in a complex. Students are asked to support their judgement and opinions in a rational manner. There are certainly many ways to judge the same event.

2.4. Purpose of Using Questioning

Cotton stated that the aim of teachers classroom question are to develop interest and motivate students to become actively involved in lesson, to evaluate students' preparation and check on homework and seatwork completion, to develop critical thinking skills and inquiring attitudes, to review and summarize previous lesson, to assess achievement of instructional goals and objectives, and to stimulate students to pursue knowledge on their own.

On the other hand, Blosser (2000) stated the purpose of using a question are: to increase students' participation in their teaching-learning interaction, to encourage students to think at higher cognitive level, to motivate students to search for new information, to arouse the students' interest and their curiosity in the topic of instruction, to develop the students' active way of thinking and learning, to guide students in the process of finding a good and correct answer, to help students concentrate on the topic under discussion, and to serve as guide to students' learning and demonstration of learning.

2.5. Teaching Practice or *Praktik Keterampilan Mengajar* (PKM)

PKM Subject is a continuation of the activities of micro-teaching subject. At the micro teaching, students trained eight learning competencies, there are questioning skills, skills to provide reinforcement, held a variety of skills, explanation

skills, opening and closing skills lessons, small group discussion guiding skills, classroom management skills, teaching skills of small groups and individuals. The eighth competencies to be mastered by the student before joining the PKM program at the school that is used to mastery of the eight basic competencies that will facilitate student learning in the implementation of PKM (*Buku Pedoman Praktik Keterampilan Mengajar*).

Teaching Practice or *Praktik Keterampilan Mengajar* (PKM) is related to the practice of the implementation of learning process in real life or situation. This practice is done by doing an observation, teaching practice, reflection, and self-teaching (*Buku Pedoman Akademik*). PKM is such kind of an umbrella for PKM's teacher to face the real life before become a teacher.

2.6. Previous Related Study

Many researchers have conducted to study about teachers' questions and the purpose of them. The first previous study was from a research entitled "Classroom Questioning" written by Kathleen Cotton, 2007. This research concerned with the questioning techniques that seems to remind us that questioning has a long and venerable history as an educational strategy. This research indicates that questioning is second only to lecturing in popularity as a teaching method and that classroom teachers spend anywhere from thirty-five to fifty percent of their instructional time conducting questioning sessions.

The second previous study was Ewing and Whittington (2007). They studied about the types of questions that professors ask during the class sessions as measured using Blosser's (2000) classification system. They found that professors who used multiple types of questions during class sessions were allowing students to become engaged in the content. Their study were focused on the types of questions that is used by a professor who are the professional one. Meanwhile, this study is focuses on PKM students who are practicing and applying all theories and all teachers' competencies that they have obtained from pedagogical subjects.

Considering some previous studies above, the writer can conclude that the finding all of the previous study all have the positive relationship. These can be the guidance and prediction for the writer to conduct this research.

2.7. Theoretical Framework

Teacher has a role to guide, as a facilitator, become a role models, and also be manager of a student. Being a teacher as a facilitator means that they have to motivate the students, be a good listener, and take a part actively in the classroom. Teacher as an educator must be able to understand the lesson well. Teacher must have several skills that must belongs as an educator especially in using a question to lead students to understand the lesson.

This study focuses on the use of focusing question in English Teaching Practice class. The study observed the types of focusing question used by practice

teachers in English classroom of Junior High School. The utterances of focusing question used in classroom which is recorded by the researcher are the data sources in the study.

CHAPTER III

METHODOLOGY

This chapter presents and describes the methodology of the study. This research methodology consists of the research design, the time and the place of the study, the data and the data source, the instrument of the study, the procedure of data collection and also the procedure of data analysis.

3.1. Research Design

The researcher used descriptive research method, in which the data were describe systematically to get an accurate and factual result. Isaac and Michael (1981: 46) state:

The purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest factually, and accurately. One of the characteristics of descriptive research is used in the literal sense of describing situations or events.

This study uses a descriptive qualitative method to study the problem. It is a research method to describe the subject or the object of the research based on the fact or reality. (Isaac, et.al. 1981:46) state “Descriptive qualitative method describes the population and the evidence of the data systematically, factually and accurately.”

Descriptive qualitative in this study is also used because the researcher is going to interpret the study that has been conducted from the classroom observation. In addition, descriptive study is aimed to describe, explain, and interpret conditions of

the present by particularly answering “what is” question (Borg and Gall, 1989). It is used to find out the result of the study by observing and describing the video.

3.2. Time and Place of the Study

This study was conducted from August to November 2016 in SMPN 97 and SMPN 139 which is located in East Jakarta. The school utilizes 2013 curriculum for grade seventh and eighth for the SMP. This study is aimed to know how the PKM teacher use and apply the types of focusing question in the classroom.

3.3. Data and Data Source

The data of the study were focusing question utterances of three English Department PKM students which were taken in SMP Negeri 139 and SMP Negeri 97. The data source were 3 English Department PKM students year 2013.

3.4. Instrument of the Study

This study used observational sheet as the instrument for classifying the types of focusing questions used by ED PKM students. This observational sheet is designed based on the theory for the types focusing questions as stated by Louisell and Deschamps (2003) as cited in Blosser (2000) who divided focusing question into four types; factual, empirical, productive, evaluative.

Observational Sheet					
No.	Utterances	Types of Focusing Question			
		Factual	Empirical	Productive	Evaluative

Table 3.1 Types of Focusing Question adapted from Louisell and Deschamps (2003)

3.5. Data Collection Procedure

Researcher used the following steps to collect the data:

1. Researcher selected 3 practice teachers (PKM students) as objects of the study.
2. Researcher observed and recorded the practice teacher's question during English classroom activities.

3.6. Data Analysis Procedure

Researcher used classroom observational sheet and these are the steps to analyze the data:

1. Researcher transcribed the the recorded video of English classroom activities.
2. Researcher gave coding to recorded video.
3. Researcher classified the questions into types of focusing questions. (Table 1)
4. Researcher described the use of focusing questions used by ED PKM students.
5. Researcher counted the numbers of types of focusing question used.
6. Researcher wrote the conclusion based on the result: how focusing questions used and the types of focusing questions used by ED PKM students.
7. Researcher interpreted the result of the study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the answer of research question that have been mentioned in the first chapter. This chapter is divided into data description part and findings and discussions part.

4.1. Data Description

This research aimed to investigate focusing question that is occur in English teaching practice. The data of the research were three practice teachers' utterances that related to focusing question. The data source of the research were three practice teachers in English Teaching Practice class in SMP Negeri 97 Jakarta and SMP Negeri 139 Jakarta. The research has been conducted from August to November 2016. The types of focusing question were analyzed by looking at the focusing questions employed by practice teachers during English teaching and learning process.

4.2. Findings

4.2.1. Types of Focusing Question

4.2.1.1. Factual Question

Factual question as a kind of question that simplify recalls the specific information that the students' has previously learned and the

teacher use this types to check the students' basic knowledge at the beginning and during the class. Researchers find that there are 50 utterances of factual question that is used by the English Department PKM students.

4.2.1.2. Empirical Question

Empirical question is a question that requires students to use previously learned knowledge to solve a problem. This question may generate students answer and the teacher hasn't anticipate it and the students' stimulate critical thinking and foster consideration of alternative point of view. Researchers find that there are 10 utterances of factual question that is used by the English Department PKM students.

4.2.1.3. Productive Question

Productive question as a question with no right or wrong answer. It makes the students think creative and encourage the exploration of possibility. It is also encourage students to find solutions. Researchers find that there are 34 utterances of factual question that is used by the English Department PKM students.

4.2.1.4. Evaluative Question

Evaluative question as a question that requires judgement, value, or choice based upon comparing of ideas or object about something. Researchers find that there are 30 utterances of factual question that is used by the English Department PKM students.

4.2.2. Frequency of the Types of Focusing Question

The frequency of the types of Focusing Question that is used by English Department PKM Students are listed on the table below.

No	Student	Types of Focusing Question			
		Factual	Empirical	Productive	Evaluative
1	B.2	15 utterances	-	5 utterances	10 utterances
2	E.5	15 utterances	10 utterances	16 utterances	10 utterances
3	F.6	25 utterances	5 utterances	13 utterances	15 utterances
Total		55 utterances	15 utterances	34 utterances	35 utterances

Table 4.1. Frequency of the Types of Focusing Question that is used by ED's PKM Students

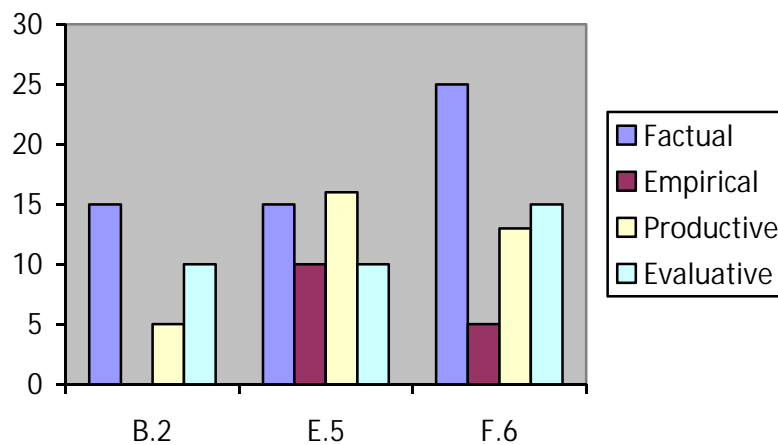


Figure 4.1. Chart of the Frequency of the Types of Focusing Question that is used by ED's PKM Students

From the table and chart above, it can be seen that types of focusing question employed by the three practice teacher, there are only two practice teacher who master well about the focusing question.

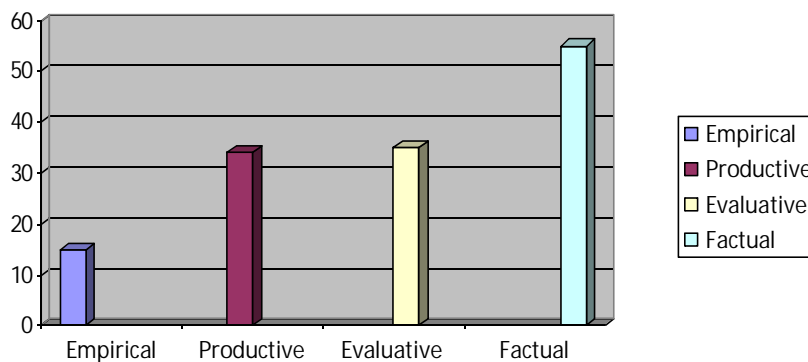


Figure 4.2. Chart of the Frequency of the Types of Focusing Question that is used by ED's PKM Students

From chart above, it can be seen that types of focusing question employed by the three practice teacher are only 2 types. These are the types of focusing question that teacher commonly used to recalls the specific information that the students' has previously learned and the teacher use this types to check the students' basic knowledge in English classroom.

There are 15 utterances of empirical question employed by the practice teachers to stimulate students' critical thinking and foster consideration of alternative point of view. There are 34 utterances of productive question employed by the practice teachers to makes the students think creative and encourage the exploration of possibility to find a solutions. There are 35 utterances of evaluative question employed by the practice teachers to support their judgement and opinions in a rational manner. There are 55 utterances of factual question employed by the practice teachers to check the students' basic knowledge at the beginning and during the class.

