

**Probing Questions in English Classroom:
A study of Teaching Practice (Praktik Keterampilan
Mengajar) English Department Students Year 2016**



*Building
Future
Leaders*

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“Sarjana Pendidikan”**

ENGLISH DEPARTMENT

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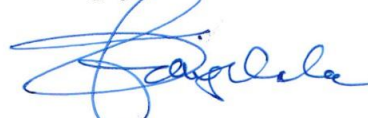
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ABSTRACT

SELVIA GUMAY. Probing Questions In English Classroom: A Study Of Teaching Practice (Praktik Keterampilan Mengajar) English Department Students Year 2016. **Thesis. Jakarta: English Department, Faculty of Language and Arts. Universitas Negeri Jakarta. January. 2017.**

Probing question as part of basic teaching skills becomes a substantial aspect in teaching learning activities to dig up students' higher order thinking. This study aimed to investigate the types of probing questions used by English Department practice teachers year 2016 of State University of Jakarta. This study implemented qualitative research which focused on classroom observation. Data of this study were probing question utterances asked by practicesd teacher during teaching learning process. The instrument of this study was classroom observational sheet. The data source of this study were 3 English Department PKM students and students of 3 class in SMP Negeri 97 and SMP Negeri 139. The result of the study is in average all types of probing questions found in three English Department PKM students, however only 1 student employed all types of probing question and prompting probing question is the most frequent used by the practice teachers. The study also showed that probing question used in delivering material section in English teaching-learning process. The study also showed that the students were able to respond probing questions used by practice teacher by think correctly and critically while the teacher probed them with probing questions.

Keywords: Probing Question, Students' higher order thinking, English classroom, Teaching practice.

ABSTRAK

SELVIA GUMAY. *Pertanyaan Menggali di Kelas Bahasa Inggris: Penelitian Terkait Praktik Keterampilan Mengajar Mahasiswa Bahasa Inggris Tahun 2016. Skripsi. Jakarta: Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Januari. 2017.*

Pertanyaan menggali sebagai bagian dari kemampuan dasar mengajar menjadi aspek yang penting dalam aktivitas pembelajaran untuk menggali pemikiran yang lebih tinggi dari peserta didik. Penelitian ini bertujuan untuk menginvestigasi tipe-tipe pertanyaan menggali yang digunakan oleh guru praktik Jurusan Bahasa Inggris tahun 2016 Universitas Negeri Jakarta. Penelitian ini mengimplementasikan metodologi kualitatif dimana pengamatan kelas menjadi fokus penelitiannya. Data dari penelitian ini adalah ungkapan pertanyaan menggali yang ditanyakan oleh guru praktik selama proses belajar pembelajaran berlangsung. Instrumen penelitian ini adalah lembar observasi kelas. Sumber data penelitian ini adalah 3 mahasiswa PKM Bahasa Inggris dan peserta didik dari 3 kelas di SMP Negeri 97 dan SMP Negeri 139. Hasil dari penelitian ini adalah rata-rata semua tipe pertanyaan menggali ditemukan pada mahasiswa PKM Bahasa Inggris, namun hanya 1 mahasiswa yang menggunakan semua tipe pertanyaan menggali dan pertanyaan menggali tipe *prompting* adalah tipe yang paling sering digunakan oleh guru praktik. Penelitian ini juga menunjukkan bahawa pertanyaan menggali digunakan pada saat sesi menerangkan materi dalam proses belajar-pembelajaran dalam kelas Bahasa Inggris. Penelitian ini juga menunjukkan bahwa peserta didik bisa merespon pertanyaan menggali yang digunakan oleh guru praktik dengan berfikir secara benar dan lebih kritis ketika guru menggali pengetahuan mereka dengan pertanyaan menggali.

Kata Kunci: *Pertanyaan Menggali, Pemikiran Peserta Didik Pada Tingkat Lebih Tinggi, Kelas Bahasa Inggris, Praktik Keterampilan Mengajar*

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The skripsi entitled “ Probing Questions in English Classroom: A Study of Teaching Practice (Praktik Keterampilan Mengajar) English Department Students Year 2016” is submitted as the final requirement in accomplishing bachelor's degree in English Language Education of State University of Jakarta. In arranging this skripsi, a lot of people have provided motivation, advice, and support for the researcher. This skripsi wouldn't have been possible without the help, support and patience of her first advisor Dr. Siti Drivoka Sulistyaningrum, M.Pd for her supervision, advice and guidance from the early stage of this research. A sincere gratitude also goes to her second advisor Dr. Zuharty, M.Pd who has helped her patiently finishing this bachelor's degree by giving suggestion, guidance, and correction until the completion of this skripsi.

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CHAPTER I

INTRODUCTION

In this chapter, it describes the background of study, the problems of the study, the purpose, the significance and the scope of the study.

1.1. Background of the Study

A teacher has role in classroom as a guide, facilitator and a manager of the students (Educasia Teacher's Book, Thaybay Education Foundation, August 2013, p.9). Teachers as an effective facilitator means they are able to interest students and motivate them to take part actively in class and understand the lesson. To do this, there are several skills that must belong to an educator.

As stated by Gilcman (1991) that basic teaching skill is the most specific instructional behaviours or skills that must belong to a teacher, lecture, instructor in order to teach effectively, efficient and professional. 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. Competencies refers to a set of knowledge, skills, and behaviors that should be owned, mastered, and actualized by teachers.

As the experiences of the the researcher in PKM course, it could be observed that the practice teacher were not aware of using probing questions

as the skills needed to dig up students' understanding. Moreover, the variety of questions used were not focused on by them. Whereas, kinds of questions can lead the teacher to attract students' activeness and understanding the lessons effectively.

Guiding students to be active in class and understand the lessons can be held by using a question. A question as part of basic teaching skills is any sentences which has an interrogative form or function (Oxford Dictionary). In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it (Cotton, 2009).

Related to the importance of using question in class, teacher uses question for several aims; to help students review, to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities and cut down on disruptive behavior, to help determine grades, to encourage discussion, to discourage inattentiveness, and for other reasons and purposes (Blosser, 2000).

Blosser (2000) claimed that there are variety of questioning strategy that lead students to think. They are probing question, factual question, divergent question, higher order question, affective question, and structuring question. This study will concentrate on the use of probing question in English classroom. Rabadi (2007) defined probing question as the sequential questions provided by the teacher after a student answers a

question, and they might include a new formulation or hints intended to guide the student to obtain the correct answers or improve the quality of the answers.

