

**STUDENTS' PERCEPTION TOWARD TEACHER'S TALK IN  
ENGLISH CLASSROOM**  
*(A Descriptive Study at the Eleventh Grade of SMA Muhammadiyah  
Limbung Kab. Gowa)*



**A THESIS**

*“Submitted to the Faculty of Teacher Training and Education Makassar  
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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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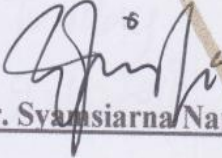
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## ABSTRACT

**Nuratika. 2018.** *Students' Perception toward Teacher's Talk in English Classroom (A Descriptive Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa)*. Guided by Syamsiarna Nappu and Maharida.

The research aimed at finding out the students' perception toward teacher's talk in English classroom at the Eleventh Grade of SMA Muhammadiyah Limbung.

This research used a descriptive research. The population of this study is the Eleventh Grade students of SMA Muhammadiyah Limbung in the academic year of 2017/2018. The researcher used purposive sampling Technique. The techniques used for obtaining data are: first, collecting data from students answered the questionnaire; second, collecting data from interviewing the students; the last, drawing the conclusion based on the data.

The results of the analysis shows that there is a positive statement about the using students' perception toward teacher's talk in English classroom, were students' positive statement found in practicality category 55.43% are students answered strongly agree (SA), 35.71% are agree (A), 8.86% are partially agree (PA), none disagree (D) and none strongly disagree (SD). Most of the students chose the answer strongly agree in the statement attached to the questionnaire, followed by the agree answer and partially agree. Based on the results can be seen that the students strongly agree with the teacher's talk: first type is question used by the English teacher and second type is feedback by the English teacher in the classroom. Referential question is one form of questions given by teacher and positive feedback is the feedback that is usually done by teacher in the classroom.

The instructional students' perception toward teacher's talk in English classroom gave benefits, such as they felt easy to understand, more serious and attract the attention of the students and active to learns, and the important one was the students were felt not bored so it could create a high motivation in learn.

**Keywords:** *Teacher's talk, feedback, question*

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Makassar, January 2018

The Researcher

**Nuratika**



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DOCUMENTATION

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# CHAPTER I

## INTRODUCTION

### **A. Background**

English as one of the language use as a tool of sharing ideas on setting information from other people in the world. It has been becoming the international language that widely use in writing and speaking all over the world. Therefore, the government of Indonesia has been putting English as an essential subject to learn English from elementary school until university. There are four skills that should be master by students in learning English. They are listening, speaking, reading, and writing. Since the language is a tool of communication, the teacher must be able to make the learner communicate information effectively both in speaking and writing.

Interaction between teacher and students establish the success of teaching-learning language. In the English Foreign Language (EFL) classroom, teacher have important role to interact with the students because they have major portion of class time employed to give direction, explain activities and check students' understands use the target language. The students' interaction is also important. When they give the appropriate response to the teacher's talk. It means that they understand the language that teacher use. For foreign language learners, classroom is the main place where they are frequently exposed to the target language. The kind of language use by the teacher for instruction in the classroom is known as teacher talk. In

trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners Richards cited in Xiaoyan (2006: 5).

The language that teacher uses to communicate with the students in the classroom, such as initiating interaction and giving feedback to the student it is an indispensable part of foreign language teaching in organizing activities and the way teachers talk does not only determine how well they make their subject but also assure how well the students will learn. Therefore, teachers can use stimulus to their students. Like asking question, invitation and giving direction. Giving feedback to the students' response, the active participation of student in the classroom also increases.

The relationship between teacher talk with student perception is very close, whereas when the teacher explains the subject matter in the learning process that is related to the student's opinion, it will generate a good communication between teacher and the students. With good communication in the class then created a comfortable learning atmosphere.

While, to know the students' understanding, teachers sometimes ask for information which he or she has already knows, such as giving question based on the text. Therefore, teachers should use question to check students' comprehension and give them opportunity to use target language, since it would promote greater learner productivity and latter would likely promote more meaningful communication between teacher and learner.

Finally, this research was designed to know how students' perception of teacher talks in English classroom. That is why this research entitled: **Students' Perception toward Teacher's Talk in English Classroom (A Descriptive Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab. Gowa).**

## **B. Problem Statement**

Related to the background above, the researcher formulated question "What is the students' perceptions toward English teacher's talk?"

## **C. Objective of The Research**

The objective of the research was to find out the students' perception toward English teacher's talk.

## **D. The Significance of the Research**

Significance of the research has benefits to theoretically, this research is useful for readers who are interested in teaching and learning in English, especially in students' perception about teachers' talk in English classroom and for the other researcher can used this research as one of the reviews in their study. Practically, this study provides several benefits, helping researchers and readers to give an idea of how students perception about how teachers talk while doing feedback and asking questions in the teaching and learning process in the classroom.

## **E. The Scope of the Research**

In this study entitled: Students' Perception toward Teacher's Talk in English Classroom (A Descriptive Study at the Eleventh Grade in SMA Muhammadiyah Limbung Kab. Gowa), the researcher focused on the two kinds of teacher's talk; first type is question used by the English teacher and the second type is feedback by the English teacher in the Eleventh Grade in SMA Muhammadiyah Limbung.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous Research Finding

The are several researchers conducted research in particular area, below are:

Taufik, Hardyanti (2015) in her thesis entitle *“The Students’ Perception of Teacher’s Teaching Method and Classroom Management in Speaking class at the Second Semester of English Department in University of Muhammadiyah Makassar”*. Stated below: this research aimed to identify the students’ perception of teacher teaching method and classroom management in speaking class, it was that students’ have positive perception of teachers’ teaching method used in speaking class.

Haidir, Masita (2016) in her thesis entitle *“Student’s Perception towards the Effectiveness of Microteaching Subject to Support Their Teaching Skill in Teaching Practice Program”*. Stated below: the study aimed to find out the students’ perception towards the effectiveness of microteaching subject to support their teaching skill in teaching practice program. Based on the findings, the students gave positive perception towards the microteaching subject and the effectiveness of microteaching subject to support their teaching skill in teaching practice program.

Safitri, Nuralia (2016) in her thesis entitle *“The Students’ Perception on the Media Used by the Teachers in Teaching English at Madrasah Aliyah Muhammadiyah Limbung”*. Stated below: the research aimed to find out the

students' perception on the instructional media used by the English teacher of Madrasah Aliyah Muhammadiyah Limbung in teaching. The instructional media in teaching English gave benefits, such as they felt easy to understand, more serious and attract the attention of the students and active to learn, and the important one was the students were not felt bored so it could create a high motivation in learn.

Based on previous research, the similarities of the research with previous research is this research equally aim to know student perception about by the English teacher. While the difference is in the research that the researcher investigated more focus on the teacher's talk of question used by the English teacher and feedback by the English teacher, unlike the previous three studies. Where the first thesis focuses on teaching method and classroom management, the second thesis focuses on teaching skill in teaching practice program, and the third thesis focuses on the media used by the teachers in teaching English.

## **B. Some Pertinent Ideas**

### **1. Concept of Teacher's Talk**

#### **a) Teacher Talk Definition**

According to Ellis cited in Hui (2010: 46) definition of teacher talk means that teachers address classroom language learners differently from the way that they address other kinds of classroom learners. Teacher talk is very important for both classroom teaching organization and students'



language learning in the process of foreign language learning, because teacher talk is an instrument of implementing teaching plan. Teacher talk is the major resources of comprehensible target language input learners are likely to receive in the foreign language classroom. Therefore, teachers can use stimulate to their students, such as asking questions, invitations and giving directions. By giving feedback to students, the active participation of students in the classroom also increases. But sometimes the teacher is not aware at the time of teaching in the classroom by using full English, making some students don't understand with what is deliver by the teacher so that there are students who feel learning English is hard and not fun.

