



**AN ANALYSIS OF LEVELS OF ENGLISH PRE-SERVICE TEACHERS'
QUESTIONS BASED ON TAXONOMY BLOOM**

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah and Teachers Training
as a Requirement for Getting Bachelor Degree*

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ACKNOWLEDGEMENT



Alhamdulillah rabbil'alam, Firstly The researcher would like to express her gratitude to Allah Subhanahuwata'ala, who blessed her with His mercy, guidance, strength, faith, health, opportunity to finish this thesis under the title "An Analysis of Levels of Pre-service Teachers' Questions Based on Taxonomy Bloom. Then, Shalawat and Salam are delivered to the prophet Muhammad SAW who showed us the best way to live. This thesis was written as one of the requirements to obtain undergraduate degree (S1) of English Department Students of UIN Batusangkar.

In finishing this thesis, the researcher had been helped by many people to whom she is very grateful. Therefore, she would like to express her thankfulness to some people who have given her special assistance and guidance. Firstly, she would like to express her special honours to Mrs. Elfi, S.Pd. M.Pd as her advisor, who has given her valuable assistance, continuously guidance, precious advice and improvement to the completion of this thesis. Secondly, her special respects are addressed to the examiners of her thesis Dr. Suswati Hendriani M.Pd, M.Pd, Hendra Eka Putra, M.Pd who have given suggestions, comments and guidances which are very helpful to improve her thesis to be the better one. She also thanks to all students of English teaching department registered in 2017 who have taken pre-service teaching program in 2021 and 2022 academic year who have upload their final examination video on youtube channel.

The researcher thanks are also addressed to Mrs Yuliana Kasuma, S.S., M.Pd as her academic advisor for helping, giving advice and motivation to her during passing her study and conducting her research. Next, her gratitude also belongs to all of lecturers who have transferred their knowledge to her. Then, the deepest thanks also to Mr Suyono, M.A (TESOL), Ph.D as the Head of English Department for facilitating her research and give permission to conduct this research.

Next she also thanks to staff of English Teaching Department, Mr. Syahrur

Ramli, S.Pd. M.Pd who helped her in administration during this thesis process. Then, she would thanks to the Dean of Tarbiyah and Teacher Training Faculty, Dr. Adripen, M.Pd who gave assistance during academic year. Then, her deep appreciationis addressed to Dr. Marjoni Imammora, M.Sc as the Rector of University Mahmud Yunus UIN Batusangkar.

Furthermore, her deepest gratitude is forwarded to her beloved grandmother Harmainis and grandfather Lukman, to my father Nof Rialdi and my mother Yuliarnis, to my auntie Ratna wati, S.Pd, Dewi Indriani S.H.I, Firdawati and to my uncle Firdaus who have given much sacrifice both psychologically and financially in supporting her study. They are her reason to survive until now and without them, perhaps this thesis would not accomplish as it is. May Allah blessed them and always give them health. She does really love them so much.

At last, Her gratitude also to Wikel Puja Stevan, Kukuh Haji, Hamzah, Algazali, Miftahul Jannah, Naila Lutfia, who embrace and support when her falls down and unmotivated, who strengthen when she is weak, who have always there when her desperate and always reminds her of goodness. And finally she thanks so much to anyone who has encouraged and supports her in completing this thesis and in every process of her study.

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ABSTRAK

Rina Rialdi Hesti, NIM. 15300400080. Judul skripsi: **“AN ANALYSIS OF LEVELS OF QUESTIONS ASKED BY PRE-SERVICE TEACHERS BASED ON TAXONOMY BLOOM.”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Latar belakang dalam penelitian ini adalah belum terungkapnya tingkat pertanyaan bahasa Inggris mahasiswa PPL berdasarkan *Taxonomy Bloom* selama proses pembelajaran berlangsung. Penelitian ini bertujuan untuk menemukan dan mendeskripsikan pertanyaan yang diajukan mahasiswa PPL berdasarkan *Taxonomy Bloom* pada saat proses pembelajaran Bahasa Inggris pada tingkatan SMA di SMAN X Kota Diatas, SMAN 2 Payakumbuh, SMAN 1 X Koto Singkarak, dan SMAN 1 Bukit Tinggi tahun ajaran 2021/2022.