The result precentage shows that the three practice teachers mostly employed focusing question to check the students' basic knowledge at the beginning and during the class to make the students' focus and pay attention to the material.

4.3. Discussions

4.3.1. Types of Focusing Question

Louisell and Deschamps (2003) as cited in Blosser (2000), stated that the types of focusing question are Factual question which divided into two: simply bits of information and facts organized into a logical order, Empirical question, Productive question, and Evaluation question.

4.3.1.1. Factual Question

Louisell and Deschamps (2003) define factual question as a kind of question that simplify recalls the specific information that the students' has previously learned and the teacher use this types to check the students' basic knowledge at the beginning and during the class. Blosser (2000), divided factual question into two types, namely simply bit information and facts organized into logical order.

Extract 1

T : Have you ever learnt about recount text?

S : Yes.

T : Who said yes? (ST2 raise his hand) Yes, reziko. Have you ever learnt about recount text?

ST2 : Yes.

T : What is recount text?

ST2 : Menceritakan ulang

T : Okay class, reziko said it's about menceritakan ulang, retelling an event. What do you think? Is that correct? Menurut kamu kira-kira apa? Okay

, sekarang kita baca text nya. *Let's read the text! Yang duduk di belakang, can you read the text? Bisa baca tulisannya?*

S : Yes miss.

T : Okay

(ST5 read the text)

Based on Extract 1, the highlighted utterances are categorized as simply bit of information of factual question. The practice teacher used focusing question to simplify recalls the specific information that the students' has previously learned and the teacher use this types to check the students' basic knowledge at the beginning and during the class.

Extract 2

*T : Udah yaa, So let's discuss about it. **What is adolescence?***

What do you think?

S : (silence)

*T : okay, **my question is what did the writer do?** Dimas said the writer took piano lessons on Monday. Good job Dimas!*

*Next, **how about on Tuesday?** (the tacher point out to one student)*

S : I took

*T : **Good job. What did the writer do on Tuesday?***

S : The writer took

Extract 2 presented that that factual question again were used by practice teacher. It belonged to this types as the practice teacher asked about the fact organized into logical order based on the text. This kind of this question was intended to recalls the specific information that the

students' has previously learned and the teacher use this types to check the students' basic knowledge during the class.

Extract 3

*T : "Ok. For today's topic will be conducted by me. Jadi kelompoknya faradila hari senin aja. Kita ketemu lagi senin kan? OK. I would like to ask you. What have you learn? **What have you learn on the last meeting?** Last meeting, we just did the exercises. So, **what about the last Thursday? Last Thursday. What is the topic?***

S : "Giving opinion."

*T : "Yes, Agree and disagree. Or agreement and disagreement. **What is agree?"***

S : "Menyetujui."

*T : "**What is agree?**"*

S : "Menyetujui."

As observed in Extract 3, factual question was used by applicated the question word *what*. This question belonged to factual question as fact organized into logical order as the practice teacher made sure students' understandings by asking what have been known by the students about the topic discussed. The question word *what* is used commonly to know and deepen about something. It was similar with the purpose intended by practice teacher which is she wanted to deepen students' answers by checking the students basic knowledge.

From those utterance discussions, it could be observed that practice students B.2, E.5 and F.6 used factual question only with the

question *what*. Actually, there are still more variations of using factual questions. As stated by Louisell and Deschamps (2003) that there are several utterances that can be applied, such as “*What is the verb meaning to run?*”, “*What are the steps a bill goes through before it of become a law?*”

4.3.1.2. Empirical Question

Louisell and Deschamps (2003) define that empirical question is a question that requires students to use previously learned knowledge to solve a problem. This question may generate students answer and the teacher hasn't anticipate it. They stimulate critical thinking is the learners and foster consideration of alternative point of view.

Extract 4

T : “No. How If Students are allowed to bring mobile phone to school. Bagaimana jika kamu diperbolehkan membawa hp ke sekolah? Kira-kira kamu agree atau disagree?”

S : “Agree. Disagree. Agree.”

T: “ok. Share your opinion satu-satu.”

S: (mention their opinion one by one)

T : “Bisa foto-foto, trus yang lain? Do you think it has relations with your study? Maen game gitu. Kira-kira ada kaitannya nggak sama pelajaran?”

S : “Nggak.”

T: “You agree with this statement. Why?”

S: (silence)

T: Why do you agree with this statement?S:” Boleh maen hp tetapi pas diluar jam pelajaran.”

T : Ok. Anyone else? Kira-kira apalagi selain boleh main hape tapi dipakainya pada saat diluar jam pelajaran?”

S: “Boleh bawa hape soalnya buat minta dijemput orangtua.”

T: “Buat minta tolong jemput. Berarti main hape nya pas diluar jam pelajaran ya? Ada lagi yang lain?”

S: “Buat searching kalo ada pelajaran yang susah miss.”

T: “Good answer. Kalau menurut miss nih ya, boleh boleh aja, tapi jangan sampe ganggu pelajaran. Misalnya hpnya dipegang gurunya pas pelajaran, atau ada penitipan hp di depan kelas. Jadi, boleh maen hp tetapi pas diluar jam pelajaran. Ok..”

S: “Ok miss.”

As observed in Extract 4, the practice teacher used empirical question. She used empirical question in order to require students to use previously learned knowledge to solve a problem and also to deepen the students' understanding. She also applicate the question to expand their knowledge. She tried to relate the topic with the reality faced by the students' by asking “*how If Students are allowed to bring mobile phone to school. Bagaimana jika kamu diperbolehkan membawa hp ke sekolah? Kira-kira kamu agree atau disagree?*”

Extract 5

T : oke. Coba reza. Coba kamu sebutkan kejadian yang sudah terjadi dan tidak terlupakan. What is your moment that unforgettable in your life?

S : pergi.

T : apa? Pergi? Pergi kemana?

S : pergi ke luar negeri.

T : oke. Pergi ke luar negeri. Pergi kemana?

S : Ke Cibinong. (All students are laugh)

Oke. Well, coba Ajeng. What is the most unforgettable moment in your life? Apa hal yang tidak pernah dilupakan oleh Ajeng?

S : gak ada bu.

T : nggak ada? Mungkin Ajeng pernah jatuh gitu atau apa?

S : pernah jatuh di depan adik kelas.

T : oh. Ajeng pernah jatuh didepan adik kelas. That was the unforgettable moment. Coba yang lain..

S : salman bu. Salman.

T : oke salman what is the unforgettable moments in your life?

S : tangannya tergores bu.

T : ok class. Kalian kan sudah mendengar tiga cerita unforgettable moments dari teman kalian. Coba dari situ, kalian merasa apa sih setelah mendengar cerita teman kalian?

S : kagum. Senang. Kasihan.

T : jadi, kira – kira why you should learn about recount teks? Selain karena itu bermanfaat. Why?

S : menghibur.

T : menghibur. Apa Bahasa inggris nya menghibur?

S : entertaining.

T : entertain. Okay. Pointnya, why you should learn recount text?

First, to entertain your friends, to entertain the readers, lalu yang kedua kira – kira apa lagi? Kalau salman kan tadi jarinya sobek atau tergores, jadi salman jangan ceroboh. Kalau made kan jatuh dari sepeda. Jadi, Made harus lebih berhati-hati lagi. Kalau Prima, tadi shampoan pakai odol, jadi Prima harus

S : lebih teliti.

T : yaa Prima harus lebih teliti lagi.

As observed in Extract 5, the practice teacher used empirical question. She used empirical question in order to require students to use previously learned knowledge to solve a problem and also to deepen the students' understanding. She also applicate the question to expand their knowledge. She tried to relate the topic with the reality faced by the students' by asking about their unforgettable moment in their life.

From those utterance discussions, it could be observed that practice students E.5 and F.6 used empirical question to stimulate their students' critical thinking to foster the consideration of alternative point of view. This question may generate the students answer and the teacher hasn't anticipate the students' answer.

4.3.1.3. Productive Question

Louisell and Deschamps (2003) define productive question as a question with no right or wrong answer. It makes the students think

creative and encourage the exploration of possibility. It is also encourage students to find solutions.

Extract 6

*T : Okay class, **why you should learn recount text?** First, to ...*

S : to entertain.

T : to entertain. Secondly, to give an.... memberikan apa sih?

S : information. Lalu, ada yang namanya re-orientation. Re-orientation itu adalah conclusionnya. Kesimpulan dari cerita itu misalnya pelajaran apa yang didapat. Okay, coba yohana. What is orientation?

ST26: introduction.

T : introduction. Kira-kira apa yang ada di introductionnya. Siapa tokohnya? Kapan kejadiannya? Dimana kejadiannya? Kalau event, apa yang harus ada di dalam event? Di event itu harus ada apa aja sih?

S : hal-hal yang telah terjadi.

As observed in Extract 6, the practice teacher used productive question. It is categorized into focusing question as the practice teacher used an utterance to think creative and encourage the exploration of possibility. Productive question as a question with no right or wrong answer.

From those utterance discussions, it could be observed that practice students B.2, E.5 and F.6 used productive question to makes the students think creative and encourage the exploration of possibility.

4.3.1.4. Evaluative Question

Louisell and Deschamps (2003) define evaluative question as a question that requires judgement, value, or choice based upon comparing of ideas or object to established standard.

Extract 7

T : iya. Kenapa kita harus belajar recount text? Why?

S : jadi, kita harus menceritakan kembali suatu peristiwa atau kejadian yang sudah terjadi di kehidupan kita.

T : jadi, intinya? Why? Why should we learn about recount text? Karena...

S : itu berguna buat masa depan kita.

T : Because it's usefull for our future. Okay. What else? Kenapa sih kita perlu belajar recount text? Why? Why you should learn about recount text? Selain karena itu bermanfaat. Why?

S : menghibur.

T : menghibur. Apa Bahasa inggris nya menghibur?

S : entertaining.

T : entertain. Okay. Pointnya, why you should learn recount text? First, to ...

S : to entertain.

T : to entertain. Secondly, to give an.... memberikan apa sih?

S : information.

T : information. Good. So, why should we learn recount text is.. first, to entertain the readers and to give the information. Okay. Good.

As observed in Extract 7 the practice teacher used evaluative focusing question. It is categorized in focusing question as the practice teacher used an utterance to comparing the students' ideas about "why they should learn about recount text?" in the classroom.

Extract 8

T: "You agree with this statement. Why?"

S: "Boleh, tapi jangan sampe ganggu pelajaran. Misalnya hpnya di pegang gurunya pas pelajaran. boleh maen hp pas diluar jam pelajaran."

T: "So, Break time is allowed. Saat istirahat diperbolehkan? Ok. Thank for Farah."

"Reza. Reza. Do you agree?"

S: "Disagree."

T: "Why you disagree?"

S: "....."

T : "Ya, kata reza itu bisa mengganggu pelajaran kalian. Ya. Anggi, Please. Why? Yang kenceng."

S: "blblblblblblblblbl"

T: "Nggak papa. It's just opinion. Do you agree (menanyakan ke siswa yang lainnya?)"