Xiao-hui cited in Faruji (2011: 2) in his study of analysis of teacher talk, argued that teachers should consciously improve their questioning behavior by providing an information gap between the teacher and the students. The gap is better to be related to a topic that is relevant to the learner's lives so that can stimulate their interests, and can require a level of thinking that stretches the students intellectually. They make adjustments to both language form and language function in order to facilitate communication. These adjustments are referred to as "teacher talk". Teacher talk is very important for both classroom teaching organization and students' language learning in the process of foreign language learning, because teacher talk is an instrument of implementing teaching plan.

## **b) Perception Definition**

The theories of perception by taking some experts explanation. The first, theories as postulated by Allport cite in Adediwura and Tayo (2007: 165) who defines perception as the way people judge or evaluate others. The second, Eggen and Kauchak theories cite in Adediwura and Tayo (2007: 165) see perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory. This theory is strengthened by the next statement from Glover et al cite in Adediwura and Tayo (2007: 166). They state that background knowledge in the form of schemas affects perception and subsequent learning. Even, research findings have verified that background knowledge resulting from experience strongly influence perception. Finally, Baron and Byrne cite in Adediwura and Tayo (2007: 167) explain it as the process through which people attempt to understand other persons and attempt to obtain information about the temporary causes of others, behavior, for example, the emotions or feelings.

From this point of view, it could be inferred that perception cannot be done in vacuum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical

state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception Adediwura and Tayo (2007: 166).

Students perception according to Goldrick and Caffrey cited in Yulianti (2013: 19), can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class. Students' perception of teachers' knowledge of subject matter, attitudes to work and teaching skills is absolutely dependent on the fact that they have been taught by the teachers under evaluation and are familiar with them. They therefore, have minds already pre-occupied with memories and reactions that inventory for data collection will measure Allport & Glover et al. cited in Adediwura and Tayo (2007: 165).

**c) Kinds of Teacher Talk**

Teacher's talk is the language in the classroom that take up the major portion of class time employed to give direction, explain activities and check students' understanding Sinclair & Brazil cited in Yulianti (2013: 27). As an indispensable part of foreign language teaching, teacher's talk has own features in that both the content and the medium are the target language. The language employed by teachers in language classes is served as the source of input of language knowledge, and also use to instruct language communication and organize classroom activities. In this study focus on the two kinds of teacher's talk; the first type is a question

used by an English teacher and the second type is feedback by an English teacher. In teacher talk for this study focuses on two types of teacher talk: The first type is a question used by an English teacher and the second type is feedback by an English teacher.

#### **a. Question**

Question is a request for information and it is commonest and most straightforward way to make student to talk according classroom observation Yanfen & Yuqin cited in Yulianti (2013: 28). By asking questions to students, it can motivate and stimulus them to active during teaching learning process. Typically, a question is the initiation of the three part, solicit-response-evaluate sequence of moves typical of classroom, for example:

Teacher: What is your name?

Student: Rosaline

Teacher: Good.

Questions and answers are widely used in English teaching, through which teachers can help students adjust their language and make it more comprehensible. There are several types of questions commonly used in the classroom, such as the following:

##### 1. Type of Question

###### a) Procedural Question

Procedural question have to do with classroom procedures and routines, and classroom management, as opposed to the content of

learning. For example when a teacher is checking that assignments have been completed, the instructions for a task are clear, and the students is ready for a new task. Like the following sentences below:

- (1) Did everyone bring their homework?
- (2) Did anyone bring a dictionary to class?
- (3) How much more time do you need?

b) Convergent and Display Question

Convergent question encourages similar student responses, or responses which focus on a central theme. These responses are often short answer, 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 recall of the preciously presented information. For example when teacher uses question in introducing a reading lesson focusing on the effects of computers on everyday life. Before the lesson begins, a teacher is able to ask the students use convergent question, such as:

- (1) How many of you, have personal computer in your home?
- (2) Do you use it every day?
- (3) What are the names of some computer companies?

Convergent question is also referred as display question. It means that the question that teachers know the answer and which are designed to elicit or display particular structures. So, it means that

question which involves determining whether the teacher is asking for information which he or she already knows.

c) Divergent and Referential Question

Divergent questions are the opposite of convergent questions. They encourage diverse student responses which are not short answers and which require student to engage in higher-level thinking. They encourage students to provide their own information rather than to recall previously information presented. This type is also called referential question. It is kind of questions with no fixed answer, while display questions are the ones with fixed answer. This question used by teacher after give display or convergent question to student, such as the examples:

(1) How have computers had economic impact on society?

(2) Do you think, computer have any negative effects for society?

( Chaudron & Nunan Cited by Xiaoyan (2008: 100)

2. Modification of Question

Teacher can modify his talk in order to make the understandable question for the students. Based on Chaudron cited in Yulianti (2013: 32) point out that teacher will persist in asking questions by repeating or rephrasing them.

a) Aiding with the Clue



It is natural enough to modify a question which has not been understood, by aiding the respondent with perhaps a clue to the expected answer, with some limiting of the possible range of response. List a number of different types of clues that might be used to help the respondent focus on the domain of appropriate answer. The clues that would describe the attributes of an expected response, compare and contrast the expected response to something, or assign a label to the expected response.

b) Alternative or “or-choice” questions

Another modification of question is by rephrasing with the alternative or “or-choice” question. Long cited in Yulianti, (2013: 33) found “or-choice” questions are more often occur in interaction native speaker (NS) and non native speaker (NNS).

For example: “What would you like to drink?” [pause] “Would you like coffee, tea or juice?”.

c) Giving a wait-time

An important factor of a teacher’s questioning skill is wait time, that is the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question, directing the question to another students, or giving the answer.

( Chaudron cited in Yulianti (2013:33-34)

## **b. Feedback**

Another important constituent of teacher talk is feedback. Typical interaction in the classroom follows a very rigid pattern: Teacher initiates, student responds, and the teacher provide feedback to the learner. A considerable amounts of researches indicated that positive feedback can not only let the learners know that they successfully finish their learning task, but also stimulate their learning interests and motives. Thus, positive feedback is better than negative feedback in the progress of promoting learner's learning behavior Nunan cited in Liu & Zhu (2012: 119).

### **1. Form of Feedback**

Teachers can provide feedback in various ways such as: negative feedback and positive feedback, feedback is a test result, feedback with written comments, feedback verbal and non-verbal.

#### **a. Positive Feedback – Negative Feedback**

Positive feedback is a cue or symptom indicated by a communicant indicating that he / they understand, help and willing to work with communicators to achieve certain communication goals, and does not show resistance or conflict. For example: the communicant nods, pay attention seriously, take notes, responsive when asked.

Negative feedback is a gesture indicated by the communicant indicating that the communicant has the attitude and behavior that

can range from start disagree to dislike messages, delivery, or even the communicator.

For example: indifference, disturbing others, talking, doing other things that have nothing to do with what's being discussed, chatting, and so on.

**b. Feedback is a test result**

The results of the tests distributed to the students can be feedback to them about their learning outcomes: how much of their mastery of the learning materials or which parts of a learning unit they have not mastered.

**c. Feedback with written comments**

Feedback through written comments can be given on the student's replication, homework, assignment, or LKS repeat sheets. Teachers provide feedback by writing comments that contain information on how they should answer the replication, assignment, or LKS issues. Not just cross out the wrong answers with cross marks, but write down the right steps or answers.

**d. Verbal Feedback - Non-Verbal Feedback**

Verbal feedback leads to the form of what the communicant conveys as his reaction to a particular communication behavior that is taking place. Example: an interrupt (cut off the conversation) or it could be a written piece of paper that says something to the

person who is speaking so that he stops immediately because the time for him is up.

While non-Verbal feedback form is not in the form of oral or written, such as facial expressions, gestures, how to sit, how to stand, how to stare, the form of a smile, hand signals, and others.

( Faiq, 2013 )

## **2. Type of Feedback**

### **a) Oral feedback**

Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way. Asking "What do you notice about something" or "How does this match the criteria?" stimulates students' thinking about their learning. The teachers initiate a conversation that resulted in a student responding, and in turn the student was provided with feedback.