Metode penelitian yang digunakan adalah deskriptif kuantitatif dengan pendekatan analisis dokumen. Populasi penelitian ini adalah 5 transkrip video ujian mahasiswa PPL angkatan 2017/2018 Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan tahun akademik 2012/2022 yang mengikuti program Praktek Pengalaman Lapangan yang berjumlah 5 orang. Sampel dalam penelitian ini berjumlah 4 transkrip video yang dipilih menggunakan teknik *Simple Random Sampling*, dimana kemudian ditemukannya 140 pertanyaan. Penelitian ini dilakukan dengan menggunakan teknik pengumpulan data dengan analisis isi. Instrument dalam penelitian ini adalah dokument.

Hasil penelitian menunjukkan bahwa dari 140 pertanyaan yang ditanyakan mahasiswa PPL, peneliti menemukan 127 pertanyaan termasuk kategori pertanyaan pada tingkatan *Knowledge question* dan 13 pertanyaan termasuk pada tingkatan *Comprehension question*. Ini menunjukkan bahwa tingkatan pertanyaan mahasiswa PPL didominasi oleh tingkat *Knowledge question* yang artinya tingkatan pertanyaan yang ditanyakan mahasiswa PPL berada pada pertanyaan tingkat rendah berdasarkan sistem klasifikasi Bloom.

TABLE OF CONTENTS

COVER.....	i
STATEMENT OF AUTHENTICITY.....	Error! Bookmark not defined.
THESIS ADVISOR'S APROVAL.....	iii
THESIS EXAMINERS' APPROVAL.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLE.....	ix
LIST OF APPENDICES.....	x

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	4
C. Limitation and Formulating of the Problem.....	5
D. Purpose of The Reasearch.....	5
E. Significance of the Research.....	6

CHAPTER II REVIEW OF RELATED LITERATURE

A. Review of Related Theories.....	7
1. Pre-Service Teaching.....	7
a. Defenition of Pre-Service Teaching.....	7
b. The Purpose of Pre-Service Teaching.....	8
c. Advantages Pre-Service Teaching.....	9
d. Basic Skill in Pre-Service Teaching.....	10
e. Principles of Pre-Service Teaching.....	12
2. Student-Teacher.....	13
a. Defenition of Student-Teacher.....	13
b. Characteristics of Student-Teacher.....	15
c. Roles of Student-Teacher.....	16
3. The Nature of Asking Question.....	17
a. Defenition of Asking Question.....	17
b. Purpose of Asking Question.....	18
c. Benefit of Asking Question.....	18
d. Levels of Questions Based on Taxonomy Bloom.....	18
B. Review of Relevant Studies.....	29

CHAPTER III RESEARCH METHODOLOGY	
A. Research Design.....	31
B. Population and Sample	31
C. Defenition of Key Terms.....	32
D. Technique of Data Collection.....	33
E. Technique of Data Analysis.....	34
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Finding	36
B. Discussion	39
C. Suggestions	42
CHAPTER V CONCLUTION AND SUGGESTIONS	
A. Conclution.....	41
B. Suggestions.....	41
BIBLIOGRAPHY	44
APPENDIX 1:	48

LIST OF TABLES

Table 1	Questioning Levels by Bloom's Taxonomy (1956).....	27
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LIST OF APPENDICES

Appendix 1 : Data Analysis.....	70
Appendix 2 : Data Reduction.....	134
Appendix 3 : Conclution and Verification of The Data.....	148
Appendix 4 : Recommendation Letter of the Reseach.....	149

CHAPTER I INTRODUCTION

A. Background of the Problem

Question is one of the most useful tools that can be used in teaching and learning process (Willen 1987). It is expression that has purpose to get response from the listener (Ur 1991), instructional cues or stimuli that convey the content elements to be learned and direction for what students are to do or how they are to do it (Willen 1991) . According to Inan & Firdan in Prasetyawati in Erianti (2018), asking questions to the students is an important part of the teaching and learning process because it can stimulate students to learn, gain knowledge and improve their critical thinking. teachers have known that is possible to transfer factual knowledge and conceptual understanding through the process of asking questions. Questioning is considered by many to be the most important tools that teachers have for helping students build understanding and to encourage students to think about and act upon the material that have structured. Questions are asked to individual student, to the whole class, to small group to arouse curiosity, focus attention, develop an active approach, stimulate mental activity, stucture the task, diagnose difficulties, communicate expectation, help students reflect, develop thinking skills, help group reflection, provoke dicussion and show interest in students' ideas (Willen 1987).