Probing question strategy has significant role in digging up students' higher order thinking. It is demonstrated as each probing question proposed by a teacher has function to deepen and expand students' answers and understandings. 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 probing question that required higher-order thinking. In this case, probing question can be a key to practice the skills.

Universitas Negeri Jakarta as the educational institution, that produces the regeneration of credible educators, provides several courses to create knowledge and skills of teaching which aimed to produce professional teacher. As an example, English Educational Study Program provides Language Learning Teaching Theories, English Language Teaching Methodoloy I and Peer Teaching which become the pre-requisite subject for Teaching Practice or *Praktik Keterampilan Mengajar* course.

According to Academic Handbook of Language and Art Faculty (2012), *Praktik Keterampilan Mengajar* or in short PKM is one of core subjects that must be taken by students who majoring in education, particularly in English education PKM. In this course, educational student must practice all of competencies which is obtained in class. The competencies are social, personal, competencies and pedagogical.

A number of researchers have conducted to study about teachers' questions and the purposes of them. Ewing and Whittington (2007) studied about types of questions did professors ask during 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 researches focused on types of questions used by a professor who can not be doubted as a professional one. Meanwhile, this study focuses on PKM students who are practicing and applying all theories and all teachers' competencies that they have obtained from pedagogical subjects.

Nurfitriany (2016) also studied about types of teachers's question for improving student's participation in class. She found that the teacher most often uses question at low cognitive level in improving student's participation. She observed an English teacher who has been certified to be a professional one in SMP Negeri 91 Jakarta. She also only observed how teacher uses a question to improve student's participation, without any classifying of types of questions. If we concern on her topic, it can be

concluded that she focuses on probing questions. Expectantly, this study can complete the classification of the questions which belongs to probing question. Besides that, this study observes types of question used by English Department PKM students. Thus, we can see the differences between types of question used by a professional and practice teachers.

1.2. Research Questions

Concerned on the background of study above, the research questions of the study are stated as follow:

1. What types of probing question used by ED PKM students in English classroom of Junior High School?
2. What types of probing questions dominantly used?
3. In what situation does the probing question used by ED PKM students in English classroom of Junior High School?
4. How do the students respond the probing questions?

1.3. Purposes of Study

This study is significant to be conducted as it is able to ascertain the use of probing question in English classroom. Thus, the researcher deliberates to observe and analyze the reality of English Department PKM students use probing questions in classroom. The researcher aims to investigate the types, the situation occur, and the response of students while

probing questions used in English classroom by PKM students year 2013 of State University of Jakarta.

1.4. Significance of Study

The researcher expects that the result of this study is able to be used as a reference for PKM students in improving their questioning skills used in English classroom. This study also hopefully can be used for further study as a reference for education discipline, especially in the field of questioning skill as the element of basic teaching skills. The researcher expects that this research can give contribution to the improvement on teaching practice or PKM in the field of basic teaching skills.

In addition, the researcher expects that this study will give contribution as additional insights for the guideline to make practice teacher and professional teacher become aware toward the use of questioning skills, especially while conducting all type of probing question. Last, it is also expected that the study will be able to evaluate the basic teaching skills obtained by ED PKM students in English Language Teaching Methodology 1 and Peer Teaching subjects.

1.5. Scope of Study

The scope of study is the use of probing questions in English classrooms which are taught by ED PKM students year 2016 at SMP Negeri 139 and SMP Negeri 97 East Jakarta.

CHAPTER II

LITERATURE REVIEW

This chapter discussed the literature review which described prompting and probing questions related with the purpose of the questions used by practice teacher (PKM students).

2.1 Teacher's Question

Question is any sentence which has an interrogative form or function (Cotton, 2009). Related to the questioning skills used by a teacher in class, classroom questioning is the skill of the elicitation method of teaching that is student-oriented and advocated today, gives an incentive to communicative activities in English (Xiaoyan Ma, 2008). Questioning has a significant role in teaching-learning activity. Aschner (1961) stated that asking a question is one of the basic ways by which the teacher stimulates student thinking and learning.

The importance of questioning in class deals with a teacher as a facilitator. A good facilitator means he or she is able to interest students and motivate them to take part actively in class and understand the lesson (Educasia Teacher's Book, Thaybay Education Foundation, August 2013, p.9). They are triggered by teacher's question in developing their answers and improving their understanding.

White and Lightbown (1984) stated that teachers tend to dominate the class, control the topics and speaking turns of the conversations, and ask most of the questions. It shows that teacher's question plays a key role in delivering the lesson. Question can trigger students to think and let them to understand the lesson by themselves. Small (2008) stated that students are recognized as the ones who are actively creating their own knowledge. The question can lead the students to connect with what teacher intended to teach, as a result they are able to understand the course easily. Hence, teacher's question is inevitably to be used by a teacher.

2.2 Probing Question

2.2.1 The Definitions of Probing Question

Rabadi (2007) defined probing question as the sequential questions provided by the teacher after a student answers a question, and they might include a new formulation or hints intended to guide the student to obtain the correct answers or improve the quality of the answers. The definition shows that probing question has a significant role in enhancing student's understanding and correcting students' answers.

Blosser (2000) stated that probing question is series of questions which require students to go beyond the first response. Subsequent teacher questions are formed on the basis of the student's response. It means that the form of probing questions used by a teacher obtained based on student's

response. The teacher leads the student to expand their answers by using probing question.

Teacher uses a question generally has some initial purpose and form before class begins, meanwhile probing question is formed depending on students' answers or responses. It relates with the purpose of using a probing question itself. Magthwi (2015) stated that probing question as the type of questions posed by the teacher after the initial response to a question was previously posed.

As defined by some experts, probing question is implemented practically by triggering a pre-question to trigger student's first response, then the answers are observed by a teacher in order to form a probing question. Types of probing questions formed depends on the quality of the answers. They are clarification, prompting, refocusing, switch, and critical probing questions (Blosser, 2000) .

2.2.2 The Importance of Probing Question

Probing question has clearly defined as the question that is posed after students' first response in order to correct and expand students' answer and understanding. It is vulnerably used by a teacher as a tool to enhance students' cognitive level of thinking in class. Moreover, in 21st century learning which demands us to have critical thinking skills. Probing question has the significant role in guiding the students to think. Schwart and Ficher (2006) proposed that to deepen understanding of a lesson, a teacher might

ask students probing question that required higher-order thinking. Related with the study, the researcher focuses on the importance of probing question in class.