### **b) Written feedback**

In contrast to oral feedback, which is natural part of a classroom setting and happens naturally, written feedback is sometimes considered as optional because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. Written feedback involves feedback given to students'

written work. This type of feedback is usually not immediate and the teacher has time to think about how to give feedback and on what. Therefore, there are different strategies used when providing students with written feedback.

c) Direct and indirect feedback

There are different strategies of feedback provided in written work and most researchers divide written feedback into direct and indirect feedback. Direct teacher feedback means that the teacher provides the students with the correct form of their errors or mistakes, and involves crossing out a word, and providing the correct form. Direct feedback clearly states what is wrong and how it should be written, which means that the students do not themselves have to identify the error and how it should be corrected. On the other hand, indirect feedback error correction in written form includes underlining or circling an error.

( Hadzic ( 2016: 6-12)

## **2. Style of Teacher Talk**

According to Harrel cited in Yulianti (2013: 39) in the journal, Teacher Talk in the Cooperative Learning Classroom, a crucial aspect of teaching English as second language is the nature of teacher talk. He also mentions that there are two style of teacher's talk which is commonly found in language classroom.

### **a. Teacher's Talk in Teacher Fronted Classroom**

The basic idea behind this approach is equality which is intended to present information to all students in uniform manner. The teacher stands as the central figure in the classroom, which has the power to control students.

The content in teacher-fronted classroom is frequently based on following the textbook, often reading sections aloud and completing exercises. Students understand that the teacher is familiar with the answer and the goal of question is merely to check student's knowledge.

Flanders as cited in Yulianti (2013: 40), states that teachers speak up to 75% of the time, leaving little time for students' expression. Five major features characterized teacher's talk in frontal situation:

- 1) Teachers speak a lot.
- 2) Teacher lecture.
- 3) Teachers ask short question.
- 4) Teachers use correction extensively.
- 5) Teachers give instruction and command frequently.

### **b. Teacher's Talk in Cooperative Classroom**

Unlike the previous one, this approach is based on interaction among group members. The teacher acts as facilitator of learning, approaching the group when necessary. In addition to social advantages, cooperative learning

results in greater academic achievements when compared with frontal teaching. However, cooperative learning is used for implementing a communicative approach to teaching English for non-native speaker. In fact, many of the skills the teachers taught the students as part of the preparation for group work were similar to those advocated by Wegerif et al. cited in Gillies and Boyle (2010: 937) who proposed that social interaction and reasoning is enhanced during small- group work when:

1. All relevant information is shared.
2. The group seeks to reach agreement.
3. The group takes responsibility for its decisions.
4. Reasons are expected.
5. Challenges are expected.
6. Alternatives are discussed before decisions are made.
7. Group members are encouraged to speak.

### **Definition Interaction**

The success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students. And the happening of interaction is affected directly by ways of teacher talk. This study investigated ways of teacher talk preferred respectively by teachers and students. Teacher talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn.

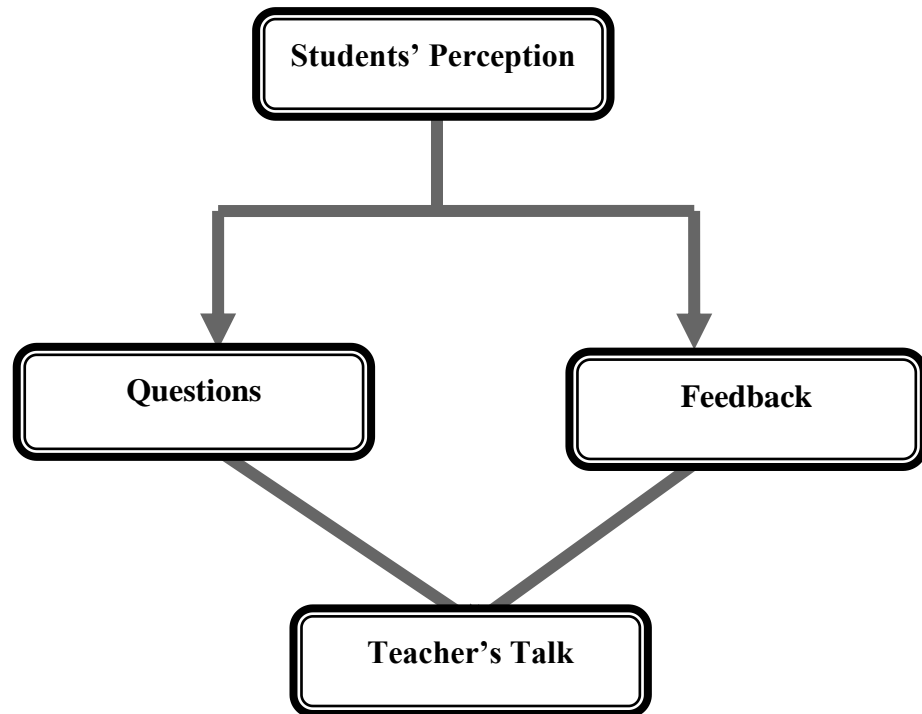
Appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students, and consequently creates more opportunities for interactions between teachers and students.

The development and success of a class depends on to a greater extent the interactions between the teacher and students Tsui, cited in Yanfen & Yuqin (2010: 77). Interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people. Through the interaction with teachers, students can increase their language store and use all languages they possess. Interaction is an important concept for English language teachers. Long cited in Yanfen & Yuqin (2010: 77). Argues that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need. Through the interaction, learners have opportunities to understand and use the language that was incomprehensible.



### C. Conceptual Framework

Conceptual framework underlying in this research was given below:



**Figure 2.1 Conceptual Framework**

This conceptual framework was the basic from this research. This research conducted in SMA Muhammadiyah Limbung, the researcher was focus on two types of teacher talks; the first type is a question used by an English teacher and the second type is feedback by an English teacher. Here students were asked to know their perceptions about teachers' talk in the classroom which includes questions and feedback from the teacher through two ways of filling in the questionnaire and conducting interviews.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research was a descriptive research. This study was conducted to find out the students' perceptions about how teacher's talk in teaching English classroom. This research was categorized as descriptive-quantitative research. Quantitative research used, because the researcher used some numerical data analyses statistically.

#### **B. Population and Sample**

##### **1. Population**

This research population referred to the Eleventh Grade of SMA Muhammadiyah Limbung in 2017/2018 academic year. It consisted of 6 classes. The numbers of population were 189 students.

**Table 3.1 Population**

| <b>No</b> | <b>Name Class</b> | <b>Population</b> |
|-----------|-------------------|-------------------|
| 1.        | Class XI IPA.1    | 35                |
| 2.        | Class XI IPA.2    | 35                |
| 3.        | Class XI IPS.1    | 30                |
| 4.        | Class XI IPS.2    | 30                |
| 5.        | Class XI IPS.3    | 30                |
| 6.        | Class XI IPS.4    | 29                |

|              |            |
|--------------|------------|
| <b>TOTAL</b> | <b>189</b> |
|--------------|------------|

## **2. Sample**

Researcher used purposive sampling method. The sample was 35 students XI IPA.1 consisted of 30 female and 5 male. The reason of researcher used this purposive sampling method than other methods, because researcher believe by using purposive sampling method then the purpose of this study achieved. In accordance with Sugiyono (2011: 300), purposive sampling was a technique of taking sample data sources based on consideration or focus of a particular sample. The goal was to maximize information, not to facilitate generalization, because the research was the students' perception toward teacher's talk in English classroom, where the researcher wants to collect information about the students' perceptions. So this method was in accordance with this research.

## **C. Research Instrument**

In research Instrument, the researcher used questionnaire and interview as the instruments in collecting the data from the sample.