Asking questions can have a positive inpact on student learning (Modjanggo 2018). Teachers who used questions can be able to know their student's comprehension about the learning material, it also can force students in thinking and focus about the material, to control their behavior in the classroom activities, to make them actives while teaching or discussion. Using question will make teachers aware about students' difficulties in facing the topic. According to (Willen, 1991) mentions that question can be used to help students review, to check on comprehension,

to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities and cut down on disruptive behavior, to help determine grades, to encourage discussion, to discourage inattentiveness, and for other reasons and purposes.

The most important key to create and interactive learning is the initiation of interaction from the teacher by using question (McKay & Brown, 2000). Appropriate questioning has function, such as; to develop student's critical thinking skills and inquiring attitudes, to give students the opportunity to produce language comfortably, to give intermediate feedback about students's comprehension and so on. Questioning is important activities to be conducted in teaching. McKay & Brown (2000) suggests that questioning strategy as one of the best ways of teacher being an initiator and sustainer of interaction.

Teachers' questions play an important role in teaching since they affect students' participation in the process of negotiation of meaning. Teachers have to master questioning skill in order to get students' attentions, stimulate students' thinking in the classroom. As Sulaiman (2013) says that teachers should be provided with information on levels of questions that can facilitate the learning process and maximize the classroom interaction. According Bloom et al., (1956) divides that there are basically six levels of questions based on cognitive level ; knowledge, comprehension, application, analyze, evaluate, and synthesis.

Pre-service teachers take practice teaching program in the seventh semester of teaching department with four credits hours. Pre-service teaching or teaching practice is one of the programs that have to be followed by student as one of requirements to obtaining bachelor degree. The purpose of practice teaching is to give pre-service teachers opportunity to apply the knowledge that they get from university and to get the teaching experience from the real field. Pre-service teaching is a program to prepare pre-service teacher as teachers candidates to be a professional teacher in the future.

In teaching practice, pre-service teachers can find out the real situation in teaching. Pre-service teachers must be professional in this scientific field. Pre-service teachers can make use of the preparation phase at the campus to build their self-efficiency as teachers, especially English as Foreign Language (EL) teachers (Nugroho, 2017). As we know that teachers has important role in the teaching and learning process. They have to maintain their duty to ensure students to get deep understanding related to what they have been learnt about English language. In the classroom, teacher will interact with students in order to communicate something like sharing idea/opinion, feeling and many else. It means that in interaction in the classroom, there are some participants, teacher and students, the interaction will occur between teacher and students and students and students. There are many techniques that can be used by pre-service teacher in order to be activated students in the classroom interaction. One of the techniques is a question.

In IAIN Batusangkar, students followed practice teaching program to fulfill one of the requirements to obtain bachelor degree in English teacher at seventh semester with four credits ours. While teaching in practice teaching, pre-service teacher get opportunities to teach in real class. In teaching, to make teaching proses runs well, the pre-services teachers have to make sure that all of students focus and active in learning. One of the ways that can make students active in learning process in the classroom interaction is by using questions. In maximizing the use of questions, pre-service teachers have to know and provide by many kinds of questions. Knowing many types of questions makes pre-service teachers able to deliver appropriate questions to students. Using different types of question will give pre-service teachers many kinds of information and responses from the students.

The researcher had done preliminary observation from video practice teaching of the pre-service teacher of grade ninth at MAN 2 Tanah Datar on May, 31st 2021. Based on analysis from the Video

transcription, the researcher found the some problems. Common problem reveals that pre-service teacher is lack of consideration in using effective questions. It was about the questions that were asked by pre-service teacher are surrounding about knowledge and comprehension levels. Almost all of the questions that are given to the students are types of low level questions. The questions that asked by pre-service teacher is dominated on low-level questions. It means that questions asked by pre-service teacher are of the memory or low level type. Because of that, the student's level of thinking will be restricted to remembering. Low-level questions are hardly challenge students to think of the answers critically because answers can be found easily from the text. Consequently, it will discourage them to have better level of thought processing. It can be said that higher level thinking occurs with higher levels question.

Based on the phenomena above, the researcher is interested in conducting a research entitle An Analysis of level of English pre-service teachers' questions based on Taxonomy Bloom.

B. Identification of the Problem

Based on the background of the problem above, UIN Mahmud Yunus Batusangkar provided pre-service teacher program must be followed by all of English teaching deparment students. Pre-service teaching is aim to give them a real teaching experience as a teacher candidate.