Saada (2006) stated that probing question has several characteristics that support teacher to use it in class. Probing question is able to rectify the student's answer without resorting to the use of corporal punishment or to sentences repulsive of values, call for the development of the initial responses of the student, helps in the in-depth analysis of the content of its multiple elements such as facts, concepts, principles, laws and theories, and recognizing the relationships between them, expand the base of the participating students, especially when using the switch or refocusing probing questions.

The importance of the probing question also benefits for a teacher as a facilitator in class, such as being a thought-provoking, encouraging students' activeness and participation, delving deeper into the subject matter or issue being discussed, leading to a better understanding by the students. The teacher also involve to be a director, guider, and a thought- provoker.

2.2.3 Types of Probing Question

Jawdat (2006), Nabhan and Yahia (2008), and Younis (2007) divided probing question into five types:

1. Clarification Probing Question

Clarification probing question is kind of probing question that is used to respond students' answers and understandings in order to clarify and convince their answers. This kind of question deals with probing question's purpose, expanding students' answers. Clarification probing question can be actual applicated as follow: what exactly do you mean?, will you please rephrase your statement?, could you elaborate on that point?, what did you mean by the term. . .? (Blosser, 2000).

Based on the example, it can be looked that probing question use kind of question utterances that aim to deepen students' understanding and convince their answers so that the answers and the understanding come truely from their cognitive thinking.

2. Prompting Probing Question

Jawdat (2006) defined prompting probing question as kind of question that is used as follow-up to the unanswered question. It is used to correct students' misunderstanding, wrong answers, and unanswered question. It rewords the original question with clues added. Blosser (2000) suggested some forms of prompting probing question as follow:

Teacher : "John, what's the square root of 94?"

John : "I don't know."

Teacher : "Well, what's the square root of 100?"

John : "Ten."

Teacher : "And the square root of 81?"

John : "Nine."

Teacher : "Then what do we know about the square root of 94?"

John : "It's between nine and ten."

Based on the dialogue, it shows that John at first is not able to answer the teacher. However, the teacher tries to dig up John's thinking initially, prompting his answers thoroughly, finally he can get his true answers. Probing question deals with the purpose of using probing question which is correcting students' answers and understandings.

3. Refocusing Probing Question

Refocusing probing question is defined as kind of question that relates the topic discussed with the reality of life or the implication in another cases. Blosser (2000) stated that this kind of question deals with the purpose of probing question, expanding students' understanding. If we concern with the definition, it truly deepen students' understanding by trying to implicate the theory understanding to the cases or reality of life. Refocusing probing question can be applicated as follow: if this is true, what are the implications for . . . ?, how does John's answer relate to . . . ?, can you relate this to . . . ?, lets analyze that answer.

Refocusing probing question also can be used to analyze the students' answers. It means that this kind of question can help the teacher to

evaluate and analyze the lesson taught. It can play a significant role in students' cognitive level of thinking as it needs higher order thinking to understand the theory to be practical used in reality of life.

4. Switch Probing Question

Blosser (2000) defined switch probing question as a kind of sentence that is used to convince and expand students' understanding by switching or alternating the question into different students. In this case, the teacher tries to convince student understanding at all in class. So, the teacher asks to one student about one topic and then switch the same question into another student. It aims to convince all students in class cope with the explanation given. It belongs to probing question as it expand students' thinking. It can be observed as the dialogue below:

Teacher : "What is the theme of Hemmingway's 'Old Man and the Sea'?"

Sam : "It's about an old man's courage in catching a fish."

Teacher : "Mary, do you agree?" or "Mary, do you think it's that simple?"
or: "Mary, can you elaborate on Sam's answer?" (it is aimed to another student)

Mary : "Yes mam, I am in the same opinion as Sam."

Teacher : "Yes, what is it?"

Based on the dialogue, it can be observed that the teacher initially asks the questions into Sam, then Sam answers, then the teacher asks the same question to Mary in order to make sure that Mary cope with the explanation

or not, and of course to expand the answers by asking Mary to elaborate her answers.

5. Critical Probing Question

Critical Probing Question as defined by Blosser (2000), is a kind of sentence that is used by criticizing students' answers to convince and expand their understand. It is used not because the students' answers are not incorrecr, otherwise to expand their understanding and to know how the students get their answers. Blosser (2000) proposed some utterances to actualize the critical probing questions, such as *what are you assuming?*, *what are your reasons for thinking that is so?*, *is that all there is to it?*, *how many questions are we trying to answer here?*, *how would an opponent of this point of view respond?*.

2.3 Purposes of Using Question

Loughlin wrote that question used by a teacher must have several aims to be conducted and it must be clear and based on true principal. It means that a tacher as a guider, faciliatator and director can use a question as a tool to lead students to think critically and independtllly. Using a question in 21st century learning is good to initiate students' activeness and thinkingb independtly while learning in class.

Blosser (2000) stated that there are several aims to use a question; helping students review, checking on comprehension, stimulating critical thinking, encouraging creativity, emphasizing a point, controlling classroom

activities and cutting down on disruptive behavior, helping determine grades, encouraging discussion, discouraging inattentiveness. The questions also function as a feedback for learning.

2.4 Teaching Practice (PKM)

According to academic handbook of language and art faculty (2012), PKM is a course which the educational students implement all theory about teaching in a real practice. The practice activity held through observation, guided practice, reflection and independent practice. The practice held in real school where the practice teacher will face the students for real teaching.

PKM is a continuation of the course LLTT and ELTM 1 and 2. In those subjects, students are trained to practice basic teaching skills which include eight competencies, they are set induction and set enclosure skills, classroom management skills, explaining skills, questioning skills, giving reinforcement, giving variation, groups and individuals management skills, and guiding small group discussion. Those skills must be mastered by the practice teacher in order to be good and prepared professional teacher.

2.5. Theoretical Framework

Teacher has a role as a guide, facilitator, and a manager of the students. It means that a teacher leads and facilitates the students to understand the lesson. Being an effective teacher means that an educator must be able to lead the students understanding the lesson well. However,

understanding the lesson expectantly will not always come from the teacher that leads the class to be teacher centeredness. A teacher can use a question to lead students understand the lesson critically.

This study focuses on the use of probing question in English teaching practice class. The study observed the types of probing question used by practice teachers in English classroom of Junior High School. The utterances of probing questions used in English classroom which is recorded by the researcher are the data sources in this study.

CHAPTER III

METHODOLOGY

This chapter describes the methodology of the research. It includes research design, the time and place of the research, the data and the data source, the instrument of the research, the procedure of data collection and data analysis.