- 1) These instruments as mention before, consisted of two. Questionnaire which consisted of 10 questions. Those question was divided into two, 5 number for question in the classroom, and 5 number were for feedback. Questionnaires were made referring from 3 journals. Numbers 1,2,3,5 and 6,8,9,10 refer to the journal Montshiwa & Moroke, number 4 refers from the journal Liu & Zhu, the number 7 refers from the journal Yin-Fah. Question in the questionnaire was a matter of statement. Where the "strongly agree" column was the best option and so on.
- 2) Interview as the second instrument was given to the students. This interview consisted of two questions only, that cover question and feedback as the problem statement refer in this research. The interview was given for all the students. Each student have time around 3-5 minutes in answering the interview.

The answers in the questionnaire used the scale from numbers 1 to 5, while for interviews, students only answer some questions directly.

**Table 3.2.Likert Scale**

| No. | Items             | Score |
|-----|-------------------|-------|
| 1   | Strongly agree    | 5     |
| 2   | Agree             | 4     |
| 3   | Partially agree   | 3     |
| 4   | Disagree          | 2     |
| 5   | Strongly disagree | 1     |

(Source Sugiono, 2011: 136)

#### **D. Procedures of Collecting Data**

1. The researcher distributed the instrument to the students. It consisted of 7 numbers. Then, the students answered the question in questionnaire. It took 20 minutes for student to finish it. After finish, the researcher collected the students' paper. Interview as the second instrument. After answering a questionnaire, interview was given for all the students, this interview consisted of two questions only. Each student have time around 3-5 minutes in answering the interview.
2. The researcher gave score based on the formula.
3. After know the students' score, the researcher classified it.
5. Then, the researcher percentage the data to know level of students' perceptions of teacher's talk in the English classroom.

#### **E. Technique of Data Analysis**

Data obtained from the questionnaires analyzed by using the percentage technique. The formula is taken from Sudjana (2002: 67)

$$P = \frac{F}{N} \times 100$$

Note: P = percent

F = the frequency of the responses

N = a total number of responses.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter consists of findings and discussion of the research. The finding of the research presented the result of the students' perception about teacher's talk; they are question used by an English teacher and feedback by an English teacher.

The discussion of the research covered further explanation of the findings. All the data was presented based on the action that has been conducted.

#### **A. FINDINGS**

In this section, the researcher describes the result of the data analysis based on the problems statement. The result of data analysis indicated there were students' perceptions toward teacher's talk in English classroom.

The researcher used questionnaire and interview, for accurate and validity the data collection about students' perception toward teacher's talk in English classroom. The researcher asked the students to answer 10 questions and doing interview. The result of the interview showed that each student has different responses.

Based on from the total classification of students' questionnaire showed that most of students chose strongly agree and agree in positive statements that teachers talk is important in learning process because it gave benefits for them.

Based on the table 3.2 the researcher used a liker scale formulate table 4 to recount the point of students answered questionnaire where the point of student answered positive statement:

**Table 4.1** Total classification of students' questionnaire positive statements for all items.

| Items               | SA     | A      | P     | D  | SD | Total |
|---------------------|--------|--------|-------|----|----|-------|
| Positive Statements | 194    | 125    | 31    | 0  | 0  | 350   |
| Percentage          | 55.43% | 35.71% | 8.86% | 0% | 0% | 100%  |

Based on the point of Table 4.1 from 35 students, total score of the questionnaire are 350. It is indicated that the students had a positive perception on the teacher's talk. From two types of teacher talks; the first type is a question used by an English teacher and the second type is feedback by an English teacher.

Total score of the questionnaire obtained from the calculation by summing the total number of students who choose alternative answers. For an alternative 'strongly agree' get a score of 194, this score is derived from summing the overall points contained in item 1 until item 10 on each alternative answer. As for the alternative answer 'agree' get a score of 125 and for 'partially agree' get score 31. After obtaining score of each alternative answer, proceed to add all score to get total score 350.  $(194 + 125 + 31 = 350)$ .

This is the classification of students' questionnaire for each item:

- Item 1

**Table 4.2 Teachers should Always Ask Question Uses a Level of Language**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 26        | 74.29          |
| 2            | Agree             | 8         | 22.86          |
| 3            | Partially agree   | 1         | 2.85           |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.2 shows that 26 (74.29%) out of students chose strongly agree (SA), 8 (22.86%) chose agree (A), 1 (2.85%) chose partially agree (PA), none chose disagree (D) and strongly disagree (SD). It means that most students think that teachers should give their questions with the level of language they understand so students understand the questions given by their English teacher, because then the students will be easy to answer the questions given by the English teacher.

- Item 2

**Table 4.3 Teachers should Provide an Easy Question.**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 15        | 42.86          |
| 2            | Agree             | 11        | 31.43          |
| 3            | Partially agree   | 9         | 25.71          |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.3 shows that 15 (42.86%) out of students chose strongly agree (SA), 11 (31.43%) chose agree (A), 9 (25.71%) chose partially agree (PA),



none chose disagree (D) and strongly disagree (SD). It means most students think in learning English in the classroom and teachers always provide easy questions that was help them in learning English, because with an easy question it was not make them feel afraid in answering questions given by their English teacher.

- Item 3

**Table 4.4 The Results of the Questions Will be Assessed.**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 18        | 51.43          |
| 2            | Agree             | 17        | 48.57          |
| 3            | Partially agree   | 0         | 0              |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.4 shows that 18 (51.43%) out of students chose strongly agree (SA), 17 (48.57%) chose agree (A), none chose partially agree (PA), disagree (D) and strongly disagree (SD). It means that most students agree if the teacher explains every result they get from answering questions asked by the English teacher during the teaching-learning process, because then students was know the shortcomings of where and what amount value they earn, with the students knowing how much they earn then it can increase their motivation to study harder to get the value they want.

- Item 4

**Table 4.5 The Teacher Give a Referential Question at the End of the Learning Process**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 1         | 2.86           |
| 2            | Agree             | 17        | 48.57          |
| 3            | Partially agree   | 17        | 48.57          |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.5 shows that 1 (2.86%) out of students chose strongly agree (SA), 17 (48.57%) chose agree (A), 17 (48.57%) chose partially agree (PA), none chose disagree (D) and strongly disagree (SD). It means that there are some students who agree and there is also a neutral in this statement because they assume with the teacher to ask questions by using "referential question" at the end of learning then they was used all their ability to answer the questions. By using referential question of students feel challenged to answer the question although sometimes students feel confused to express the answer.

- Item 5

**Table 4.6 Teachers Feedback on Tests and Tasks within a Reasonable Time.**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 10        | 28.57          |
| 2            | Agree             | 24        | 68.57          |
| 3            | Partially agree   | 1         | 2.86           |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.6 shows that 10 (28.57%) out of students chose strongly agree (SA), 24 (68.57%) chose agree (A), 1 (2.85%) chose partially agree (PA), none chose disagree (D) and strongly disagree (SD). It means students agree if the teacher always do feedback on every task given by their teacher. Based on the interview, students say that the impulse that they feel is most effective for getting them motivated is feedback. All of the students agree with this feedback. This feedback can arouse students' interest and motivation to answer or revise incorrect answers.

- Item 6

**Table 4.7 Positive Feedback from the Teacher**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 19        | 54.29          |
| 2            | Agree             | 14        | 40             |
| 3            | Partially agree   | 2         | 5.71           |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.7 shows that 19 (54.29%) out of students chose strongly agree (SA), 14 (40%) chose agree (A), 2 (5.71%) chose partially agree (PA), none chose disagree (D) and strongly disagree (SD). It means that most students think with doing positive feedback when teachers explain can help them to understand well what explained by their English teacher in the classroom on the learning process is in progress. Because sometimes, the students know the answer but it's hard to talk. They prefer to be quiet, nervous or afraid to

make mistakes. With the teacher giving positive feedback then the students will no longer feel afraid to answer the teacher's questions.