In the pre-service teaching, there are some teaching skills should be owned by the pre-service teachers namely: questioning skills, reinforcement skills, variation skills, controlling participation, explaining skills, set induction and closure, discussion skills, classroom management skills and individual teaching skills. According to Willen (1991) questioning has been considered the essence of effective teaching is because of multiple purposes questions serve; to ascertain wheter pupils remember and understand what they has been taught and to have pupils

apply what they have learned before, determining student understanding of basic facts associated with specific content and to have pupils apply fact using critical thinking skills, educators have suggested other related purposes; stimulating pupils participation, conducting a review of materials previously read or studied, stimulating discussion of a topic, issue, or problem, involving pupils in creative thinking, diagnosing student abilities, assessing pupil progress, determining the extent to which objectives have been achieved, arousing pupils interest, controlling pupils behavior, personalizing subject matter, and supporting pupil contributions in class.

Based on previous explanation, the researcher analyze and describe level of English pre-service teachers' questions Based on Taxonomy Bloom in pre-service teaching program in 2021-2022 academic years at Senior High School.

C. Limitation and Formulating of the Problem

Based on identification of the problem above, the researcher was limited the research on level of English Pre-service Teachers' questions based on Taxonomy Bloom. The pre-service teachers were the ninth semester students of English Teaching Department of UIN Mahmud Yunus Batusangkar registered in 2017/2018 academic year.

Then, the problem of this research was formulate in following question:

1. What is the level of English Pre-service Teachers' questions Based on Taxonomy Bloom in pre-service teaching at UIN Mahmud Yunus Batusangkar in 2021/2022 academic year?
2. What is level of English Pre-service Teachers' questions most frequently used Based on Taxonomy Bloom in pre-service teaching at UIN Mahmud Yunus Batusangkar in 2021/2022 academic year?

D. Purpose of The Reasearch

Based on the focus of the problem and research question, the

researcher attempted to find out the level of English Pre-service Teachers' questions and to describe what are the level of questions frequently used Based on Taxonomy Bloom.

E. Significance of the Research

By conducting this research, the researcher expected to know the level and the most frequently used of the level of English pre-service teachers' questions based on Taxonomy Bloom in pre-service teaching program. And also the researcher hopes that the result of this research may give some contributions both theorethically and practically;

1. Theorethically

The result of this research is expected to give information about the level of questions and the level that most frequently used by English pre-service teachers based on Taxonomy Bloom to support teaching process because questioning skills is one of the basic skill in teaching that should be mastered by teacher.

2. Practically

a. Pre-ervice Teachers

The result of this research is expected to give some information on levels of questions based on Taxonomy Bloom asked by pre-service teachers in teaching process and to facilitate pre-service teachers on using various questions to increase the student's level of thought processing, and develop the level of pre-service teacher and student interaction.

b. Researcher Herself

Through this research, it may give some benefits to the researcher herself to increase knowledge in levels of questions that useful in teaching process, and also this research is one of the requirements to get a scholar degree at IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Pre-Service Teaching

a. Defenition of Pre-Service Teaching

Pre-service teaching is important to be followed by the student-teacher, because this program gives the student-teacher experience and opportunity to practice their knowledge in real class. Pre-service teaching is a pre-service teacher activity that is followed by educational students designed to train teacher candidates to have readiness to independently carry out the function as a professional and competent teacher (Andriyani, 2017). Pre-service teaching is recognized as one of the most important aspects of teacher education (Bentley-Williams et al., 2017).

The term pre-service teaching embraces all the learning experiences of student-teachers in schools. It has three major connotations: the practicing of teaching skills and acquisition of the role of a teacher; the whole range of experiences that students go through in schools and the practical aspects of the course as distinct from theoretical studies. Stone and Morris in (Azeem, 2011)

In addition, Hamalik (2006) stated that pre-service teaching is intrakurikuler activity that does by the students include teaching and non-teaching that have been guidance to complete the requirement of education profession. In following those activities, the student-teachers not only teach as the teacher but also learn how to be a teacher and socialize in the school environment. They may follow the other activity such that improve their ability based on the experience that they got from the school.