3.1. Research Design

This research conducted qualitative reaserch which defines that the procedures findings not arrived at by statistical procedures or other means of quantification (Strauss & Corbin, 1998) . The qualitative research that used in this study is descriptive qualitative “Descriptive method is used to describe systematically a situation or area of interest factually and accurately” (Issaac & Michael, 1982). It is used to find out the result of study by observing and describing a video. It is applied by trancribing the video and find out the teacher-students utterences in terms of the use of questioning and the response.

3.2 Time and Place of The Study

The study was conducted in SMP Negeri 139 which is located in Pondok Kopi East Jakarta and SMP Negeri 97 which is located in Utan

Kayu East Jakarta, The research was conducted from August-November 2016.

3.3 Data and Data Source

The data of the study were probing 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 classroom observational sheet as the instrument to crosscheck for data validation of class activities which is recorded by the reasearcer. This sheet is designed based on the theory for types probing questions as stated by Saada (2006), Nabhan and Yahia (2008), and Younis (2007) who divided probing question into five types; clarifying, prompting, refocusing, switching, and criticizing.

Observational Sheet						
No.	Utterances	Types Probing Question				
		Clarifying	Prompting	Refocusing	Switch	Critical

Table 1

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.

3.6 Data Analysis Procedure

Researcher used classroom observational sheet and these are the steps to analyse 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 probing questions.
(Table 1)
4. Researcher described the use of probing questions used by ED PKM students.
5. Researcher counted the numbers of types of probing question used.
6. Researcher wrote the conclusion based on the result: how probing questions used and the types of probing questions used by ED PKM students.
7. Researcher interpreted the result of the study.

CHAPTER IV

FINDINGS 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 probing question that is in English teaching practice. The data of the research were three practice teachers' utterances that related to probing question. The data source of the research were three practice teachers engaged 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 probing question were analyzed by looking at the probing questions employed by practice teachers during English teaching and learning process.

4.2 Findings and Discussions

Following parts are findings and discussions to answer the research question *“What are types of probing question used by ED PKM students in English classroom of Junior High School?”*

4.2.1. Types of Probing Question Used by Practice Teachers

Jawdat (2006), Nabhan and Yahia (2008), and Younis (2007) divided probing question into five types, they are; clarification, prompting, refocusing, switch, and vritical probing question

4.2.1.1. Clarification Probing Question

Clarification probing question deals with the use of teacher's question in order to deepen and expand students' answers (Blosser, 2000). Clarification probing question also deals with the intention to convince students' understanding. The answers of the students can be a sign whether they master the knowledge completely or not. Ordinarily, clarification probing question used by a teacher while explaining and evaluating students answers and understanding. In this section, the questions will make sure and expand students' understandings.

Extract 1

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.

Based on Extract 1, the highlighted utterances are categorized as clarification probing questions. The practice teacher used probing question to make sure their understandings, so that it could be categorized as clarification probing question. The practice teacher convinced and clarified students' answers as she observed that there were some problems while understanding the topic, so she wanted to make sure whether all students stood in same perspective.

It is compliance as has been stated by Blosser (2000) that clarification probing question is kind of question that is used to respond students' answers in order to clarify and convince their understandings

Extract 2

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.

Extract 2 presented that clarification probing questions again were used by practice teacher. It belonged to this type as the practice teacher asked about the confidence of their understandings. The practice teacher convince students' answers by asking their certainty for their answers. This kind of question was intended to make sure students' beliefness of the

answers. Again, this kind of question was used by a practice teacher as she observed that the student was not confidence enough with his answer.

Extract 3

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

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.

As observed in Extract 3, clarification probing question was used by applicated the question word *what*. This question belonged to clarification probing question 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 or some cases. It was similar with the purpose intended by practice teacher which is she wanted to deepen students' answers. The practice teacher had the intention to dig up what actually student understood his answer itself.

It is compliance as has been stated by Blosser (2000) that clarification probing question is kind of question that is used to respond students' answers in order to clarify and convince their understandings

Extract 4

T: "Yang bener. What is agree?"

S: "Menyetujui."

T: "What does it 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: "eeeeeeee."

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

Extract 4 showed the use of clarification probing question. The practice teacher used probing question to clarify students' understanding. Clarication probing question in this utterance also used to convince students understanding after several explanations. The practice teacher tried to evaluate the students by asking the same questions with the topic repeatedly. This utterance showed that the practice teacher really wanted to make sure the understandings obtained by the students. The intention was to make sure that the student was in the true track with the topic.

It is compliance as has been stated by Blosser (2000) that clarification probing question is kind of question that is used to respond students' answers in order to clarify and convince their understandings

Extract 5

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?

Based on extract 5, the practice teacher used clarification probing question to evaluate the lessons. The practice teacher used question words which were intendedly used to clarify whether the answers true or not. The intention was to evaluate the lessons discussed.

From those utterance discussions, it could be observed that practice students B.2, E.5 and F.6 used clarification probing questions only with the question word *what* and clarifying question word such as *are you sure and is it true*. Actually, there are still more variations of using clarification probing questions. As stated by Blosser (2000) that there are several utterances that can be applicated, such as *what exactly do you mean?*, will

you please rephrase your statement?, could you elaborate on that point?, what did you mean by the term. . .? .

It also could be observed that the practiced teacher employed clarification probing question while they were asking about the students' conviction of their answers and understandings. The practiced teacher clarified the students answers while they were explaining the materials in main activity of English classroom. It was intended to expand students' answers of the topic. As stated by Blosser (2000) that clarification probing questions are formed after students' answers the teacher question in order to clarify and expand their understandings.

4.2.1.2. Prompting Probing Question

Saada (2006) defined prompting probing question as a kind of question that is used as follow-up to the unanswered question. It is used to correct students' misunderstanding, wrong answers, and unanswered question. It rewords the original question with clues added. It is able to be used practically based on students' wrong answers. The intention is to correct students' misunderstanding with the topic discussed. In this reasearch, practice teacher mostly used prompting probing question to correct students' misunderstandings in order to make sure students in the true track while she was explaining in the class.

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.

Extract 6 showed that the practice teacher used prompting probing questions. In this utterance, the practice teacher firstly confirm students' answers. When she knew that the answer was wrong, she tried to dig up first understanding of the students, eventhough it was wrong. After that, she tried to compare the student's wrong answer with the true one, then the student thought and compares her answer. Then, she realized her misunderstanding and finally she knew answer and understood the topic correctly.