- Item 7

**Table 4.8 The Teacher Support Through Feedback**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 16        | 45.71          |
| 2            | Agree             | 18        | 51.43          |
| 3            | Partially agree   | 1         | 2.86           |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.8 shows that 16 (45.71%) out of students chose strongly agree (SA), 18 (51.43%) chose agree (A), 1 (2.85%) chose partially agree (PA), none chose disagree (D) and strongly disagree (SD). It means that students think if the teacher gives feedback it is a good idea because teacher's talk in the feedback move is relatively important, since it is not only a summary about the interaction, but also effects students' interest to interact in the next interaction.

- Item 8

**Table 4.9 Teacher Direction.**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 29        | 82.86          |
| 2            | Agree             | 6         | 17.14          |
| 3            | Partially agree   | 0         | 0              |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.9 shows that 29 (82.86%) out of students chose strongly agree (SA), 6 (17.14%) chose agree (A), none chose partially agree (PA), disagree (D) and strongly disagree (SD). It means that students strongly agree that teachers provide correct direction when the teaching and learning process is taking place in the classroom because then they know what they will do at the meeting.

- Item 9

**Table 4.10 Teaching Delivery.**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 32        | 91.43          |
| 2            | Agree             | 3         | 8.57           |
| 3            | Partially agree   | 0         | 0              |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.10 shows that 32 (91.43%) out of students chose strongly agree (SA), 3 (8.57%) chose agree (A), none chose partially agree (PA), disagree (D) and strongly disagree (SD). It means that most students that with an introduction in the process of teaching and learning will help student to better understand the subject matter that will be taught by their English teachers.

- Item 10

**Table 4.11 Teaching Plan.**

| No           | Opinion           | Frequency | Percentage (%) |
|--------------|-------------------|-----------|----------------|
| 1            | Strongly agree    | 28        | 80             |
| 2            | Agree             | 7         | 20             |
| 3            | Partially agree   | 0         | 0              |
| 4            | Disagree          | 0         | 0              |
| 5            | Strongly disagree | 0         | 0              |
| <b>Total</b> |                   | <b>35</b> | <b>100%</b>    |

Table 4.11 shows that 28 (80%) out of students chose strongly agree (SA), 7 (20%) chose agree (A), none chose partially agree (PA), disagree (D) and strongly disagree (SD). It means that most students think with the planning of learning given will greatly help them in learning English because with the teaching planning given by the teacher to the students then the students will know what the purpose of their learning.

## **B. Discussion**

It has been presented on findings, the results of the questionnaire show that students had positive perception towards teacher's talk in English classroom. This has an impact on the result of the students' achievement on English.

Based on the data analysis collected through questionnaire and interview, it was found that the majority of the students' chose strongly agree with the positive statement about question and feedback used by English classroom. In the questionnaire that had been distributed, the respondents were asked to respond to 10 items related to interest student's perception toward teacher's talk in English

classroom. The students' have positive perception toward teacher's talk. The researcher assumed that these students regarded teachers talk as important.

The answer to the statement on the questionnaire, statement one "*Teachers should always ask questions using a level of language that I can understand*" and statement two "*Teacher's should provide an easy question*" is positive. The positive response seen from the first statement comes from students' perceptions of their feelings when they receive questions from English teacher's who use the level of language they understand, as it will make them feel easy to answer every question asked by their English teacher. As for the second statement, students' perceptions of their feelings when the teacher's provides an easy question. Students are very enthusiastic in answering questions given by the teacher if the question is easy according to them because then they will feel proud to answer the questions given by their English teachers.

The answer to the statement on the questionnaire, statement three "*Explains how the results of the questions will be assessed*" and statement four "*The teacher gives a referential question at the end of the learning process*" is positive. This is seen from the third statement in the questionnaire, the students' perceptions of their feelings as the teacher's explains how the results of the questions will be assessed. When students know the shortcomings of where and how much value they get, with students knowing how much they can earn then increase their motivation to study harder to get the value they want.

Question means a request for information Richard & Lockhart cited in Yulianti (2013: 62), and it was the commonest and the most straightforward way

to make students talk during the classroom interaction. By asking students some questions, the interaction would be motivated quickly and heatedly. Based on the kind of question that used in the researcher, the researcher has been using the teacher during teaching learning process. They were referential questions and display questions. Referential questions are answered with answers Yanfen & Yuqin cited in Yulianti (2013: 62) ask questions using "referential questions" at the end of the lesson so they use all their ability to answer questions. Using referential questions students feel challenged to answer questions even though students sometimes feel confused to express their answers.

The answer to the statement on the questionnaire, statement five "*Teachers should always give feedback on tests and tasks within a reasonable time*" and statement six "*Positive feedback from the teacher allows me to understand the lessons better*" is positive. From the five statement in the questionnaire, students' perceptions of their feelings as the teacher provides feedback on tests and assignments. Students say that the impulse that they feel is most effective at getting them motivated is the feedback done by the teacher. This is a typical interaction that occurs in the classroom. Therefore oral feedback is a natural part of the verbal interaction between students and teachers, or students and students. Most oral feedback is considered to occur between a teacher and a students' oral feedback can be a group-focused or more individualized feedback. The so-called collective feedback occurs when, teachers collect the most common mistakes and correct them in class so as not to abduct every student; this can be regarded as group-focused oral feedback. For example, Kwong cited in Sanja (2016: 6-7)



states that even though feedback can be given individually, it would be more efficient if the whole class is involved so that students can learn from their mistakes.

As for positive feedback, when the teacher gives positive feedback then the students no longer feel afraid to answer teacher questions. This validates the correct response but also provides support to learners and strengthens the motivation to learn sustainability Ellis (2009: 125-126). This kind of feedback strategy is also referred to as praise by scientists Hattie and Timperley (2007: 98). According to Petchprasert (2012: 1114), this type of feedback gives students the confidence to move forward and focus on achievement, which can help them to feel confident even in the face of setbacks.

The answer to the statement on the questionnaire, statement seven "*The teacher gives support through feedback is very good*" and statement eight "*The teacher give direction is just right*". Students' perceptions of their feelings about teacher support and direction during the teaching-learning process are ongoing, that giving support to students is very important to students once the teacher gives directions. According to Brookhart (2008: 2), Teachers need to provide feedback on students' oral and written performances in order to enhance their target language skills. Furthermore, feedback can be powerful if done well, and effective feedback gives students the information that they need so they can understand where they are in their learning and what to do next.

The answer to the statement on the questionnaire, statement nine and statement ten "*Teaching delivery is easily understood' questionnaire*" and

*“Teaching plan given is very clear”*. About easy to understand learning and clear teaching plans, that most students think before entering the core of learning should begin with a preliminary and accompanied by a clear learning plan so that students know what they will learn and what they should accomplish for a particular subject.

Teacher’s talk gave the students many benefits, such as they felt easy to understand, more serious and active in the classroom. Therefore, if the teacher in teaching should more often provide questions and conduct feedback to students. So students are motivated to learn and teachers pay more attention to their students in the classroom. This has an impact on student learning outcomes at school and learning objectives will be achieved. Teacher’s talk plays an important role in provoking interactions between teachers and students. What matters is that the students do not feel bored so that it can create a strong motivation in learning.

The findings indicate that all students agree that the teacher's role in giving questions and making feedback while teaching is very important. This finding is related to research conducted.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result of the data analysis and the findings in the previous chapter, the researcher would like to draw conclusion related to the naturalness and accuracy of the Eleventh Grade of SMA Muhammadiyah Limbung. The Eleventh Grade students of SMA Muhammadiyah Limbung had positive perception on teacher's talk it is proved by looking at question used by the English teacher and feedback used by the English teacher, as well.

#### **B. Suggestions**

From the findings presented earlier in chapter four, there are some suggestions that can be taken as a consideration for teachers talk in English classroom:

- 1) For teachers, after knowing the problem of students in answering questions and receiving feedback. Teachers should ask more questions to students with a better feedback response.
- 2) The students should practice answering any questions give by the English teacher without, having to feel overwhelmed with the kind of questions asked by the teacher, because it is very important for you to know.

3) To the other researcher, since this study is far from being perfect, it is expected that the other researcher can discuss and analyze the learner's deeply.