S: "agree."

As observed in Extract 8 the practice teacher used evaluative focusing question. It is categorized into focusing question as the practice teacher used an utterance to requires judgement, value, or choice based upon comparing of ideas or object about something. By giving a situation, students' are trying to stimulate critical thinking in a complex. Students are asked to support their judgement and opinions in a rational manner. There are certainly many ways to judge the same event.

From those utterance discussions, it could be observed that practice students E.5 and F.6 used evaluative question to makes the students trying to stimulate critical thinking in a complex. Students are asked to support their judgement and opinions in a rational manner. There are certainly many ways to judge the same event.

4.4. Limitation of the Study

The limitation of this study is the lack of data sources and previous research. In average, many previous researchers only discuss in the questioning part. There are only a few researchers who discuss about the types of focusing question.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions that we derived from the discussion of the research questions and the recommendations were presented to bring some discussion related to the pedagogical practices and further research.

5.1. Conclusions

From this study, it can be concluded that focusing question is the question that is used to stimulate students understanding about the materials. Focusing question is the variation of questioning types. The types of focusing questions are knowledge, empirical, productive, and evaluative question. This questioning is appear when the PKM's teacher want to make the students focus to the material by asking some question to know the students' understanding.

Based on the findings and discussion in chapter IV, it is found that in average, all types of focusing question were found in three English Department PKM students, however there are only two students who master well about focusing question. The result of the study also showed that factual question is the most frequent used by the practice teacher.

The four types of focusing question are factual, empirical, productive, and evaluative questions. Factual question was mostly used by all of the practice teacher,

which are 55 utterances. This type of question was used to to check the students' basic knowledge at the beginning and during the class.

As observed in focusing question utterances, only one who did not used all types of focusing question and the utterances that is used were not variant. Practice teacher 2 and 3 had already used all types of focusing question, on the other hand practice teacher 1 did not used empirical question.

As for teachers' questioning, there are still many problems. First, many high school teachers are not fully aware of the effects of teachers' questioning on classroom interaction. Second, they pay little attention to the strategies of questioning in the classroom interaction. As a result, the teachers' questioning is only a superficial form of classroom activity, lacking in the practical value. It can't really stimulate students' initiatives, nor it can develop their interactive competence.

5.2. Recommendations

As stated in conclusion; the learning and teaching activities that was given by the teacher through questioning is used to stimulate the students' understanding, so this study implies that the findings of this study that have important pedagogical implications for the readers, especially English teacher. Regarding to the result of the questioning part, this study showed that the questioning part was the important thing to stimulate the students thinking and students understanding. English teachers are expected to make the students more active to answer the question and trying to make the students be brave to speak up.

The recommendation for practice teachers, this study can give a description of the utterances that must be used while implements types of focusing question. They can perform well while practice in real English class. Moreover, the functions of using this skills can give an impact significantly to the students thinking.

As a recommendation for further research, it is suggested to conduct the research to find the purpose of using focusing question in English classroom in relation with the success of understanding the lessons. It is also recommended for the next research to conduct the research about the functions of each types of focusing questions related with the level of students' thinking.

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APPENDICES

SURAT PENELITIAN



*Building
Future
Leaders*

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI JAKARTA

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Nomor : 0106/UN39.12/KM/2016
Lamp. : -
Hal : Permohonan Izin Mengadakan Penelitian
untuk Penulisan Skripsi

10 Oktober 2016

Yth. Kepala SMP Negeri 139 Jakarta
Perumnas Klender Jl. Bunga Rampai X, Malaka Jaya,
Duren Sawit, Jakarta Timur 13460

Kami mohon kesediaan Saudara untuk dapat menerima Mahasiswa Universitas Negeri Jakarta :

Nama : Annisa Leonie Hapsari
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Fakultas : Bahasa dan Seni Universitas Negeri Jakarta
No. Telp/HP : 089652537511

Dengan ini kami mohon diberikan ijin mahasiswa tersebut, untuk dapat mengadakan penelitian guna mendapatkan data yang diperlukan dalam rangka penulisan skripsi dengan judul :

"Focusing Question in English Teaching Practice: A Study of Student's Teaching Practice (Praktik Keterampilan Mengajar) English Departement Student Year 2016"

Atas perhatian dan kerjasama Saudara, kami sampaikan terima kasih.

Kepala Biro Akademik, Kemahasiswaan,
dan Hubungan Masyarakat



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Tembusan :
1. Dekan Fakultas Bahasa dan Seni
2. Kaprog Pendidikan Bahasa Inggris

TRANSCRIPT VIDEO

B (Video 2)

Ruang Kelas : SMP Negeri 139 Jakarta / 8.5

Tanggal : 19 Oktober 2016, 8:46:56

Durasi Video : 00:52:13

Tema : Recount Text

T : Have you ever learnt about recount text?

S : Yes.

T : Who said yes? Yes, reziko. Have you ever learnt about recount text?

S : Yes.

T : Okay class, reziko said that he has learnt about recount text. So, reziko please tell us what do you know about recount text. Apa yg reziko tau tentang recount text coba. Apa aja ?

S : Recount text untuk menceritakan ulang.

T : untuk menceritakan ulang? It's okay. Just try to be confident!Coba apa tadi ?

S : Untuk menceritakan ulang.

T : Okay class, reziko said it's about menceritakan ulang, retelling an event. What do you think? Is that correct? Menurut kamu kira-kira apa? Okay , sekarang kita baca text nya. Let's read the text! Yang duduk di belakang, can you read the text? Bisa baca tulisannya? Okay.

S : Yes miss.

T : So, first I'll give you 5 minutes or 4 minutes to read the text. Coba baca text nya dalam waktu 5 menit. Dalam hati ya, silently.

After 5 minutes

T : Finish ? What are you doing? Read?

S : Yes.

T : Udah yaa, So let's discuss about it. What is adolescence? What do you think? Do you bring your dictionaries?

S : Bawa.

T : Coba keluarkan.

S : Miss dari hp gapapa?

T : It's okay, coba cari what is adolescence.

S : Masa remaja miss.

T : Masa remaja?

S : Masa pubertas miss.

T : Apa apa? Okay, masa remaja, masa pubertas. So, what is my adolescence mean?

S : Masa peralihan dari anak-anak ke dewasa.

T : peralihan dari ?

S : anak-anak ke dewasa .

T : yes, good job. So, what is my adolescence? Adolescence means masa pubertas, masa remaja. How about my adolescence? Okay, let's repeat once again! Adolescence is pubertas, peralihan dari masa anak-anak ke dewasa. How about my adolescence? Raise your hand! I'll give you one point if you can answer my question.

S : Masa remaja saya.

T : masa remaja kamu ? what is your name?

S : Hafizh.

T : Hafizh, good job hafizh. So, my adolescence is masa pubertas?

S : saya.

T : Okay good. The 1st paragraph. Let's read! Last night, I remembered my adolescence to get anger. I learnt that it was kind of change between childhood and adulthood. Okat, the 1st paragraph, what is that about? Menurut kalian itu tentang apa? What do you think about? Do you have any comments?

S : tentang pengalaman.

T : Louder louder. Menurut kalian paragraph pertama isinya apa? Raise your hand! Hafizh again? Others? Yes?

S : the meaning about adolescence.

T : yes good. What is your name?

S : Hani miss 18.

T : nama kamu 18 ? yes yani good job. Okay, yani said it is about the meaning of adolescence. Is that true?

S : Yes.

T : Yes, let's see what does it mean by adolescence from the article? Raise your hand! What is the meaning?

S : (one of student raised her hand)

T : What is your name?

S : Aisyah.

T : Okay Aisyah, what is the meaning of adolescence from the article?

S : the time of change between childhood and adulthood.

T : Okay, good job. Adolescence is the time of change between childhood and adulthood. Okay good. How about you class? How old are you now? Fourteenth? Thirteenth?

S : Twelveth. Eleventh.

T : Twelveth? Oh my God. Twelveth ? eleventh? Who said twelveth? Is there any who get older?

S : No.

T : Okay, so twelveth and eleventh. I have a question. Let's think about it together. Are you children, teenager, or adult?

S : Teeanager.

T : Are you sure?

S : Yes.

T : Yes, you are all teenagers, right? So, do you expereince this now? Are you experiencing adolescence now.

S : Yes.

T : Who said yes? Okay coba kalian remaja, are you experiencing the adolescence now? Apa kalian sedang pubertas?

S : yes.

T : Who said yes? Siapa yang bilang iya ?

S : (one of student raise his hand)

T : Siapa lagi ? What is your name?

S : (the students is shy to answer)

T : Okay, once again, try to answer my questions, I'll give you a point. Okay, are you experiencing adolescence now?

S : Yes.

T : Raise your hand, if you don't raise your hand I'll not note you. Coba!

S : (one of student raise his hand)

T : are you experiencing adolescence now?

S : Yes.

T : Yes, what is your name?

S : Bayu miss.

T : Now, the 2nd paragapgh.Coba, paragraph kedua tentang apa sih? Coba. Raise your hand! Coba. if you are confident enough to state an opinion or comment something, I will reward you with one point. Kalau kalian berani tunjuk tangan lalu berbicara dan berpendapat miss kasih satu point.

S : Pake bahasa indonesia miss?

T : it's okay. The second paragraph what is that about? Now, let's read together! After, I finished reading an article from the magazine, I remembered my adolescence. I was 14th at that time. I felt very emotional about everything. But, I try to learn more about my self. I try to discover what I

want to do and what kind of people that I want it to do. So, How old was the author when he experienced the adolescence?

S : Fourteenth. (some students said)

T : Raise your hand!

S : (one of student raise her hand)

T : Yani, yes yani? How old was the writer ?

S : Fourteenth.

T : Louder!

(Guru mempersilahkan anak dengan mengangkat tangan)

S : Fourteenth years old.

T : Fourteenth years old, okay. The writer was 14th years old when he was experiencing the adolescence. What is adolescence? (point out to one student)

S : adolescence is

T : Louder please. What is your name ?

S : Diaz.

T : Okay diaz, I want you to answer my question. What is adolescence? Apa ? Apa diaz? Apa?

S : masa remaja.

T : Louder please!

S : Masa remaja.

T : Okay , masa remaja. Good. Back to the 2nd paragraph again. So, is adolescence only about physical growth? Physical growth . what is physical growth?

S : Fisik.

T : Perkembangan?

S : Fisik .

T : perkembangan fisik. , is adolescence only about physical growth? Okay, answer my question I'll give you point.

S : (one of student raise her hand)

T : yaa, what is your name?

S : Claudia.

T : Okay, claudia said no. So what else besides physical growth? Selain perkembangan fisik apa lagi? From the article.

S : Emotion.

T : yes ? emotion? What do you think? Menurut devy apa?

S : yes miss?

T : Devi, absen berapa?

S : dua puluh tiga

T : Okay , devi is adolescence only about physical growth?

S : (the student shake her head means that she didn't know the answer)

T : Okay devi, baca paragraph. Yang ini. Coba devi baca yang keras.

S : Yang ini ?

T : Iya. Sssssst! Class, Devi will read a sentence. I want you all to listen to her.

S : yang mana miss?

T : This one (the pkm teacher point out to the paragraph)

S : I felt very emotional about everything.

