

**TEACHER'S TYPES OF QUESTIONING STRATEGY  
IN ENGLISH LANGUAGE TEACHING  
AT THE SEVENTH GRADE OF  
MTS MA'ARIF NU 1 PURWOJATI BANYUMAS**



TITLE PAGE

**AN UNDERGRADUATE THESIS**

**Submitted to the Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)**

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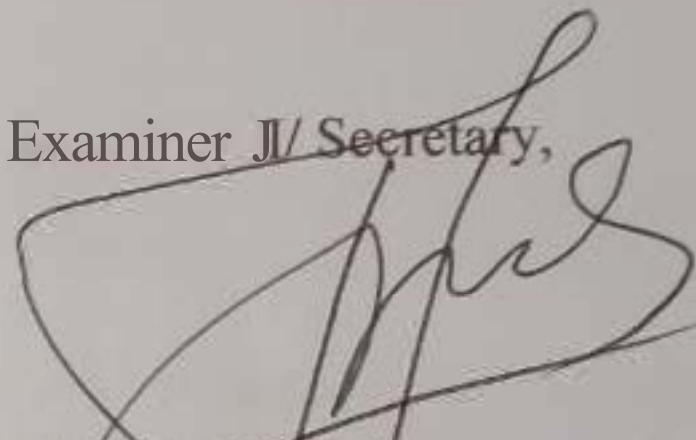
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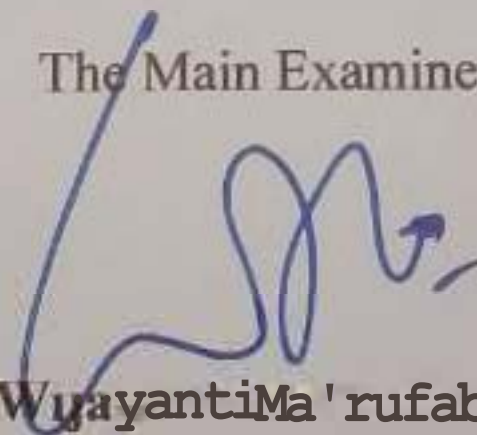
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*Assalamu'alaikum Wr. Wb.*

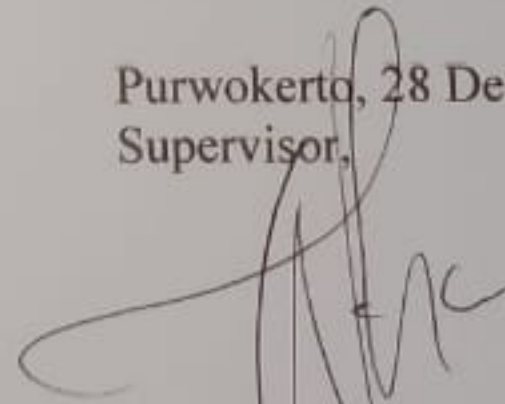
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*Wassalamu'alaikum Wr. Wb.*

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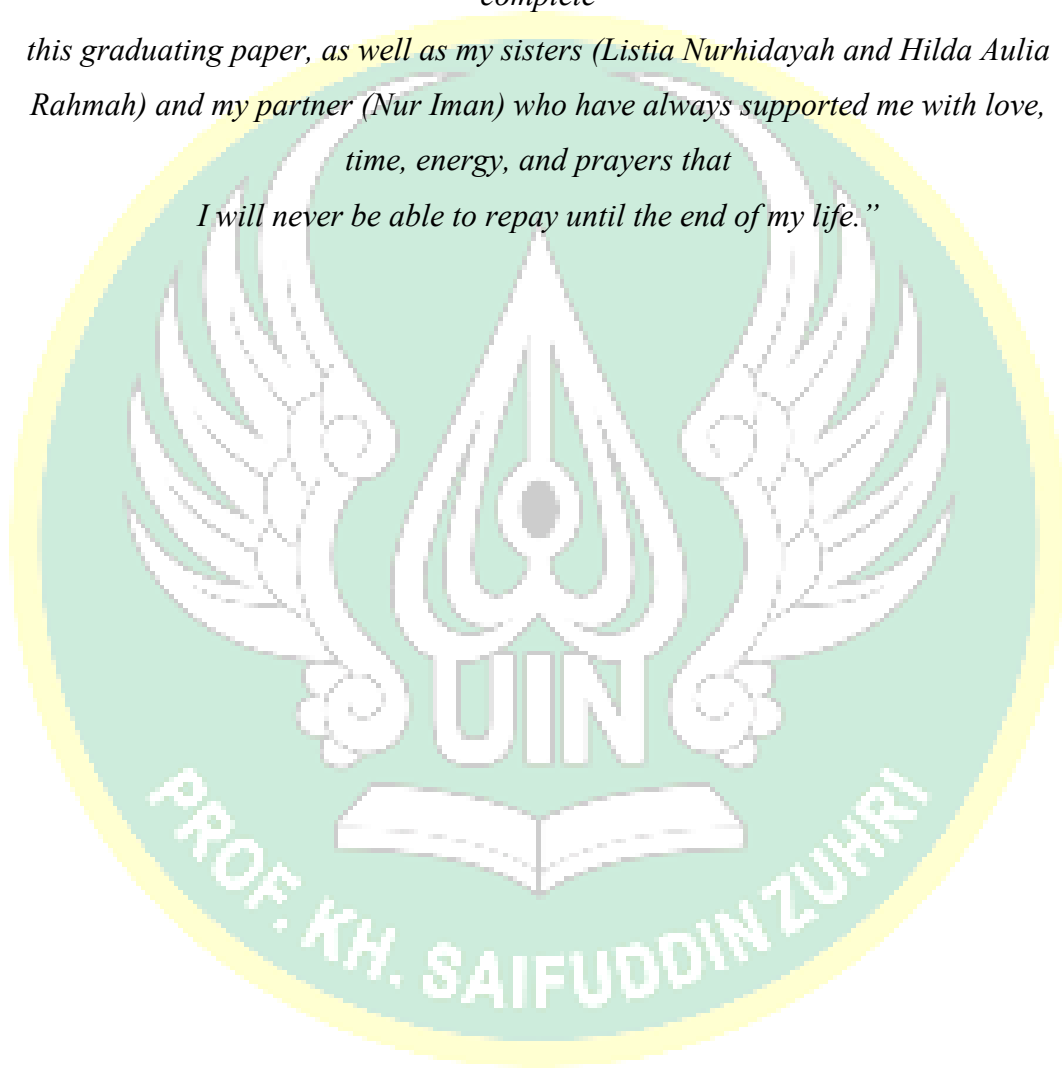
“A well-educated mind will always have more questions than answers”

–Helen Keller–



## DEDICATION

*“I would like to dedicate this thesis to my beloved parents (Mr. Sular Purwito and Mrs. Kuswati) who have always been sincere in raising me, educating me, accompanying me, praying for me and supporting me until I can complete this graduating paper, as well as my sisters (Listia Nurhidayah and Hilda Aulia Rahmah) and my partner (Nur Iman) who have always supported me with love, time, energy, and prayers that I will never be able to repay until the end of my life.”*



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It is presented to the Tarbiya and Teacher Training Faculty as part of the requirements for the S.Pd. (S-1) degree in English Education. The author is also grateful to all schools that have been very open to becoming the research location for data collection, including the school principal, teachers, and all students that the author observed that we can finish this report because of their good cooperation.

This thesis script has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri, as a partial fulfillment of the requirement for obtaining the Undergraduate Degree of Education (S. Pd.).

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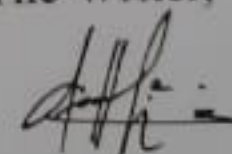


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Purwokerto, 28 Desember 2022

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## ABSTRACT

### TEACHER'S TYPES OF QUESTIONING STRATEGY IN ENGLISH LANGUAGE TEACHING AT THE SEVENTH GRADE OF MTS MA'ARIF NU 1 PURWOJATI BANYUMAS

SILVIA ALFATONAH

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The objectives of this study are as follows: (1) to describe the teacher's implementation of questioning strategy in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas; (2) to find out types of questions used by the teacher in questioning at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas. The researcher implemented a descriptive qualitative method by using observation, interview, and documentation to collect the required data. The subject of this research is the English teacher of seventh grade A-B students of MTs Ma'arif NU 1 Purwojati Banyumas in academic year of 2022/2023. The implementation of questioning strategy and types of questions used by the English teacher in English language teaching are the object of this research. Teacher's questioning strategy was identified and classified by classroom observation. The finding of the implementation of teacher's questioning strategy was the teacher used questioning strategy in all of learning process; in the opening, main activity, and closing. Based on the observation, the researcher found out that the English teacher used three types of questions according to Richard and Lockhart (1994): procedural, convergent and divergent.<sup>1</sup> The total of questions used by the teacher in three meetings (2<sup>nd</sup> to 17<sup>th</sup> November 2022) was one hundred seventy-eight questions; forty-two procedural questions, one hundred and thirty convergent questions, and six divergent questions.

**Keyword:** *Questioning strategy, Teacher's Question, Types of Question*

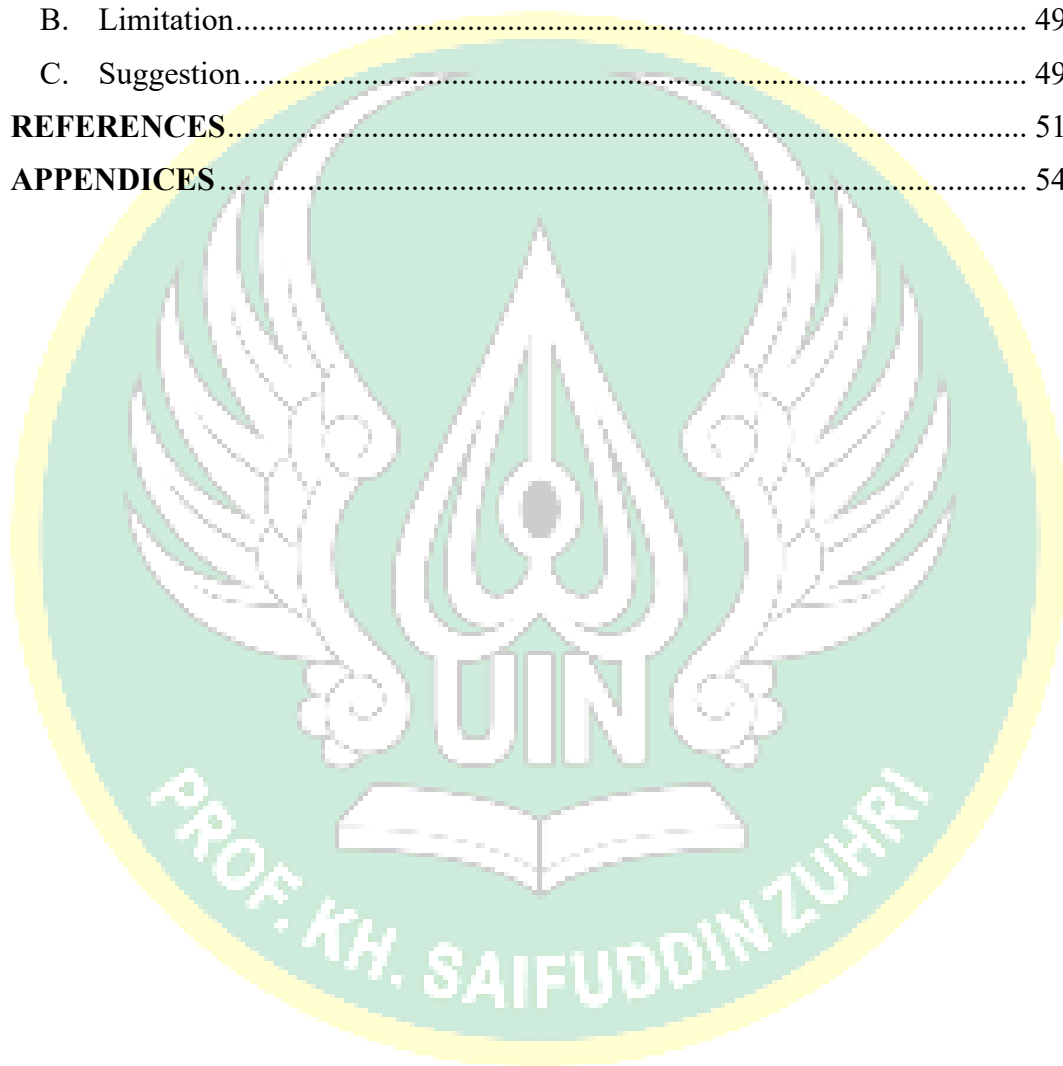
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<sup>1</sup> Jack C. Richards and Charles Lockhart, "Reflective Teaching in Second Language Classrooms", (New York: Cambridge University Press, 1996), pp. 186-187

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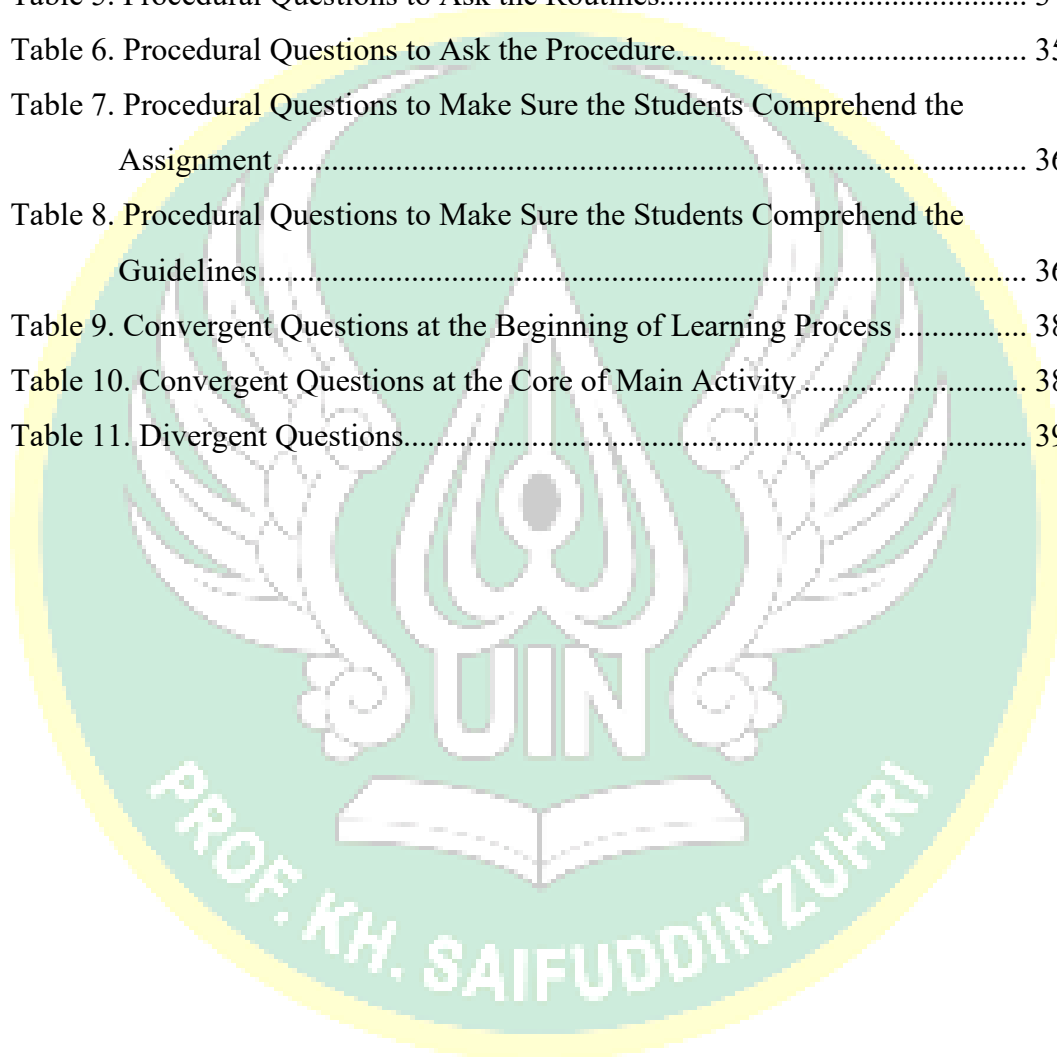
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# CHAPTER I

## INTRODUCTION

This chapter describes the background of the problems, the statement of the problems, conceptual definitions, research objectives, and structure of the research.

### A. Background of study

Communication takes the important part in human life. People communicate among others in order to carry out interpersonal and transactional communication.<sup>2</sup> People consistently communicate by using language in life. It can be seen from daily activities involving language such as talking with friends by chatting, handling guests, organizing an event, and etc. Communication creates interaction through language in all contexts of human life.<sup>3</sup>

In the context of education, communication in the classroom can be built through interaction.<sup>4</sup> Interaction is that the collaborative exchange of thoughts, ideas, or feeling between two people or more, leading to reciprocal effect on one another. In conducting learning process, teachers need creativity and strategy for keeping the students' focus and make them understand the material. Besides, teacher must be communicative to make the class alive, by asking or giving question.<sup>5</sup>

A question is one of the most important tools in guiding and extending students' learning whether helping learners to acquire basic skill or a better understanding to solve problems or to engage in high-order thinking such as evaluation.<sup>6</sup> Furthermore, in the classroom context, teachers' question takes important role to stimulate classroom talk. There is an evidence that a question

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<sup>2</sup> Yeyisha Shellayukti, "The Classroom Interaction Patterns among Lecturer and Students of Pronunciation Class in English Department", *BRILIANT: Jurnal Riset dan Konseptual*, Vol. 5, No. 3, August 2020

<sup>3</sup> Yeyisha Shellayukti, "The Classroom Interaction Patterns among Lecturer and Students of Pronunciation Class in English Department", *BRILIANT: Jurnal Riset dan Konseptual*, Vol. 5, No. 3, August 2020

<sup>4</sup> Endang Haryanto and Rahmat Aji Septiyono, "Classroom Interaction among English Teacher and High Achiever Students' at SMA IT Iqra Kota Bengkulu", *Jurnal Al-Lughah*, Vol. 9, 2<sup>nd</sup> Edition, 2020

<sup>5</sup> Puput Resti Utami, Thesis: "Classroom Interaction in Learning English Process at SMP Handayani Sungguminasa", (Makassar: Muhammadiyah University of Makassar, 2020) pp. 12

<sup>6</sup> N.K.T Suartini, N.K Wedhanti, G.A.P Suprianti, "Teachers' Questioning Strategies in Junior High School: A Case Study", *Jurnal Pendidikan Bahasa Inggris Undiksha*, Vol. 8, No. 2, pp. 98, 2020

can motivate students to be involved in the learning process, focus students' intention, increase students' critical thinking, and the teacher can assess the students' understanding of the material given.<sup>7</sup>

Questioning, as a part of classroom interaction, is seen as an initiative from the teachers to build a conducive atmosphere in order to activate students' interest during the teaching and learning process.<sup>8</sup> It is important to realize that the earlier-mentioned benefits of asking questions depend on the teachers' ability to use this method effectively. Depending on personal characteristics, teachers' questioning methods may also vary.<sup>9</sup> Teachers' questioning goals, the level of their questions, questions types, use of probing questions, waiting time for follow-up questions, to whom they direct their questions (individual, group or whole class, etc.) and their reactions after asking questions demonstrate this variance in strategy.<sup>10</sup>

Based on preliminary research by conducting direct interviews with the English teacher of MTs Ma'arif NU 1 Purwojati Banyumas on 9th of Mei 2022 who used questioning strategy in English classroom interaction, explained that students' motivation to learn English is influenced by external and internal factors. Internal factors come from themselves, their desire to learn English itself. For the external factors, it comes from the teacher who conveys the material, the environment, classroom interaction, and etc.