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# **A P P E N D I C E S**



*Appendix A*

**LIST OF SAMPLE**  
**The Elevent Grade SMA Muhammadiyah Limbung**  
**(subject of the research)**

| <b>NR</b> | <b>Student Code</b> | <b>Name</b> | <b>Gender</b> |
|-----------|---------------------|-------------|---------------|
| 1         | A1                  | SMK         | Female        |
| 2         | B1                  | AF          | Female        |
| 3         | C1                  | NA          | Female        |
| 4         | D1                  | AW          | Female        |
| 5         | E1                  | NU          | Female        |
| 6         | F1                  | FAU         | Female        |
| 7         | G1                  | RR          | Female        |
| 8         | H1                  | AA          | Female        |
| 9         | I1                  | MSS         | Male          |
| 10        | J1                  | AR          | Male          |
| 11        | K1                  | MH          | Female        |
| 12        | L1                  | NF          | Female        |
| 13        | M1                  | AS          | Female        |
| 14        | N1                  | SA          | Female        |
| 15        | O1                  | NI          | Female        |
| 16        | P1                  | NRA         | Female        |
| 17        | Q1                  | MH          | Female        |
| 18        | R1                  | NH          | Female        |
| 19        | S1                  | ND          | Female        |
| 20        | T1                  | HE          | Female        |
| 21        | U1                  | MK          | Female        |
| 22        | V1                  | MT          | Female        |
| 23        | W1                  | SD          | Male          |
| 24        | X1                  | SF          | Female        |
| 25        | Y1                  | NU          | Female        |
| 26        | Z1                  | NP          | Female        |
| 27        | A1.2                | NF          | Female        |
| 28        | B1.2                | MQFS        | Male          |
| 29        | C1.2                | ATT         | Female        |
| 30        | D1.2                | MYR         | Male          |
| 31        | E1.2                | MS          | Male          |
| 32        | F1.2                | MFW         | Male          |
| 33        | G1.2                | ND          | Female        |
| 34        | H1.2                | WMHR        | Female        |
| 35        | I1.2                | NAN         | Female        |

*Appendix B*

**Analzsis of the data obtained through item of questionnaire**

| <b>No</b> | <b>Frequency</b> |          |          |          |          | <b>Total</b> |
|-----------|------------------|----------|----------|----------|----------|--------------|
|           | <b>1</b>         | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |              |
| 1         | 26               | 8        | 1        | 0        | 0        | <b>35</b>    |
| 2         | 15               | 11       | 9        | 0        | 0        | <b>35</b>    |
| 3         | 18               | 17       | 0        | 0        | 0        | <b>35</b>    |
| 4         | 1                | 17       | 17       | 0        | 0        | <b>35</b>    |
| 5         | 10               | 24       | 1        | 0        | 0        | <b>35</b>    |
| 6         | 19               | 14       | 2        | 0        | 0        | <b>35</b>    |
| 7         | 16               | 18       | 1        | 0        | 0        | <b>35</b>    |
| 8         | 29               | 6        | 0        | 0        | 0        | <b>35</b>    |
| 9         | 32               | 3        | 0        | 0        | 0        | <b>35</b>    |
| 10        | 28               | 7        | 0        | 0        | 0        | <b>35</b>    |

Appendix C

**INSTRUMENT OF QUESTIONNAIRE**

Name :

Class :

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (√) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree    3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

---

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   |   |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   |   |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   |   |   |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question (pertanyaan tanpa jawaban pasti) di akhir                          |   |   |   |   |   |

|           |   |  |  |  |  |  |
|-----------|---|--|--|--|--|--|
|           | proses pembelajaran.)   |  |  |  |  |  |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  |  |  |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  |  |  |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  |  |  |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |  |  |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |  |  |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |  |  |

*Appendix D*

**INSTRUMENT OF INTERVIEW**

a. Question

What is your perception about your teacher's questions in the classroom?

b. Feedback

What is your perception about feedback that is used by your teacher during the classroom?

## Appendix E

### Transcription of Interview

A1= interviewer, A2= interviewee

|       | Transcription   |
|-------|---|
| A1.1  | Selamat siang A1, ini saya mau bertanya seputar pelajaran bahasa Inggris, terutama terkait masalah gurunya. Seperti bagaimana ketika guru itu memberikan pertanyaan di kelas dan juga bagaimana saat guru melakukan feedback atau umpan balik di kelas. |
| A2.2  | Oh iya kak.   |
| A1.3  | Hm.. A2 suka pelajaran bahasa Inggris? jujur.   |
| A2.4  | Ya...Inggris apa dulu kak ?   |
| A1.5  | Ya semua pelajaran bahasa Inggris. Baik inggris yang kelas biasa atau pun yang kelas conversation.  |
| A2.6  | Kalau conversation tidak begitu suka, karena belum begitu lancar ngomong bahasa inggris.  |
| A1.7  | Tapi kalau inggris yang lain?semisal kaya reading?  |
| A2.8  | suka  |
| A1.9  | Terus, kalau A2 sendiri ketika guru bahasa inggris bertanya pakai bahasa inggris bagaimana pendapatnya? Selalu paham?   |
| A2.10 | Ya kalau tidak bisa jawab, kadang grogi. Tapi selama ini kosa kata yang digunakan yang simple dan mudah dipahami. Jadi insyallah paham.   |
| A1.11 | Ok, next question. What is your perception about feedback that is used by your teacher during the classroom?  |
| A2.12 | Artinya kak ? ..  |
| A1.13 | Hm.. Apa persepsi A2 tentang feedback atau umpan balik yang digunakan oleh guru bahasa inggris A2 selama di kelas?  |
| A2.14 | Apa itu umpan balik kak ?   |
| A1.15 | Umpan balik itu responnya guru terhadap siswanya. Contohnya kalau   |

|       |  |
|-------|--|
|       | sudah ki di kasi pertanyaan sama guru ta, baru bisa ki jawab pertanyaannya. Ada itu biasa responnya guru bilang “good’ atau “yah agree”.   |
| A2.16 | Oh yang itu kak. Kalau menurut ku saya kak, feedback yang digunakan guru selama mengajar di kelas itu penting, soalnya murid itu merasa di respon, tidak didiamin saja. Apalagi kalau responnya itu kayak dipuji-puji ki. hehe |
| A1.17 | Oh jadi suka ki di puji ? haha   |
| A2.18 | Iya dong kak karena tadi kan bisa jawab pertanyaan dari guru, ada rasa-rasa tersendiri kalo di puji jawaban ta.  |
| A1.19 | Ok A2, terimakasih atas waktunya.  |
| A2.20 | Iye kak, sama-sama.  |

## Transcription

B1= interviewer, B2= interviewee

|       |   |
|-------|---|
|       | Transcription   |
| B1.1  | Ini dengan B2 ya?   |
| B2.2  | Iya kak.  |
| B1.3  | Ok langsung saja yah. What is your perception about your teacher's questions in the classroom?  |
| B2.4  | Pakai bahasa indonesia saja pertanyaan ta kak, tidak mengerti ka.   |
| B1.5  | Hm.. begini, menurut B2 ketika guru bahasa inggris bertanya pakai bahasa inggris bagaimana pendapatnya?   |
| B2.6  | Tergantung dari cara gurunya bertanya kak. Kadang mengerti, kadang juga tidak   |
| B1.7  | Tergantung bagaimana maksudnya B2 ?   |
| B2.8  | Kalau gurunya bertanya pakai bahasa yang bisa ku mengerti, ku jawab ji pertanyaannya tapi kalau tidak ku mengerti saya diam. Hehe.. jadi menurutku kalau bisa, saat guru mau bertanya kepada siswanya sebaiknya itu kak, guru pakai bahasa indonesia saja karena dengan begitu kami akan mengerti pertanyaannya, kan sia-sia ji saja guru bertanya tapi tidak ada yang paham sama pertanyaannya. Kalau pun guru mau bertanya menggunakan bahasa inggris, gunakan tingkat bahasa yang kami mengerti. Begitu menurutku kak. |
| B1.9  | Oh, seperti itu. Ok, kita masuk ke pertanyaan kedua.  |
| B2.10 | Iye kak.  |
| B1.11 | Apa persepsi B2 tentang feedback atau umpan balik yang digunakan oleh guru bahasa inggris B2 selama di kelas?   |
| B2.12 | Menurutku, guru harus selalu melakukan feedback saat mengajar karena itu penting, bisa jadi motifasi kita. Misalnya saat guru memberikan pertanyaan terus kita jawab, walaupun jawaban kita salah atau bener terus dikasih feedback itu kan kita bisa merasa dihargai.  |



|       |  |
|-------|--|
| B1.13 | Hm... jadi menurut B2 guru harus selalu melakukan feedback saat mengajar karena itu salah satu motifasi untuk belajar lebih giat lagi. |
| B2.14 | Iye kak.   |
| B1.15 | Oke B2, terimakasih ya buat waktunya.  |
| B2.16 | Sama-sama kak.   |