T : is this about physical growth?

S : Yes.

T : Look at this sentence. What is this?

S : Emosi.

T : Emosi ? Is this physical growth?

S : (no answers)

T : apakah hanya perkembangan fisik atau yang lain? Perkembangan?

S : (no answers)

T : Coba, lihat yang ini. I felt very emotional about everything. Tadi kan sebelumnya perkembangan fisik, selain perkembangan fisik apa lagi?

S : (no answers)

T : Dari kalimat ini (teacher highlight the sentence), ada perkembangan apa lagi?

S : (no answerd)

T : Perkembangan fisik, and what else? Apa ini namanya?

S : (no answers)

T : Iya, yang ini apa namanya ? I felt very emotional about everything.

S : (No answers)

T : Perkembangan E?

S : (no answers)

T : coba lihat lagi dari sini, perkembangan apa? Perkembangan yang depannya dari E?

S : pubertas

T : iya oke pubertas, tadi fisik lalu apalagi?

S : perkembangan emosional

T : yaa, oke bearti perkembangan apa saja?

S : emosi.

T : okay, coba ulang lagi, perkambanga fisik sama?

S : Emotional

T : okay, once again. Perkembangan fisik sama?

S : emotional

T : yaa perkembangan fisik dan emotional. Okay jadi ada dua perkembangan physycal growth, perkembangan fisik and then emotional growth, perkembangan?

S : Emosi.

T : Good, how about you? Kalau kalian bagaimana? Are you experiencing the same thing?

S : Yes.

T : Physycal growth? Emotional growth?

S : yes.

T : yes, who said yes?

S : (some students raised their hands)

T : okay you, you said that you experienced phsical growth and emotional growth, yes? Are you suer?

S : Yes.

T : Okay, apa saja yang kamu rasakan about your emotional growth? Yes, when you are..

S : (some of students talked)

T : yes? Emosional growth? What is it?

S : pusing.

T : Pusing?

S : yes miss.

T : namanya siapa?

S : muhammd zakaria absen 21.

T : okay good sering stress.so, Let's back to the article. The writer said I felt very emotional about everything but I try to learn about myself . Let's read the next pargraph. To divert my emotions, apa divert?

S : mengalihkan

T : mengalihkan ? good. To divert my emotions?

S : Untuk mengalihkan emosi saya

T : okay good, to divert my emotions, emosi siapa?

S : the writer.

T : the writer, okay. I took many extracurricular activities, okay, coba let's mention what are the writer's activities? Coba siapa yang berani? Mention the writer's activities. Coba . just one, yaa kamu? Cob a baca

S : I took piano lessons on Monday

T : yaa, what is your name?

S : Dimas 18

T : nama kamu 18?

S : (the students, Dimas laughed)

T : Dimas said I took piano lessons on Monday. So, let's recall what is my question. What activities that the witer did? I asked the writer, so your answer should be?

S : (no answers)

T : Miss tanya tentang the writer, what did the writer do? Is that right? Coba ulang baca kalimatnya. What did the writer do? So?

S : I took piano lessons

T : okay, I took piano lessons, so are you the one who take piano lessons? Or the writer?

S : the writer

T : So, change your answers again, the subject

S : the writer took piano lessons

T : Good job dimas. Class..... Dimas please repeat once again.

S : the writer took piano lesson on Monday

T : okay, my question is what did the writer do. Dimas said the writer took piano lessons on Monday. Good job Dimas! Next, how about on Tuesday? (the tacher point out to one student)

S : I took

T : Good job. What did the writer do on Tuesday?

S : The writer took

T : Good job. How about next activities? Aktivitas lainnya? Nobody raise your hand? Okay, coba you yang di belakang , what is your name?

S : Nia

T : Nia, what did the writer do on Thursday?

S : (no answer, still reading to a text)

T : on Wednesday? On Thursday? Okay, what is your name?

S : Hanifah

T : Hanifah, absen?? Okay coba hanifah.. the writer ?

S : The writer

T : louder please, lebih lantang suaranya.

S : I had extra science and math lessons.

T : okay, the writer had extra science and math lessons, and on Friday the writer played basketball. On the weekend the writer spend much of the weekend with the writer's family. Okay, that's the writer activities. Okay good. How about you? What did you do on your leisure time?

S : (student answer and grambling together)

T : Did you join any extracurucular here?

S : No, yes.

T : Who said yes?

S : (Some students raise their hand)

T : Okay Arya, do you join any extracurricular? Coba, Which club?

S : Bulutangkis

T : Bulutangkis, okay badminton, Arya join badminton in here. What did you do there?

S : latihan

T : okay good job, how about others? Yang lainnya? Coba yang lain? Girls, do you follow?

S : yes.

T : Okay, what is your name? (teacher pointed out to one girl student)

S : Fira

T : What did you do there?

S : (some students answer question together)

T : What did you do there Fira?

S : do some activity

T : okay good job. Coba kamu (teacher pointed out to one of the students), what did you do in your leisure time? Kalau waktu senggang ngapain?

S : Les.

(some students answer and gramble together)

T : les, okay what kind of course? Kamu les apa?

S : (no answer, just laugh)

T : Okay. Sekarang sudah yaa ngobol-ngobolnya, discussionnya sudah. Sekarang, back to the article. Coba baca article nya.'

S : (students read the article in the powerpoint together)

(some students come forward as they are not able to see the article from their seat; back of the class)

T : Ssssssst! Okay, reaccounte text is to tell the story about action, hobby and?

S : activities.

T : activities. And it happen in the? Terjadi di?

S : (no answers)

T : Terjadi di?

S : in the past.

T : in the past. Good job. What is the goal?

S : informing the reader.

T : informing the?

S : reader.

T : informing the reader. True. The generic structure, there are three parts. Ada 3 bagian, yang pertama?

S : Orientation, event, reorientation

T : Orientation, event, reorientation. Good job.The first one, orientation tells when it happen, what happen and where it happen. Good.

Orientation tells about?

S : Orang

T : Ya orang, bisa juga peristiwa.

S : (students laugh)

T : sssssst! Okay, what happen maksudnya kejadiannya. Where did happen? What does it mean?

S : Dimana dilaksanakan.

T : yaa good job, dimana kejadian dilaksanakan.. why, Itu apa?

S : Kenapa.

T : yaa bagus. Kenapa dilaksanakan , Event, about what happened in sequence. Kejadiannya apa aja dan kejadiannya itu aktivitasnya berurutan. Ada first, second, then. The last part is reorientation,it is optional, apa optional? Bisa ada bisa tidak ada. It is about prsonal comment or evalute some parts of incidents. Personal comments? Pendapat pribadi dari? Pendapat? Dari pe? Pe? Penulisnya. Coba sekarang, let's try to identify which part is orientation, event and reorientation?

S : (students gramble together)

T : Class, which part is the orientation?

S : (one student answeerr)

T : Raise your hand

S : (one student raise her hand)

T : okay, bentar yaa. Coba yang lain dulu. Boys, boys only , which part is the orientation? Yang mana orientationnya?

S : (the boys gramble and answer together)

T : okay, just try it. Coba... gimana? Coba kamu jawab, which one is the orientation part? Reziko coba jawab. Coba reziko yang mana?

S : first paragraph

T : first paragraph, good. The first paragraph is the orientation part. Sekarang yang ini, kalau yang ini sampai sini, what is that? Raise your hand.

S : (girl student raise her hand)

T : Fani,ayo.

S : event

T : apa?

S : event.

T : jadi ini kejadian-kejadiannya yaa. How about the last sentence? (tacher point out to one student)

S : (still quiet, no answer)

T : Apa?

S : Reorientation

T : Reorientation. Good job, what is your name?

S : Dimas

T : oaky, you. Please read the orientation part.

S : I was able to control.....

T : okay good. I wAs able to control..... okay, what kind of tense does the writer use? Tenses, what kind of tenses?

S : past tense

T : okay good. Apa ini?

S : past tense

T : okay past tense, is there any questions?

S : No.

T : are you sure? Okay good. Now, let's do this.

(the teacher spread the exercise to the students)

(the students finish the exercises individually)

(the teacher check the students' exercise by going around the class)

After finish doing the exercise,

T : sudah semua? Okay class, what have we learnt today?

S : recount text

T : recount text, okay. Di dalam recount text ada apa aja?

S : orientation, event, reorientation

T : orientation, event, and?

S : reorientation

T : okay, reorientation biasanya ada dimana?

S : the first paragraph

T : how about event?

S : (some students silent, some students answer second paragraph)

T : okay, what is event?

S : kejadian kejadian

T : okay bagus good job. The last one, the orientation.? What is it?

S : personal comments

T : personal comments dari?

S : (no answer)

T : dari the?

S : the writer

T : the writer, okay any questions?

S : engga, no

T : benar?

S : yaaa

S : okay class, that's all for today. Assalamualaikum wr...wb.....

T : Waalaikumsalam wr..wb..

E (Video 5)

Ruang Kelas : SMPN 97 JAKARTA / 8.

Tanggal : 27 Oktober 2016, 10:13:22

Durasi Video : 00:62:34

Tema : Giving opinoin

T : "Are you ready?"

S : "Ready"

T : "It's too hot, right?"

S : "Yeah"

T : "Assalamu'alaikum Wr. Wb"

S : "Wa'alaikumsalam Wr. Wb"

T : "How are you S?"

"How are you S?"

S : "Yes, I am fine. Thank you. And you?"

T : "I am great. Thank you. So, Everybody is here, right? Everybody is here, right?"

S : "Iya."

T : "Semua masuk kan?"

S : "Iya."

T : "Ada yang nggak masuk?"

S : "Satu."

T : "Siapa?"

S : "....."

T : "OK. nggak masuk."

"We supposed to have eeee presentation, right?"

S : "Yeah"

T : "Kelompoknya siapa?"

S : "Faradila."

T : "Oh, kelompoknya faradila ya?"

"Ok. For today's topic will be conducted by me. Jadi kelompoknya faradila hari senin aja. Kita ketemu lagi senin kan? OK. I would like to ask you. What have you learn. What have you learn on

the last meeting? Last meeting, we just did the exercises. So, what about the last Thursday? Last Thursday. What is the topic?

S : "Giving opinion."

T : "Asking for a giving opinion. Actually, today's topic relates to a previous topic. Topik hari ini tuh berkaitan sama topik yang sebelumnya. Sebenarnya nih topik, Sebenarnya nih topik, topik but I will conduct, I will conduct this topic today. Jadi nanti tinggal tambahkan aja ya presentasi hari senin. Don't forget to prepare two questions."

S : "Yes, miss."

T : "OK. Today is.. Today is Thursday, October 27th 2016. Topic is?"

S : "What is agreeing and disagreeing."

T : "No, This is question. I am asking you. What is the today's topic?"

S : "Agree and disagree."

T : "Yes, Agree and disagree. Or agreement and disagreement. What is agree?"

S : "Menyetujui."

T : "What is agree?"

S : "Menyetujui."

T : "Yang benar. What is agree?"

S : "Menyetujui."

T : "What that is mean by menyetujui? Apa yang dimaksud dengan menyetujui? Maksudnya apa?"

S : "....."

T : "Coba diulang."

S : "....."

T : "What that is mean by menyetujui? What that is mean by menyetujui?"