The English teacher argued that external factors can change internal factors. When the teacher and the environment are supportive and pleasant, students who initially don't like English will be interested to learn it. Therefore, teacher must be creative in managing the method for interactive teaching, to build alive

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<sup>7</sup> N.K.T Suartini, N.K Wedhanti, G.A.P Suprianti, "Teachers' Questioning Strategies in Junior High School: A Case Study", *Jurnal Pendidikan Bahasa Inggris Undiksha*, Vol. 8, No. 2, pp. 97, 2020

<sup>8</sup> Modi Nur Kholisoh and Dwi Anggani Linggar Bharati, "Teachers' Questioning Strategies and Students' Perceptions Toward Critical Questions in EFL Classroom Interaction", *Journal of English Language Teaching*, Vol. 10, No. 2, 2021

<sup>9</sup> Bulent Dos et al, "An Analysis of Teachers' Questioning Strategies", *Academic Journals*, Vol. 11, No. 22, pp. 2065-2078, November, 2016

<sup>10</sup> Bulent Dos et al, "An Analysis of Teachers' Questioning Strategies", *Academic Journals*, Vol. 11, No. 22, pp. 2065-2078, November, 2016

classroom interaction for example by using questioning strategy. The teacher also stated that based the experience in teaching English, questioning strategy can increase the interaction between teacher and students, it built a correlation between them. It is relevant as the statement that questioning is one teaching behavior that involves teacher's and students' interaction.<sup>11</sup> Through question-answer process, the environment of the class will be active because there is an interaction between the teacher and students. When the students realize that the classroom interaction is comfortable for learning and they realize that the teacher is pleasant and understand the students, students' motivation automatically will be improved because of the classroom interaction and teacher' questioning strategies.

Furthermore, the English teacher stated that based on the experience during teaching in MTs Ma'arif NU 1 Purwojati Banyumas, questioning strategy makes the students actively participate in the class, especially when doing discussions. It can encourage the students to express their opinions and ideas. Especially when he gives question to the students by using viral language. Students' responses become more varied. They are provoked to express their opinions because the teacher's questions show that the teacher is open to students and makes them not afraid of being wrong in answering the questions. Although not all of them are active, but the environment of class is better than the environment before implementing the questioning strategy. As the English teacher's experience that there was a different atmosphere of the class between before and after used questioning strategy, an analysis of teacher's questioning strategy is important to find out good questioning strategies and analyze the teacher's reactions-students' responses to create an active classroom interaction as expected in the 2013 curriculum.

Based on the explanation above, the researcher interested to conduct a research for analyzing teacher's questioning strategy during the English

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<sup>11</sup> N.K.T Suartini, N.K Wedhanti, G.A.P Suprianti, "Teachers' Questioning Strategies in Junior High School: A Case Study", *Jurnal Pendidikan Bahasa Inggris Undiksha*, Vol. 8, No. 2, pp. 97, 2020



classroom interaction. It is aimed to find out the good questioning strategies that can be applied for better English learning process. It will help the researcher and readers more creative in using the questioning strategy, so that the students could be understand the material conveyed by the teacher. Considering those reasons, the researcher intends to conduct a research under the title **“Teacher’s Types of Questioning Strategy in English Language Teaching at The Seventh Grade of MTs Ma’arif NU 1 Purwojati Banyumas”**.

## **B. Conceptual Framework**

There are following definitions provided to make the readers have the same understanding or perceptions for some terms used in this research. They are also provided to avoid misunderstanding or ambiguity. There are four important points, they are:

### **1. Question**

A question is any phrase with an interrogative form or function. In classroom learning activities, teachers’ questions are referred to as instructional cues or stimuli because they provide students with information about the subjects they should learn as well as instructions on what to do and how to do it. A question is a crucial design of education and learning facilitation, the ability to ask questions serves as a conduit from ignorance to knowledge. That is why asking question in classroom learning activities is important things that should to do.<sup>12</sup>

### **2. Questioning strategy**

Questioning strategy is characterized by flexibility as the teachers adjust questioning based on students respond in order to engage students in higher order thinking. Questioning strategy works effectively when it provides students the opportunity to participate actively in the learning process. It

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<sup>12</sup> Ziarah, Thesis: *“An Analysis of Teacher’s Questioning Strategies during The Classroom Interaction”*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 5

means before the teaching and learning process begins, teachers should consider how to incorporate strategic questioning into their lesson plans.<sup>13</sup>

### 3. Teacher's questioning strategy

Questioning strategy used by teachers can encourage students to become more engaged in the process of language learning. Teachers' questioning strategy must be applied because it is one of the factors that can produce an effective process of teaching and learning. As a teaching tool, questioning must be used in a constructive manner. It requires knowledge about types of question, questioning strategy, and reasons for questioning skills.<sup>14</sup>

### 4. English Language Teaching

English has evolved into a key global language for printed information. A great deal of the world's scientific, commercial, economic, and technological knowledge are written and published in English. Many people today are required by the new period and globalization to learn English as an international language. By mastering English well, they could absorb and expand the knowledge, technology and culture. They also could communicate with other people from the other country. The Indonesian government has chosen English as the first foreign language which is taught in Indonesia's schools.<sup>15</sup>

## C. Research Questions

This research is aimed to answer the following questions:

1. How is the teacher's implementation of questioning strategy in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas?

<sup>13</sup> Rafika Yunion P., Thesis: "*Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020*", (Surakarta: IAIN Surakarta, 2020) pp. 16

<sup>14</sup> Nashruddin and Putri Rahmawati Ningtyas, "English as Foreign Language (EFL) Teachers' Questioning Strategies in Classroom Interaction", *The Journal of Ultimate Research and Trends in Education*, Vol. 2, no. 1, pp. 5, March, 2020

<sup>15</sup> Muhammad Muzakki Aufa, Thesis: "*English Language Teaching and Learning for Young Learners at SD IT Cahaya Bangsa Mijen-Semarang*", (Semarang: UIN Walisongo Semarang, 2018) pp. 14

2. What are the types of questions used by the teacher in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas?

#### **D. Objectives and Significances of the Research**

##### 1. The Objectives of the Research

- a. To describe the teacher's implementation of questioning strategy in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas.
- b. To find out types of questions used by the teacher in questioning at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas.

##### 2. Significances of the Research

The significance of this study dividing into two aspects, they are theoretical and practical significances:

###### a. Theoretical significances

Theoretical significances of the research are:

- 1) The researcher expects this research can be useful for education, especially for English learning process related to teachers' questioning strategy in English language teaching.
- 2) The researcher expects this research gives more information related to questioning strategy and how applied them in learning process.
- 3) The researcher expects this research can be used as a reference for further researchers.

###### b. Practical significances

Practical significances of this research are:

- 1) For teachers

The result of this research expectedly will give advantages for helping teachers to apply effective questioning strategy in teaching process.

2) For students

The result of this research hopefully can inspire the students to be active and give responses to the teachers' questions in English language teaching.

3) For publisher

The result of this research expected to inspire the publisher when they select the strategy to build an active learning process by applying questioning strategy for teaching.

### **E. Structure of the Research**

To systematically this research, it is important to classify the structure of this research. This research is divided into five chapters, they are explained as follows:

Chapter I is the introduction which consists of the background of the study, operation definitions, research questions, objectives and significances of the research, review relevant studies, literature review, research method, and structure of the research.

Chapter II is a review and relate literature. This chapter consists of previous research, underlying theory, which deals with teacher's questioning strategy and English language teaching.

Chapter III is the research method, which deals with the research design, subject of the research, and object of the study, technique data collections, and data analysis techniques.

Chapter IV presents the results of the research, which consists of general description of MTs Ma'arif NU 1 Purwojati Banyumas and the research result itself.

Chapter V the conclusion and the suggestion of the research. In this chapter, the researchers conclude and give some suggestions related to the research.



## CHAPTER II

### LITERATURE REVIEW

This chapter provides a review of the study's related literature. There is a review of previous research as well as a review of relevant theories.

#### A. Question

The definition of question was made based on the point of view as follows: The question is verbal utterance that seek a response from the person to whom it is directed. A question is way to learn and comprehend information, but it is more than just a logical arrangement of words with a question mark after them. Furthermore, points out that a question is a powerful stimulus and that the teacher always has access to them as well. A well developing understanding as well as skill is using effective.<sup>16</sup>

Asking question during teaching and learning process is popular method that used by the teacher. Every stage of students' exploration of scientific phenomena and development of process skills involves teachers asking questions.<sup>17</sup>

#### B. Questioning Strategy

##### 1. Definition of questioning strategy

Every communication process, including the learning process involves some form of questioning. Questioning skills is an expression or question that is uttered by teacher as a stimulus to emerge the responds from learners. According to Kemendikbud, questioning activity is conducted by asking questions about the information that students do not understand or questions to gain more information about object observation.<sup>18</sup> For teachers, questioning skills are crucial techniques to learn. It is because teachers may

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<sup>16</sup> Rismayanti, Thesis: "*An Analysis of Teacher's Questioning Strategies during the Classroom Interaction at PIBA of UIN Alauddin Makassar*", (Makassar: UIN Alauddin Makassar, 2018) pp. 15

<sup>17</sup> Ziarah, Thesis: "*An Analysis of Teacher's Questioning Strategies during the Classroom Interaction*", (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 5

<sup>18</sup> Desi Wijayanti Ma'rufah, "Promoting Student Questioning in EFL Classroom: Teacher's Strategies in 2013 Curriculum Context", *OKARA: Jurnal Bahasa dan Sastra*, Vol. 15, No. 2, pp. 172, November, 2021

make the learning environment more engaging by using this talent. The learning process will be very dull, if the teacher explains the materials in hours without interspaced with questions, either just provocation question, or analysis question.<sup>19</sup>

A strategy is a carefully prepared plan involving a sequence of steps designed to achieve a given goal.<sup>20</sup> Strategies are special methods of approaching a problem for achieving a particular end, planned design for controlling and manipulating certain information. It means that strategy is the teacher's approach by implementing some methods. Strategy used by the teacher to make a plan about material to be success during teaching and learning process. During teaching learning process, the teacher uses teaching method. The teacher chooses technique that is appropriated with the method and the teacher has different strategy with other teachers. Strategies applied in learning activities are called learning strategies.<sup>21</sup>

Teachers' questioning strategy can influence the success of teaching learning process. In classroom setting, claimed that teacher questions and student answers are considered a powerful teaching approach if they are used to expose contradictions, challenge assumption, and lead to new wisdom and knowledge. In order to get success in the process of asking questions in the classroom, a teacher must design questions which can expand students' knowledge and promote creative thinking. The teachers need to be knowledgeable about effective questioning techniques in the class for the students.<sup>22</sup>

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<sup>19</sup> Nashruddin and Putri Rahmawati Ningtyas, "English as Foreign Language (EFL) Teachers' Questioning Strategies in Classroom Interaction", *The Journal of Ultimate Research and Trends in Education*, Vol. 2, no. 1, pp. 5, March, 2020

<sup>20</sup> Eka Fatmawati, Andi Qashas Rahman, Murni Mahmud, "Teacher's Questioning Strategies in EFL Classroom Interaction", *Exposure: Jurnal Pendidikan Bahasa Inggris*, Vol. 9, No. 1, pp. 62, May, 2020

<sup>21</sup> Rafika Yunion P., Thesis: "Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020", (Surakarta: IAIN Surakarta, 2020) pp. 15-16

<sup>22</sup> Yusriati and Devi Rasita Tarigan, "An analysis of Teachers' Questioning Strategies in English Classroom: A Case Study at SMK Negeri 4 Medan", *University of Muhammadiyah Sumatera Utara*, pp.1067, March, 2019

## 2. Teacher's questioning strategy

Questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking. In the other hands, teacher questioning is very important for teacher and students. Questioning strategy is most effective when it allows students to become fully involved in the learning process. While the lesson is planning, it is absolutely vital that teachers think about the types of question will be asked to students. So, questioning strategies will help a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students need and the question types to be involved fully students' interaction.<sup>23</sup>

To bring an ideal class, the teacher began to build interaction in all aspects of teaching.<sup>24</sup> The interaction structure in the classroom can greatly benefit from the use of questioning strategy. Questioning strategy have the ability to encourage student participation, thinking, and learning because they include a two-way conversation. The use of questioning strategies can thus change the way of teacher monologue and involve students in the active classroom interaction, which helpful to the development of their language competence.<sup>25</sup>

As a matter of fact, teachers typically speak more and control the interaction in the traditional classroom. This interaction style is probably going to limit students' abilities to communicate with others using English. However, through questioning strategies, teachers give their students the chance to utilize and improve their language. Besides, students' participation in discussions, critical thinking, argument, and meaningful

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<sup>23</sup> Ayu Erianti, Erwin Akib and Fharisa Andi Baso, "An Analysis of Teachers' Questioning Strategies in ELT the Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 Unismuh Makassar", *Exposure Journal*, Vol. 7, No. 1, pp. 60, May, 2018

<sup>24</sup> Asifa Dhearul Janah, Desi Wijayanti Ma'rufah and Maulana Mualim, "The Use of Interactive Formative Assessment in An Efl Class Through the Comment Column of Google Classroom", *Tarling: Journal of Language Education*, Vol. 6, No. 1, pp. 22, Juni, 2022

<sup>25</sup> Ziarah, Thesis: "An Analysis of Teacher's Questioning Strategies during the Classroom Interaction", (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 13

learning will increase when the teachers ask productive question in the class.<sup>26</sup> As an implication of one of the functions of the questions that is to allow students to express their ideas and thoughts, at that time students practice and use the target language. However, a questioning strategy that emerges is how many repetitions and words the students put in when responding to the teachers' questions; whether or not the questions open a wide range opportunity to the students to use the target language in classroom. This can be answered by referring back to the type of the questioning strategy frequently used by the teacher, and it is one of this study's main topics.<sup>27</sup>

For questions to be productive, the teachers need to implement them effectively. According to Ellie Collier, there are some steps to apply questioning strategy in learning process:<sup>28</sup>

- a. Implement a no hands policy
  - b. Introduce a wait time
  - c. Plan ahead
  - d. Use a mix of questions
  - e. Get students to ask questions
  - f. Prepare follow-up questions
  - g. Get students to question themselves
  - h. Do not dismiss answers
3. Types of questioning strategy

There are several types of questioning strategy that can be used to encourage students to be more responsibility for their learning process and involve them in teaching and learning process. The goal of teacher questioning strategies is to create is to make the classroom more interactive, collaborative, energetic, and participatory. The teacher should use

<sup>26</sup> Desi Wijayanti Ma'rufah, Thesis: "*Teachers' Strategies in Promoting Student Questioning in EFL Classroom*", (Purwokerto: Universitas Muhammadiyah Purwokerto, 2014)

<sup>27</sup> Morgan and Saxton in Ziarah, Thesis: "*An Analysis of Teacher's Questioning Strategies during the Classroom Interaction*", (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 14

<sup>28</sup> Ellie Collier, "Effective Questioning and the Implementation in the Classroom", *Education Journal*, Vol. 7, No. 1, December, 2018

questioning strategy as assessment of learning to the students in order to determine how students' understanding. To improve students' ability in the target language, the teacher can use different types of question to help the students learn the target language more efficiently.<sup>29</sup> There are three types of question:<sup>30</sup>

a. Procedural Questions

Procedural questions have to do with classroom procedures and routines, and classroom management, as opposed to the content of learning. For example, the following questions occurred in classrooms while teachers were checking that assignments had been completed, that instructions for a task were clear, and that students were ready for a new task.

- 1) Do you all understand what I want you to do?
- 2) Can you all read what I've written on the blackboard?
- 3) Did everyone bring their homework?
- 4) Did anyone bring a dictionary to class?
- 5) Why aren't you doing the assignment?

Procedural questions have a different function from questions designed to help students master the content of a lesson. Many of the teachers' questions ask are designed to engage students in the content of the lesson, to facilitate their comprehension, and to promote classroom interaction. These questions can be classified into two types: convergent questions and divergent questions, depending on the kind of answer they are intended to elicit.

b. Convergent Questions

Convergent questions encourage similar student responses, or responses which focus on a central theme. These responses are often

<sup>29</sup> Richard and Lockhart (1994) in Ziarah, Thesis: "An Analysis of Teacher's Questioning Strategies during the Classroom Interaction", (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 8-9

<sup>30</sup> Jack C. Richards and Charles Lockhart, "*Reflective Teaching in Second Language Classrooms*", (New York: Cambridge University Press, 1996), pp. 186-187

short answers, such as "yes" or "no" or short statements. They do not usually require students to engage in higher-level thinking in order to come up with a response but often focus on the recall of previously presented information. Language teachers often ask a rapid sequence of convergent questions to help develop aural skills and vocabulary and to encourage whole-class participation before moving on to some other teaching technique. For example, the following questions were used by a teacher in introducing a reading lesson focusing on the effects of computers on everyday life. Before the teacher began the lesson she led students into the topic of the reading by asking the following convergent questions:

- 1) How many of you have a personal computer in your home?
- 2) What do you mainly use it for?
- 3) What are some other machines that you have in your home?
- 4) What is the difference between software and hardware?

c. Divergent Questions

Divergent questions are the opposite of convergent questions. They encourage diverse student responses which are not short answers and which require students to engage in higher-level thinking. They encourage students to provide their own information rather than to recall previously presented information. For example, after asking the convergent questions above, the teacher went on to ask divergent questions such as the following:

- 1) How have computers had an economic impact on society?
- 2) Do you think computers have had any negative effects on society?
- 3) What are the best ways of promoting the use of computers in education?

### C. The Importance of Questioning Strategy in English Teaching Learning

Beside its various functions, questioning strategy can also contribute a lot to the classroom interaction structure. As a two-way interaction, questioning strategies has its potential to stimulate students' interaction, thinking and



learning. The use of questioning strategies can thus change the way of teacher monologue and involve students in the active classroom interaction, which helpful to the development of their language competence.<sup>31</sup>

Many reasons why teachers should give some questions to their students either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.

There are various reasons why this is so. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior. It means that teacher's questions are not only a means of obliging teacher-talk to guide the students' attention but also adjudge students to be more active and focus on a particular topic, so we can check and control the students' understanding.

In addition, teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Using instructional of questions can be accelerated

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<sup>31</sup> Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 14

during questioning related to facts and decelerated for more complex material and open-ended questions. Teachers can allow more wait-time for students' responses for more meaningful learning. It means that instructional classroom can be as a question; furthermore, teachers should plan the question to stimulate thinking about a concept and challenge the students to attend to higher levels of thinking appropriate to the content and learning outcomes.

Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Teachers often use questions as a means to evaluate students' preparation or lack thereof. Additionally, questions are used to review and summarize previous lessons and assess achievement of instructional goals or objectives. Most importantly, teachers use questions to develop critical thinking skills and nurture insights by exposing new or related relationships. The purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and, on occasion, a teacher reaction to that response.<sup>32</sup>

#### **D. English Language Teaching**

Language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curricula and instructional dimensions. Concerning to the foreign language teaching, there are some experts point out that second or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one.