## Transcription

C1= interviewer, C2= interviewee

|       | Transcription  |
|-------|--|
| C1.1  | Baiklah C2, ini saya mau bertanya soal pelajaran bahasa Inggris, terutama tentang gurunya sendiri, tapi sebelumnya, C2 suka sama pelajaran bahasa Inggris?   |
| C2.2  | Suka kak.  |
| C1.3  | Kenapa suka ?  |
| C2.4  | Karena kan nanti saya mau jadi guru bahasa inggris juga kayak kakak. hehe  |
| C1.5  | Oh begitu yah. Oke deh, selanjutnya, kalau C2 sendiri bagaimana pendapatnya ketika guru bahasa Inggris bertanya pakai bahasa Inggris? Selalu paham?  |
| C2.6  | Ya pernah paham.   |
| C1.7  | Maksudnya? Berarti pernah tidak paham?hehehe   |
| C2.8  | Ya pernah, kalau kosakatanya tidak tau ya tidak paham. Tapi biasanya tanya teman, kalau teman tidak paham juga ya langsung tanya ke guru.  |
| C1.9  | Ok. Lanjut ya, bagaimana pendapat C2 ketika guru bahasa inggris itu memberikan pertanyaan yang jawabannya sudah diketahui pasti, semisal yang sudah ada di teks atau materi?   |
| C2.10 | Ya tidak apa-apa kak, kan kita malah senang karena bisa liat jawabannya di teks. Dan mungkin guru hanya ingin mengecek pemahaman kita saja.  |
| C1.11 | Apa persepsi C2 tentang feedback atau umpan balik yang digunakan oleh guru bahasa inggris B2 selama di kelas?  |
| C2.12 | Apa di'? begini kak, menurutku feedback yang digunakan oleh guru di kelas itu sebaiknya feedback seperti yang tdi kita sebutkan tadi kak. Positif feedback, kan kalau positif feedback digunaka oleh guru kita sebagai siswa kalau salah dalam menjawab tidak akan takut lagi. |
| C1.13 | Oh.. jadi maunya C2, gurunya menggunakan positive feedback kalau   |

|       |                                       |
|-------|---------------------------------------|
|       | mengajar dalam kelas.                 |
| C2.14 | Iya kak.                              |
| C1.15 | Oke C2, terimakasih ya buat waktunya. |
| C2.16 | Iya kak. Sama-sama                    |

## Transcription

D1= interviewer, D2= interviewee

|       |  |
|-------|--|
|       | Transcription  |
| D1.1  | Ini dengan D1 ya?  |
| D2.2  | Iya kak.   |
| D1.3  | Oke. Saya mau sedikit tanya-tanya tentang pelajaran bahasa Inggris, terutama tentang masalah gurunya. Oke, pertanyaan pertama nih, kalau D2 sendiri ketika guru bahasa inggris bertanya pakai bahasa inggris bagaimana pendapatnya? Selalu paham?                                  |
| D2.4  | Kadang paham, kadang juga tidak kak.   |
| D1.5  | Jadi fifty-fifty kalo gurunya sedang bertanya menggunakan bahasa inggris.  |
| D2.6  | Iya kak.   |
| D1.7  | Kenapa bisa begitu ?   |
| D2.8  | Karena kadang tidak ku mengerti apa yang ditanyakan sama gurunya kak.  |
| D1.9  | Jadi maunya D2, guru harus bagaimaa kalau kasi pertanyaan ?  |
| D2.10 | Seharusnya ibu guru kasi soal yang gampang-gampang saja, jangan yang susah-susah.  |
| D1.11 | Hmm.. begitu yah.  |
| D2.12 | Iya kak.   |
| D1.13 | Ok, next question. What is your perception about feedback that is used by your teacher during the classroom?   |
| D2.14 | Pendapatku ini diminta kak ? tentang feedback.?  |
| D1.15 | Iya  |
| D2.16 | Menurut ku saya kak, feedback guru saat mengajar, seharusnya kalau guru sudah kasi pertanyaan sama siswa, terus jawabannya salah jangan langsung dibilangi siswanya “salah” karena kayak down dirasa kalau begitu responnya guru kak, padahal kita sudah berusaha semampunya. hehe |

|       |  |
|-------|--|
| D1.17 | Jadi D2 mauya D2 feedback yang bagaimana yang harus dilakukan oleh guru ?  |
| D2.18 | Kalau misalnya salah jawabannya siswa, sebaiknya guru memberikan komentar atau petunjuk supaya bisa kasi jawaban yang benar. |
| D1.19 | Oh.. seperti itu.  |
| D2.20 | Iya kak.   |
| D1.21 | Ok deh, terima kasih untuk waktunya D2.  |
| D2.22 | Iya kak, sama-sama.  |

## Transcription

E1= interviewer, E2= interviewee

|       |  |
|-------|--|
|       | Transcription  |
| E1.1  | Ini dengan E2 ya?  |
| E2.2  | Iya kak.   |
| E1.3  | Ok langsung saja yah. What is your perception about your teacher's questions in the classroom?   |
| E2.4  | Persepsi saya adalah cara bertanya guru dalam kelas saat mengajar itu harus bertahap, mulai dari yang rendah sampai yang tinggi. Sehingga siswanya mudah mengerti. |
| E1.5  | Maksudnya pertanyaannya harus dimulai dari yang mudah dulu baru ke pertanyaan yang sulit ?   |
| E2.6  | Iya, karena kalau dimulai dari yang sulit bagaimana caranya siswa memahami dasarnya.   |
| E1.7  | Ok, next question. What is your perception about feedback that is used by your teacher during the classroom?   |
| E2.8  | Menurut saya. Guru harus memberikan umpan balik, supaya siswa bisa memahami bahwa tugas-tugasnya itu salah atau tugas itu perlu dikoreksi atau diperbaiki lagi.    |
| E1.9  | Ok, sudah ?  |
| E2.10 | Iyaa..   |
| E1.11 | Terima kasih.  |
| E2.12 | Sama-sama kak.   |

## Transcription

F1= interviewer, F2= interviewee

|      |  |
|------|--|
|      | Transcription  |
| F1.1 | Ready F1 ?   |
| F2.2 | Ready kak..  |
| F1.3 | Ok, pertanyaan pertama “What is your perception about your teacher's questions in the classroom?”  |
| F2.4 | Menurut pendapat saya, guru seharusnya mengajukan pertanyaan yang mudah dulu kepada siswa agar bisa memahami apa yang dijelaskan oleh guru. Setelah itu memberikan bahasa-bahasa yang bisa dimengerti. |
| F1.5 | Oh, begitu menurut ta ?  |
| F2.6 | Iyee   |
| F1.7 | Bagaimana menurut ta mengenai umpan balik yang biasa digunakan oleh guru didalam kelas ?   |
| F2.8 | Menurut saya umpan balik itu manfaatnya positif karena kita bisa mengetahui kesalahan yang kita lakukan dalam mengerjakan tugas.   |
| F1.9 | Ok, terima kasih F2.   |
|      | Sama-sama kak.   |