S : "eeeeeeeeee."

T : "Apa? Ya nggak papa. What that is mean by menyetujui? Maksudnya apa sih menyetujui?"

S : "Mengizinkan."

T : "Mengizinkan. Yang lainnya?"

S : "Sepakat."

T : "OK. Agree is when you have the same idea with others. Saat kamu memiliki pendapat yang sama. When you are in language other people. Ketika kamu berada di bahasa yang sama dan memiliki jawaban yang sama dengan orang lain. And then what about disagree?"

S : "Menolak, tidak mengizinkan."

T : "Ya?"

S :

T : “Disagree and reject. What do you think about disagree and rejected? Bedakan? Bedanya apa disagree and rejected? Rejected apa?”

S : “Menolak.”

T : “What’s about disagree?”

S : “Tidak setuju.”

T : “Apa bedanya tidak setuju dan menolak?”

S : “.....”

T : “Kalo reject itu bener-bener menolak. Biasanya itu kalo di invite. Misal kalo kamu di invite. Invitation. Trus Itu namanya rejecting. Menolak kalo kamu tidak bisa datang. Tapi kalo disagree, disagree ini itu tidak setuju bukan berarti kamu menolak sama sekali idenya orang lain. Seperti itu. Itu namanya disagree. That’s disagree. Paham kan?”

S : “Paham.”

T : “Any questions? Any questions?”

S : “No.....”

T : “Oya, agree and agreement is the same, or disagree and disagreement. Dua-duanya noun. Next question please. Hasan, please read the question. Louder please.”

S : “When will you state your agreement and disagreement?”

T : “When will you state your agreement and disagreement? Kapan sih kamu mengungkapkan kesetujuan dan ketidaksetujuan?”

S : “..... diskusi meeting”

T : “Tawaran, Diskusi, rapat, meeting. Yeah, disagreement itu digunakan saat discussion ya. When you discuss about certain topic. Misalnya kamu sedang berdiskusi tentang topik tertentu. Misalnya. Contohnya yang kemarin, kehidupan pendidikan di korea utara, seperti itu, itu kan ada pendapat yang setuju dan ada yang tidak setuju. Right?”

S : “Pembunuh.”

T : “Yeah. Pembunuh.”

“I have a video. I have a video. Hello? I hope, you pay attention to the expresion of agreement and disagreement. Jadi perhatikan baik-baik ya.”

“OK. What is the situation? Situasi apa sih itu?”

S : “Rapat, diskusi.”

T : “Yeah. Rapat, diskusi. Ya, meeting bener, diskusi bener. Rapat itu meeting. Bahasa inggrisnya rapat itu meeting.”

“I would ask you. Does agree with Mike statements?”

S : “NO.

T : “No. setuju nggak si sama pendapatnya Mike?”

S : “NO.”

T : “Trus gimana dia bilangnya?”

S : “not agree

T : “I not? Yeah I not agree atau I disagree.”

“Artinya sama nggak?”

S : “Sama.”

T : “Kalo yang ini dalam bentuk negatif, yang ini juga sama negatif nggak?”

S : “negatif. Sama. positif.”

T : “Yeah. Positif. Ini bentuknya positif, tapi verbnya negatif karna ada dis- nya.”

S : “Dis. Disagree.”

T : “Yeah. Disagree. Jadi kalo misalnya kamu nggak setuju sama orang lain. Kamu bisa menggunakan I am not agree with you. Or, I disagree with your opinion. Kayak gitu. Jadi kalian bisa menggunakan I am not agree atau I disagree. Any question, so far?”

S : “No.”

T : “Terlalu cepet nggak si miss ngajarinnya?”

S : “No. Nggak miss.”

T : “OK. I have statements. I have statement. I need your opinion whether you are disagree or not.

“(menyebut nama siswa) read the statement please, read. Yang keras, louder please.

S : “S are allowed to bring mobile phone to school.”

T : “What does it’s mean?”

S : “Murid boleh membawa handphone ke sekolah.”

T : “This is statement. Ok, this is statement. Students are allowed to bring mobile phone to school. It’s mean that you are. It’s mean that you can bring mobile phone to school. Do you agree? Raise your hand. Raise your hand if you want to share your opinion. Siapa? Iya, (nama siswa)”

S : “agree.”

T : “Why? Why do you agree?”

S : “.....

T : “Come on, just share your opinion. Why do you agree?”

S : “.....

T : “Why do you agree. Please, tell your reason.”

S : “.....

T : “Because, sekolah kamu punya wifi kan?”

S : “Punya, tapi di gembok.”

T : “Ow, digembok. So, I am asking, Do you agree with this statements? Yeah, kamu. Please, share your opinion.”

S : “.....

T : “Do you agree with this statements?”

S : “Ya, agree.”

T : “Why? Do you agree?”

S : “.....

T : “Yes, you disagree. Why?”

S : “Nggak mau bawa hp.”

T : “You don’t want to bring your handphone? Yes? Just it your reason?”

S : “Yes.”

T : “Katanya wulan disagree, karna dia nggak mau bawa handphone nya. Why you don’t want to bring your handphone?”

S : “.....

T : “Apa? Ganggu pelajaran?”

S : “.....

T : “No. How If Students are allowed to bring mobile phone to school. Bagaimana jika kamu diperbolehkan membawa hp ke sekolah? Kira-kira kamu agree atau disagree?”

S : “Agree. Disagree. Agree.”

T : “Why? Give me a reason.”

S : “.....

T : “Ya, (menyebut nama siswa) please. Share your opinion. Satu – satu.”

S : “.....

T : “Bisa foto-foto, trus yang lain? Do you think it has relations with your study? Maen game gitu. Kira-kira ada kaitannya nggak sama pelajaran?”

S : “Nggak.”

T : “Satu-satu. Yang keras biar sampai belakang ke dengeran. No. I want ask the first question. Do you agree or disagree?”

S : “Menganggukan kepala.”

T : “You agree with this statement. Why?”

S : “Boleh, tapi jangan sampe ganggu pelajaran. Misalnya hpnya di pegang gurunya pas pelajaran. boleh maen hp pas diluar jam pelajaran.”

T : “So, Break time is allowed. Saat istirahat diperbolehkan? Ok. Thank for Farah.”

S : “Disagree.”

T : “Why?”

S : “.....

T : “You say that the is wifi. “

S : “.....

T : “Say it one by one. Ok. Said your opinion.”

S : “.....

T : “Jadi, pinjem hp kamu blblblblblbla”

“So, who is disagree with this?”

“Satu, dua, tiga, empat.”

“Eee. Fahri, why? Why do you disagree with this statement?”

S : “Karena murid jadi tidak bisa menggunakan telfon genggamnya pada saat membutuhkan lebih banyak informasi dari internet. Jadi muridnya nggak bisa nyari.”

T : “It’s a case.”

“So, do you disagree with this statement?”

S : “.....

T : “Kamu setuju sama ini?”

“Jadi kamu nggak setuju?”

“Eee. Siapa yang setuju?”

“Eeya, Reza. Do you want to share your opinion?”

S : “.....

T : “blablabla. But you are allowed to bring handphone. Tetapi kamu diperbolehkan membawa hp.”

“OK.OK”

“OK. I have another statements. Please, yang belum ngomong. Speak up. Please, Speak up.”

“The next one is S have to be in school all days to study.”

“Why? Do you agree or disagree?”

“Yeah, Fahri?”

Si : “I disagree with this statement.”

T : “OK.Good. What else?”

“Mungkin kamu harus berada seharian full di sekolah untuk belajar. Setuju?”

S : “Disagree.”

T : “Raise your hand. Putra.”

S : "I disagree"

T : "Why do you disagree?"

S : "I don't know."

T : "So, you are agree with Fahri. Because Studnts will be tired."

"blablabla."

S : "Karna siswa butuh istirahat."

"Karna cepat bosan."

T : "So, you disagree? Karna siswa akan cepat bosan nantinya."

"(Menanyakan ke siswa lain) blabla. You agree?"

S : "Setuju, asalkan boleh membawa hp."

T : "Asalkan boleh bawa hp, you agree?"

"sssssssssst. Reza want to share his blabla."

S : "blablablabla."

T : "(Mengangguk) blablabla."

"Alldays itu tiap hari. From Monday to Sunday."

"Masih ada statement selanjutnya."

"The duration of study is only from 8 a.m to 12 a.m"

S : "Agree. Agree."

T : "(memberikan tanda perintah diam dengan menggunakan tangan)"

"sssssssssssssst. One by one."

"I wil, I will the statements. Kalian sekolah setiap hari dari senin sampai minggu di sekolah tapi belajarnya cuma dari jam 8 sampai jam 12. Do you agree or disagree with this statements?"

"Raise your hand, please!"

(T menanyakan pendapat ke siswa yang lainnya)

"Thank you"

S : "....."

T : "Why?"

"Do you agree?"

"from 8 a.m to 12 a.m?"

"Kamu agree nggak?"

S : "....."

T : “So, you disagree with this statements?”

“ Go to school from Monday to Sunday?”

(Move to another S)

S : “disagree miss.”

T : “Why?”

S : “Mending belajar full sehari daripada seminggu full Cuma sampai jam 12.”

“

T : “So, oya. Any questions so far?

“OK. Now, Please do exercise!”

(Membagi lembar latihan soal)

“Hello, I will give you ten minutes.”

“Itu tuh yang belakang belum.”

“Don’t forget to write your name on the paper.”

T : “I give you only ten minutes.”

“Kamu ngapain sih?”

S : “Nyari bolpen.”

T : “Dimana?”

S : “Di wisnu.”

T : “I will give you ten minutes.”

“Di silang.”

“Kamu di apain?(nanya ke satu siswa)”

(Keliling, melihat pekerjaan siswa)

“OK. Any questions for exercise. Pertanyaannya jelas nggak. Ada yang mau ditanyain nggak?”

S : “Kalo

“Miss,

T : “Ok. Liat yang no 9 kan ada dialognya. Yang no 9 itu maksudnya dialognya A B A B. B itu maksudnya si B itu. Ya, ngerti nggak?”

(T kembali berkeliling dan membantu siswa yang tidak mengerti)

S : “Udah miss.”

T : “Pegang dulu.”

“Two minutes leave.”

S : “Apa?”

“dua menit lagi”

T : “Sebenarnya waktunya sudah habis.”

“I give you again two minutes.”

“Udah kan, cukup waktunya.”

“No 1, Please (nama siswa) read.”

S : read

T : “Louder.”

S : (read again)

T : (T mengoreksi pronunciation siswa)

“Siapa yang salah?”

“Jawabannya c.disagreement”

“Ada yang berbeda?”

“(nama siswa) A? Kenapa jawabannya A? Why?”

S : “Ngal.”

T : “I don’t think so. Tadi apa? Saya tidak berpikir begitu. Berarti agree or disagree?”

“OK. Number 2. (menunjuk salah satu siswa). Ya itu. Maaf ya. Siapa namanya?”

S : “Novi”

T : “Ya, novi. Sorry.”

“Louder please”

S : read

T : “e. Agreement”

“Ok. Siapa yang salah? Siapa yang berbeda jawabannya? Jawabannya e.agreement. What is your answer? (menanyakan ke salah satu siswa)”

“Ok. Jadi semuanya benar ya.”