In the foreign language teaching, there is an obligation for the teacher to provide exposures to the language and opportunities for learning through classroom activities. Teachers are expected to be able to provide a good classroom atmosphere for the learning process. Further information concerns how the teachers use English in classroom presentation. This section elaborates

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<sup>32</sup> Desi Mentari: *"An Analysis of Teacher's Questioning Strategies during The Classroom Interaction at SMK Muhammadiyah Makassar"*, (Makassar: Universitas Muhammadiyah Makassar, 2018) pp. 10-12

in which stages teachers use English in teaching based on Permendikbud No.65/2013.

Based on Permendikbud No.65/2013, the procedure covers three main stages of Opening or called Pre-Activity, Main Activity, and Closing or Post-Activity.<sup>33</sup> Under pre-activity, smaller-scale activities include getting students motivated, getting them ready to study, letting them know they already know the content, declaring the day's learning goals, and describing the range of the day's learning activities and materials. The primary activity consists of the students' observations, inquiries, information gathering, association/management, experimentation, communication, and text-creation activities. The last step, closing or post-activity making a summary of the learning materials' conclusion, providing comments, providing follow-up in the form of tasks, and announcing the learning activities for the next meeting or class make up the final phase.

The teachers can employ a variety of methods that are appropriate for the students and the course material in each of the main phases and the micro activities. The number of times the teachers utilized English at each stage of the activity in the classroom is how the use of English in each phase is displayed. Designing the proper learning materials that can improve the teaching and learning process should come next.

In some cases, many teachers don't always consider their goals in light of the context in which they are teaching and the goals of the students in their classrooms. They teach without considering the proper resources, methods, strategies, and techniques. As a result, their students do not find their lessons to be very engaging. Therefore, it is crucial that teachers are aware of their teaching's goals. Thus, it is important for the teachers to know the objectives of their teaching. The proposes of objective of teaching as follows:

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<sup>33</sup> Imam Ghozali, "Teaching English to the Elementary School Students in Kutoarjo District", *Journal of English Language and Pedagogy*, Vol. 1, No.1, pp. 5, 2018

1. To develop the student's intellectual powers through the study of another language.
2. To increase the student's personal culture through the study of the great literature and philosophy to which the new language is the key.
3. To increase the student's understanding of how language functions and to bring them, through the study of another language, to a greater awareness of the functioning of their own language.
4. To teach students to read another language with comprehension so that they may keep abreast of modern writing, research, and information.
5. To give students the experience of expressing themselves within another framework, linguistically, kinetically, and culturally.
6. To bring students to a greater understanding of people across national barriers, by giving them sympathetic insight into the ways of life and way of thinking of the people who speak the language they are learning.
7. To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career contexts, with the speakers of another language and with people of other nationalities who have also learned this language.<sup>34</sup>

#### **E. Review of Relevant Studies**

Based on several sources related to this research, the researcher shows several previous studies that have match to this research. Here is the result comparison between this research and previous studies:

1. The first is a thesis entitled "An Analysis of Teacher's Questioning Strategies During the Classroom Interaction" by Ziarah (2020). The similarity of Ziarah's research and this research is both analyze teacher's questioning strategies. The difference is Ziarah's research focuses on analyzing kind of

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<sup>34</sup> Siti Khotimah, "The Use of Problem Based Learning to Improve Students' Speaking Ability", *ELT Forum*, Vol. 3, No. 1, pp. 10-12, 2014

teachers' questioning strategies during the classroom interaction while this research focuses on the implementation of teacher's questioning strategies and types of question used by the teacher during English language teaching. Besides, Ziarah' thesis took learning process of one class as source of the data while this research is the result of learning process of two classes. The result of Ziarah's research is the total number of types of questions used by the English teacher in one meeting is 22 questions, there were 15 procedural questions and 7 convergent questions.<sup>35</sup>

2. The second is a thesis entitled "Teacher's Questioning Strategies During the English Classroom Interaction at The Seventh Grade of MTs Negeri II Surakarta in Academic Year 2019/2020" by Rafika Yunion P. (2020). The similarity between Rafika's research and this research is both analyze types of teacher's question. For the difference, this research also focuses on how is the implementation of teacher's questioning strategies during English language teaching. Furthermore, the result of Rafika's research is there were four types of question used by the teacher: managerial, rhetorical, closed, and open questions.<sup>36</sup>
3. The third is a thesis entitled "An Analysis of Teacher's Questioning Strategies During the Classroom Interaction at SMAN 4 Makassar" by Dian Ekawati (2019). The similarity between Dian's research and this research is both analyze teacher's questioning strategies. For the difference, Dian's research focuses on analyzing teacher's questioning strategies and the reason why the teacher uses that question, while this research focuses on analyzing the implementation of teacher questioning strategies and types of teacher's question during English language teaching. The result of Dian's research is

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<sup>35</sup> Ziarah, Thesis: "*An Analysis of Teacher's Questioning Strategies during The Classroom Interaction*", (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020)

<sup>36</sup> Rafika Yunion P., Thesis: "*Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020*", (Surakarta: IAIN Surakarta, 2020)

the questioning strategies that the teacher employed were question-planning strategies and question-controlling strategies.<sup>37</sup>

4. The fourth is a journal by Desi Yulia Putri and Reflinda entitled “Teacher’s Questioning Strategies during the Classroom Interaction at Islamic Senior High School” (2021). The journal focuses on the types of question used by the teacher and the way of the teacher to apply the questioning strategies during classroom interaction, while this research focuses on analyzing the implementation of teacher's questioning strategies and the types of questions used by the teacher in English language teaching. The result of the journal is there were six types of questioning strategies used by the teacher, namely: knowledge questions, comprehension questions, application question, analysis question, synthesis question, and evaluation questions. For the similarity between both research is both focus on analyzing types of questions used by the teacher.<sup>38</sup>
5. The fifth is a journal by Parman, Nurwahida and Asfiah Syam entitled “Questioning Strategies Analysis: Teachers’ Practice and Students’ View” (2021). The result of the journal is there were four types of questions: probing question, factual question, high order question, and structuring question. Furthermore, the journal showed that questioning strategy used were aimed at gaining attention, checking prior knowledge, checking to understand, enhancing knowledge, experimenting, and encouraging pupils’ thinking. The similarity between the journal and this research is both analyze teachers’ questioning strategies. For the difference is the journal focuses on the teachers’ questioning strategies and the perceptions of students toward teacher’s questioning strategies and the purpose of questioning strategies themselves, while this research focuses on the implementation of teachers’

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<sup>37</sup> Dian Ekawati, Thesis: *"An Analysis of Teacher's Questioning Strategies During the Classroom Interaction at SMAN 4 Makassar"*, (Makassar: Muhammadiyah University of Makassar, 2019)

<sup>38</sup> Desi Yulia Putri and Reflinda, “Teacher’s Questioning Strategies during the Classroom Interaction at Islamic Senior High School”, *Journal of English Language Teaching*, Vol. 2, No. 4, October, 2021



questioning strategies and the types of questions used by the teacher during English language teaching.<sup>39</sup>



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<sup>39</sup> Parman, Nurwahida and Asfiah Syam, "Questioning Strategies Analysis: Teachers' Practice and Students' View", *P-JEIS: Parahikma Journal of Education and Integrated Sciences*, January, 2021

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher provides the description of the research methodology. Consist of the method of the research design, data and data source, technique of data collection, technique of data verification and data analysis.

#### A. Type of the research

The research conducted by the researcher is descriptive-qualitative research. Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on phenomena or setting.<sup>40</sup> Qualitative research involves the studied use and collection of a variety of empirical materials-case, personal experience introspective, life story, interview, study, observational, interactional, historical, and visual texts that describe problematic and routine moments and meaning in individual lives.<sup>41</sup> It is a systematic, using a subjective approach, life experiences will be described and given significance.

Descriptive qualitative research is mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. In the other hand, how opinions are formed is a concern of qualitative research. The researcher will adopt a person-centered to understand the sample experience and to obtain and generate the ideas. In this study, the researcher looked into the teacher's questioning strategy, it was along with the objective of this study was to know the strategy of the question that the teacher used.<sup>42</sup>

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<sup>40</sup> Rafika Yunion P., Thesis: "*Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020*", (Surakarta: IAIN Surakarta, 2020) pp. 29

<sup>41</sup> Muhammad Muzakki Aufa: "*English Language Teaching and Learning for Young Learners at SD IT Cahaya Bangsa Mijen-Semarang*", (Semarang: UIN Walisongo Semarang, 2018) pp. 32

<sup>42</sup> Rafika Yunion P., Thesis: "*Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020*", (Surakarta: IAIN Surakarta, 2020) pp. 29

## **B. Source of the data**

### **1. The location of research**

The location of the research was in MTs Ma'arif NU 1 Purwojati Banyumas. It is located in Jl. Raya Inpres No. 245 RT 01 RW 03, Purwojati, Kec. Purwojati, Kab. Banyumas Prov. Jawa Tengah. The reason why the researcher chose MTs Ma'arif NU 1 Purwojati Banyumas as the research place because in the English learning teaching of MTs Ma'arif NU 1 Purwojati Banyumas, the teacher used a unique questioning strategy. The teacher was interactive in teaching and used familiar language among young people to improve students' responses in learning English. This research focused on the teacher's questioning strategy during learning process of seventh grade students of MTs Ma'arif NU 1 Purwojati Banyumas.

### **2. Subject of the research**

The subject of this research is the English teacher of seventh grade A-B students of MTs Ma'arif NU 1 Purwojati Banyumas in academic year of 2022/2023. In this school, there are two English teachers. English teacher of seventh grade is chosen by the researcher as subject of the research because the teacher has a unique strategy in giving questions. The teacher is communicative and able to choose interesting topic in giving questions to the students so the teacher can create an interactive learning process. It means that the English teacher is expected to reflect the results of this study.

### **3. Object of the Research**

The implementation of teacher's questioning strategy and types of questions used by the English teacher of MTs Ma'arif NU 1 Purwojati Banyumas in English language teaching for seventh grade A and B in three meetings are the object of this research. Three meetings of English language teaching conducted from 2<sup>nd</sup> November 2022 to 17<sup>th</sup> November 2022 and the duration of each meeting was seventy minutes.

### C. Techniques of Data Collection

Data collection techniques are very important as a means to learn several data collection techniques. There are four kinds of technique data collection in qualitative research. The most common data collection techniques utilized in qualitative research are observation, interviews, and document.<sup>43</sup> Furthermore, the data collection technique is the first major step in the research because the primary goal of the research is to collect data. In this study, observation, interviews, and documentation are used as the technique of data collection. Furthermore, observation guidelines and list of questions used as the instrument in doing the classroom observation and direct interview with the English teacher.

#### a. Observation

Observation is the process of gathering open-ended, firsthand information by observing and places at a research site. The researcher directly observed the teacher's questioning strategy during the learning and teaching process in the classroom. The researcher also took recording of learning process to help the researcher to find out the types of teacher's and students' talks during the learning and teaching process at the trait classroom. The researcher did the observation in three meetings of English language teaching of seventh grade A-B, it was conducted from 2<sup>nd</sup> November 2022 to 17<sup>th</sup> November 2022 and the duration of each meeting was seventy minutes.

#### b. Interview

Interview is a formal meeting between two people (interviewer and interviewee) that conducted to ask questions and obtain information from the interviewee. The researcher did the direct interview with the English teacher to get information about questioning strategy used by the teacher in teaching-learning process, it was conducted at 17<sup>th</sup> November 2022 and the duration was fifteen minutes.

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<sup>43</sup> Ade Chusna Silvia Rahmi., Thesis: *"Analysis of Grammatical Errors in Descriptive Text Written by Tenth Grade Students of MA WI Kebarongan Based on Surface StrategyTaxonomy"*, (Purwokerto: UIN Prof. K.H. Saifuddin Zuhri, 2022) pp. 21

c. Documentation

To clarify the data, the researcher also documented the English learning process involving teachers and students. The documentation including RPP (Rencana Pelaksanaan Pembelajaran) and observation pictures.

**D. Techniques of Data Analysis**

Data analysis is the most complex and mysterious phase of qualitative research.<sup>44</sup> Data analysis in qualitative research is a time consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, or information from documents, all of which must be examined and interpreted. In analyzing the data of this research, a conversation analysis was applied to analyze the data that has been collected.

The aim of the conversation analysis here was to transfer the data by analyzing the context of the conversation thoroughly to obtain the specific and essential data for the researcher. The data here was based on transcripts from the video record in the observation and the interview.<sup>45</sup> After gathering all data from classroom observation, interview, and video record, the data were analyzed on the basis of several steps:<sup>46</sup>

1. Analyze data from the observation and video recording to examine the questioning strategies distribution.
2. Transcribed the classroom interaction. The transcripts data were encoded to find how is the implementation of teacher questioning strategies and the sample of teacher's questions in the class. The sample of questions itself was analyzed based on the type of question and the context of the conversation between the teacher with the students.

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<sup>45</sup> Muhammad Adi Rahman, Cayandrawati S, Dini Noor Arini, "Teachers' Questioning Strategies Used by The Teachers of The Tenth Grade at SMKN 4 Banjarmasin", *Lingua Educatia Journal*, Vol. 3, no. 3, pp. 200, September, 2021

<sup>46</sup> Suherdi (2006) Muhammad Adi Rahman, Cayandrawati S, Dini Noor Arini, "Teachers' Questioning Strategies Used by The Teachers of The Tenth Grade at SMKN 4 Banjarmasin", *Lingua Educatia Journal*, Vol. 3, no. 3, pp. 200-201, September, 2021

3. Analyzing the data from the interview. The data was transcribed to interpret some vital information that was related to the study question and to permit the researcher to obtain the crucial data that cannot be acquired from more observation. The interview was utilized for gaining more information related to questioning strategy used by the teacher.
4. Next, the researcher presented the data by showing the transcription. The transcription consists of the implementation of teacher questioning strategy and types of teacher's questions. The interview data were added to support the primary data from the observation that related to the transcription itself.
5. Data that the researcher got, it is transcribed into written transform, and then identified, selected, and also classified or extracted based on the context of the conversation and the uniqueness of the data as well as the needs for the analyst, which were relevant to the topic of this study. Repetitive or saturated data would only mention once.
6. Finally, the analyst concluded all the data from the two-point descriptions into a study discussion based on the study problems of this study.

#### **E. The Validation of Data**

Data validity is defined as an instrument's ability to measure what it supposed to be measured.<sup>47</sup> The validation of data in this research was in conducted by applying descriptive qualitative research, therefore, it concerned with the validation of data. Validation of data is the degree to measure accurately and represent what is supposed to.<sup>48</sup> The validation of the data is important in doing inquiry to check credibility of the data. In this study, the researcher employed observation, interview and documentation as the instrument.

The validation of the data in this research used the technique of triangulation. The data triangulation means that the researcher triangulated some

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<sup>47</sup> Ade Chusna Silvia Rahmi., Thesis: *"Analysis of Grammatical Errors in Descriptive Text Written by Tenth Grade Students of MA WI Kebarongan Based on Surface StrategyTaxonomy"*, (Purwokerto: UIN Prof. K.H. Saifuddin Zuhri, 2022) pp. 23

<sup>48</sup> Rafika Yunion P., Thesis: *"Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020"*, (Surakarta: IAIN Surakarta, 2020) pp. 35



sources of the data that have been obtained.<sup>49</sup> It means that the researcher collected the data from different data sources. Second is investigator triangulation refers to the researcher triangulated the sources of data by checking the data to some experts to reach the data validation. It means that the result of research from data or conclusions can be tested or check validity by some experts. Third is methodological triangulation, refers to the researcher technique in collecting the data to obtain data validation. It can also be defined that methodological triangulation is the way of the researcher to test or check the validity of data by collecting similar data but using a technique or a different data collection method. While theoretical triangulation refers to the triangulation process to use of some related theories by the researcher to validate the data of the research. It means that to check the validity of data using more than one theory to discussed the problem statement so that it can be analyzed.<sup>50</sup>

According to Sutopo, triangulation is the most common way used for improving validity in qualitative research. According to Patton, there are four techniques of triangulation: data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.<sup>51</sup> From those types of triangulation, the researcher applied the methodological triangulation. To get the validation of the data, the researcher compared the data that have been obtained from the data observation and the data interview. After observation in the classroom, then the researcher crosschecking the data to compare the data observation to the data interview and the theory.

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<sup>49</sup> Ziarah, Thesis: *“An Analysis of Teacher’s Questioning Strategies during The Classroom Interaction”*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 19

<sup>50</sup> Ziarah, Thesis: *“An Analysis of Teacher’s Questioning Strategies during The Classroom Interaction”*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 19

<sup>51</sup> Ziarah, Thesis: *“An Analysis of Teacher’s Questioning Strategies during The Classroom Interaction”*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 20

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses about finding and discussion. The findings describe about the result of the data collected from the observation and interview and discussion explains and interprets the findings. The data were taken from classroom observation and interview by audio recorder.

#### **A. Findings**

In this chapter, the researcher presents the result of the research done in MTs Ma'arif NU 1 Purwojati Banyumas in seventh grade students. The research findings are the result to answer two research questions. The research questions are how is the teacher's implementation of questioning strategy in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas and what are the types of questions used by the teacher in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas.

The researcher used observation, interview and documentation as the techniques of collecting the data. The observation conducted in seventh grade A and B. The observation was conducted in three meetings and the duration of each observation was seventy minutes. The data was recorded on the audio recording to analyze the teacher's questioning strategy during English learning teaching. In this observation, the researcher acted as the non-participant observer in which she did not participate in the learning process on the class so the audio recorder was placed in the classroom when the learning process was running. The direct interview was conducted with the English teacher of seventh grade A and B with thirteen questions. The interview was conducted in one meeting and the duration of interview was 15 minutes to support the data collection.

1. Teacher's implementation of questioning strategy in English language teaching

This section presents the findings of the study conducted based on the first research questions mentioned in chapter I earlier, teacher's implementation of questioning strategy in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas. Based on the classroom observation in three meetings at seventh grade A and B MTs Ma'arif NU 1 Purwojati Banyumas conducted from 2 November 2022 to 17 November 2022, the researcher found the English teacher applied questioning strategy in teaching. The teacher used questions in three main stages of learning process based on Permendikbud No.65/2013; Opening or called Pre-Activity, Main Activity, and Closing or Post-Activity.

a. Opening

In teaching-learning process the teacher started the class by greeting all the students. Then, after the students gave the response from the teacher's greeting, the teacher checked the students' attendance and gave questions for asking about students' condition, students' problem in learning English, the material that presented by the teacher last meeting and the homework. Furthermore, the teacher usually asked twice for make sure there were no problem with the students. In direct interview the teacher explained that the purpose of the action is one of some ways to be closer with the students so the teacher could create a good learning process, so the students got what the material conveyed by the teacher.

There were several examples of questions the researcher found that were used by the teacher in the opening while the researcher was following the learning process for 3 meetings:

Table 1. Question in the opening of learning process

No	Purpose of question	Question
1.	Checking the students' attendance.	-Siapa yang tidak berangkat hari ini? -Yang tidak berangkat banyak yah?
2.	Asking the students' condition.	How are you today students?
3.	Reminding the students about the material given last week.	-Kemarin materinya tentang apa yah? -Kemarin belajar tentang benda-benda di ruang kelas ya?
4.	Asking the homework given last week.	-Tugas yang kemarin sudah dikerjakan? -Kemarin saya suruh belajar tentang article ya?