Moreover, Kennedy in Ebrahim et al., (2017) pre-service

teaching refers to the opportunity to employ knowledge, information, and theories acquired through their study. It also given to the trainee to develop and improve his / her professional practice in the context of the real class-room, usually under some form of guidance and supervision. School experience means the total experience of working in a school in which trainees have when they are on placement in school, wallac in (Azeem, 2011)

According to Nwanekezi (2011) pre-service teaching is name of preparation of the student-teachers for teaching by practical training. It is the practical use of teaching methods, teaching strategies, teaching principles, teaching technique, and practical training and practice or exercise of different of daily school life.

It can be concluded that pre-service teaching is a program that is designed to provide opportunities and experience for student-teachers in training their abilities as competent teachers in a real environment.

b. The Purpose of Pre-Service Teaching

The purpose of pre-service teaching is to provide experience and deeper knowledge about practice of the subject that has been learned by a student-teacher. This pre-service teaching makes student-teachers learn more independently and also discover new things that are more tangible in undergoing teaching and learning processes or as a forum for applying teacher competency and teaching skills as well as various other educational matters. So, at the end, the student-teacher is truly capable and ready to become a professional teaching staff.

Furthermore, there are five purposes of pre-service teaching; First, provide prospective teachers with the opportunity of establishing and appropriate teacher pupil relationship. Second,

develop personal relationship with teachers, parents, students and other administrator. Third, enabling the student-teacher effectively plan and prepare the lesson. Fourth, develop skill in the use of fundamental procedures, techniques and methods of teaching in more inclusive and authentic teaching practices. Fifth, develop desirable professional interest attitudes and ideas relatives to teaching profession, (PBI 2019).

In addition, Akbas in Nwanekezi (2011) enabling the student-teachers acquire desirable characteristics/traits of a teacher and to display appropriate behavior. Provide an opportunity to students-teachers to have teaching evaluation, discovers one strength and weakness. Guiding student teachers to form individual who have the values, attitudes, knowledge and skills needed for the profession of a teacher,. Guide student teacher to appreciate and present themselves in all teacher activities, it can form the mental attitude of the prospective teacher according to the professional teaching profession (Brown et al., 2015)

In conclusions pre-service teaching is very important for student-teachers because it gives much opportunity for student-teacher to obtain the understanding about theories and also practicing in a real situation, so the student-teacher can be more ready to be a real teacher.

c. Advantages Pre-service Teaching

There are several sites that get the advantages of pre-service teaching. Asril (2010) states pre-service teaching gives advantages for student-teachers namely as guidance and consideration in teaching process. By pre-service teaching they will have experience a good mental and physic when face the problems that appear in real situation. pre-service teaching must be done as

strong basis for pre-service student to develop the ability to support effective teaching. The positive side of this pre-service teaching is providing a sense.

Furthermore, Gan, (2013) states that, the positive side of this pre-service teaching is that it gives sense of accomplishes to students' teachers. They learn to take responsibility, gain confidence and improve upon their classroom management skills.

d. Basic Skill in Pre-service Teaching

In practice teaching student-teacher need to be mastered skill of teacher, therefore they can deliver the learning material and practice teaching successfully. There are eight components of teaching skills.

First, questioning skill is a skill to get answer in learning activity that will give positive response. Then, it useful to improve their participation in learning activity in order their attention focuses to the material that they learn, Uzer (2010), there are four kinds of question. There are compliance questions, rhetorical question, prompting question and probing the question.

Second, reinforcement skill is all response from the teacher to the students to improve their attention and motivation. It can be verbal and non-verbal response. According to Mulyasa (2009) verbal reinforcement are comment, praise, confession and nice words that teacher says to esteem their students such as; good, you are right, nice and etc. nonverbal reinforcement response that show to the student's trough body language such as; clapping hand, upwards thumb, nod the head and etc.

Third, variation skill is a teacher activity in teaching and learning activities to prevent the students' boredom. This skill is the most important that should domineer by the teacher in learning

process. There are many kind of variation that able to use in the classroom. For example, variation in control the teacher voice, eye contact, body movement, variation of expression, and variation in using media. When the teacher can use and control the variation properly, it may help the teacher in teaching process and also make the students enjoy and focus on the learning process.

Fourth, explaining skill is teacher skill in explain the learning materials orderly and orally. This skill purposed to guide the student understanding about definition, fact, principle and all about learning materials. Teacher should know principle of this skill. There are; the teacher must able to explain the lesson clearly, describing the lesson suitable with the fact and the data logically.