In this research, practice teacher used some clarifying and correcting questions such as *oke bearti perkembangan apa saja , coba lihat lagi apa saja perkembangan fisiknya, etc* to actualize prompting probing question. This section is compliance with the concept of prompting question stated by Jawdat (2006) that prompting probing question is kind of question that is used as follow-up to the unanswered question misunderstanding and wrong answers.

Extract 7

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

Extract 7 showed that the practice teacher used prompting probing questions. The practice teacher used prompting probing question by emphasizing the questions in order to correct student's answer which was

understood wrongly as the student did not understand the aim of the questions. By emphasizing the question, the student will answer correctly. The intention again was to correct student's answer and understanding by clarifying and emphasizing the answers. This section is compliance with the concept of prompting question stated by Jawdat (2006) that prompting probing question is kind of question that is used as follow-up to the unanswered question misunderstanding and wrong answers.

It also could be observed that the practiced teacher employed prompting probing question while they would like to follow up students' wrong answers and unanswered question. The practiced teacher correct the students answers while they were explaining the materials in main activity of English classroom and they were asking some questions related to the topic discussed but the students answer the question incorrectly. It was intended to correct students' answers and understanding of the topic. As stated by Saada (2006) that prompting probing questions are formed after students' wrong answer in order to correct their understandings.

4.2.1.3. Refocusing Probing Question

Refocusing probing question is defined as kind of question that relates the topic discussed with the reality of life or the implication in another cases. Blosser (2000) stated that this kind of question deals with the purpose of probing question, expanding students' understanding. In this reasearch,

refocusing probing questions were used by the practice teacher by relating the topic discussed with the fact faced by the students.

Extract 8

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 : Teenager.

T : Are you sure?

S : Yes.

T : Yes, you are all teenagers, right? So, do you experience 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?

As observed in Extract 8, the practice teacher used refocusing probing questions. She used refocusing probing questions in order to deepen students' understanding. She also applied the question to expand the students' understanding. She tried to relate the topic with the reality faced by the student by asking *are you experiencing adolescence now, are you children, teenager, or adult*. The intention was to dig up students' higher order thinking as the skills needed in 21st century era. This section is compliance with the concept of refocusing probing question stated by Blosser (2000) that refocusing probing question is defined as kind of question that relates the topic discussed with the reality of life or the implication in another cases.

It also could be observed that the practiced teacher employed refocusing probing question while they were asking about students' understandings and would like to expand their understanding by relating the topic discussed to the reality of life. They used the questions while they were explaining the materials in main activity, which explaining the materials, in English classroom and they would like to convince and expand students' understandings. As stated by Blosser (2000) that refocusing probing questions are formed after one students' answers the teacher question in order to check and expand their understandings.

4.2.1.4. Switch Probing Question

Blosser (2000) stated that switch probing question is a kind of sentence that is used to convince and expand students' understanding by switching or alternating the question into different students. In this case, the teacher tries to convince all students understanding the subject discussed. Thus, the teacher asks to one student about one topic and then switch the same question into another student. It aims to convince all students in class cope with the explanation given. It belongs to probing question as it expand students' thinking.

Extract 9

T : "Ade dengeriiiiin jawabannya B."

"Ya rizal yang kenceng. Langsung aja no 9."

S : (read)

T : "Jawabannya apa? B? C?"

S : "....."

T : " Are you sure?"

"Do you think so, the answer is C?"

"Any other answer?"

"Ya, Fahri."

S : "B"

T : "Yang benar jawabannya B"

S : "Yeah"

T : "Bukan. Bukan jawaban. Maksudnya saya nanya Yang benar jawabannya B? Are you sure the answer B?"

S : Sure

T : "Coba baca lagi? Apa coba?"

"Jadi jawabannyaaaaaaaa A."

S : "YEYEYE. HORE"

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

S : “Iya.”

T : “Coba apa alasannya?”

S : “.....”

T : “Yeeeeeee. Gimana?”

“Fahri. Fahri. Apa jawabannya?”

S: “B kan.”

T : “Apa alasannya?”

S : “ (nama siswa) yang kasih tau.”

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

S : “.....”

As observed in Extract 9, the practice teacher used switch probing question. The practice teacher used the switch probing question by asking understanding to one student firstly and switch to another student. It can be observed in the highlighted utterances in Extract 9. The intention was to make sure that all students understand well the lessons. Besides that, this type of question used by practice teacher to evaluate the topic discussed. This section is compliance with the concept of switch probing question stated by Blosser (2000) that switch probing question as a kind of sentence that is used to convince and expand students' understanding by switching or alternating the question into different students. In this case, the teacher tries to convince student understanding at all in class.

It also could be observed that the practiced teacher employed switch probing question while they were asking about all students' understandings

in order to check their understandings. The practiced teacher probed the students with switch questions while they were explaining the materials in main activity of English classroom and they checked all students understandings as this questions were employed by moving one question to the another students. It was intended to expand students' answers of the topic. As stated by Blosser (2000) that switch probing questions are formed after students' answers and move the answers to the other students in order to check and expand all students' understandings.

4.2.1.5 Critical Probing Question

Blosser (2000) defined critical probing question as a kind of sentence that is used by criticizing students' answers to convince and expand their understandings. It is done not because the incorrect students answers, but to expand their understandings and to know how the students obtain their answers and understandings.

Extract 10

T: "Ade dengeriiiiin jawabannya B." "Ya rizal yang kenceng. Langsung aja no 9."

S : (read)

T: "Jawabannya apa? B? C?"

S:

T: "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? Apa coba?.**"

"Jadi jawabannyaaaaaaaaa A."

S : "YEYEYE. 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 : " (nama siswa) yang kasih tau."