From the table above, it can be concluded that the teacher continuously used a questioning strategy in the opening of learning process with specific goals. These objectives were set in order to facilitate effective learning goals as well as what was conveyed by the teacher in the interview that there was a difference between students who were often asked by the teacher and students who were rarely or even never asked by the teacher. Students who were often asked by the teacher will be more active and dare to express their opinions. So that the teacher used the questions in the opening to create a conducive and interactive learning atmosphere.

b. Main activity

In the main activity, the teacher started delivering the material by attracting the students' focus using questions related to the topic of the material. The questions used as an introduction for students to the topic that will be discussed. The questions given by the teacher also aimed to check which students have studied the material before participating in the learning because if someone has studied the material, the discussion would be more responsive to the teacher's explanation.

During the observation, the researcher found the teacher used a lot of questions that discussed the topic of the material. There were teacher's questions used while the researcher was following the learning process:

*Table 2. Questions in the main activity of learning process*

No	Material	Question
1.	Timetable and time	-Timetable <i>itu apa ya?</i> - <i>Di jadwal siapa yang mengajar bahasa Inggris?</i>
2.	Animals in the garden and public facilities	- <i>Animals in the garden bicara tentang apa ya?</i> - <i>Public facilities menurut kalian itu apa ya?</i> - <i>Coba tempat umum apa yang kamu tahu, di lingkungan sekitar kamu?</i>
3.	Things and school facilities	- <i>Coba saya tanya dulu benda2 yang ada di sebelah kiri itu apa ya?</i> -Where are the computers? - <i>Apa itu library?</i>
4.	Demonstrative Pronoun	- <i>Demonstrative pronoun ya hari ini?</i>

		-This is a... <i>berarti bukunya ada berapa?</i> -Kalau pakai those <i>satu atau lebih dari satu?</i>
5.	Article a, an, the	-Article <i>pemakaiannya bagaimana ya?</i> -a <i>dan an bagaimana penggunaannya menurut pemahaman pembelajaran kalian?</i>
6.	How much and how many	-How many <i>dan how much artinya apa ya?</i> -Kemudian <i>untuk many digunakan untuk apa ya?</i> -Terus <i>untuk sesuatu yang tidak bisa dihitung setahu kalian ada apa aja contohnya?</i>

Questions used by the teacher to students in the main activity encouraged the students to stay focused on the material being studied. The teacher's questions also make the students imitate repeated answers using the target language, English. In that way, the main activity does not just go one way, but goes both ways. The teacher and students interacted in the learning process, so that the material could be conveyed clearly by the teacher.

#### c. Closing

In the closing part of the learning process, the researcher found that the teacher did several things: conveyed the conclusions, asked the students how far they understood the material presented, whether there were any questions related to the material that had been delivered, gave assignments to the students to read the next material and answer the questions in the handbook to be collected and discussed at the next

meeting. When doing the closing part, the teacher used several questions. The questions of closing part in the table below:

*Table 3. Questions in the closing of learning process*

No	Activity	Question
1.	Conveying the conclusions	- <i>Ya untuk demonstrative pronoun ada pertanyaan?</i> - <i>Benda-benda yang tadi sudah masuk pembahasan semua ya?</i>
2.	Checking students' understanding	- <i>Bagaimana materi hari ini sudah jelas ya?</i> - <i>Bagaimana hari ini, pelajaran hari ini apakah bisa dipahami dengan dengan baik?</i> - <i>Dari yang saya sampaikan paham?</i> - <i>Any questions guys?</i>

In conveying the material topics as listed in the table above, the teacher used questions to confirm students' understanding after the material has been delivered. This is consistent with what the instructor said during the direct interview that by asking students' understanding, the teacher already understands the problems faced by students in the learning process.

## 2. Types of questions used by the teacher in English language teaching

Based on the observation, the researcher found out all of types question used by the English teacher. The three types of questions according to Richard and Lockhart are procedural, convergent and divergent. The total number of types of questions used by the English teacher in three meetings were one hundred seventy-eight questions, the details are presented in the table below:



*Table 4. The total number of types of questions*

No.	Types of Questions	Meeting						Total
		1		2		3		
		7A	7B	7A	7B	7A	7B	
1.	Procedural	9	10	6	9	4	4	42
2.	Convergent	6	32	30	18	28	16	130
3.	Divergent	-	3	-	1	1	1	6
Total Number		15	45	36	28	33	21	178

As presented in the table, the teacher used one hundred seventy-nine questions consisting of procedural, convergent and divergent during three meetings of the learning process. To clarify the data, the researcher explained the results of observing the teacher's questioning strategy per type of questions in three meetings of VII A-B class while the researcher followed:

a. Procedural questions

Procedural questions deal with routines and procedures in the classroom. In the researcher's observation in English learning teaching at MTs Ma'arif NU 1 Purwojati Banyumas, teacher asked procedural questions in all of stages of learning process. The procedural questions used to find out what was happening in the classroom. Besides, the teacher used procedural questions to make sure the students comprehend their assignment and the guidelines for a new work.

Based on the observation, the researcher found that the total of procedural questions used by the teacher while the researcher following the three meetings of VII A-B class was forty-two questions. It consists procedural questions that used to ask the routines and procedures and to make sure the students comprehend their assignment and the guidelines for a new work. The example of

procedural questions that used by the teacher to ask the routines as follows:

*Table 5. Procedural questions to ask the routines*

No.	Procedural questions
1.	How are you today students?
2.	<i>Siapa yang tidak berangkat?</i>
3.	<i>Kemarin di rumah belajar tidak?</i>
4.	<i>Yok seperti biasa siapa yang mau menulis jawaban ke depan?</i>
5.	<i>Materi minggu lalu tentang apa ya?</i>
6.	<i>Kemarin belajar tentang benda-benda yang ada di ruang kelas ya?</i> <i>Tugas yang saya kasih minggu lalu sudah dikerjakan?</i>

From the table above, the researcher found out that the teacher has some routines that applied in the VII A-B class. From the example of number one and two, the teacher said ‘How are you today students? Siapa yang tidak berangkat?’. From that teacher’s questions, the researcher concluded that asking students’ condition and checking students’ attendance were the teacher’s routines that teacher did continuously.

The example of number 3, the teacher asked the students whether they studied at home yesterday or not. As conveyed by the teacher during the interview that the teacher gave assignments as the routines. The teacher asked the students in order to find out whether students already have knowledge about the topic material that will be discussed in the learning process or not. From that question, the teacher knew how enthusiastic the students were in preparing the material before attending class. It can be seen from the students’ response to the question.

The next example is number 4, the teacher asked the students who wants to write the answers of the assignment given on the white board. Asking the students to write the answers on the white board was the teacher's routine. It was applied to encourage the students in learning process. Usually, the teacher gave reward to the students who write the answers on the white board.

Furthermore, from the examples of number 5-6 the teacher asked the students about the material given last meeting. It aimed to make the students remind the material that was discussed although the teacher added the new material in each new meeting. Then the example of number 7, the teacher gave procedural question to ask the students about the assignment given in the last meeting.

From the explanation of the table above, the researcher found out that the teacher used procedural questions in asking what the teacher and students do as the routines. Then, the example of procedural questions that used by the teacher to ask the procedures as follows:

*Table 6. Procedural questions to ask the procedure*

No.	Procedural questions
1.	<i>Apakah sudah jelas caranya?</i>
2.	<i>Kalau begitu setelah membaca contoh time table di buku berarti kira-kira paham tidak bagaimana cara membuatnya?</i>
3.	<i>Sudah dicoba di rumah yang activity eight, facilities in the school itu sudah dikerjakan?</i>

The table above is the example of procedure questions used to ask the students' understanding about procedures given by the teacher for doing assignment. Before giving procedures to the students, the teacher gave the examples first to make the students easier in finishing assignment. Finally, the teacher gave a question to make

sure that the students get the point of procedures given by the teacher. Furthermore, there were procedural questions that used by the teacher to make sure the students comprehend their assignment as follows:

*Table 7. Procedural questions to make sure the students comprehend the assignment*

No.	Procedural Questions
1.	<i>Ada yang benar semua mengerjakan tugasnya?</i>
2.	<i>Ini maksudnya apa yah?</i>
3.	<i>Kalau begitu true atau false?</i>

The teacher used some procedural questions to make sure the students comprehend their assignments as some examples of questions in the table. Those questions were usually said by the teacher when discussing the answers of the assignment given with the students. Sometimes the teacher asked who has all the correct answers in doing assignments to find out whether the material conveyed was clear or not for the students. Finally, procedural questions that used by the teacher to make sure the students comprehend the guidelines for a new work as follows:

*Table 8. Procedural questions to make sure the students comprehend the guidelines*

No.	Procedural Questions
1.	<i>Sejauh ini bisa ya?</i>
2.	<i>Yang sebelah kiri bagaimana dibacanya tadi?</i>
3.	<i>Sanggup atau tidak kira-kira langsung jawab ini?</i>

The questions in the table above were the examples of questions used by the teacher to make sure that the students comprehend the guidelines for a new work. Before giving new assignment or homework to the students, the teacher explained how to do the new

assignment. After explaining the steps on how to do it, the teacher checked students' understanding of the new task that has been given.

The questions in the table above were examples of forty-two procedural questions used by the teacher while teaching grades VII A-B for three meetings that which has certain functions.

b. Convergent questions

Convergent questions might inspire students to respond to the question based on main idea or topic material of learning process that was explaining by the teacher. In convergent questions, the students can answer the question based on the material that has been explained by the teacher. In the researcher's observation in English learning teaching at MTs Ma'arif NU 1 Purwojati Banyumas, the teacher used convergent questions to encourage students to remain attentive to the topic that the teacher has discussed or otherwise presented to them.

Based on English learning teaching followed by the researcher in three meetings at MTs Ma'arif NU 1 Purwojati Banyumas, the teacher used one hundred and thirty convergent questions. This type of question was used by the teacher in the main activity of learning process. These were questions that were given to make students focus on the topic of discussion in the learning process. Besides, it was also used to increase students' understanding of the material provided. Therefore, questions of this type are the questions most used by teachers in teaching the students than procedural or divergent questions.

There were some examples of convergent questions used by the teacher in English learning teaching of VII A-B:

Table 9. Convergent questions at the beginning of learning process

No.	Convergent Questions
1.	<i>Materi kita tentang time table ya?</i>
2.	Demonstrative pronoun <i>ya hari ini?</i>
3.	<i>Kemarin saya suruh belajar article ya?</i>
4.	How many <i>dan</i> how much <i>artinya apa ya?</i>

The convergent questions above were questions given by the teacher to the students at the beginning of learning towards discussing the topic material. So, the questions were given at the beginning of the main activity step to introduce students to the topic material that will be discussed. In addition to the examples above, the teacher also used convergent questions to maintain students' focus so that they pay attention to the delivery of material on the topic that being studied. The questions given at the core of main activity. Some examples of the questions as follows:

Table 10. Convergent questions at the core of main activity

No.	Convergent Questions
1.	<i>Kalau pakai those satu atau dua atau lebih dari satu?</i>
2.	<i>Coba sambil mengerjakan, saya tanya apa tujuan kamu belajar dari teks seperti ini apa ya?</i>
3.	Articles <i>pemakaiannya bagaimana ya?</i>
4.	Where are the storybook?
5.	<i>Apa itu library?</i>

The questions in the table above are some examples of convergent questions used for students with the aim of keeping students' focus on the material being studied together. The questions were also given according to the topic material being discussed as the examples in the table above. First example in the table the teacher

asked the students about demonstrative pronoun, 'Kalau pakai those satu atau dua atau lebih dari satu?', number three the teacher asked about 'articles', and number four and five the teacher asked the students about school facilities.

Based on class observation did by the researcher, the researcher found that convergent questions were the type of questions most used by the teacher because these questions were used at the main activity and related to the topic material given. The result of the observation showed that the teacher used one hundred and thirty convergent questions in the three meetings of learning process of VII A-B class.

c. Divergent questions

Divergent questions are questions outside the topic material of learning process. Divergent questions can motivate the students to provide the answers in higher level thinking. Besides, it can encourage the students to give response based on their knowledge and experience. Therefore, based on the research conducted at VII grade A-B of MTs Ma'arif NU 1 Purwojati Banyumas, the researcher found that the English teacher only used three divergent questions during English learning teaching. The questions as follows:

*Table 11. Divergent questions*

No.	Divergent Questions
1.	<i>Sejauh ini bagaimana pendapat kalian tentang materi hari ini?</i>
2.	<i>Terus untuk sesuatu yang tidak bisa dihitung setau kalian ada apa aja contohnya?</i>
3.	<i>Itu di luar ada bola, kalau pake in bolanya di mana terus kalau pakai on bolanya dimana yaa, ada yang bisa menjelaskan?</i>



The questions in the table were the divergent questions used by the teacher while the researcher was following learning process in three meetings of VII grade A-B. Based on the research, the teacher used divergent questions if necessary to check students' general knowledge out of the material given. So not in every meeting of learning process the teacher used this question.

## **B. Discussions**

As a tool as one of the tools in the teaching and learning process which has a function to check students understanding, it is not surprising to observe that teacher asked many questions during the English learning teaching process. It is in line with Azar's statement that question is to look for information that we do not know before.<sup>52</sup> In the context of learning teaching observed by the researcher, the teacher used questions to know how far the students understood the material given. Besides, based on the direct interview with the English teacher, questions also provide opportunities for students to express ideas and thoughts. It is supported by Morgan and Saxton, who stated that questions open a wide range opportunity to the students to use the target language in classroom and it can be answered by referring back to the type of the questioning strategy frequently used by the teacher.<sup>53</sup> Therefore, teacher's questions open various opportunities for students to convey ideas or responses based on their thoughts and make the students more active in the learning process.

Teacher's questions in the language class played an important role in creating an effective learning process because it could improve students' language skills. According to Harvey, questioning strategy is most effective when it allows students to become fully involved in the learning process. He stated that while the lesson is planning, it is absolutely vital that teachers think

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<sup>52</sup> Azar (1999) in Rismayanti, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction at PIBA of UIN Alauddin Makassar"*, (Makassar: UIN Alauddin Makassar, 2018) pp. 11

<sup>53</sup> Morgan and Saxton in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 14

about the types of question will be asked to students.<sup>54</sup> This is in accordance with what the researcher found in the research. When the teacher gave a question, the students actively involved in the learning process by answering questions given by the teacher so the teacher's questioning strategy improved the quality of learning. What the researcher found in the observation was in line with Ma's statement that questioning strategies can thus change the way of teacher monologue and involve students in the active classroom interaction, which helpful to the development of their language competence.<sup>55</sup>

After getting the data of teacher's questions, this study analyzed the implementation of the questioning strategy and classified teacher's questions used by teacher based on the type. Finally, the results of the research questions are presented in the research findings and the data is discussed in the discussions.

1. The implementation of questioning strategy in English language teaching

The first research question is how is the teacher's implementation of questioning strategy in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas and what are the types of questions used by the teacher in English language teaching at the seventh grade of MTs Ma'arif NU 1 Purwojati Banyumas. The researcher did the observation in three meetings of English learning teaching at VII A-B class in MTs Ma'arif NU 1 Purwojati Banyumas from 2<sup>nd</sup> November 2022 to 17<sup>th</sup> November 2022.

Based on Permendikbud No.65/2013, the learning procedure covers three main stages of Opening or called Pre-Activity, Main Activity, and Closing or Post-Activity. In the English learning teaching process at MTs Ma'arif NU 1 Purwojati Banyumas, the questioning strategy was applied in the three stages of learning process according to the learning stages at the Permendikbud No.65/2013; in the opening, main activity and closing.

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<sup>54</sup> Ayu Erianti, Erwin Akib and Fharisa Andi Baso, "An Analysis of Teachers' Questioning Strategies in ELT the Classroom Interaction at Eleventh Grade SMA Muhammadiyah 1 Unismuh Makassar", *Exposure Journal*, Vol. 7, No. 1, pp. 60, May, 2018

<sup>55</sup> Ma (2008) in Ziarah, Thesis: "An Analysis of Teacher's Questioning Strategies during the Classroom Interaction", (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 14

In the opening, questioning strategy in the opening of learning has specific goals. These objectives were set in order to facilitate effective learning goals. There was a difference between students who were often asked by the teacher and students who were rarely or even never asked by the teacher. Students who were often asked by the teacher will be more active and dare to express their opinions. The teacher questioning strategy in the opening of learning was correlated with Ma's statement that questioning strategy is effective when it allows students are totally engaged in the learning process.<sup>56</sup> Furthermore, according to Shen, there is evidence that questions can stimulate critical thinking among students, focus their intentions, encourage participation in the learning process, and allow teachers to gauge how well the students comprehend the material given.<sup>57</sup> So, the teacher used the questions in the opening to create a conducive and interactive learning atmosphere.

In the main activity, the teacher started delivering the material by attracting the students' focus using questions related to the topic of the material. The questions used as an introduction for students to the topic that will be discussed. When the teacher started conveying the material, questions used by the teacher to students in the main activity encouraged the students to stay focused on the material being studied. The teacher's questions also make the students imitated repeated answers using the target language, English. In this manner, the main activity moved both ways among teacher and students. Besides, in this part questions have other function. As Elis stated that questions serve as a device controlling the progress of the interaction through which a lesson is enacted.<sup>58</sup> The teacher built the interaction with the students in the learning process, so that the material could be conveyed clearly by the teacher. It was correlated with Richards

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<sup>56</sup> Ma (2008) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 14

<sup>57</sup> N.K.T. Suartini, N.K. Wedhanti and G.A.P. Suprianti, "Teacher's Questioning Strategies in Junior High School: A Case Study", *Jurnal Pendidikan Bahasa Inggris Undiksha*, Vol. 8 No. 2, pp. 97 (2020)

<sup>58</sup> Elis (1992) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 11

said that classroom interaction is pattern verbal and non-verbal communication and the types of social relationships that is occur in a classroom so that the class becomes more active and interactive.<sup>59</sup> Besides, based on Creemers and Kyriakides, state classroom interaction is related to the teacher's style so the teacher knows how to make the students involve in the classroom interaction.<sup>60</sup> Therefore, the teacher was the key who made the students participate in the classroom actively.

In the closing of learning process, the teacher asked the students how far they understood the material presented, whether there were any questions related to the material that had been delivered, gave assignments to the students to read the next material and answer the questions in the handbook to be collected and discussed at the next meeting. The teacher used questions to confirm students understanding after the material has been delivered and it was correlated with Richard and Smith statement that teachers asked question to their students are to access information and to draw some conclusion.<sup>61</sup> It was correlated also with Eble's argument that questions in the closing activity can be used by teachers in completing the target learning.<sup>62</sup> Furthermore, this is consistent with what the English teacher said during the direct interview that by asking students' understanding, the teacher already understands the problems faced by students in the learning process.