T : “Number 3. Eeeem (menyebut nama siswa).

S : read

T : (mengoreksi pronunciation)

“What is your answer?”

“Jawabannya b. Siapa yang salah?”

“Bener semua.”

“Next.”

(Salah satu siswa mengangkat tangan)

T : “What is your answer?”

S : “ e “

T : “ e . kan? Blablabla”

“Coba baca bagian depannya. Blablablabla.”

“Jadi jawabannya e atau b?”

“blablabla setuju atau nggak?”

“Setuju”

“Jadi jawabannya “

“OK. No 4. Number 4. Ssssssst”

S : read

T : “So, what is the answer. The answer is

S : “

T : “OK. The answer is A. I got blabla your opinion.”

“Siapa yang salah?”

(Menunjuk ke salah satu siswa)

“What is your answer?”

S : “

T : (menanyakan alasan dari jawaban anak)

“Blablabla itu sama kayak agree.”

“Rama, read please number 5.”

“The answer is”

S : “

T : “I wouldn’t accept that. Are you sure? I wouldn’t accept that. Are you sure?”

“OK. Ada jawaban lain?”

“Ya, (menyebut nama siswa).”

“What is your answer?”

S : “Ee. I don’t have any objection to it.”

T : “C. Ada jawaban lain?”

“Reza?”

S : “B”

T : “Apa B?”

S : read

T : explain the right answer

“Blablabla”

“I think, he is the right person for that position. Artinya apa? Dia orang yang tepat untuk posisi itu. Trus kata blabla dia memiliki pengalaman yang lebih bagus, pengalaman yang luar biasa. Menurut kamu, itu setuju atau nggak?”

S : “Setuju”

T : “Tadi siapa yang jawabannya I don’t accepted? Itu jawaban yang salah. Berarti jawab yang bener adalah”

S : “B. D. B. D”

T : “Ha?”

“Are you sure, D?”

“Jawabannya yang bener!”

“Jawabannya.....”

S : “C.....”

T : “Ya. C. Kenapa jawabannya C miss? Coba di lihat. Blablabla”

“Siapa yang salah?”

“Number 6. Read (meminta salah satu anak)

“Ssst.”

S : read

“D”

T : “Why D?”

S : “blablabla”

T : “OK. Ada jawaban beda? Ada jawaban lain? Jawabannya D. Ada jawaban lain? Nggak ada? Nggak ada. OK, bener jawabannya D. Number 7, read please.”

S : read

T : “What is your answer?”

S : “C”

T : “What is C?”

S : “blablabla.”

T : “Ok. Ada jawaban lain? Saya mau nanya dulu ke (salah satu anak). Are you sure? Do you think so the answer is C?”

S : “Ya”

T : “Coba kenapa. What is the reason the answer is C?”

S :

T : “Jadi siapa yang jawabannya A dan siapa yang C? Ada lagi jawabannya yang beda? Bmbn apa? Bkhl apa? Yang jawabannya C? Do you think so the answer is C?”

S : “No.”

T : “So, the right answer is

S : “A”

T : “A. The answer is A.”

“Ssssssst”

“Liat di dialog nya, ayahnya setuju nggak?”

“Bukan No ya jawabannya A”

“Number 8, Aulia.”

S : Read

T : “Ssssssssssst”

“OK. Jawabannya apa?”

S : “B. Nggak tau. B. A”

T : “The answer is B.”

“Ada jawaban lain?”

“The answer is B.”

“Ssssssssssst. The answer is B. Ada jawaban lain?”

S : blablabla

T : “A? Why? Kenapa jawabanmu A?”

S : “.....

T : “Nisa jawabannya apa? A? Kenapa A?”

“Coba kamu liat, liat di ekspresi nya. blablablabla”

S : Woiiii diem dong

T : “Ade dengeriiiiin jawabannya B.”

“Ya rizal yang kenceng. Langsung aja no 9.”

S : read

T : “Jawabannya apa? B? C?”

S : “.....

T : “blablabla. Are you sure?”

“Do you think so, the answer is C?”

“Any other answer?”

“Ya, Fahri.”

S : “B”

T : “Yang bener jawabannya B”

S : “Yeah”

T : “Bukan. Bukan jawaban. Maksudnya saya nanya Yang bener jawabannya B? Are you sure the answer B?”

S : “Sure.”

T : “Coba baca lagi.”

“Jadi jawabannyaaaaaaaa A.”

S : “YEEYEYE. HORE”

T : “(nama siswa) emang jawaban kamu A?”

S : “Iya.”

T : “Coba apa alasannya?”

S : “.....

T : “Yeeeeeeee. Gimana?”

“Fahri. Fahri. Apa jawabannya?”

S : “B kan.”

T : “Apa alasannya?”

S :

S : “ (nama siswa) yang kasih tau.”

T : “Coba (nama siswa) apa jawaban kamu, alasannya apa?”

S :

T : “OK. Jawabannya A ya.”

(T silent, and read the question)

T : “No 10, apa jawabannya? No 10, apa jawabannya?”

S : “C”

T : “Ada jawaban lain?”

“Jawabannya apa?”

S : “C “

T : “Selain C, siapa?”

(T mendekati siswa)

“Kamu jawabannya apa?”

S :

T : (Memberi tanda C dengan jarinya)

“Siapa yang benar semua? Siapa yang benar semua?”

“Siapa yang benar semua?”

S : (Ada yang mengangkat tangan)

T : “Siapa yang benar semua, saya nanya.”

S : “Nggak ada. Salah satu. tiga. Dua.”

T : “Siapa salah satu?”

“Fahri, salah satu?”

“Salah dua?”

S : “.....

T : “Kumpulin. kumpulin kertasnya.”

(Siswa mengumpulkan pekerjaannya)

(T menulis instruksi di papan tulis)

F (Video 6)

Ruang Kelas : SMPN 139 JAKARTA / 8.9

Tanggal : 19 Oktober 2016, 10:14:29

Durasi Video : 00:50:07

Tema : Recount Text

T : Hello class. Good Morning.

S : Good morning miss.

T : how are you?

S : I'm fine thank you and you?

T : I'm very well thank you. Ok. Today, we will learn about recount text. So, what is recount text?
Recount text. Recount. Kira – kira apa sih recount text itu?

S : menghitung ulang

T : menghitung ulang? Okay. What else?

S : membaca ulang.

T : membaca ulang? Okay. Ayo siapa lagi yang tau? What is recount text?

S : bacaan.

T : apa? Menceritakan ulang sebuah bacaan. Ok. Aldo. Please read the title on your book.

S : the unforgettable holiday.

T : the unforgettable holiday is a kind of recount text. Jadi, kira – kira tentang apa sih teksnya kalau judulnya Unforgettable holiday? Jadi, kira – kira jawabannya tentang apa?

Coba kita lihat dari judulnya. Unforgettable holiday. Jadi kira – kira tentang apa?

S : Cerita.

Sesuatu yang tidak bisa di lupakan.

T : berarti, kalau sesuatu yang tidak bisa dilupakan itu sudah terjadi atau belum terjadi?

S : sudah

T : sudah terjadi. Good. Berarti recount teks merupakan suatu

S : kejadian-kejadian

T : coba angkat tangannya. Please raise your hand.

S : teks yang sudah terjadi.

T : teks yang sudah terjadi. Kurang tepat. Sedikit lagi.

S : teks tentang peristiwa yang sudah terjadi.

T : okay. Teks tentang peristiwa yang sudah terjadi.

Jadi, recount teks adalah ...

S : teks tentang peristiwa yang sudah terjadi.

T : teks tentang suatu peristiwa yang sudah terjadi. Berarti tadi yang menyebutkan membaca ulang salah. Menghitung ulang pun salah.

Oke. Coba kita review. Kemarin, kita sudah belajar tentang descriptive text. Kalau descriptive text itu tentang apa sih?

S : deskripsi.

T : teks yang ...

S : teks yang mendeskripsikan sesuatu.

T : ya. Descriptive text adalah teks yang mendeskripsikan sesuatu. Bisa itu manusia, tempat, benda, atau hewan. Lalu, apa lagi yang kita pelajari kemarin? Functional text. Contoh dari functional text apa aja sih kemarin? Contohnya itu ada invitation. Terus apa lagi? Yang kedua ...

S : announcement.

T : announcement. Good. Apa lagi?

S : birthday

T : birthday? Kalau birthday berarti dia ...

S : invitation

T : invitation. Lalu ada apa lagi? Satu lagi yang kita pelajari kemarin.

S : description.

T : pokoknya, untuk functional text ini dia menggunakan kalimat yang benar, lalu polanya terstruktur, jadi teksnya tidak bertele-tele. Biasanya teks ini digunakan apabila ada kegiatan atau keperluan yang mendesak. Kira – kira apa lagi ya?

S : short message.

T : apa lagi ya? Coba tunjuk tangannya.

S : short message.

T : yaa. Short message. Good.

Oke. Let's go back to the topic. Recount text. Tadi apa itu recount text? Recount text adalah teks yang ... Raise your hand please. Jerry, what is recount text?

S : teks yang mengulang.

T : teks yang mengulang? Jadi apa? Teks yang me...

Kalau teks itu biasanya gimana sih? Teks itu berarti teks yang ...

S : menceritakan.

T : menceritakan tentang apa?

S : teks yang menceritakan kembali suatu peristiwa.

T : ya. Good. Jadi, recount text itu adalah teks yang menceritakan kembali tentang suatu peristiwa yang sudah terjadi.

Why? Why should we learn about Recount text? Okay. Raise your hand please.

S : (raise his hand)

T : iya. Kenapa kita harus belajar recount text? Why?

S : jadi, kita harus menceritakan kembali suatu peristiwa atau kejadian yang sudah terjadi di kehidupan kita.

T : jadi, intinya? Why? Why should we learn about recount text? Karena...

S : itu berguna buat masa depan kita.

T : Because it's usefull for our future. Okay. What else? Kenapa sih kita perlu belajar recount text? Why? Why you should learn about recount text?

S : karena itu materinya..

T : ya. Karena itu materinya. Jadi, kenapa kita harus mempelajari materi itu? Ayo yang disebelah sana. Why should we learn about recount text? Kalau recount text itu kan menceritakan tentang peristiwa yang sudah terjadi. Betuull?

S : betuuul.

T : betuul. Nah, peristiwa yang sudah terjadi itu biasanya tidak terlupakan. Iya nggak?

S : iyaaaa.

T : oke. Coba reza. Coba kamu sebutkan kejadian yang sudah terjadi dan tidak terlupakan. What is your moment that unforgettable in your life?

S : pergi.

T : apa? Pergi? Pergi kemana?

S : pergi ke luar negeri.

T : oke. Pergi ke luar negeri. Pergi kemana?

S : Ke Cibinong. (All students are laugh)

T : what is your unforgettable moment in your life reza?

S : dikasih hadiah.

T : oke. Dikasih hadiah. Dikasih hadiah apa?

S : rahasia bu.

T : apa? rahasia? Coba kalau rahasia, itu hadiah dari siapa?

S : dari orangtua bu.