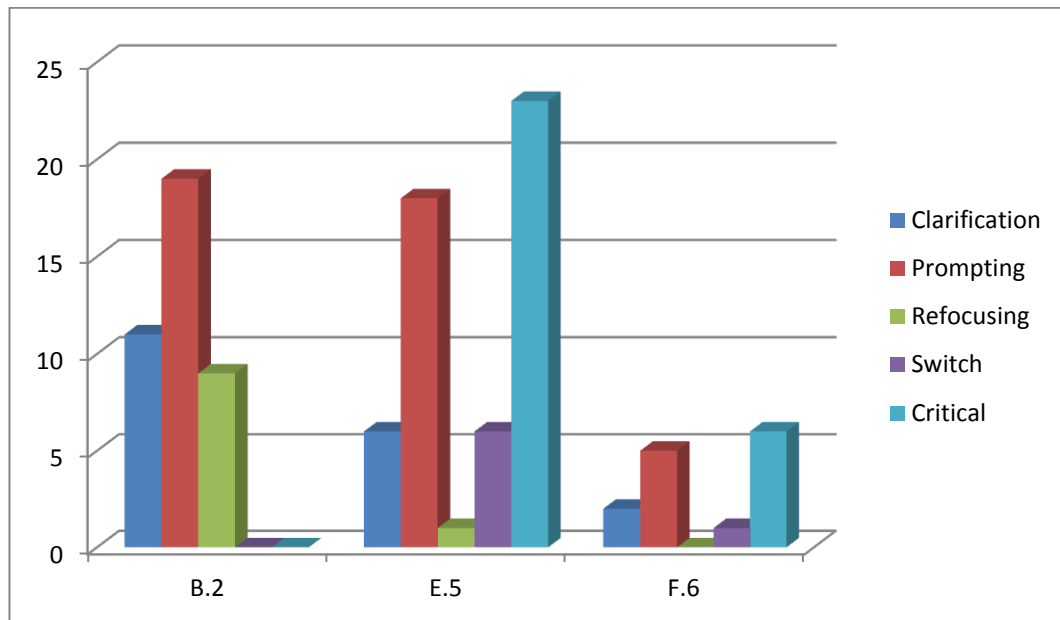
T : "**Coba apa jawaban kamu? Apa alasannya?**"

As observed in Extract 10, the practice teacher used critical probing questions. It is categorized into this probing question as the practice teacher used an utterance to dig up students' higher order thinking by criticizing the students' answers and asking the background reason of the answers. It was proven by highlighted utterances above. The intention was to make student think critically and expand their answers. In this section, it is compliance

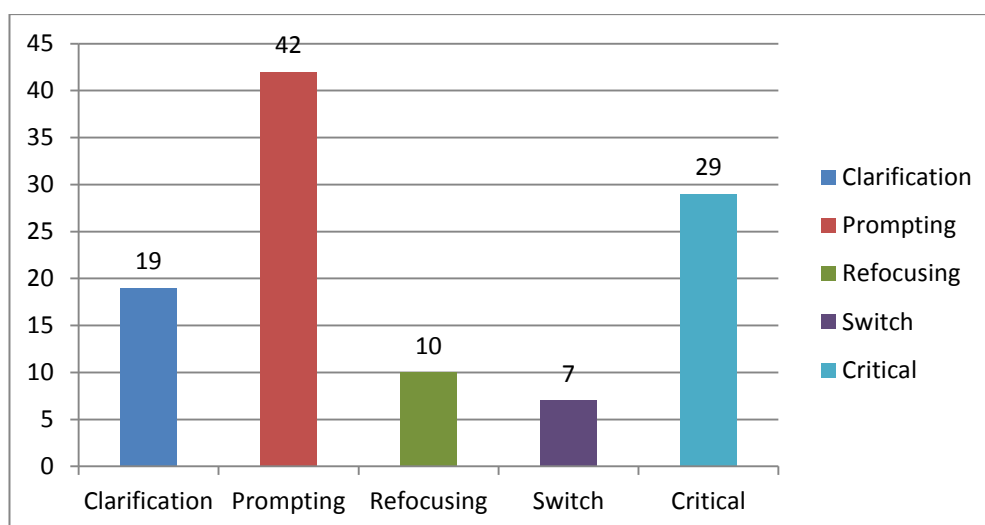
with the concept of critical Probing Question proposed by Blosser (2000), is a kind of sentence that is used by criticizing students' answers to convince and expand their understandings.

It also could be observed that the practiced teacher employed critical probing question while they were asking about the students' conviction of their answers and understandings and expand their understandings . The practiced teacher asked the students critically while they were explaining the materials in main activity of English classroom. It was intended to expand students' understanding of the topic. As stated by Blosser (2000) that critical probing questions are formed after students' answers and the teacher asked some questions critically which were intended to expand their understandings.

4.3. Frequency of Practice Teachers' Probing Question Implications



From the chart above, it can be seen that types of probing question employed by the three practice teachers only 2 types. These are types of probing question that teacher commonly used to clarify and correct students' answers and understandings in English classroom. Types of probing question lead the students to think critically in a correct understanding.



There are 19 utterances of clarification probing question employed by the practice teachers to clarify and convince students' understandings of the topic discussed. There are 42 utterances of prompting question employed by the practice teachers to correct students' misunderstanding, wrong and unanswered questions. There are 10 utterances of refocusing probing question employed by the practice teachers to expand students' understandings by relating the topic discussed to the students' reality of life. There are 7 utterances of switch probing question employed by the practice teachers to make sure all students in the class understand the topic discussed by switching the question directly from one student to another. There are 29 utterances of critical probing question employed by the practice teachers to expand students' understandings by asking the reason or relating the topic discussed to the other topic.

The result percentage shows that the three practice teachers mostly employed prompting probing question to correct students misunderstanding, wrong and unanswered question all the time. Employing types of probing question in English classroom give significant impact for the students. The probing questions used by the teacher are truly lead the students to think critically. As stated by Schwart and Ficher (2006) that to deepen understanding of a lesson, a teacher might ask students probing question that required higher-order thinking. The practice teachers used a question to clarify, correct, convince, and criticize the students' answers and understandings in order to expand their knowledge.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents two points related to all previous chapter; conclusion of the research and recommendation for further research.

5.1 Conclusion

Based on findings and discussions in chapter IV, it is found that in average all types of probing question found in three English Department PKM students, however only one student employed all types of probing question. The result of the study also showed that prompting probing question is the most frequently used by the practice teachers.

The study also showed that probing question used in delivering material section in English teaching-learning process. The study also showed that the students were able to respond probing questions used by practice teacher by think correctly and critically while the teacher probed them with probing questions. The five types of probing questions are clarification, prompting, refocusing, switch, and cirtical probing questions. Prompting probing question was mostly employed by three observed practice teacher, which is 42 utterances. This type of question was used to correct students' misunderstandings, wrong and unanswered questions.

As observed in probing question utterances, each of students did not employed all types of probing question. Moreover, the utterances used were

not variant. In average, they only used one or two utterances repeatedly. First, practice teacher 1 did not use switch probing question. Second, practice teacher 2 had already used all types of probing question. Last, practice teacher 3 did not use switch probing question.