Fifth, induction and closure sets, this skill are the basic skill that must know by the teacher to achieve the learning process effectively, efficiently and interesting. Set induction is the first teachers' activity to prepare student mental and for getting students attention. There are many ways to use set induction such as; give motivation relate to the lesson. Then closure is the teachers' conclusion about the lesson, in closure the teacher needs to states the next materials and doing evaluation about the learning process (Uzer, 2010).

Sixth, group discussion skill. It is useful to share information or problem solving, in this process student may give their idea or change of thinking each other, in this process there will focus of student attention on topic that will be discuss, and it is can give opportunity to participate to the students.

Seventh, class-room management skills, the teacher should be able to create good situation, manage and control the classroom, therefore teaching and learning process can achieve effectively and conducive.

Eight, mall group and individual teaching skills, this skill are

focus on personality of the teacher such as: teacher's interaction with the students, teacher's planning in doing learning activity and the ways to listen about student's problem Tumey in (Kurniawan & Masjudin, 2017).

To sum up, pre-service teachers have to mastered all of the teaching basic skills to make students active while learning process and also to facilitate and guide them to understand the material.

e. Principles of Pre-service Teaching

The principle of pre-service teaching as stated in the guidance's book is based on Tridharma of Higher Education which consists of education and teaching, research, and community service. So that it is carried out based on the principles of science, efficiency, expansion of access to education, and synergy (Jember, 2018).

First, science, carried out on the principle of the discipline of science. One discipline is the English teaching department. Through pre-service teaching student-teacher implements the discipline of study through the pre-service teaching. Second, efficiency, pre-service teaching is carried out on the principle of efficiency, because pre-service teaching is carried out with efficient time, energy, and budget. Third, expansion of Access to Education, Pre-service teaching accommodates the entire process both related to teaching and non-teaching. Fourth, synergistic, Pre-service teaching is planned and implemented synergistically with stakeholders. Pre-service teaching is tailored to academic programs in schools / madrasas, curricular, curricular and extracurricular.

According to Anderson in Kurniaman et al., (2018) there are seven principles apply in teaching and learning process, namely: first, good practice encourages interaction between student and

faculty. Good contact between students and faculty very important because it can involve and motivated the students. Second, good practices encourage interaction and collaboration between students. Working with other often increase involvement in learning. Sharing one idea in responding to others improves thinking and deepens understanding. Third, good practice uses English learning technique, just listen to the teacher, memorize the assessment and answer the question. They should obtain the learning; make an understanding for themselves and using English learning technique. Fourth, good practice gives prompt feedback. Before starting teaching and learning process, the students need help in assessing their knowledge and competence. Then in classes, students need opportunities to perform and receive feedback on their performance. Fifth, good practice emphasizes time on task. Time means effective learning for students and effective teaching for faculty.

In conclusion, there is suitable time for study and teach in different time and different place. Sixth, good practice communicates high expectations. High expectations are important for everyone, for the poorly preparation, for unwilling to teach and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy. Seventh, good practice respect diversity, talents, experience, and ways of learning. Different students bring different talents and styles. Students need opportunities to show their talents and learning. Teacher must respect for it. They can be push to learn in new ways that do not come so easily.

2. Student-Teacher

a. Definition of Student-teacher

Student-teacher are student that given opportunity to

following Pre-service teaching. The student-teacher practices the theory and knowledge as a teacher in order having experience while learning to be a teacher in real situation. Student-teacher is a beginning teacher with fewer than three years' experience since graduation from their teacher education programs. Moreover Pendergast et al., (2011) stated that undergraduate and postgraduate diploma's level studying becomes a teacher. Student-teacher following pre-service teaching program as prerequisite to get finish their study at college

Thus, Goh & Matthews, (2011) stated that student-teacher are student who take pre-service teaching in one placement school, which are given the opportunity to experience their knowledge in authentic teaching and learning environment. Karavas & Drossou, (2010) explain that student-teachers are people who already have knowledge about education but are not yet fully able to practice the educational process in a professional manner, so they are given the opportunity and experience directly to learn real teacher competency.

Furthermore, there are some experts' opinions that provide definitions of student teachers. According to Johnson and Perry at Rosalia, (2014) Pre-service teacher is college student who is involved in an assigned student teaching experience. According to Lindqvist, (2019) defined student teacher as a person who still in process of education program to become a teacher.

Hamaidi et al., (2014) states the student in the Faculty of Educational Sciences, who practice teaching through practicum experience in the first or second semesters of the last year of their study called student teacher. In addition, Jayanti, (2018) sees pre service teacher are the university student who serves as teacher to apply their theory that they got in class into their practice, for example, usually to focus on maintaining a certain grade. Churchill,

et.al states pre-service teacher is a student listed in the study program intended to fulfill requirements for employment as a teacher (Jayanti, 2018).