T : masa dari orangtua rahasia sih? Kalau rahasia itu dari mantan biasanya. (all students laugh)

Oke. Well, coba Ajeng. What is the most unforgettable moment in your life? Apa hal yang tidak pernah dilupakan oleh Ajeng?

S : gak ada bu.

T : nggak ada? Mungkin Ajeng pernah jatuh gitu atau apa?

S : pernah jatuh di depan adik kelas.

T : oh. Ajeng pernah jatuh didepan adik kelas. That was the unforgettable moment.

Coba yang lain..

S : salman bu. Salman.

T : oke. Karena banyak yang request jadi salman what is the unforgettable moments in your life?

S : tangannya tergores bu.

T : ok class. Kalian kan sudah mendengar tiga cerita unforgettable moments dari teman kalian. Coba dari situ, kalian merasa apa sih setelah mendengar cerita teman kalian?

S : kagum.

Senang.

Kasih.

T : jadi, kira – kira why you should learn about recount teks? Selain karena itu bermanfaat. Why?

S : menghibur.

T : menghibur. Apa Bahasa inggris nya menghibur?

S : entertaining.

T : entertain. Okay. Pointnya, why you should learn recount text?

First, to entertain your friends, to entertain the readers, lalu yang kedua kira – kira apa lagi?

Kalua salman kan tadi jarinya sobek atau tergores, jadi salman jangan ceroboh. Kalua made kan jatuh dari sepeda. Jadi, Made harus lebih berhati-hati lagi. Kalau Prima, tadi shampoan pakai odol, jadi Prima harus

S : lebih teliti.

T : yaa Prima harus lebih teliti lagi.

Okay class, why you should learn recount text?

First, to ...

S : to entertain.

T : to entertain. Secondly, to give an.... memberikan apa sih?

S : information.

T : information. Good. So, why should we learn recount text is.. first, to entertain the readers and to give the information. Okay. Good.

Okay. We have review what we have learn. What is recount text?

Recount text is the text that telling the reader about the story that that has been happened. Jadi, menceritakan kepada pembaca tentang pengalaman yang kira-kira sudah terjadi dan tidak pernah bisa untuk dilupakan.

Next, why we have learn recount text?

S : to entertain

T : to entertain. Good. And to give the information to the readers.

Okay. What is the generic structure of recount text? Jadi, recount text itu juga ada generic structurenya. Coba kita inget inget lagi yang kemaren.

Descriptive text. Apa generic structure dari descriptive text?

S : simple present

T : simple present itu tenses yang digunakan.

S : identification.

T : identification, what else?

S : description.

T : description.

S : specific characteristic.

T : specific characteristic. Good.

So, kalau descriptive itu ada tiga generic structure. Yang pertama identification, yang kedua description, dan yang terakhir specific characteristic.

Nah, di trecount text ini juga ada tiga. Apa saja?

First, orientation, second, event, and the third is re-orientation.

Sudah ada gambaran belum kira-kira orientation itu apa sih?

S : orientasi.

T : orientation itu orientasi. Bener sih. Tapi apa apa yang ada di dalam orientation? What is orientation? Orientation itu seperti introductionnya dari part itu. Jadi, pengenalan siapa tokohnya, kapan terjadinya. Itu adalah bagian dari introductionnya.

Lalu, kira-kira event tentang apa?

S : hal-hal yang terjadi.

T : hal-hal yang terjadi atau yang telah dilakukan pada event tersebut.

Lalu, ada yang namanya re-orientation. Re-orientation itu adalah conclusionnya. Kesimpulan dari cerita itu misalnya pelajaran apa yang didapat.

Okay, coba yohana. What is orientation?

S : introduction.

T : introduction. Kira-kira apa yang ada di introductionnya. Siapa tokohnya? Kapan kejadiannya? Dimana kejadiannya?

Kalau event, apa yang harus ada di dalam event? Di event itu harus ada apa aja sih?

S : hal-hal yang telah terjadi.

T : hal-hal yang telah terjadi. Good. jadi, setelah dikenalkan tokohnya, kejadiannya dimana, dimulailah diceritakan hal-hal yang telah terjadi.

Kalau re-orientation itu apa?

S : penutup.

T : ya penutup. Penutupnya berupa apa? Penutupnya berupa ...

S : kesimpulan.

T : ya kesimpulan atau dalam Bahasa inggrisnya?

S : conclusion.

T : conclusion. Good.

(Siswa diminta untuk membacakan teks di papan tulis dan menyebutkan generic structure dari teks yang diminta atau dari teks recount.)

(Guru menanyakan apa saja yang ada di Orientation dan Event pada teks di papan tulis.)

T : sejauh ini, sudah tau apa itu recount text dan generic structure nya?

Dari teks yang ada di papan tulis, tenses apa yang digunakan?

S : past tense.

T : past tense. Good. jadi, ini menceritakan tentang ...

S : masa lalu.

T : masa lalu.

Past tense itu menggunakan verb ke berapa sih?

S : verb dua..

T : verb two. Excellent.

What is recount text? The story that happened in the past.

Why we should learn recount text?

S : to entertain and giving information.

T : to entertain and to give an information to the reader. Good.

The generic structure?

S : orientation, event, and re-orientation.

T : oke. Good. orientation, event, and re-orientation.

Please open your book pages 56.

Read the text and then find the generic structure.

T : ok, last question before I close the class.

What do we learn today?

S : recount text.

T : what is recount text?

S : the story that happened in the past.

T : Why should we learn recount text?

S : to entertain and give an information to the reader.

T : what is the generic structure?

S : orientation, event. Re-orientation.

T : what is the tenses of recount text?

S : past tense.

T : oke thank you for today and see you next week.

OBSERVATIONAL SHEET

VIDEO 2 (B.2)				
Utterance	Focusing Question			
	Factual	Empirical	Productive	Evaluative
<p>T : Have you ever learnt about recount text?</p> <p>S : Yes.</p> <p>T : Who said yes? (ST2 raise his hand) Yes, reziko. Have you ever learnt about recount text?</p> <p>ST2 : Yes.</p> <p>T : What is recount text?</p> <p>ST2 : Menceritakan ulang</p> <p>T : Okay class, reziko said it's about menceritakan ulang, retelling an event. What do you think?</p> <p>Is that correct?</p> <p>Menurut kamu kira-kira apa? Okay , sekarang kita baca text nya. Let's read the text!</p> <p>Yang duduk di belakang, can you read the text? Bisa baca tulisannya?</p> <p>S : Yes miss.</p> <p>T : Okay</p> <p>(ST5 read the text)</p>	✓			
<p>T : Udah yaa, So let's discuss about it. What is adolescence?</p> <p>What do you think?</p> <p>Do you bring your dictionaries?</p>	✓	✓	✓	

<p>S : Bawa.</p> <p>T : okay, my question is what did the writer do? Dimas said the writer took piano lessons on Monday. Good job Dimas!</p> <p>Next, how about on Tuesday? (the teacher point out to one student)</p> <p>S : I took</p> <p>T : Good job. What did the writer do on Tuesday?</p> <p>S : The writer took</p> <p>T : Good job. How about next activities? Aktivitas lainnya? Nobody raise your hand? Okay, coba you yang di belakang ,</p> <p>what is your name?</p> <p>ST14 : Nia</p> <p>T : Nia, what did the writer do on Thursday?</p> <p>ST14 : (no answer, still reading to a text)</p> <p>T : okay, the writer had extra science and math lessons, and on Friday the writer played basketball. On the weekend the writer spend much of the weekend with the writer's family. Okay, that's the writer activities. Okay good. How about you?</p> <p>What did you do on your leisure time?</p> <p>S : (student answer and gambling together)</p>		✓		✓
			✓	✓
	✓			
			✓	✓

<p>T : Did you join any extracurucular here?</p> <p>S : No, yes</p> <p>T : Okay Arya, do you join any extracurricular?</p> <p>Coba, Which club?</p> <p>ST2 : Bulutangkis</p> <p>T : Bulutangkis, okay badminton, Arya join badminton in here. What did you do there?</p> <p>ST2 : latihan</p> <p>T : okay good job, how about others? Yang lainnya? Coba yang lain? Girls, do you follow?</p> <p>S : yes.</p> <p>T : What did you do there?</p> <p>S : (some students answer question together)</p> <p>T : What did you do there Fira?</p> <p>ST6 : do some activity</p> <p>T : okay good job. Coba kamu (teacher pointed out to one of the students), what did you do in your leisure time? Kalau waktu senggang ngapain?</p> <p>ST8 : Les.</p>			✓	
			✓	
			✓	
			✓	
			✓	
			✓	
		✓	✓	
<p>T : Yes, let's see what does it mean by adolescence from the article? Raise your hand!</p>	✓			

<p>What is the meaning?</p> <p>S : (one of student raised her hand)</p> <p>T : Okay Aisyah, what is the meaning of adolescence from the article?</p> <p>ST1 : the time of change between childhood and adulthood.</p> <p>T : Okay, so twelveth and eleventh. I have a question. Let's think about it together. Are you children, teenager, or adult?</p> <p>S : Teenager.</p>	✓			
<p>T : in the past. Good job. What is the goal?</p> <p>S : informing the reader.</p> <p>T : informing the reader. True. The generic structure, there are three parts. Ada 3 bagian, yang pertama?</p> <p>S : Orientation, event, reorientation</p> <p>T : Orientation, event, reorientation. Good job. The first one, orientation tells when it happen, what happen and where it happen. Good. Orientation tells about?</p> <p>S : Orang</p> <p>T : ssssst! Okay, what happen maksudnya kejadiannya. Where did happen?</p> <p>What does it mean?</p> <p>S : Dimana dilaksanakan.</p>	✓			<p>✓</p> <p>✓</p>

<p>T : yaa bagus. Kenapa dilaksanakan , Event, about what happened in sequence. Kejadiananya apa aja dan kejadiannya itu aktivitasnya berurutan. Ada first, second, then. The last part is reorientation, it is optional, apa optional? Bisa ada bisa tidak ada. It is about prsonal comment or evalute some parts of incidents. Personal comments? Pendapat pribadi dari? Pendapat? Dari pe? Pe? Penulisnya. Coba sekarang, let's try to identify which part is orientation, event and reorientation?</p> <p>S : (students gramble together)</p> <p>T : Class, which part is the orientation?</p> <p>S : (one student answer)</p> <p>T : okay, bentar yaa. Coba yang lain dulu. Boys, boys only , which part is the orientation?</p> <p>Yang mana orientationnya?</p> <p>S : (the boys gramble and answer together)</p> <p>T : okay, just try it. Coba... gimana? Coba kamu jawab, which one is the orientation part? Reziko coba jawab. Coba reziko yang mana?</p> <p>ST2 : first paragraph</p> <p>T ; jadi ini kejadian-kejadiannya yaa. How about the last sentence? (teacher point out to one student)</p> <p>S : (still quiet, no answer)</p> <p>T : Apa?</p> <p>S : Reorientation</p>			✓	✓
				✓
				✓
				✓
			✓	
	✓			
	✓			