## 2. Type of questions used by the teacher in English language teaching

Based on Richard and Lockhart, there are three types of questions: procedural, convergent and divergent question. This following list is the list of questions type that the English teacher used in English learning teaching

<sup>59</sup> Richards (2002) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 13

<sup>60</sup> Creemers and Kyriakides (2005) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp. 13

<sup>61</sup> Rafika Yunion P., Thesis: *"Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020"*, (Surakarta: IAIN Surakarta, 2020) pp. 17

<sup>62</sup> Eble (1998) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp.10

process. The researcher found that there was one hundred seventy-eight questions used by the teacher in three meetings of VII grade A-B class. From one hundred seventy-eight questions, there were forty-two procedural questions, one hundred and thirty convergent questions and six divergent questions. The total number of procedural questions in the first meeting was nineteen questions, the second meeting was fifteen questions and the third meeting was eight questions. The total number of convergent questions in the first meeting was thirty-eight questions, the second meeting was forty-eight questions and the third meeting was forty-four questions. Finally, the divergent questions in the first meeting were three questions, the second meeting was one question and the third meeting was two questions.

From the types of questions based on Richard and Lockhart, convergent questions were mostly used by the English teacher. This type of question was used by the teacher in the beginning and core of the main activity of the learning process. These were questions that were given to make students focus on the topic of discussion in the learning process, so this type of question has been widely used by teachers to ask for new material to be delivered. This was in accordance with Eble's statement that students perform better on lesson items that are previously asked as recitation questions than on items they have not been exposed to before.<sup>63</sup> It is used to make the students interested in following new lessons. Besides, it was also used to increase students' understanding of the material provided.

Chaudron stated that interaction between students and teacher is fundamental to the learning process. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.<sup>64</sup> Correlated with that statement, to build a good classroom interaction, the teacher gave questions to the students about things that are usually encountered in the class such as asking about routines and

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<sup>63</sup> Eble (1998) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp.10

<sup>64</sup> Chaudron (1998) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp.13

procedures in the classroom. The result of observation also was correlated with a number of recent studies concluded that learning is likely to more effective when students are active involved in a dialogue in which they are co-constructor of meaning.<sup>65</sup>

Hitchcok and Hughes stated that classroom interaction can be define as a communication patterns between teacher and students and students with students.<sup>66</sup> It means that is not only process between teacher and students but also between students and students in the learning process. Classroom interaction can make the students involve in learning because the students talk and share to each other in the classroom. In the researcher's observation in English learning teaching at MTs Ma'arif NU 1 Purwojati Banyumas, teacher asked procedural questions for building classroom in all of stages of learning process. The procedural questions used to find out what was happening in the classroom. Besides, the teacher used procedural questions to make sure the students comprehend their assignment and the guidelines for a new work.

For divergent questions used by the teacher while the researcher was following learning process in three meetings of VII grade A-B, the total number of the questions were six questions only. It was correlated to Richard and Lockhart cited in Ziarah's thesis stated that divergent questions encouraging the students to answer the questions in higher level thinking. It can encourage the students to respond to the questions based on their own knowledge, but the students must answer the questions with a long answer. The teacher used divergent questions if necessary to check students' general knowledge out of the material given. In the class observation of seventh grade A-B, students only respond to the question with a short answer because of limited vocabulary. Therefore, the total number of divergent questions only six questions. It means divergent questions is rarely used by the English

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<sup>65</sup> Gibbon (2002); Nystrand (1997); Wells (1999) in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp.12

<sup>66</sup> Hitchcok and Hughes in Brown (2001) cited in Ziarah, Thesis: *"An Analysis of Teacher's Questioning Strategies during the Classroom Interaction"*, (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2020) pp.13



teacher. The teacher used divergent questions if necessary to check students' general knowledge out of the material given.

According to Brown and Edmonson, state that teachers used questioning fundamentally to check students understanding to diagnose students' difficulties, to recall facts, to test knowledge, to direct attention, and to maintain control.<sup>67</sup> This was in accordance with the purposes of English teacher's questioning strategy at MTs Ma'arif NU 1 Purwojati Banyumas. Based on the direct interview, the purposes of English teacher gave the questions to the students were to check students' understanding whether the students understood about the material, to test the students and to try the students speak comfortably. When the English teacher used procedural and convergent questions, the students can easily answer the questions correctly because the students answer based on the previous material or information and confirm the previous answer, the students only used short answers such as yes or no question or short statement.

In the English learning teaching process following by the researcher, the students were interesting to answer procedural and convergent questions. The students gave responses to the teacher's questions because the students could answer the questions correctly with simple responses so they were confident and not afraid of being wrong in answering teacher's questions. It was in accordance as Richard and Lockhart stated that the students could respond to procedural and convergent questions with a simple response such as "yes" or "no" or short statement.<sup>68</sup> It can be concluded that type of procedural questions and convergent questions could control the English learning teaching well than divergent questions because in answering divergent questions the students need to take more time to think the answers with higher order thinking. According to the interview, the English teacher

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<sup>67</sup> Brown and Edmonson (1985) in Rismayanti, Thesis: "An Analysis of Teacher's Questioning Strategies during the Classroom Interaction at PIBA of UIN Alauddin Makassar", (Makassar: UIN Alauddin Makassar, 2018) pp. 20

<sup>68</sup> Jack C. Richards and Charles Lockhart, "*Reflective Teaching in Second Language Classrooms*", (New York: Cambridge University Press, 1996), pp. 186-187



stated that questions could measure students' understanding of the given material.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is divided into two sections: conclusion and suggestion. The first section gives the researcher's conclusion based on the data gathered. The second section offers suggestions for the teachers, students, and future researchers.

#### **A. Conclusion**

Based on the research finding and discussion in chapter four, the researcher makes some conclusions about the implementation of teacher's questioning strategy and types of questions used by the English teacher at the seventh grade A-B students of MTs Ma'arif NU 1 Purwojati Banyumas in English learning teaching when the English teacher used questioning strategy at the seventh grade A-B students of MTs Ma'arif NU 1 Purwojati Banyumas. Based on the classroom observation in three meetings conducted from 2<sup>nd</sup> November 2022 to 17<sup>th</sup> November 2022, the researcher concluded that the English teacher applied questioning strategy in English learning teaching. The teacher used questions in opening, main activity, and closing of learning process.

In the opening of learning process, the English teacher used questioning strategy for checking the students' attendance, asking about students' conditions, students' problem in learning English, the material that presented by the teacher in the last meeting and the homework given last meeting. Then in the main activity, questions used by the teacher as the beginning of delivering the material by attracting the students' focus, as an introduction for students to the topic that could be discussed and to check the students who had studied the material before participating in the learning. Finally, in the closing activities, the English teacher used questioning strategy to check the students how far they understood the material presented whether there were any questions related to the material that had been delivered and giving assignments to the students to be collected and discussed at the next meeting.

For types of questions, the researcher found that the English teacher applied three types of questions according to Richard and Lockhart (1994): Procedural, Convergent and Divergent. The total number of types of questions was 178 questions. The 178 questions consisted of 42 procedural questions, 130 convergent questions, and 6 divergent questions. The type of question that was most often used of the three types of questions was convergent question.

Every type of question served a purpose. Procedural questions were used by the teacher to ensure that students have understood their assignments and instructions for a new task, routines and procedures in the classroom. Convergent questions could motivate the students to provide an answer based on the main topic or material. In convergent questions, the students could respond teacher's question based on the material that has been explained by the teacher. Finally, divergent questions could encourage the students to provide more sophisticated answers. Divergent questions demanded that the students examine things using their knowledge and information rather than recollect previously material given before.

### **B. Limitation**

This research was limited to one teacher's questioning strategy, consisting of the implementation of teacher's questioning strategy and the types of teacher's questions used in the English learning teaching process. The researcher described the implementation of teacher's questioning strategy and classified the types of teacher's questions using observation and interview to get the data. The English teacher who was observed is the teacher who teaches seventh grade A-B students of MTs Ma'arif NU 1 Purwojati Banyumas, in the academic year 2022/2023.

### **C. Suggestion**

Based on the findings of this research, several suggestions were suggested to English students and teachers, as well as the following researcher. The suggestions are as follows:

1. For the teacher

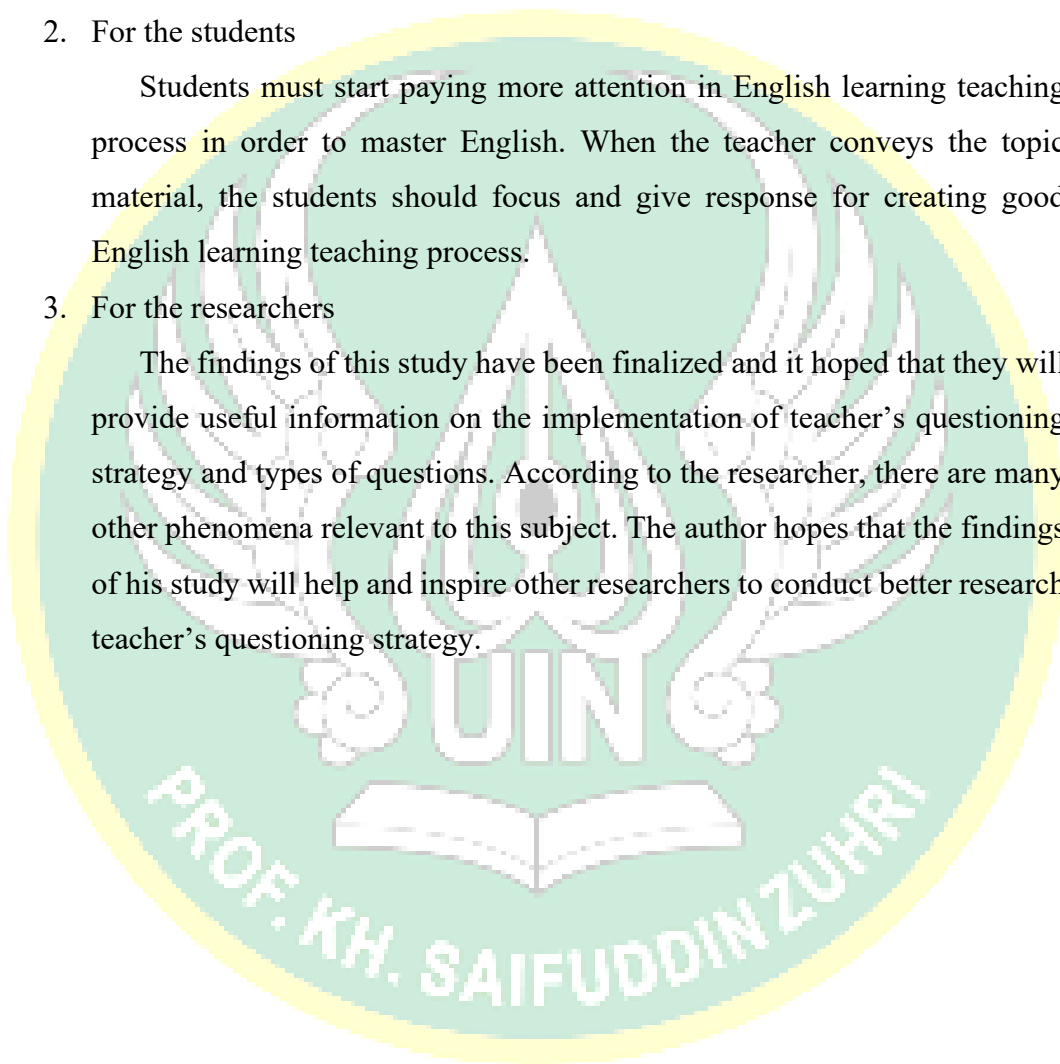
Teachers must pay attention to their students in English learning teaching. One of several ways is trying to be close with the students in learning process. It can be by using questioning strategy to make the students more active so that the English learning process more effective and interactive so the purposes of English learning teaching can be achieved.

2. For the students

Students must start paying more attention in English learning teaching process in order to master English. When the teacher conveys the topic material, the students should focus and give response for creating good English learning teaching process.

3. For the researchers

The findings of this study have been finalized and it is hoped that they will provide useful information on the implementation of teacher's questioning strategy and types of questions. According to the researcher, there are many other phenomena relevant to this subject. The author hopes that the findings of his study will help and inspire other researchers to conduct better research on teacher's questioning strategy.

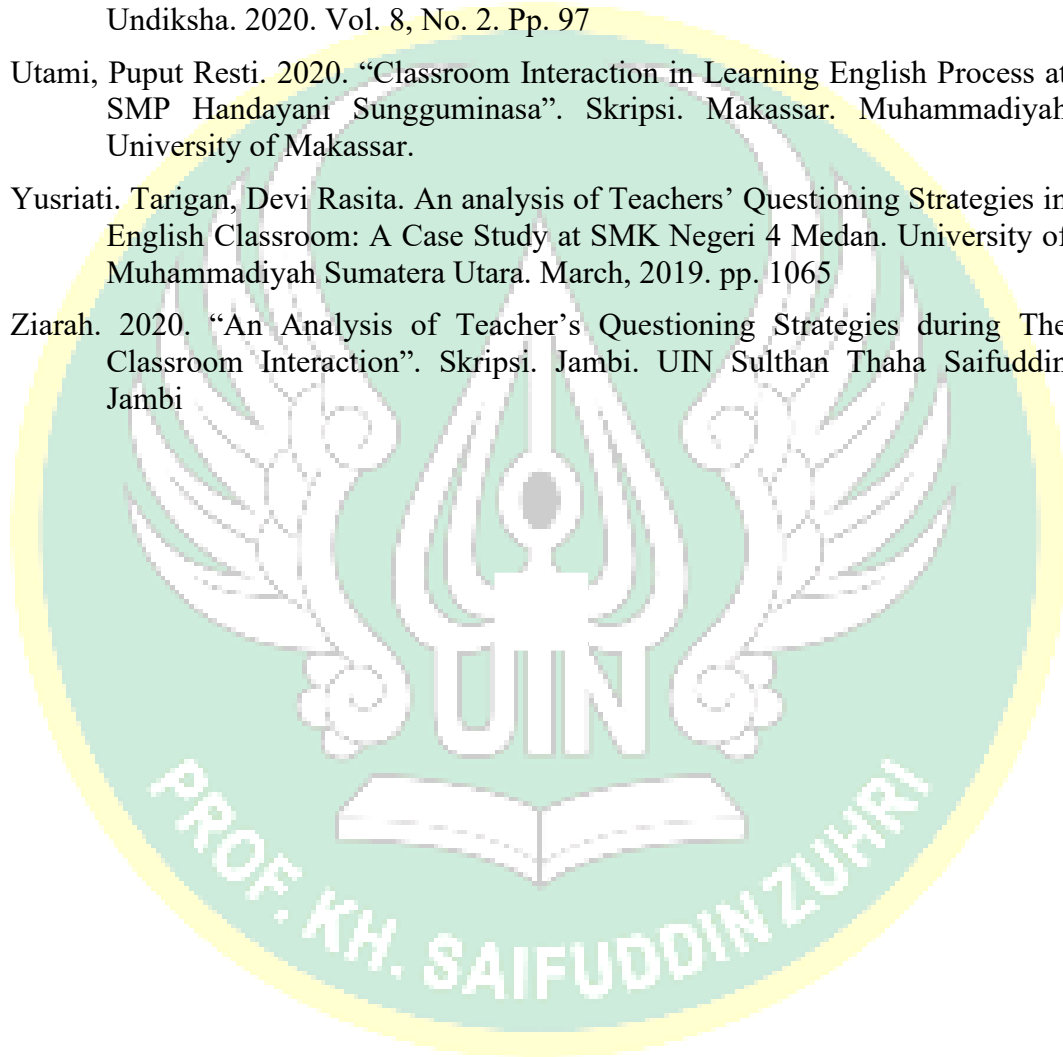


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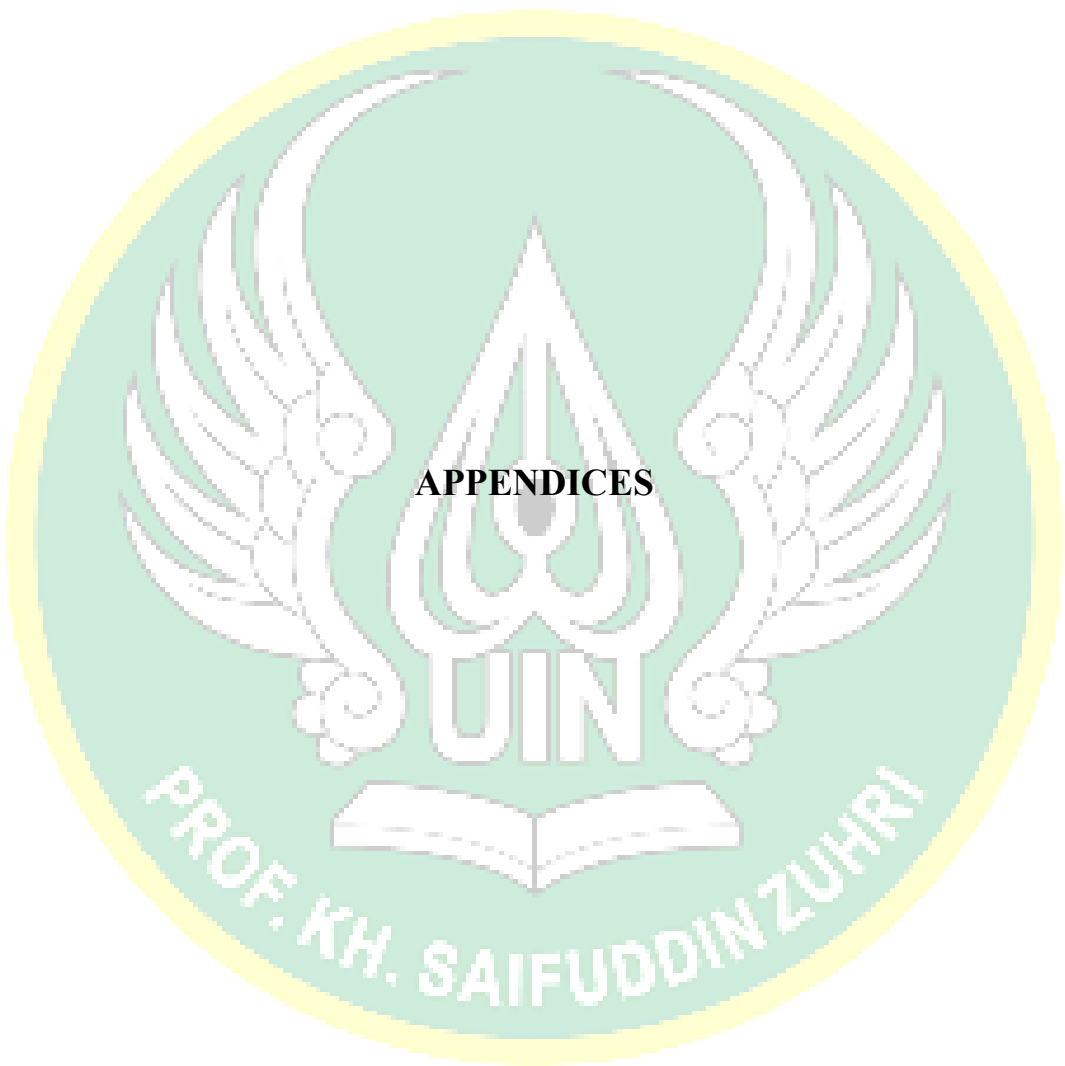
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**APPENDICES**