## Transcription

G1= interviewer, G2= interviewee

|       |   |
|-------|---|
|       | Transcription   |
| G1.1  | Langsung saja yah G2.   |
| G2.2  | Iye kak.  |
| G1.3  | Pertanyaan pertama itu adalah bagaimana menurut ta tentang cara bertanya guru dalam kelas ?                     |
| G2.4  | Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang baik dan bisa dipahami oleh siswa. |
| G1.5  | Itu ?   |
| G2.6  | Iyee  |
| G1.7  | Kalo pertanyaan kedua, bagaimana menurut ta tentang umpan balik yang dilakukan guru ta ?                        |
| G2.8  | Mengajukan umpan balik itu wajib karena bisa mengerti tentang apa yang diberikan oleh guru.                     |
| G1.9  | Itu ji ?  |
| G2.10 | Yes.  |
| G1.11 | Ok, thankyou.   |
| G2.12 | Yourwelcome.  |



## Transcription

H1= interviewer, H2= interviewee

|       |   |
|-------|---|
|       | Transcription   |
| H1.1  | Hai H1...!  |
| H2.2  | Hai kak...  |
| H1.3  | Well... langsung saja, pertanyaan pertama. Bagaimana menurut ta tentang cara bertanya guru didalam kelas ?  |
| H2.4  | Seharusnya guru memberikan pertanyaan kepada siswa itu harus jelas. Jika berbentuk lisan, intonasinya suaranya diperjelas dan kata-katanya itu harus tersusun rapi agar siswa mudah mengerti. |
| H1.5  | Begitu ?  |
| H2.6  | Iye   |
| H1.7  | Kalau mengenai feedback ?   |
| H2.8  | Agar siswa mengetahui kesalahannya terletak dimana dan guru bisa menilai kesalahan siswa tersebut. Dan siswa dan guru bisa memperbaiki jika ada pertanyaan selanjutnya.                       |
| H1.9  | Ok.   |
| H2.10 | Iye kak.  |
| H1.11 | Thankyou yah.   |
| H2.12 | Yourwelcome.  |

Appendix F

**STUDENTS INSTRUMENT**  
**INSTRUMENT OF QUESTIONNAIRE**

Name : Wardiyah Mutmainnah. HR

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree

3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   | ✓ |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   | ✓ |   |
| 4  | The teacher give a referential question   |   |   |   |   | ✓ |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | at the end of the learning process.<br>(Guru memberikan referential question (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)                                    |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  | ✓ |   |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  | ✓ |   |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  | ✓ |   |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  | ✓ |   |

## INSTRUMENT OF QUESTIONNAIRE

Name : Nadira

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree

3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   | ✓ |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   |   | ✓ |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |

|           |   |  |  |   |   |   |
|-----------|---|--|--|---|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |   |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |   | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  | ✓ |   |   |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |   | ✓ |   |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |   |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |   |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |   |   | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Muh. Faried Wadjedy

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree    3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   |   | ✓ |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   |   | ✓ |
| 4  | The teacher give a referential question at the end of the learning process.   |   |   |   | ✓ |   |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (Guru memberikan referential question (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  |   | ✓ |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  | ✓ |   |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  | ✓ |   |

## INSTRUMENT OF QUESTIONNAIRE

Name : Muh. Syahrul

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree    3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   |   | ✓ |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   | ✓ |   |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |



|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  |   | ✓ |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  | ✓ |   |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |   | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Nuuran Afilla Nursyam

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree

3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   | ✓ |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   |   | ✓ |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  | ✓ |   |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  |   | ✓ |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |   | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Muh. Yusrifal Rauf

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree    3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   | ✓ |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   |   | ✓ |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  |   | ✓ |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  |   | ✓ |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  | ✓ |   |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |   | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Andi Tazkirah Tawakkal

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree

3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   | ✓ |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   |   | ✓ |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |

|           |   |  |  |  |  |   |
|-----------|---|--|--|--|--|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |  |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  |  | ✓ |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  |  | ✓ |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  |  | ✓ |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |  | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |  | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |  | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Muh. Qausar Febrian Samir

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree    3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   | ✓ |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   | ✓ |   |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |



|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  | ✓ |   |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  |   | ✓ |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |   | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Nurul Fitriani

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree

3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   |   | ✓ |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   | ✓ |   |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  | ✓ |   |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  |   | ✓ |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |   | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Nurfadilla Putri

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree

3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   |   | ✓ |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   | ✓ |   |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  |   | ✓ |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  | ✓ |   |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  |   | ✓ |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |   | ✓ |

## INSTRUMENT OF QUESTIONNAIRE

Name : Nurfahira

Class : XI.IPA.1

Petunjuk Pengisian Questionnaire:

1. Tulislah identitas terlebih dahulu pada kolom yang disediakan.
2. Jawablah pertanyaan dengan memilih salah satu dari 5 alternatif jawaban.
3. Jawablah dengan memberikan tanda centang (✓) pada kolom yang telah disediakan.

Alternatif Jawaban : 1= Strongly disagree    3= Partially agree

2= Disagree

4= Agree

5=Strongly agree

| No | Item  | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | Teachers should always ask question uses a level of language that i can understand.<br>(Guru seharusnya selalu mengajukan pertanyaan menggunakan tingkat bahasa yang bisa saya pahami.) |   |   |   |   | ✓ |
| 2  | Teachers should provide an easy question.<br>(Guru sebaiknya memberikan pertanyaan yang mudah.)   |   |   |   | ✓ |   |
| 3  | Explains how the results of the questions will be assessed.<br>(Menjelaskan bagaimana hasil dari pertanyaan yang akan dinilai.)   |   |   |   | ✓ |   |
| 4  | The teacher give a referential question at the end of the learning process.<br>(Guru memberikan referential question  |   |   |   | ✓ |   |

|           |   |  |  |  |   |   |
|-----------|---|--|--|--|---|---|
|           | (pertanyaan tanpa jawaban pasti) di akhir proses pembelajaran.)   |  |  |  |   |   |
| <b>5</b>  | Teachers should always give feedback on tests and tasks within a reasonable time.<br>(Guru seharusnya selalu memberikan umpan balik pada tes dan tugas dalam waktu yang wajar.) |  |  |  | ✓ |   |
| <b>6</b>  | Positive feedback from the teacher allows me to understand the lessons better.<br>(Umpan balik positif dari guru membuat saya bisa mengerti pelajaran dengan lebih baik.)       |  |  |  |   | ✓ |
| <b>7</b>  | The teacher gives support through feedback is very good.<br>(Guru memberikan dukungan melalui umpan balik yang sangat baik.)  |  |  |  | ✓ |   |
| <b>8</b>  | The teacher give direction is just right.<br>(Guru memberi arahan yang tepat.)  |  |  |  |   | ✓ |
| <b>9</b>  | Teaching delivery is easily understood.<br>(Penyampaian pengajaran mudah dipahami.)   |  |  |  |   | ✓ |
| <b>10</b> | Teaching plan given is very clearly.<br>(Rencana pengajaran yang diberikan sangat jelas.)   |  |  |  |   | ✓ |

## DOCUMENTATION







## CURRICULUM VITAE



**Nur atika** was born on August 16<sup>th</sup>, 1994 in Pinrang. She is first child of marriage between Tolah Bulang and Jumatiah Juda. She has two sisters and two brothers (Nur Ashikin, Nur Aisyah, Muhammad Nur Aidil Fitri and Muhammad Nur Fikri). In 2001, she started in Elementary school at SDN 260 Banga, and graduated in 2007. Then, she continued her study at SMP Negeri 4 Patampanua Pinrang and graduated in 2010. After that, she continued her study at MAN 2 Parepare and graduated in 2013. In 2013, she registered in Muhammadiyah University of Makassar as a student in English Education Department, Faculty of Teaching and Training Education, and graduated in 2018.