Based on the theories above, researcher can define student teacher is a college student who get opportunity following teaching practice program and act as a teacher to get experiences before becoming a real teacher.

Moreover, pre-service teaching guidance's book of IAIN Batusangkar (2019) states that student-teachers are eight semester students in Education Faculty IAIN Batusangkar. They must fulfill several requirements such as they have 110 credits hours of subjects saving, pass of micro-teaching subject, following the orientation, and so on.

In conclusion, student-teacher is a teacher candidate who is currently studying to become a competent teacher who is given the opportunity to directly add insight and apply theories that have been clearly learned in the school environment.

b. Characteristics of Student-Teacher

Characters are distinguished features between one and the other (quality/nature) distinguish: Form, structure Pattern. KBBI Wijayanti & Sulistiobudi, (2018) character is also defined as character, psychiatric characteristics, character or character that distinguishes a person from others, and character.

As a pre-service teacher, of course, should have a character that is inherent in him so that it can be distinguished from other professions, as well as a guideline imitated by his students. The following are the characteristics that must be possessed by pre-service teachers: First, having broad insight and being able to create interesting, creative and innovative learning. Second, able to

motivate and be friendly with their students. Third, have a wise attitude, sympathy and good empathy towards students. Fourth, be polite, friendly, well-dressed Thoifuri in (Ginting, 2016).

Furthermore, a student-teacher also need to be friendly Cheerful and admired, this character means that teacher should have good attitude for being able to socialize, close with their students and having interesting personality so they will be admired. Knowledgeable, poised/ Fear and Democratic, as student-teacher they should have these characteristics because they will educate and transfer the knowledge and also as a teacher who listen to the student's question and solving the problem together Veldman and Pek in (Bhargava & Pathy, 2011).

To sum up, student-teachers must have several characteristics that distinguish them from other professions as follow; being able to create interesting, creative, and innovative learning, have a wise attitude, sympathy, good empathy, and have good attitude for being able to socialize and have interesting personality.

c. Roles of Student-Teacher

Student-teacher role is the set of understandings of what it means to be a teacher in a given context. According to pre-service teaching guidance's book of IAIN Batusangkar (2019); First, doing teaching and non-teaching activities that appropriate with the subject that they got. Teaching activities such as; preparing the lesson plan, media and source, evaluation and so on. Second, they must present and follow schools' activities such as extracurricular and intracurricular. Third, they get a chance to rest one day in a week. They get rest in different day and do not pre-service teaching. Fourth, they do not allow leaving the school without permission to the school. Fifth, they make a job list in teaching and non-teaching

program. It is appropriate with the school agreement. Sixth, they should fulfill the attendance book. Seventh, if they crash the rules above them fail in pre-service teaching.

In addition, PBI (2019) also stated several roles of student-teachers in pre-service teaching, namely conducting teaching and non-teaching activities including: First, preparing learning material by making lesson plans, and consult with the supervisor teacher and the lecturer. Second, choose and use the right learning strategy, implementing the learning process. Third, conduct evaluation activities.

While the non-teaching activities are: First, English teacher class assistant. Second, participating in curricular and extracurricular activities. Third, as a task teacher / picket. Fourth, participating in school activities. Fifth, administrative management: School administration education, class administration. Sixth, complete the weekly report during PPL activities seventh, document all activities (if possible) in the form of photos, videos, notes, etc.

In conclusion, the student-teacher has several roles in pre service teaching program. As a student-teacher, in English Teaching Department of IAIN Batusangkar should follow all the roles.

3. The Nature of Asking Question

a. Definition of Asking Question

Asking question is a path to critical thinking and it is an intellectual process that facilitated through questions which lead students to integrate ideas into a harmless concept or idea and eventually an individual as a whole (Zukifli 2019). Asking questions are indispensable components of classroom discourse and they play an important role in facilitating students learning (Çakır & Cengiz, 2016). It means that questing is very important for the

teachers in teaching because it can facilitate students learning and get information from the students. Furthermore, Omari (2018) mentions that good questions enable teacher to get informative feedback students' real progress, teacher can also encourage students to participate, think and check their own understanding by answering questions that address different thinking levels.