### *Appendix 1 Interview Result*

No	Question	Answer
1.	Sudah berapa lama Bapak mengajar Bahasa Inggris?	Untuk pengabdian saya mengajar bahasa Inggris itu sekitar 15 tahun, saya mengajar mulai dari tahun 2007.
2.	Menurut Bapak apa tantangan guru dalam mengajar Bahasa Inggris	Tantangan mengajar bahasa Inggris menurut saya pribadi itu karena sebagian besar siswa datang dari wilayah yang tidak mempraktekkan bahasa Inggris jadi mereka tidak memiliki background pengetahuan bahasa Inggris yang cukup jadi tantangannya cukup berat, saya sebagai pendidik harus memiliki effort lebih untuk menyampaikan dan memberi pemahaman materi bahasa Inggris.
3.	Menurut Bapak, pentingkah interaksi antara guru dan siswa dalam proses pembelajaran?	Iya penting, karena dalam proses pembelajaran guru harus bisa membuka diri dengan siswa agar guru bisa mengetahui permasalahan yang dialami pada siswa dalam proses pembelajaran bahasa Inggris karena setiap siswa itu memiliki problem yang berbeda-beda. Jadi interaksi itu bisa membantu guru untuk bisa mengetahui permasalahan bagi masing-masing siswa.
4.	Apakah Bapak mempunyai strategi untuk meningkatkan interaksi siswa dengan Bapak dalam proses pembelajaran?	Saya pribadi belajar meningkatkan interaksi dengan siswa salah satunya dengan cara mendekati siswa kemudian menanyakan hal-hal yang ringan-ringan seperti belajar tidak tadi malam, di rumah belajar ditemani orang tua tidak, kurang lebih seperti itu.
5.	Apakah Bapak sering memberikan pertanyaan untuk memancing siswa dalam pembelajaran?	Ya, sering. Dalam pembelajaran pancingan pertanyaan itu diperlukan salah satu gunanya untuk mengetahui apakah dari sekian siswa yang di kelas itu apakah ada yang tau sudah

		tahu tentang materi yang akan disampaikan atau belum.
6.	Apa jenis pertanyaan yang biasa Bapak utarakan kepada siswa?	Yang biasa saya utarakan itu yang terkait dengan materi pembelajaran. Misal materinya tentang perkenalan, ya saya memancing siswa dengan pertanyaan terkait perkenalan, kalau materinya tentang jam ya saya menanyakan siswa terkait dengan waktu.
7.	Apakah bagi Bapak itu penting untuk memberikan pertanyaan kepada siswa dalam proses pembelajaran?	Penting. Karena seperti yang saya katakan sebelumnya ya dari pancingan pertanyaan itu guru bisa mengetahui apakah siswa sudah ada yang tahu materi yang akan disampaikan. Jika sebagian ada yang sudah tahu berarti siswa tersebut bisa dikategorikan mampu.
8.	Bagaimana response siswa ketika Bapak memberikan pertanyaan? Apakah ada feedback dari siswa?	Iya ada. Hanya saja tidak semua memberikan respon karena siswa ada yang aktif dan ada pula yang cenderung pasif. Dari pengalaman saya mengajar Sebagian besar siswa itu memberikan feedback yang positif, selebihnya yang tidak merespon itu sepertinya karena malu atau takut dalam menjawab pertanyaan.
9.	Bagaimana reaksi Bapak terhadap response siswa terhadap pertanyaan Bapak?	Kalau itu tergantung dari respon siswa. Jika mereka antusias memberikan respon terhadap pertanyaan maka saya beri apresiasi namun jika siswa pasif maka saya usahakan pancing mereka dengan hal yang kiranya bisa menarik fokus mereka.
10.	Apa pengaruh pertanyaan yang Bapak sampaikan kepada siswa terhadap	Ketika sering bertanya kepada siswa, pengaruhnya itu mereka menjadi lebih berani untuk aktif daripada ketika tidak ditanya.

	berjalannya proses pembelajaran?	
11.	Apakah ada kendala dalam memberikan pertanyaan untuk memancing partisipasi siswa dalam pembelajaran?	Kalau perihal itu saya pikir tidak ada masalah.
12.	Apakah strategi bertanya dapat meningkatkan kualitas proses belajar mengajar Bapak di kelas?	Ya, kalau dalam pembelajaran bahasa Inggris itu termasuk dari cara menarik interaksi dengan siswa. Semakin tinggi respon siswa saya kira berarti kita sebagai guru bisa memahami bahwa di kelas tersebut sebagian siswa sudah memahami materi yang disampaikan.
13.	Menurut Bapak apakah ada perbedaan yg signifikan antara proses pembelajaran yang menerapkan strategi bertanya dan yang tidak menggunakannya?	Ada. Sejauh pengalaman yang saya lakukan, kalau guru hanya menyampaikan dengan ceramah, tidak memancing siswa dengan pertanyaan terkait materi atau soal, siswa cenderung bosan. Nah kalau dengan bertanya itu guru menarik siswa agar tertarik belajar bahasa Inggris.

## ***Appendix 2 Observation Guidelines***

### **Observation Guidelines for English Teacher**

Teacher: Mr. A

Researcher: Silvia Alfatonah

Observation: 1<sup>st</sup> meeting

Date: Rabu, 2 November 2022

Time: 70 Minutes

Class: 7A

Material: Time and Timetable

No	Hal yang Diamati	Keterangan
1.	Opening	
	a. Kemampuan menarik fokus siswa	Memberi salam dan meminta siswa membersihkan sampah yang ada di sekitar tempat duduk siswa masing-masing, kemudian mengecek kehadiran siswa.
	b. Penguasaan pendahuluan pengantar materi	Mengulas sekilas materi minggu lalu. Memancing siswa tentang materi time and timetable.
2.	Penguasaan Materi	
	a. Kelancaran menjelaskan materi di dalam kelas	Menjelaskan materi time and timetable dengan jelas dan rinci.
	b. Kemampuan menjawab pertanyaan yang diajukan oleh siswa	Menjawab pertanyaan siswa dengan tanggap dan sesuai dengan topik yang ditanyakan.
	c. Keberagaman pemberian contoh mengenai materi yang diajarkan	Memberi contoh tentang materi dengan menyebutkan jadwal pelajaran kelas 7A kemudian menyebutkan mata pelajaran dan guru pengampu.
3.	Sistematika Penyajian Materi	
	a. Ketuntasan materi yang disampaikan	Materi time and timetable selesai disampaikan dalam satu pertemuan.

### Appendix 3 Rencana Pelaksanaan Pembelajaran (RPP)

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Ma'arif NU 1 Purwojati	Kelas/ Semester	: VII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 2x40 Menit
Materi Pokok dan Bangunan	: This is My World; Memberi dan Meminta Informasi Terkait Nama dan Jumlah Binatang, Benda, Publik		

#### ✓ TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi benda-benda yang ada didalam ruangan kelas.
- Mengidentifikasi ruangan atau gedung yang ada di sekolah.
- Mengidentifikasi benda-benda yang ada didalam tas.
- Mengidentifikasi bagian-bagian rumah.
- Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah.
- Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah.

#### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), lembar penilaian.
❖ Alat/Bahan	: Spidol, papan tulis.
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

#### ✓ KEGIATAN PEMBELAJARAN

##### Pertemuan Ke-1

##### Pendahuluan (5 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Mengidentifikasi Dan Menyebutkan Berbagai Benda, Binatang, Dan Bangunan Umum Di Lingkungan Sekitar.**
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

**Kegiatan Inti**  
(70 Menit)

#### KEGIATAN LITERASI

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi **Mengidentifikasi Dan Menyebutkan Berbagai Benda, Binatang, Dan Bangunan Umum Di Lingkungan Sekitar.**

#### CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi **Mengidentifikasi Dan Menyebutkan Berbagai Benda, Binatang, Dan Bangunan Umum Di Lingkungan Sekitar.**

#### COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai **Mengidentifikasi Dan Menyebutkan Berbagai Benda, Binatang, Dan Bangunan Umum Di Lingkungan Sekitar.**

#### COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

#### CREATIVITY (KREATIVITAS)

**Pertemuan Ke-1**

**Pendahuluan (5 menit)**

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait **Mengidentifikasi Dan Menyebutkan Berbagai Benda, Binatang, Dan Bangunan Umum Di Lingkungan Sekitar**. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

**Penutup (5 menit)**

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- **Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dimilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.

Number	Score	Criteria
--------	-------	----------



1 – 10	10	Answer correctly
	0	Do not answer

4) Rubrik Penilaian Ketrampilan (Speaking).

Aspek	Skor	Keterangan
Pengucapan	5	Mudah dipahami dan memiliki aksen penutur asli.
	4	Mudah dipahami meskipun dengan aksen tertentu.
	3	Masih ada salah pengucapan.
	2	Sulit dipahami terkait masalah pengucapan.
	1	Masalah pengucapan serius dan tidak bisa dipahami.
Tata bahasa	5	Tidak ada atau sedikit kesalahan tata Bahasa.
	4	Masih ada sedikit kesalahan tata bahasa tapi tidak merubah makna.
	3	Sering membuat kesalahan tata bahasa yang mengubah makna.
	2	Banyak kesalahan tata Bahasa dan sering mengulang kalimat
	1	Kesalahan tata Bahasa parah dan sulit dipahami.
Kosa Kata	5	Menggunakan kosa kata dan ungkapan seperti penutur asli.
	4	Kadang-kadang menggunakan kosa kata yang tidak tepat.
	3	Sering menggunakan kosa kata yang tidak tepat sehingga percakapan menjadi terbatas.
	2	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulii dipahami.
	1	Kosa kata sangat terbatas sehingga percakapan terhenti.

Mengetahui  
Kepala MTs Ma'arif NU 1 Purwojati

Nasir, S.Ag  
NIP : -

Purwojati, Juli 2022  
Guru Mata Pelajaran

S.Pd.Ing

Apriliyanto, S.S,  
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b> : MTs Ma'arif NU 1 Purwojati	<b>Kelas/ Semester</b> : VII / 1 (Ganjil)
<b>Mata Pelajaran</b> : Bahasa Inggris	<b>Alokasi Waktu</b> : 2x40 Menit
<b>Materi Pokok dan Bangunan</b> : This is My World; Memberi dan Meminta Informasi Terkait Nama dan Jumlah Binatang, Benda, Publik	

✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami struktur teks dari tindakan memulai dan menanggapi.
- Menyebutkan jumlah benda yang ada didalam ruangan kelas.
- Menyebutkan jumlah benda yang ada di dalam tas.
- Menyebutkan benda-benda yang ada didalam bagian-bagian rumah.
- Menggambar dan menceritakan benda-benda yang ditemui di taman.

### Media Pembelajaran & Sumber Belajar

❖	Media	: Worksheet atau lembar kerja (siswa), lembar penilaian
❖	Alat/Bahan	: Spidol, papan tulis
❖	Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

✓ **KEGIATAN PEMBELAJARAN**

### Pertemuan Ke-2

#### Pendahuluan (5 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Struktur Teks Dari Tindakan Memulai Dan Menanggapi.**
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

<b>Kegiatan Inti (70 Menit)</b>	<p><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b>Struktur Teks Dari Tindakan Memulai Dan Menanggapi.</b></li> </ul> <p><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b>Struktur Teks Dari Tindakan Memulai Dan Menanggapi.</b></li> </ul> <p><b>COLLABORATION (KERJASAMA)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Struktur Teks Dari Tindakan Memulai Dan Menanggapi.</b></li> </ul> <p><b>COMMUNICATION (BERKOMUNIKASI)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul> <p><b>CREATIVITY (KREATIVITAS)</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Struktur Teks Dari Tindakan Memulai Dan Menanggapi.</b> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
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#### Penutup (5 menit)

**Pertemuan Ke-2**

**Pendahuluan (5 menit)**

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- **Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
3					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dinilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.

Number	Score	Criteria
1 – 10	10	Answer correctly

	0	Do not answer
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4) Rubrik penilaian ketrampilan (writing).

Aspek	Skor		Keterangan
Langkah retorika	4	<input type="checkbox"/>	Berstruktur sesuai jenis deskripsi secara maksimal
	3	<input type="checkbox"/>	Berstruktur minimal sesuai jenis deskripsi
	2	<input type="checkbox"/>	Pilihan teks tidak jelas
	1	<input type="checkbox"/>	Tidak berstruktur dan tidak bisa dipahami
Tata bahasa	4	<input type="checkbox"/>	Benar dan tepat
	3	<input type="checkbox"/>	Terkadang kurang tepat tetapi tidak mempengaruhi arti
	2	<input type="checkbox"/>	Kurang tepat dan mempengaruhi arti
	1	<input type="checkbox"/>	Sulit dimengerti
Kosa Kata	4	<input type="checkbox"/>	Benar dan tepat
	3	<input type="checkbox"/>	Terkadang kurang tepat tetapi tidak mempengaruhi arti
	2	<input type="checkbox"/>	Kurang tepat dan mempengaruhi arti
	1	<input type="checkbox"/>	Sulit dimengerti
Kejelasan makna	4	<input type="checkbox"/>	Sangat jelas dan sangat efektif
	3	<input type="checkbox"/>	Cukup jelas dan efektif
	2	<input type="checkbox"/>	Jelas tapi tidak efektif
	1	<input type="checkbox"/>	Kurang jelas
Hubungan antar ide	4	<input type="checkbox"/>	Sangat jelas
	3	<input type="checkbox"/>	Cukup jelas
	2	<input type="checkbox"/>	Kurang jelas
	1	<input type="checkbox"/>	Tidak jelas

Mengetahui  
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: MTs Ma'arif NU 1 Purwojati	<b>Kelas/ Semester</b>	: VII / 1 (Ganjil)
<b>Mata Pelajaran</b>	: Bahasa Inggris	<b>Alokasi Waktu</b>	: 2x40 Menit
<b>Materi Pokok dan Bangunan</b>	: This is My World; Memberi dan Meminta Informasi Terkait Nama dan Jumlah Binatang, Benda, Publik		

✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi benda-benda yang ada didalam ruangan kelas.
- Mengidentifikasi ruangan atau gedung yang ada di sekolah.
- Mengidentifikasi benda-benda yang ada didalam tas.
- Mengidentifikasi bagian-bagian rumah.
- Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah.
- Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah.

### Media Pembelajaran & Sumber Belajar

❖	Media	: Worksheet atau lembar kerja (siswa), lembar penilaian
❖	Alat/Bahan	: Spidol, papan tulis
❖	Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

✓ **KEGIATAN PEMBELAJARAN**

### Pertemuan Ke-3

#### Pendahuluan (5 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Pernyataan Dan Pertanyaan Terkait Benda, Binatang, Bangunan Publik.***
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

**Kegiatan Inti**  
(70 Menit)

#### KEGIATAN LITERASI

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Pernyataan Dan Pertanyaan Terkait Benda, Binatang, Bangunan Publik.***

#### CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi ***Pernyataan Dan Pertanyaan Terkait Benda, Binatang, Bangunan Publik.***

#### COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai ***Pernyataan Dan Pertanyaan Terkait Benda, Binatang, Bangunan Publik.***

#### COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

#### CREATIVITY (KREATIVITAS)

**Pertemuan Ke-3**

**Pendahuluan (5 menit)**

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait **Pernyataan Dan Pertanyaan Terkait Benda, Binatang, Bangunan Publik**. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

**Penutup (5 menit)**

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- **Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dinilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.

Number	Score	Criteria
1 – 10	10	Answer correctly
	0	Do not answer

4) Rubrik Penilaian Ketrampilan (Speaking).

Aspek	Skor	Keterangan
Pengucapan	5	<input type="checkbox"/> Mudah dipahami dan memiliki aksen penutur asli.
	4	<input type="checkbox"/> Mudah dipahami meskipun dengan aksen tertentu.
	3	<input type="checkbox"/> Masih ada salah pengucapan.
	2	<input type="checkbox"/> Sulit dipahami terkait masalah pengucapan.
	1	<input type="checkbox"/> Masalah pengucapan serius dan tidak bisa dipahami.
Tata bahasa	5	<input type="checkbox"/> Tidak ada atau sedikit kesalahan tata Bahasa.
	4	<input type="checkbox"/> Masih ada sedikit kesalahan tata bahasa tapi tidak merubah makna.
	3	<input type="checkbox"/> Sering membuat kesalahan tata bahasa yang mengubah makna.
	2	<input type="checkbox"/> Banyak kesalahan tata Bahasa dan sering mengulang kalimat
	1	<input type="checkbox"/> Kesalahan tata Bahasa parah dan sulit dipahami.
Kosa Kata	5	<input type="checkbox"/> Menggunakan kosa kata dan ungkapan seperti penutur asli.
	4	<input type="checkbox"/> Kadang-kadang menggunakan kosa kata yang tidak tepat.
	3	<input type="checkbox"/> Sering menggunakan kosa kata yang tidak tepat sehingga percakapan menjadi terbatas.
	2	<input type="checkbox"/> Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulii dipahami.
	1	<input type="checkbox"/> Kosa kata sangat terbatas sehingga percakapan terhenti.

Mengetahui  
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Purwojati, Juli 2022

Guru Mata Pelajaran

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: MTs Ma'arif NU 1 Purwojati	<b>Kelas/ Semester</b>	: VII / 1 (Ganjil)
<b>Mata Pelajaran</b>	: Bahasa Inggris	<b>Alokasi Waktu</b>	: 2x40 Menit
<b>Materi Pokok dan Bangunan</b>	: This is My World; Memberi dan Meminta Informasi Terkait Nama dan Jumlah Binatang, Benda, Publik		

✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami penyebutan benda dengan *a, the*, bentuk jamak (-s) dan Penggunaan kata penunjuk *this, that, these, those*.
- Menyebutkan jumlah benda yang ada didalam ruangan kelas.
- Menyebutkan jumlah benda yang ada di dalam tas.
- Menyebutkan benda-benda yang ada didalam bagian-bagian rumah.
- Menggambar dan menceritakan benda-benda yang ditemui di taman.

### Media Pembelajaran & Sumber Belajar

❖	Media	: Worksheet atau lembar kerja (siswa), lembar penilaian
❖	Alat/Bahan	: Spidol, papan tulis.
❖	Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris <i>When English Rings The Bell</i> , Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

✓ **KEGIATAN PEMBELAJARAN**

### Pertemuan Ke-4

#### Pendahuluan (5 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Penyebutan benda dengan a, the, bentuk jamak (-s) dan Penggunaan kata penunjuk this, that, these, those.***
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

<b>Kegiatan Inti (70 Menit)</b>	<p><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b><i>Penyebutan benda dengan a, the, bentuk jamak (-s) dan Penggunaan kata penunjuk this, that, these, those.</i></b></li> </ul> <p><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Penyebutan benda dengan a, the, bentuk jamak (-s) dan Penggunaan kata penunjuk this, that, these, those.</i></b></li> </ul> <p><b>COLLABORATION (KERJASAMA)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b><i>Penyebutan benda dengan a, the, bentuk jamak (-s) dan Penggunaan kata penunjuk this, that, these, those.</i></b></li> </ul> <p><b>COMMUNICATION (BERKOMUNIKASI)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul> <p><b>CREATIVITY (KREATIVITAS)</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b><i>Penyebutan benda dengan a, the, bentuk jamak (-s) dan Penggunaan kata penunjuk this, that, these, those.</i></b> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
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**Pertemuan Ke-4**

**Pendahuluan (5 menit)**

**Penutup (5 menit)**

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- **Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dinilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.