The use of probing question has a significant role to dig up students' knowledge if it used properly. The teacher must have a big desire to expand students' thinking. It will be more powerful, if the teacher used variant of utterances. As an example, the use of critical probing question can obtain students answer and the reason behind the answers and automatically it will lead the students to think in high level as demanded by 21st century era.

5.2 Recommendation

As a recommendation for professional educators, they are vulnerably demanded to use probing questions. An educator ought to employ probing question while conducting English teaching and learning process in order to lead their students think critically and creatively. Moreover, we are in the 21st century era which demands the students to think critically. The use of probing questions can be an alternative to dig up students higher order thinking. However, the use of variant probing questions also must to be focused by an educator

As a recommendation for practice teachers, this study can give a description of the utterances that must be used while implements types of probing question. Hence, they can perform well while practice in real

English class. Moreover, the functions of using this skills can 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 probing 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 probing questions related with the level of students' thinking.

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	<p>S : (no answer) 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, perkembangan 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.</p>		<p>✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓</p>			
3.	<p>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.</p>	<p>✓</p>				<p>✓</p>

	<p>T : peralihan dari ? S : anak-anak ke dewasa .</p>	✓				
4.	<p>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)</p>		✓			
5.	<p>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 : yaa.</p>	✓ ✓		✓		
6.	<p>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.</p>					

VIDEO E.5

No.	Utterance	Types Probing Question				
		Clarifying	Prompting	Refocusing	Switch	Critical
1.	T : “Yes, Agree and disagree. Or agreement and disagreement. What is agree?”					
	S : “Menyetujui.”					
	T : “What is agree?”					
	S : “Menyetujui.”					
	T : “Yang bener. What is agree?”	✓				
	S : “Menyetujui.”					
	T : “What does it 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 : “eeeeeeee.”					
	T : “Apa? Ya nggak papa. What that is mean by menyetujui? Maksudnya apa sih menyetujui?”	✓				
	S : “Mengijinkan.”					
T : “Mengijinkan. Yang lainnya?”						

	<p>S : “Sepakat.”</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. 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 : “Ya?”</p> <p>Students :</p>					
2.	<p>T : “No 1, Please (nama siswa) read.”</p> <p>S : (read)</p> <p>T : “Louder.”</p> <p>S : (read again)</p> <p>T : (safira mengoreksi pronunciation siswa)</p> <p>“Siapa yang salah?”</p> <p>“Jawabannya c.disagreement”</p> <p>“Ada yang berbeda?”</p> <p>“(nama siswa) A? Kenapa jawabannya A? Why?”</p> <p>S : “Ngasal.”</p> <p>T : “I don’t think so. Tadi apa? Saya tidak berpikir begitu. Berarti agree or dis agree?”</p>					<p>✓</p> <p>✓</p>

	S	: Disagree miss					
3.	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 : “.....”					✓
4.	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”					✓

	S	“Coba baca bagian depannya. Blablalabla.”		✓			
	T	“ Jadi jawabannya e atau b? ”		✓			
	S	“ blablalabla setuju atau nggak? ”					
	T	: “Setuju					
	S	: “Jadi jawabannya ?“		✓			
	S	: b miss					
5.	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	: “.....”					
6.	T	: “OK. No 4. Number 4. Ssssssst”					
	S	: (read)					
	T	: “So, what is the answer. The answer is					
	S	: “A miss”					

	T	: “OK. The answer is A. I got blabla your opinion.” “Siapa yang salah?”				
	S	: (one of student raise her hand)				
	T	:(Menunjuk ke salah satu siswa) “What is your answer?”				
	S	:“.....”				
	T	: (menanyakan alasan dari jawaban anak) “Blablabla itu sama kayak agree.” So, the answer is?		✓		
	S	: A, agree miss				
7.	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 : “.....”	✓				
8.	T : “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 : “E. 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 “Blablablaba” “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,		✓		✓	

	<p>pengalaman yang luar biasa. 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. "</p> <p>T : "Ha?"</p> <p>"Are you sure, D?"</p> <p>"Jawabannya yang bener!"</p> <p>"Jawabannya....."</p> <p>S : "C"</p> <p>T : "Ya. C. Kenapa jawabannya C miss? Coba di lihat. Blablabla" "Siapa yang salah?"</p>		✓			
9.	<p>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?"</p> <p>S : "Agree. Disagree. Agree."</p> <p>T : "Why? Give me a reason."</p> <p>S : "....."</p> <p>T : "Ya, (menyebut nama siswa) please. Share your opinion. Satu</p>					✓

	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.”					
10.	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	: (student reads)					
	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	:					

	<p>T : “Jadi siapa yang jawabannya A dan siapa yang C? Ada lagi jawabannya yang beda? Bbmbn apa? Bkbhl apa? Yang jawabannya C? Do you think so the answer is C?”</p> <p>S : No</p> <p>T : “So, the right answer is ?”</p> <p>S : A</p> <p>T : “A. The answer is A.”</p> <p>“Ssssssst”</p> <p>“Liat di dialog nya, ayahnya setuju nggak? “Bukan No ya jawabannya A”</p>		✓			
11.	<p>T : “Satu-satu. Yang keras biar sampai belakang ke dengeran. No. I want ask the first question. Do you agree or disagree?”</p> <p>S : “Menganggukan kepala.”</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 : “So, Break time is allowed? Saat istirahat diperbolehkan? Ok. Thank for Farah.”</p>					✓
12.	<p>T : “Number 8, Aulia.”</p> <p>S : Read</p>					

T	: “Jawabannya apa? B? C?”					
S	: “.....”					
T	: “ 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? Apa coba?. ”		✓			
	“Jadi jawabannyaaaaaaaa A.”					
S	: “YEYEYE. HORE”					
T	: “(nama siswa) emang jawaban kamu A? ”	✓				
S	: “Iya.”					
T	: “ Coba apa alasannya? ”					✓
S	: “.....”					
T	: “ Yeeyyyyy. Gimana? ”					
	“ Fahri. Fahri. Apa jawabannya? ”				✓	