T : okay good. I was able to control..... okay, what kind of tense does the writer use?	✓			
Tenses, what kind of tenses?	✓			
S : past tense				
T : sudah semua? Okay class, what have we learnt today?				✓
S : recount text				
T : recount text, okay. Di dalam recount text ada apa aja?				✓
S : orientation, event, reorientation				
T : okay, reorientation biasanya ada dimana?				✓
S : the first paragraph				
T : how about event?				✓
S : (some students silent, some stuedents answer second paragraph)				
T : okay, what is event?				✓
S : kejadian kejadian				
T : okay bagus good job. The last one, the orientation.? What is it?				✓
S : personal comments				

E. VIDEO 5 (E.5)				
Utterance	Focusing Question			
	Factual	Empirical	Productive	Evaluative
<p>T : “Ok. For today’s topic will be conducted by me. Jadi kelompoknya faradila hari senin aja. Kita ketemu lagi senin kan? OK. I would like to ask you. What have you learn. What have you learn on the last meeting? Last meeting, we just did the exercises.</p> <p>So, what about the last Thursday? Last thursday.</p> <p>What is the topic?</p> <p>S : “Giving opinoin.”</p> <p>T : “OK. Today is.. Today is Thursday, October 27th 2016. Topic is?”</p> <p>S : “What is agreeing and disagreeing.”</p> <p>T : “No, This is question. I am asking you. What is the today’s topic?”</p> <p>S : “Agree and disagree.”</p> <p>T : “Yes, Agree and disagree. Or agreement and disagreement. What is agree?”</p> <p>S : “Menyetujui.”</p> <p>T : “What is agree?”</p> <p>S : “Menyetujui.”</p> <p>T : “OK. Agree is when you have the same idea with others. Saat kamu memiliki pendapat yang sama. When you are in language other people.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p></p> <p></p> <p></p> <p>✓</p> <p></p> <p>✓</p> <p></p>		<p></p> <p></p> <p></p> <p>✓</p> <p></p> <p>✓</p> <p></p> <p></p>	

<p>Ketika kamu berada di bahasa yang sama dan memiliki jawaban yang sama dengan orang lain. And then what about disagree?"</p> <p>S : "Menolak, tidak mengijinkan."</p> <p>T : "Disagree and reject.</p> <p>What do you think about disagree and rejected? Bedakan? Bedanya apa disagree and rejected? Rejected apa?</p> <p>S : "Menolak."</p> <p>T : "What's about disagree?"</p> <p>S : "Tidak setuju."</p>	✓			
<p>T : "Kalo reject itu bener-bener menolak. Biasanya itu kalo di invite. Misal kalo kamu di invite. Invitation. Trus Itu namanya rejecting. Menolak kalo kamu tidak bisa datang. Tapi kalo disagree, disagree ini itu tidak setuju bukan berarti kamu menolak sama sekali idenya orang lain. Seperti itu. Itu namanya disagree. That's disagree. Paham kan?"</p> <p>S : "Paham."</p>			✓	
<p>T : "No. How If students are allowed to bring mobile phone to school. Bagaimana jika kamu diperbolehkan membawa hp ke sekolah?</p> <p>Kira-kira kamu agree atau disagree?</p> <p>S : "Agree. Disagree. Agree."</p> <p>T : "Why? Give me a reason."</p> <p>S : "....."</p>			✓ ✓ ✓	

<p>T : “Bisa foto-foto, trus yang lain? Do you think it has relations with your study? Maen game gitu. Kira-kira ada kaitannya nggak sama pelajaran?”</p> <p>S : “Nggak.”</p> <p>T: “You agree with this statement. Why?”</p> <p>S : “Boleh, tapi jangan sampe ganggu pelajaran. Misalnya hpnya di pegang gurunya pas pelajaran. boleh maen hp pas diluar jam pelajaran.”</p> <p>T : “When will you state your agreement and disagreement? Kapan sih kamu mengungkapkan kesetujuan dan ketidaksetujuan?”</p> <p>S : “..... diskusi meeting”</p> <p>T : “Tawaran, Diskusi, rapat, meeting. Yeah, disagreement itu digunakan saat discussion ya. When you discuss about certain topic.Misalnya kamu sedang berdiskusi tentang topik tertentu. Misalnya. Contohnya yang kemarin, kehidupan pendidikan di korea utara, seperti itu, itu kan ada pendapat yang setuju dan ada yang tidak setuju. Right?</p> <p>S : “Pembunuh.”</p> <p>T : “Yeah. Pembunuh.”</p> <p>“I have a video. I have a video. Hello? I hope, you pay attention to the expresion of agreement and disagreement. Jadi perhatikan baik-baik ya.”</p> <p>“OK. What is the situation? Situasi apa sih itu?”</p> <p>S : “Rapat, diskusi.”</p> <p>T : “Yeah. Rapat, diskusi. Ya, meeting bener, diskusi bener. Rapat itu meeting. Bahasa inggrisnya rapat itu meeting.”</p>		✓		
		✓		
			✓	
				✓
			✓	

<p>“I would ask you. Does agree with Mike statements?”</p> <p>S : “NO.</p> <p>T : “No. setuju nggak si sama pendapatnya Mike?”</p> <p>S : “NO.”</p>			✓	✓
<p>T : explain the right answer</p> <p>“Blablabla”</p> <p>“I think, he is the right person for that position. Artinya apa? Dia orang yang tepat untuk posisi itu. Trus kata blabla dia memiliki pengalaman yang lebih bagus, pengalaman yang luar biasa.</p> <p>Menurut kamu, itu setuju atau nggak?”</p> <p>S : “Setuju”</p> <p>T : “Tadi siapa yang jawabannya I don’t accepted? Itu jawaban yang salah. Berarti jawab yang bener adalah”</p> <p>S : “B. D. B. D”</p> <p>T : “What is your answer?”</p> <p>S : “C”</p>	✓		✓	<p>✓</p> <p>✓</p>

F. VIDEO 6 (F.6)				
Utterance	Focusing Question			
	Factual	Empirical	Productive	Evaluative
<p>T : I'm very well thank you. Ok. Today, we will learn about recount text. So, what is recount text? Recount text. Recount. Kira – kira apa sih recount text itu?</p> <p>ST5: menghitung ulang</p> <p>T : menghitung ulang? Okay. What else?</p> <p>ST2: membaca ulang.</p> <p>T : membaca ulang? Okay. Ayo siapa lagi yang tau?</p> <p>What is recount text?</p> <p>ST1: bacaan.</p> <p>T : apa? Menceritakan ulang sebuah bacaan. Ok. Aldo. Please read the title on your book.</p> <p>ST1: the unforgettable holiday.</p> <p>T : berarti, kalau sesuatu yang tidak bisa dilupakan itu sudah terjadi atau belum terjadi?</p> <p>S : sudah</p>	<p>✓</p> <p>✓</p>		<p>✓</p> <p>✓</p>	<p>✓</p>
<p>T : Oke. Let's go back to the topic. Recount text. Tadi apa itu recount text? Recount text adalah teks yang ... Raise your hand please.</p> <p>Jerry, what is recount text?</p> <p>S : teks yang mengulang</p>	<p>✓</p> <p>✓</p>			

<p>T : menceritakan tentang apa?</p> <p>S : teks yang menceritakan kembali suatu peristiwa.</p> <p>T : ya. Good. Jadi, recount text itu adalah teks yang menceritakan kembali tentang suatu peristiwa yang sudah terjadi.</p>			✓	
<p>T : menghibur. Apa Bahasa Inggris nya menghibur?</p> <p>S : entertaining</p> <p>T : Okay class, why you should learn recount text?</p> <p>First, to ...</p> <p>S : to entertain.</p> <p>T : to entertain. Secondly, to give an.... memberikan apa sih?</p> <p>S : information.</p> <p>T : information. Good. So, why should we learn recount text is.. first, to entertain the readers and to give the information. Okay. Good.</p> <p>Okay. We have review what we have learn. What is recount text?</p> <p>Recount text is the text that telling the reader about the story that that has been happened. Jadi, menceritakan kepada pembaca tentang pengalaman yang kira-kira sudah terjadi dan tidak pernah bisa untuk dilupakan.</p> <p>Next, why we have learn recount text?</p> <p>S : to entertain</p> <p>T : Sudah ada gambaran belum kira-kira orientation itu apa sih?</p>		<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	✓

<p>S : orientasi.</p> <p>T : Lalu, kira-kira event tentang apa?</p> <p>S : hal-hal yang terjadi.</p> <p>T : hal-hal yang terjadi atau yang telah dilakukan pada event tersebut.</p> <p>Lalu, ada yang namanya re-orientation. Re-orientation itu adalah conclusionnya. Kesimpulan dari cerita itu misalnya pelajaran apa yang didapat.</p> <p>Okay, coba yohana. What is orientation?</p> <p>ST26: introduction.</p> <p>T : introduction. Kira-kira apa yang ada di introductionnya. Siapa tokohnya? Kapan terjadiannya? Dimana terjadiannya?</p> <p>Kalau event, apa yang harus ada di dalam event? Di event itu harus ada apa aja sih?</p> <p>S : hal-hal yang telah terjadi.</p> <p>T : hal-hal yang telah terjadi. Good. jadi, setelah dikenalkan tokohnya, terjadiannya dimana, dimulailah diceritakan hal-hal yang telah terjadi.</p> <p>Kalau re-orientation itu apa?</p> <p>S : penutup.</p> <p>T : ya penutup. Penutupnya berupa apa?</p> <p>S : kesimpulan.</p> <p>T : ya kesimpulan atau dalam Bahasa inggrisnya?</p> <p>S : conclusion.</p>	✓	✓	✓	✓
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T : conclusion. Good.				
<p>T : sejauh ini, sudah tau apa itu recount text dan generic structure nya?</p> <p>Dari teks yang ada di papan tulis, tenses apa yang digunakan?</p> <p>S : past tense.</p> <p>T : Past tense itu menggunakan verb ke berapa sih?</p> <p>S : verb dua..</p> <p>T : verb two. Excellent.</p> <p>What is recount text?</p> <p>S : The story that happened in the past.</p> <p>T : Why we should learn recount text?</p> <p>S : to entertain and giving information.</p> <p>T : to entertain and to give an information to the reader. Good.</p> <p>The generic structure?</p> <p>S : orientation, event, and re-orientation.</p> <p>T : oke. Good. orientation, event, and re-orientation.</p> <p>Please open your book pages 56.</p> <p>Read the text and then find the generic structure.</p> <p>T : ok, last question before I close the class.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>✓</p> <p>✓</p>	

<p>What do we learn today?</p> <p>S : recount text.</p> <p>T : what is recount text?</p> <p>S : the story that happened in the past.</p> <p>T : Why should we learn recount text?</p> <p>S : to entertain and give an information to the reader.</p> <p>T : what is the generic structure?</p> <p>S : orientation, event. Re-orientation.</p> <p>T : what is the tenses of recount text?</p> <p>S : past tense.</p> <p>T : oke thank you for today and see you next week.</p>				<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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Biografi Penulis



Nama Lengkap penulis ialah Annisa Leonie Hapsari, lahir di Semarang pada tanggal 24 Juli 1994, merupakan anak pertama dari 2 bersaudara dari pasangan Bapak M. Aris Basoeki dan ibu Sofiana. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis beralamat di Perumahan Tridaya Indah 4 Jalan Salak Blok C2 no. 11 RT 01 RW 12, Kelurahan Tridaya Sakti, Kecamatan Tambun Selatan.

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Penulis