Number	Score	Criteria
1 – 10	10	Answer correctly

	0	Do not answer
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4) Rubrik Penilaian Ketrampilan (Speaking).

Aspek	Skor	Keterangan
Pengucapan	5	Mudah dipahami dan memiliki aksen penutur asli.
	4	Mudah dipahami meskipun dengan aksen tertentu.
	3	Masih ada salah pengucapan.
	2	Sulit dipahami terkait masalah pengucapan.
	1	Masalah pengucapan serius dan tidak bisa dipahami.
Tata bahasa	5	Tidak ada atau sedikit kesalahan tata Bahasa.
	4	Masih ada sedikit kesalahan tata bahasa tapi tidak merubah makna.
	3	Sering membuat kesalahan tata bahasa yang mengubah makna.
	2	Banyak kesalahan tata Bahasa dan sering mengulang kalimat
	1	Kesalahan tata Bahasa parah dan sulit dipahami.
Kosa Kata	5	Menggunakan kosa kata dan ungkapan seperti penutur asli.
	4	Kadang-kadang menggunakan kosa kata yang tidak tepat.
	3	Sering menggunakan kosa kata yang tidak tepat sehingga percakapan menjadi terbatas.
	2	Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulii dipahami.
	1	Kosa kata sangat terbatas sehingga percakapan terhenti.

Mengetahui  
Kepala MTs Ma'arif NU 1 Purwojati

Nasir, S.Ag  
NIP : -

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Purwojati, Juli 2022

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Apriliyanto, S.S,

NIP : -



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: MTs Ma'arif NU 1 Purwojati	<b>Kelas/ Semester</b>	: VII / 1 (Ganjil)
<b>Mata Pelajaran</b>	: Bahasa Inggris	<b>Alokasi Waktu</b>	: 2x40 Menit
<b>Materi Pokok dan Bangunan</b>	: This is My World; Memberi dan Meminta Informasi Terkait Nama dan Jumlah Binatang, Benda, Publik		

✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami preposisi untuk in, on, under untuk menyatakan tempat.
- Menyebutkan benda-benda yang ada didalam bagian-bagian rumah.
- Menggambar dan menceritakan benda-benda yang ditemui di taman.

### Media Pembelajaran & Sumber Belajar

❖	Media	: Worksheet atau lembar kerja (siswa), lembar penilaian.
❖	Alat/Bahan	: Spidol, papan tulis.
❖	Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

✓ **KEGIATAN PEMBELAJARAN**

### Pertemuan Ke-5

#### Pendahuluan (5 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : Preposisi untuk in, on, under untuk menyatakan tempat.
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

**Kegiatan Inti**  
(70 Menit)

#### **KEGIATAN LITERASI**

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi Preposisi untuk in, on, under untuk menyatakan tempat.

#### **CRITICAL THINKING (BERPIKIR KRITIK)**

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi Preposisi untuk in, on, under untuk menyatakan tempat.

#### **COLLABORATION (KERJASAMA)**

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai Preposisi untuk in, on, under untuk menyatakan tempat.

#### **COMMUNICATION (BERKOMUNIKASI)**

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

#### **CREATIVITY (KREATIVITAS)**

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Preposisi untuk in, on, under untuk menyatakan tempat. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

#### Penutup (5 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2. Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- **Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
3					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dinilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.

Number	Score	Criteria
1 – 10	10	Answer correctly
	0	Do not answer

4) Rubrik penilaian ketrampilan (writing).

Aspek	Skor	Keterangan
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Langkah retorika	4	<input type="checkbox"/>	Berstruktur sesuai jenis deskripsi secara maksimal
	3	<input type="checkbox"/>	Berstruktur minimal sesuai jenis deskripsi
	2	<input type="checkbox"/>	Pilihan teks tidak jelas
	1	<input type="checkbox"/>	Tidak berstruktur dan tidak bisa dipahami
Tata bahasa	4	<input type="checkbox"/>	Benar dan tepat
	3	<input type="checkbox"/>	Terkadang kurang tepat tetapi tidak mempengaruhi arti
	2	<input type="checkbox"/>	Kurang tepat dan mempengaruhi arti
	1	<input type="checkbox"/>	Sulit dimengerti
Kosa Kata	4	<input type="checkbox"/>	Benar dan tepat
	3	<input type="checkbox"/>	Terkadang kurang tepat tetapi tidak mempengaruhi arti
	2	<input type="checkbox"/>	Kurang tepat dan mempengaruhi arti
	1	<input type="checkbox"/>	Sulit dimengerti
Kejelasan makna	4	<input type="checkbox"/>	Sangat jelas dan sangat efektif
	3	<input type="checkbox"/>	Cukup jelas dan efektif
	2	<input type="checkbox"/>	Jelas tapi tidak efektif
	1	<input type="checkbox"/>	Kurang jelas
Hubungan antar ide	4	<input type="checkbox"/>	Sangat jelas
	3	<input type="checkbox"/>	Cukup jelas
	2	<input type="checkbox"/>	Kurang jelas
	1	<input type="checkbox"/>	Tidak jelas

Mengetahui  
Kepala MTs Ma'arif NU 1 Purwojati

Nasir, S.Ag  
NIP : -

S.Pd.Ing

Purwojati, Juli 2022

Guru Mata Pelajaran

Apriliyanto, S.S,

NIP : -

PROF. KH. SAIFUDDIN ZUHRI

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

<b>Sekolah</b>	: MTs Ma'arif NU 1 Purwojati	<b>Kelas/ Semester</b>	: VII / 1 (Ganjil)
<b>Mata Pelajaran</b>	: Bahasa Inggris	<b>Alokasi Waktu</b>	: 2x40 Menit

<b>Materi Pokok dalam hari, waktu</b>	: <b>What time is it?; Memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun</b>
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✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menyebutkan nama waktu dalam hari dengan percaya diri .
- Menyebutkan nama waktu dalam angka dengan percaya diri.
- Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris.
- Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri.

### Media Pembelajaran & Sumber Belajar

❖	Media	:	Worksheet atau lembar kerja (siswa), lembar penilaian
❖	Alat/Bahan	:	Spidol, papan tulis
❖	Sumber Belajar	:	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

✓ **KEGIATAN PEMBELAJARAN**

### Pertemuan Ke-5

#### Pendahuluan (5 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
2. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
3. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : **Waktu (lisan): at one, at two fifteen, at ten to seven, at a quarter past eight dan Waktu (tulisi): 01:00; 02:15; 06:50; 08:15.**
4. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

<b>Kegiatan Inti (70 Menit)</b>	<p><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b>Waktu (lisan): at one, at two fifteen, at ten to seven, at a quarter past eight dan Waktu (tulisi): 01:00; 02:15; 06:50; 08:15. .</b></li> </ul> <p><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b>Waktu (lisan): at one, at two fifteen, at ten to seven, at a quarter past eight dan Waktu (tulisi): 01:00; 02:15; 06:50; 08:15. .</b></li> </ul> <p><b>COLLABORATION (KERJASAMA)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b>Waktu (lisan): at one, at two fifteen, at ten to seven, at a quarter past eight dan Waktu (tulisi): 01:00; 02:15; 06:50; 08:15. .</b></li> </ul> <p><b>COMMUNICATION (BERKOMUNIKASI)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul> <p><b>CREATIVITY (KREATIVITAS)</b></p>
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**Pertemuan Ke-5**

**Pendahuluan (5 menit)**

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait **Waktu (lisan): at one, at two fifteen, at ten to seven, at a quarter past eight dan Waktu (tulisan): 01:00; 02:15; 06:50; 08:15**. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

**Penutup (5 menit)**

- Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dinilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.

Number	Score	Criteria
1 – 10	10	Answer correctly
	0	Do not answer

4) Rubrik Penilaian Ketrampilan (Speaking).

Aspek	Skor	Keterangan
Pengucapan	5	<input type="checkbox"/> Mudah dipahami dan memiliki aksen penutur asli.
	4	<input type="checkbox"/> Mudah dipahami meskipun dengan aksen tertentu.
	3	<input type="checkbox"/> Masih ada salah pengucapan.
	2	<input type="checkbox"/> Sulit dipahami terkait masalah pengucapan.
	1	<input type="checkbox"/> Masalah pengucapan serius dan tidak bisa dipahami.
Tata bahasa	5	<input type="checkbox"/> Tidak ada atau sedikit kesalahan tata Bahasa.
	4	<input type="checkbox"/> Masih ada sedikit kesalahan tata bahasa tapi tidak merubah makna.
	3	<input type="checkbox"/> Sering membuat kesalahan tata bahasa yang mengubah makna.
	2	<input type="checkbox"/> Banyak kesalahan tata Bahasa dan sering mengulang kalimat
	1	<input type="checkbox"/> Kesalahan tata Bahasa parah dan sulit dipahami.
Kosa Kata	5	<input type="checkbox"/> Menggunakan kosa kata dan ungkapan seperti penutur asli.
	4	<input type="checkbox"/> Kadang-kadang menggunakan kosa kata yang tidak tepat.
	3	<input type="checkbox"/> Sering menggunakan kosa kata yang tidak tepat sehingga percakapan menjadi terbatas.
	2	<input type="checkbox"/> Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulii dipahami.
	1	<input type="checkbox"/> Kosa kata sangat terbatas sehingga percakapan terhenti.

Mengetahui  
Kepala MTs Ma'arif NU 1 Purwojati

Purwojati, Juli 2022

Guru Mata Pelajaran

Nasir, S.Ag  
NIP : -

S.Pd.Ing

Apriliyanto, S.S,

NIP : -

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Ma'arif NU 1 Purwojati	Kelas/ Semester	: VII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 2x40 Menit
Materi Pokok dalam hari, waktu	: What time is it?; Memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun		

✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris
- Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri

### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), lembar penilaian
❖ Alat/Bahan	: Spidol, papan tulis
❖ Sumber Belajar	: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

✓ **KEGIATAN PEMBELAJARAN**

### Pertemuan Ke-6

#### Pendahuluan (5 menit)

- 1 Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
- 2 Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
- 3 Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : *Artikel the untuk menyebut waktu dalam hari, in the morning, in the afternoon, in the evening.*
- 4 Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

**Kegiatan Inti**  
(70 Menit)

#### KEGIATAN LITERASI

- Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi *Artikel the untuk menyebut waktu dalam hari, in the morning, in the afternoon, in the evening.*

#### CRITICAL THINKING (BERPIKIR KRITIK)

- Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi *Artikel the untuk menyebut waktu dalam hari, in the morning, in the afternoon, in the evening.*

#### COLLABORATION (KERJASAMA)

- Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai *Artikel the untuk menyebut waktu dalam hari, in the morning, in the afternoon, in the evening.*

#### COMMUNICATION (BERKOMUNIKASI)

- Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan

#### CREATIVITY (KREATIVITAS)

- Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait *Artikel the untuk menyebut waktu dalam hari, in the morning, in the afternoon, in the evening.* Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

### Penutup (5 menit)

**Pertemuan Ke-6**

**Pendahuluan (5 menit)**

- 1 Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
- 2 Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- **Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
3					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dinilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.

Number	Score	Criteria
1 – 10	10	Answer correctly
	0	Do not answer

4) Rubrik Penilaian Ketrampilan (Speaking).

Aspek	Skor	Keterangan
Pengucapan	5	<input type="checkbox"/> Mudah dipahami dan memiliki aksen penutur asli.
	4	<input type="checkbox"/> Mudah dipahami meskipun dengan aksen tertentu.
	3	<input type="checkbox"/> Masih ada salah pengucapan.
	2	<input type="checkbox"/> Sulit dipahami terkait masalah pengucapan.
	1	<input type="checkbox"/> Masalah pengucapan serius dan tidak bisa dipahami.
Tata bahasa	5	<input type="checkbox"/> Tidak ada atau sedikit kesalahan tata Bahasa.
	4	<input type="checkbox"/> Masih ada sedikit kesalahan tata bahasa tapi tidak merubah makna.
	3	<input type="checkbox"/> Sering membuat kesalahan tata bahasa yang mengubah makna.
	2	<input type="checkbox"/> Banyak kesalahan tata Bahasa dan sering mengulang kalimat
	1	<input type="checkbox"/> Kesalahan tata Bahasa parah dan sulit dipahami.
Kosa Kata	5	<input type="checkbox"/> Menggunakan kosa kata dan ungkapan seperti penutur asli.
	4	<input type="checkbox"/> Kadang-kadang menggunakan kosa kata yang tidak tepat.
	3	<input type="checkbox"/> Sering menggunakan kosa kata yang tidak tepat sehingga percakapan menjadi terbatas.
	2	<input type="checkbox"/> Menggunakan kosa kata secara salah dan kosa kata terbatas sehingga sulii dipahami.
	1	<input type="checkbox"/> Kosa kata sangat terbatas sehingga percakapan terhenti.

Mengetahui  
Kepala MTs Ma'arif NU 1 Purwojati

Purwojati, Juli 2022

Guru Mata Pelajaran

Nasir, S.Ag  
NIP : -

S.Pd.Ing

Apriliyanto, S.S,

NIP : -

SAIFUDDIN

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MTs Ma'arif NU 1 Purwojati	Kelas/ Semester	: VII / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 2x40 Menit
Materi Pokok dalam hari, waktu	: What time is it?; Memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun		

✓ **TUJUAN PEMBELAJARAN**

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami preposisi untuk in (bulan, tahun, waktu dalam hari), on (hari dan tanggal), at (jam, at noon, at night).
- Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri.
- Menyusun agenda harian berdasarkan waktu.

### Media Pembelajaran & Sumber Belajar

❖ Media	:	Worksheet atau lembar kerja (siswa), lembar penilaian.
❖ Alat/Bahan	:	Spidol, papan tulis.
❖ Sumber Belajar	:	Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Lembar Kerja Siswa kelas VII.

✓ **KEGIATAN PEMBELAJARAN**

### Pertemuan Ke-7

#### Pendahuluan (5 menit)

- 1 Melakukan pembukaan dengan salam pembuka dan berdoa memulai pembelajaran, memeriksa kehadiran peserta didik.
- 2 Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk menghubungkan dengan materi selanjutnya.
- 3 Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Preposisi untuk in (bulan, tahun, waktu dalam hari), on (hari dan tanggal), at (jam, at noon, at night).***
- 4 Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

<b>Kegiatan Inti (70 Menit)</b>	<p><b>KEGIATAN LITERASI</b></p> <ul style="list-style-type: none"> <li>• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <b><i>Preposisi untuk in (bulan, tahun, waktu dalam hari), on (hari dan tanggal), at (jam, at noon, at night).</i></b></li> </ul> <p><b>CRITICAL THINKING (BERPIKIR KRITIK)</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <b><i>Preposisi untuk in (bulan, tahun, waktu dalam hari), on (hari dan tanggal), at (jam, at noon, at night).</i></b></li> </ul> <p><b>COLLABORATION (KERJASAMA)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <b><i>Preposisi untuk in (bulan, tahun, waktu dalam hari), on (hari dan tanggal), at (jam, at noon, at night).</i></b></li> </ul> <p><b>COMMUNICATION (BERKOMUNIKASI)</b></p> <ul style="list-style-type: none"> <li>• Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan</li> </ul> <p><b>CREATIVITY (KREATIVITAS)</b></p> <ul style="list-style-type: none"> <li>• Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b><i>Preposisi untuk in (bulan, tahun, waktu dalam hari), on (hari dan tanggal), at (jam, at noon, at night).</i></b> Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami</li> </ul>
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Pertemuan Ke-7	
Pendahuluan (5 menit)	
Penutup (5 menit)	
1	Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.
2	Guru melakukan refleksi atas pembelajaran yang telah dilaksanakan.

✓ **PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran dan disiplin waktu dalam mengerjakan tugas yang diberikan.
- **Penilaian Pengetahuan**; berupa tes tertulis pilihan ganda / tertulis uraian, serta penugasan.
- **Penilaian Keterampilan**; tes lisan / observasi terhadap diskusi tanya jawab dan percakapan.

1) Lembar Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Nama Peserta didik	Aspek			Skor
		Tanggung jawab	Keaktifan	Kerjasama	
1					
2					
3					
dst					

2) Rubrik Penilaian Sikap Pada Kegiatan Diskusi Kelompok.

No	Aspek Yang Dinilai	Rubrik	Nilai
1	Tanggung Jawab	Dapat mengumpulkan tugas dengan tepat waktu serta tugas telah selesai dikerjakan	3
		Tidak dapat mengumpulkan tugas dengan tepat waktu namun tugas selesai dikerjakan	2
		Tidak dapat mengumpulkan tugas dengan tepat waktu dan tugas tidak selesai dikerjakan	1
2	Keaktifan	Aktif dalam kegiatan tanya jawab, dapat mengemukakan pendapat	3
		Tidak terlalu aktif dalam tanya jawab, ikut mengemukakan ide atau pendapat	2
		Tidak aktif dalam Tanya jawab, tidak ikut mengemukakan ide atau pendapat	1
3	Kerjasama	Bekerja sama dengan baik dan menghargai pendapat teman	3
		Bekerja sama dengan baik dan kurang menghargai pendapat teman	2
		Tidak bekerja sama dengan baik dan tidak menghargai pendapat teman	1

3) Rubrik Penilaian Pengetahuan.



Number	Score	Criteria
1 – 10	10	Answer correctly
	0	Do not answer

4) Rubrik penilaian ketrampilan (writing).

Aspek	Skor		Keterangan
Langkah retorika	4	<input type="checkbox"/>	Berstruktur sesuai jenis deskripsi secara maksimal
	3	<input type="checkbox"/>	Berstruktur minimal sesuai jenis deskripsi
	2	<input type="checkbox"/>	Pilihan teks tidak jelas
	1	<input type="checkbox"/>	Tidak berstruktur dan tidak bisa dipahami
Tata bahasa	4	<input type="checkbox"/>	Benar dan tepat
	3	<input type="checkbox"/>	Terkadang kurang tepat tetapi tidak mempengaruhi arti
	2	<input type="checkbox"/>	Kurang tepat dan mempengaruhi arti
	1	<input type="checkbox"/>	Sulit dimengerti
Kosa Kata	4	<input type="checkbox"/>	Benar dan tepat
	3	<input type="checkbox"/>	Terkadang kurang tepat tetapi tidak mempengaruhi arti
	2	<input type="checkbox"/>	Kurang tepat dan mempengaruhi arti
	1	<input type="checkbox"/>	Sulit dimengerti
Kejelasan makna	4	<input type="checkbox"/>	Sangat jelas dan sangat efektif
	3	<input type="checkbox"/>	Cukup jelas dan efektif
	2	<input type="checkbox"/>	Jelas tapi tidak efektif
	1	<input type="checkbox"/>	Kurang jelas
Hubungan antar ide	4	<input type="checkbox"/>	Sangat jelas
	3	<input type="checkbox"/>	Cukup jelas
	2	<input type="checkbox"/>	Kurang jelas
	1	<input type="checkbox"/>	Tidak jelas

Purwojati, Juli 2022

Mengetahui  
Kepala MTs Ma'arif NU 1 Purwojati

Guru Mata Pelajaran

Nasir, S.Ag  
NIP : -

S.Pd.Ing

Apriliyanto, S.S,

NIP : -

## **Appendix 4 Table of Types of Questions**

### *1. Procedural Questions*

#### *a. Table of Procedural Questions at First Meeting of VII-A*

No.	Procedural Questions
1.	Siapa yang tidak berangkat hari ini?
2.	Materi minggu lalu tentang apa ya?
3.	Tugas yang saya kasih minggu lalu sudah dikerjakan?
4.	Ada yang benar semua mengerjakan tugasnya?
5.	Yok seperti biasa siapa yang mau menulis jawaban ke depan?
6.	Hayo coba kalau begitu true or false?
7.	Kalau begitu setelah membaca contoh time table di buku berarti kira-kira paham tidak bagaimana cara membuatnya?
8.	Sejauh ini bisa ya?
9.	Setelah mempelajari materi hari ini apa ada yang ditanyakan?