	<p>S : “B kan.”</p> <p>T : “Apa alasannya?”</p> <p>S :</p> <p>“ (nama siswa) yang kasih tau.”</p> <p>T : “Coba (nama siswa) apa jawaban kamu? alasannya apa?”</p> <p>S :</p> <p>T : “OK. Jawabannya A ya.”</p>					✓	✓
15.	<p>T : “Ya, kata reza itu bisa mengganggu pelajaran kalian. Ya. Anggi, Please. Why? Yang kenceng.”</p> <p>S : “blblblblblblblblblblbl</p> <p>T : “Nggak papa. It’s just opinion. Do you agree (menanyakan ke siswa yang lainnya?”</p> <p>S : “agree.”</p> <p>T : “You agree? Why?”</p> <p>S : “Karena pas kita pulang sekolah, misalnya kita nyasar.”</p> <p>T : “Biar. Biarin, itu kan opini.”</p> <p>“Ssssssssssst. (Mendengarkan pendapat lain dari siswa)”</p> <p>S : “.....”</p> <p>T : “Oo, to help you, to find the information. So, (nama siswa) do you agree with this statement?”</p> <p>“Yeah. You agree with this statement.”</p>				✓		✓

16.	<p>Safira : “Ok. The next statement is But you have to collect your mobile phone and you can only take it when the school dismissed. Jadi kalian boleh bawa handphone ke sekolah tapi handphone nya harus dikumpulin dan boleh diambilnya pas pulang sekolah selesai.”</p> <p>“So, Do you agree with this statement?”</p> <p>Students : “Yes”</p> <p>Safira : “(Nama siswa) Why? Do yo agree with this statement? Do yo agree with this statement?”</p> <p>Student : “Yes.”</p> <p>Safira : “Why? Just your thought.”</p> <p>Student : “Disagree.”</p> <p>T : “Disagree. Why disagree?”</p> <p>“Ayo nggak papa.”</p> <p>S : (Student smiles, no answers)</p> <p>T : “So, do you agree with this statement?”</p>					<p>✓</p> <p>✓</p> <p>✓</p>
17	<p>T : “Yeah, wulan disagree with this statement. What about with you?”</p> <p>S : “Disagree.”</p> <p>T : “Why?”</p>					<p>✓</p>

	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 blblblblbla					
18	T	: “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	: “.....					
19	T	: “OK.Good. What else?” “Mungkin kamu harus berada seharian full di sekolah untuk belajar. Setuju?”					
	S	: “Disagree.”					
	T	: “Raise your hand. Putra.”					

	<p>S : "I disagree"</p> <p>T : "Why do you disagree?"</p> <p>S : "I don't know."</p> <p>T : "So, you are agree with Fahri. Because students will be tired." "blablabla."</p> <p>S : "Karna siswa butuh istirahat." "Karna cepat bosan."</p>					✓
20	<p>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!" (Safira menanyakan pendapat ke siswa yang lainnya) "Thank you"</p> <p>S : "....."</p> <p>T : "Why?" "Do you agree?" "from 8 a.m to 12 a.m?"</p>					✓

	<p>“Kamu agree nggak?”</p> <p>S : “.....”</p> <p>T : “So, you disagree with this statements?”</p> <p>“ Go to school from Monday to Sunday?”</p> <p>(Move to another students)</p> <p>S : “disagree miss.”</p> <p>T : “Why?”</p> <p>S : “Mending belajar full sehari daripada seminggu full Cuma sampai jam 12.”</p>					✓
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VIDEO F.6

No.	Utterance	Types Probing Question				
		Clarifying	Prompting	Refocusing	Switch	Critical
1.	<p>T : the unforgettable holiday is a kind of recount text. Jadi, kira – kira tentang apa sih teksnya kalua judulnya Unforgettable holiday? Jadi, kira – kira jawabannya tentang apa?</p> <p>Coba kita lihat dari judulnya. Unforgettable holiday. Jadi kira – kira tentang apa?</p> <p>S : Cerita.</p> <p>Sesuatu yang tidak bisa di lupakan.</p> <p>T : berarti, kalau sesuatu yang tidak bisa dilupakan itu sudah terjadi atau belum terjadi?</p> <p>S : sudah</p> <p>T : sudah terjadi. Good. Berarti recount teks merupakan suatu?</p> <p>S : kejadian-kejadian</p> <p>T : coba angkat tangannya. Please raise your hand.</p> <p>S : teks yang sudah terjadi.</p> <p>T : teks yang sudah terjadi. Kurang tepat. Sedikit lagi?</p> <p>S : teks tentang peristiwa yang sudah terjadi.</p> <p>T : okay. Teks tentang peristiwa yang sudah terjadi.</p> <p>Jadi, recount teks adalah ...</p>		<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>			

	<p>S : teks tentang peristiwa yang sudah terjadi.</p> <p>T : teks tentang suatu peristiwa yang sudah terjadi. Berarti tadi yang menyebutkan membaca ulang salah. Menghitung ulang pun salah.</p>						
2.	<p>T :Why? Why should we learn about Recount text? Okay. Raise your hand please.</p> <p>S : (raise his hand)</p> <p>T : iya. Kenapa kita harus belajar recount text? Why?</p> <p>S : jadi, kita harus menceritakan kembali suatu peristiwa atau kejadian yang sudah terjadi di kehidupan kita.</p> <p>T : jadi, intinya? Why? Why should we learn about recount text? Karena...</p> <p>S : itu berguna buat masa depan kita.</p> <p>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?</p> <p>S : karena itu materinya..</p> <p>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?</p> <p>S : betuuul.</p> <p>T : betuul. Nah, peristiwa yang sudah terjadi itu biasanya tidak terlupakan.</p>	✓			✓	✓	✓

	<p>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.</p>	✓				
3.	<p>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.</p>	✓				

4.	<p>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?</p> <p>S : kagum. Senang. Kasihan.</p> <p>T : jadi, kira – kira why you should learn about recount teks? Selain karena itu bermanfaat. Why?</p> <p>S : menghibur.</p> <p>T : menghibur. Apa Bahasa inggris nya menghibur?</p> <p>S : entertaining.</p> <p>T : entertain. Okay. Pointnya, why you should learn recount text?</p> <p>First, to entertain your friends, to entertain the readers.</p>			✓		<p>✓</p> <p>✓</p>
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Biografi Penulis

Nama Lengkap penulis ialah Selvia Gumay, lahir di Bekasi pada tanggal 06 Mei 1992, merupakan anak pertama dari 2 bersaudara dari pasangan Bapak Sulaiman Syahri Gumay, S.E. dan Ibu Rusmiliana, Amd. Penulis berkebangsaan Indonesia dan beragama Islam. Kini penulis beralamat di Jalan Dalang No. 4 RT. 001/ RW. 04 Kec. Rawalumbu Kel. Bojong Rawalumbu Bekasi 17116.

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Penulis