#### *b. Table of Procedural Questions at Second Meeting of VII-A*

No.	Procedural questions
1.	How are you today?
2.	Siapa yang tidak berangkat hari ini?
3.	Kemarin materinya tentang apa yah?
4.	Apa yang tadi saya bilang yah?
5.	Yang tadi sudah ya?
6.	Sanggup atau tidak kira-kira langsung jawab ini?

#### *c. Table of Procedural Questions at Third Meeting of VII-A*

No.	Procedural Questions
1.	How are you today students?
2.	Siapa yang tidak berangkat?
3.	Kemarin di rumah belajar tidak?
4.	Materinya yg ini apakah udah dibaca di rumah?

*d. Table of Procedural Questions at First Meeting of VII-B*

No.	Procedural Questions
1.	Kemarin belajar tentang benda-benda yang ada di ruang kelas ya?
2.	Kemudian belajar tentang fasilitas yang ada di sekolahmu di halaman 46 ya? Betul?
3.	Sudah dicoba di rumah yang activity eight, facilities in the school itu sudah dikerjakan?
4.	Yang betul semua cung?
5.	Yang salah satu, dua, tiga, salah semua?
6.	Yang tidak mengerjakan?
7.	Kamu mau terus begitu tidak ya, kenapa tidak dikerjakan tugasnya?
8.	Yang betul semua cung raise your hand?
9.	Bagaimana pelajaran hari ini apakah bisa dipahami dg baik?
10.	Any question?

*e. Table of Procedural Questions at Second Meeting of VII-B*

No.	Procedural Questions
1.	Tugas yang kemarin sudah dikerjakan?
2.	Ayo siapa yang mau maju?
3.	Yang sebelah kiri bagaimana dibacanya tadi?
4.	Gimana sudah selesai mengerjakan soalnya?
5.	Ini maksudnya apa yah?
6.	Siapa yang menuliskan jawaban ini tadi coba?
7.	Siapa yang salah nomer 8 hayoo?
8.	Apakah sudah jelas caranya?
9.	Kalau mengerjakannya dengan model diskusi cepat yah?

*f. Table of Procedural Questions at Third Meeting of VII-B*

No.	Procedural Questions
1.	How are you today students?
2.	Kita kemarin sudah sampai mana yah?
3.	Sudah selesai?
4.	Benar seperti itu caranya?

## 2. Convergent Questions

### a. Table of Convergent Questions at First Meeting of VII-A

No.	Convergent Questions
1.	Materi kita tentang time table ya?
2.	Di jadwal coba lihat siapa yang mengajar bahasa Inggris?
3.	Mrs. Evi mengajar tentang apa?
4.	What does he on Monday?
5.	Gilang doesn't berarti apa artinya?
6.	Number 6 what time the break starts?

### b. Table of Convergent Questions at Second Meeting of VII-A

No.	Convergent Questions
1.	Coba saya tanya dulu benda-benda yang ada di sebelah kiri itu apa
2.	ya?
3.	Spoon apa?
4.	Toothbrush apa?
5.	Selimut?
6.	Washing mecine?
7.	Sabun
8.	Wajan?
9.	Pillow?
10.	Lamp?
11.	I sleep in the?
12.	I breakfast in the?

13.	Gunting disimpan dimana?
14.	You wash the deseas (peralatan makan) in the?
15.	You take a bath by using?
16.	Lemari tadi apa yah?
17.	Coba jawaban kamu apa?
18.	Kitchen pasangannya yang mana?
19.	The garden apa, kebun, brarti pasangannya yang mana?
20.	Siapa yang hpnya pake mode Bahasa inggris?
21.	Number three, this is a?
22.	Gunting itu untuk apa? Dalam Bahasa inggrisnya memotong?
22.	Next this is a?
23.	We can find it in the?
24.	Where are the students?
25.	Kamu jawab apa?
26..	Where is the head master?
27.	Where are the computers, white boards?
28.	Where are the storybook?
29.	Apa itu library?
	Nomer satu, we use an eraser ya?
	Number two, we use a?

*c. Table of Convergent Questions at Third Meeting of VII-A*

Convergent Questions	Convergent Questions
1. Coba saya tanya dulu benda2 yang ada di sebelah kiri itu apa yaa?	18. The garden apa, kebun, brarti pasangannya yang mana?
2. Spoon apa?	19. Siapa yang hpnya pake mode Bahasa inggris?
3. Toothbrush apa?	20. Number three, this is a?
4. Selimut?	21. Gunting itu untuk apa? Dalam Bahasa inggrisnya memotong?
5. Washing mecine?	

<p>6. Sabun</p> <p>7. Wajan?</p> <p>8. Pillow?</p> <p>9. Lamp?</p> <p>10. I sleep in the?</p> <p>11. I breakfast in the?</p> <p>12. Gunting disimpan dimana?</p> <p>13. You wash the deseas (peralatan makan) in the?</p> <p>14. You take a bath by using?</p> <p>15. Lemari tadi apa yah?</p> <p>16. Coba jawaban kamu apa?</p> <p>17. Kitchen pasangannya yang mana?</p>	<p>22. Next this is a?</p> <p>23. We can find it in the?</p> <p>24. Where are the students, Kamu jawab apa?</p> <p>25. Where is the head master?</p> <p>26. Where are the computers, white boards?</p> <p>27. Where are the storybook?</p> <p>28. Apa itu library?</p> <p>29. Nomer satu, we use an eraser ya?</p> <p>30. Number two, we use a?</p>
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*d. Table of Convergent Questions at First Meeting of VII-B*

Convergent Questions	Convergent Questions
<p>1. Coba sambil mengerjakan, saya tanya apa tujuan kamu belajar dari teks seperti ini apa ya?</p> <p>2. Kamu belajar memperbanyak kosa kata ya?</p> <p>3. Sekolah penulis tidak besar, berarti jawabannya? Big ya?</p> <p>4. Coba yang jawabannya big siapa saja cung?</p> <p>5. There are titik-titik classroom, berapa coba?</p> <p>6. There are about ... students, berapa?</p>	<p>16. Sedangkan kalau kambing itu Bahasa inggrisnya?</p> <p>17. Rabbit, buffalo atau keledai?</p> <p>18. Number one benar tulisannya begini, betul?</p> <p>19. Number six butterfly betul?</p> <p>20. Can talk, benar atau tidak?</p> <p>21. Mosquito itu apa? Produce? Bisa ngga nyamuk produksi madu?</p> <p>22. Mouse can swim, bisa ngga? Belum pernah liat tikus berenang yah?</p>

<p>7. Nah, kamu kan kemarin juga belajar angka ya?</p> <p>8. In the library, a lot of...?</p> <p>9. The students can? "Borrow"?</p> <p>10. Apa itu language lab? Lab bahasa ya?</p> <p>11. Kemarin animals in the garden bicara tentang apa ya?</p> <p>12. Cat itu apa? Kucing?</p> <p>13. Number four apa isinya?</p> <p>14. Domba atau kambing yang benar yang mana?</p> <p>15. Kalo sheep itu apa, kambing/domba?</p>	<p>23. A cat like eats fish? Betul?</p> <p>24. Number four, bioskop kalau dalam bahasa inggris?</p> <p>25. Train station apa ya?</p> <p>26. Number selanjutnya apa itu?</p> <p>27. Number eleven fire rescue, itu apa?</p> <p>28. Twelve apa in English?</p> <p>29. Nurse itu apa?</p> <p>30. My aunt? Apa?</p> <p>31. She works in the?</p> <p>32. Berarti belajar apa aja hari ini?</p>
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*e. Table of Convergent Questions at Second Meeting of VII-B*

Convergent Questions	Convergent Questions
1. Demonstrative pronoun ya hari ini?	10. Bla bla bla are trucks, berarti these atau those?
2. This is a? berarti bukunya ada berapa?	11. ... is a camera, berarti apa isinya?
3. These are not apples, berarti apel nya banyak apa satu?	12. Ya untuk demonstrative ada pertanyaan tidak?
4. That is a picture, berarti ini atau itu?	13. Kalau ada kata in berarti bendanya posisinya dimana?
5. Those are pictures of students diartikan gambar atau foto yah?	14. Terus kalau under posisi benda di mana?
6. Kalau pakai those satu atau dua atau lebih dari satu?	15. Kalau next to di mana yah?
	16. Behind, In front of atau between?



7. Kalau that is bendanya dekat atau jauh?	17. Ya untuk demonstrative ada pertanyaan tidak?
8. Plural those are kalau singular bagaimana?	18. Sudah jelas materinya ya?
9. Kira-kira diisi apa ya itu, yang pake i atau e?	

*f. Table of Convergent Questions at Third Meeting of VII-B*

Convergent Questions	Convergent Questions
1. How many dan how much artinya apa ya?	9. Berapa banyak huruf itu?
2. Kemudian untuk many digunakan untuk apa yahh?	10. Number seven, hours itu apa?
3. The boy has many ... lanjutannya apa coba?	11. Days itu apa?
4. Debu ada yang tau apa bahasa Inggrisnya.?	12. Uang berarti pakai much atau many?
5. I drank coffee, kira-kira many or much?	13. Children itu apa, orang berarti many atau much?
6. Pertanyaan harus ada apanya?	14. Five bendanya apa?
7. Students, orang ya? Berarti pakai apa?	15. You eat too many rice benar atau salah?
8. Number six bendanya apa?	16. Dari yang saya sampaikan any question?

3. *Divergent Questions*

a. *Table of Divergent Questions at Third Meeting of VII-A*

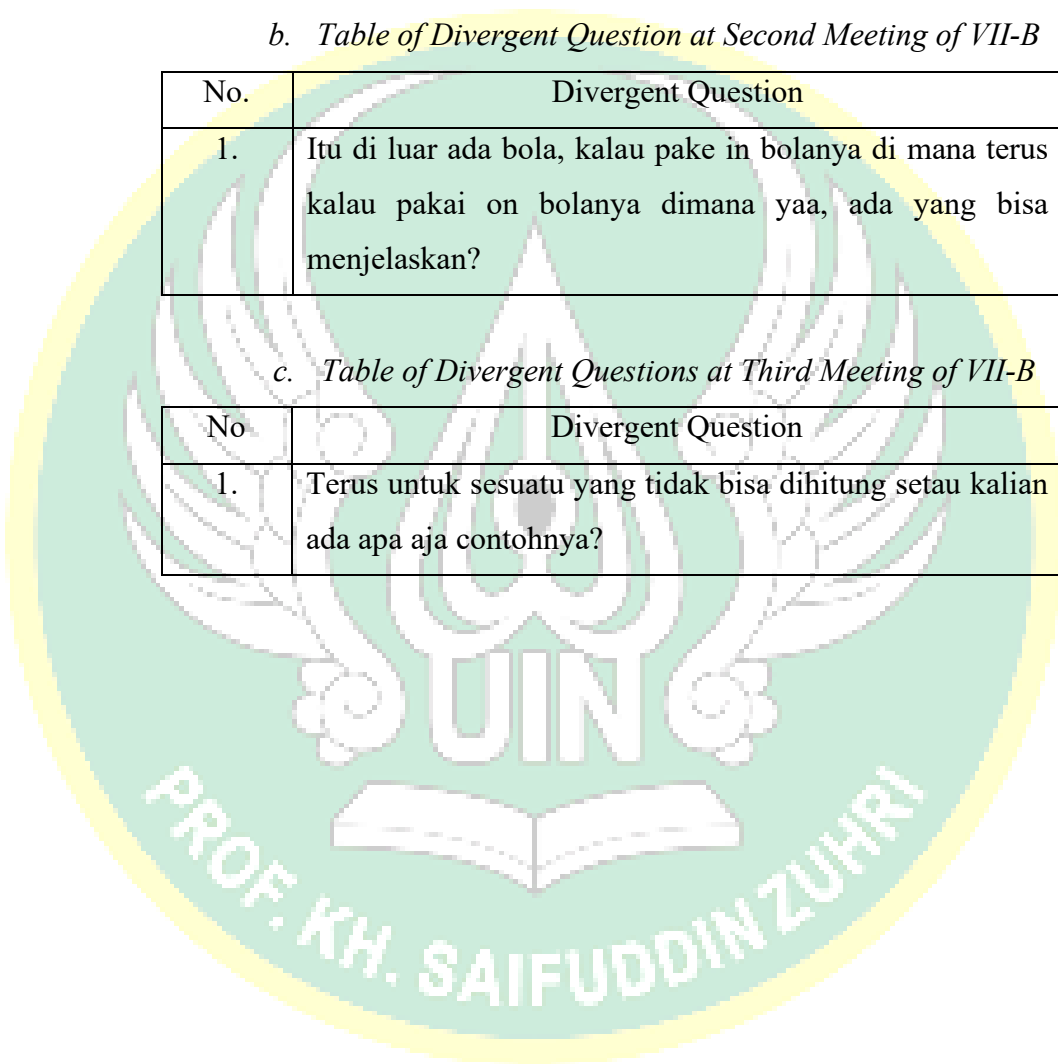
No.	Divergent Question
1.	Sejauh ini bagaimana pendapat kalian tentang materi hari ini?

b. *Table of Divergent Question at Second Meeting of VII-B*

No.	Divergent Question
1.	Itu di luar ada bola, kalau pake in bolanya di mana terus kalau pakai on bolanya dimana yaa, ada yang bisa menjelaskan?

c. *Table of Divergent Questions at Third Meeting of VII-B*

No	Divergent Question
1.	Terus untuk sesuatu yang tidak bisa dihitung setau kalian ada apa aja contohnya?



*Appendix 5 Letter of Observation*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.2982/Un.19/D.FTIK/PP.05.3/10/2022  
Lamp. : -  
Hal : **Permohonan Ijin Riset Individu**

27 Oktober 2022

Kepada  
Yth. Kepala Sekolah MTs Ma'arif NU 1 Purwojati Banyumas  
Kec. Purwojati  
di Tempat

*Assalamu'alaikum Wr. Wb.*

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

- |                    |   |
|--------------------|---|
| 1. Nama            | : Silvia Alfatonah  |
| 2. NIM             | : 1717404035  |
| 3. Semester        | : 11 (Sebelas)  |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris   |
| 5. Alamat          | : Desa Gerduren RT01/06 Kecamatan Purwojati Kabupaten Banyumas  |
| 6. Judul           | : Question Strategies in English Language Teaching at the Seventh Grade of MTs Ma'arif NU 1 Purwojati |

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

- |                      |  |
|----------------------|--|
| 1. Obyek             | : English Teacher of 7th grade of MTs Ma'arif NU 1 Purwojati |
| 2. Tempat / Lokasi   | : MTS Ma'arif NU 1 Purwojati                                 |
| 3. Tanggal Riset     | : 28 10-2022 s/d 28-12-2022                                  |
| 4. Metode Penelitian | : Kualitatif   |

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.  
*Wassalamu'alaikum Wr. Wb.*

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah

Tembusan :

1. An. Dekan Ketua Jurusan Tadris



LEMBAGA PENDIDIKAN MA'ARIF NU KAB. BANYUMAS  
**MTs MA'ARIF NU 1 PURWOJATI**  
Jl. Raya Inpres No.245 Purwojati, 53175, No.HP. . 085727623432  
email : [mtspurwojati@gmail.com](mailto:mtspurwojati@gmail.com)

Nomor : 27/LPM/33.15/MTs-18/E/X/2022  
Lamp : -  
Perihal : Pemberitahuan

Kepada Yth  
Bapak A.n Dekan Ketua Jurusan Tadris  
Universtas Islam Negeri  
Profesor Kiai Haji Saifuddin Zuhri  
Purwokerto  
Fakultas Tarbiyah Dan Ilmu Keguruan  
di Tempat

**Assalamualaikum Warahmatullahi Wabarakatuh**

Menanggapi surat Kementerian Agama Republik Indonesia Universtas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto Fakultas Tarbiyah Dan Ilmu Keguruan Nomor : B.m.2982/Un.19/D.FTIK/PP.05.3/10/2022 Perihal Permohonan Ijin Riset Individu pada mahasiswa :

Nama : Silvia Alfatonah  
NIM : 1717404035  
Semester : 11 (sebelas)  
Jurusan /Program Studi : Tadris Bahasa Inggris  
Asal Perguruan Tinggi : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Dengan ini kami mengizinkan saudara bersangkutan untuk melakukan penelitian di Madrasah kami

Untuk pelaksanaan selanjutnya mahasiswa tersebut untuk berhubungan komunikasi langsung dengan Bapak Apriyanto, S.S, S.Pd.Ing. ( Guru mata pelajaran Bahasa Inggris )

Demikian surat balasan dari kami agar sekiranya bermanfaat dan dapat digunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terimakasih.

**Wassalamualaikum warahmatullahi wabarakatuh**

Purwojati, 27 Oktober 2022

Kepala Madrasah



*Nasir*  
NASIR, S. Ag.





LEMBAGA PENDIDIKAN MA'ARIF NU KAB. BANYUMAS

**MTs MA'ARIF NU 1 PURWOJATI**

Jl. Raya Inpres No.245 Purwojati, 53175, No.HP.081327575982

email : [mtspurwojati@gmail.com](mailto:mtspurwojati@gmail.com)

**SURAT KETERANGAN**

Nomor : 20/LPM/33.15/MTs-18/G/XI/2022

Yang bertanda tangan dibawah ini ;

Nama : NASIR, S.Ag.  
NIP : -  
Jabatan : Kepala Madrasah  
Alamat : Jalan Inpres No. 245 Purwojati Kec. Purwojati Kab. Banyumas

Menerangkan bahwa ;

Nama : Silvia Alfatonah  
NIM : 1717404035  
Semester : 11 (sebelas)  
Jurusan /Program Studi : Tadris Bahasa Inggris  
Asal Perguruan Tinggi : Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto

Telah melaksanakan riset dengan obyek English Teacher of 7th grade of MTs Ma'arif NU 1 Purwojati, tanggal riset 2 November 2022 s/d 17 November 2022 di MTs Ma'arif NU 1 Purwojati Kecamatan Purwojati Kabupaten Banyumas Provinsi Jawa Tengah dengan metode penelitian kualitatif guna penyusunan skripsi

Demikian Surat Keterangan ini di buat untuk digunakan sebagaimana mestinya.

Purwojati, 17 November 2022

Kepala Madrasah



NASIR, S. Ag.

NIP.

**Appendix 6 Observation Pictures**

*Students did the assignment given by the teacher*



*Teacher explained the material on the whiteboard*





*Discussing the answer of assignment written by the students*



*Direct interview with the English teacher*