Based on the theories above, the researcher concludes that asking question is the utterance that aimed to get the information from listeners or readers about their opinion, belief, experience, understanding, etc ,and in classroom interaction, questioning is one way that can be used by teachers to promote and to facilitate students in learning.

b. Purpose of Asking Question

The purpose of asking questions is to greatly facilitate the learning process. Teachers can use questions to stimulate thinking in the classroom. According to Modjanggo (2018) there are three major reasons for teachers to ask question in the classroom: to promote student thinking, to verify student understanding, and to foster student participation. Lemke in Al-Zahrani & Al-Bargi, (2017) trough asking questions, teachers can affect the levels at which students think. Usually, teacher ask questions in order to elicit students thought and encourage students to elaborate on student's ideas.

Supported by Willen (1991) why questioning has been considered the essence of effective teaching is because of multiple purposes questions serve; to ascertain wheter pupils remember and understand what they has been taught and to have pupils apply what they have learned before, determining student understanding of basic facts associated with specific content and to have pupilss

apply fact using critical thinking skills, educators have suggested other related purposes: (1) stimulating pupils participation: (2) conducting a review of materials previously read or studied: (3) stimulating discussion of a topic, issue, or problem: (4) involving pupils in creative thinking: (5) diagnosing student abilities: (6) assessing pupil progress: (7) determining the extent to which objectives have been achieved: (8) arousing pupils interest: (9) controlling pupils behavior: (10) personalizing subject matter: and (11) supporting pupil contributions in class.

Furthermore, teachers have used questions to review, to check on learning, to probe thought process, to pose problems, to seek out different or alternative solutions, and to challenge students to reflect on critical issues or values they had not previously considered (Willen, 1991). Taba in Willen (1991) described questions as “ the single most influential teaching act” because of the power of questions to impact students thinking and learning, and the form of teacher’s question signals the students as to the expected level of response, thus controlling the student thought or response pattern. Other reasons for asking questions are to stimulate recall, to deepen understanding, to develop imagination, and to encourage problem solving (Arslan : 2016)

Moreover, Erlinda & Dewi, (2014) states that asking questions are stimulus that can force students to think and learn, so that they will easily comprehend the material in addition to develop their thinking skill. In addition, Donald & Paul in Qashoa, (2013) grouped the purposes of asking question into three main areas: diagnostic, instructional and motivational. As diagnostic tool, classroom questions allow the teacher to find out what the students know and how they think about the topic, instructional tool enable teacher to encourage and support students the new material and

motivational tool can engage students in the lesson and challenge their thinking.

Teachers ask questions for several reasons based on Brualdi in (Shahrill, 2013) :

1. The act of asking questions helps teachers keep students actively involved in lessons
2. While answering questions, students have the opportunity to openly express their ideas and thoughts
3. Questioning students enables other students to hear different explanations of the material by their peers
4. Asking questions helps teachers to pace their lessons and moderate student behavior
5. Questioning students helps teachers to evaluate student learning and revise their lessons as necessary.

It can be concluded that the purpose of asking questions are to stimulate, support and facilitate students to think about the material in learning target, to develop imagination, to encourage problem solving, to give them opportunity to express their ideas and thoughts, to have them apply fact fact using critical thinking skills, to ascertain wheter them remember and understand what they has been taught and to have them apply what they have learned before, to stimulate their participation, to arouse their interest about subject, supporting their contributions inclass, and also to give them stimulus to think and learn and make them easily comprehend the material in addition to develop their thinking skill.

c. Benefit of Asking Question

Teachers can use questioning strategies to foster deeper thinking in their students and to find ways to challenge students' thinking. Black and Harrison in Alnofal (2018) stated that as teachers' questions can affect students' thinking and brainstorm their ideas, and also the benefit of asking higher level question is to stimulate students' thinking.

Supported by Newton (2017), questioning as strategy has potential to support students of all ages as they relate facts, satisfy their curiosity, construct meanings, make decisions, imagine alternative words, solve problems, build and change their mental models of the world in which they live. Sajidah in Hilmi et al., (2022), Higher-order thinking abilities need pupils to think critically, imaginatively, solve non-routine issues, communicate, and interact.

Moreover, Willen, (1991) demonstrates that appropriate questions, properly asked, contribute to significant improvement in student learning. Teacher questions can draw students' attention back to the lesson and provide a chance for some students to show off their distinction and challenge in front of their friends (Qashoa : 2013). Christenburry & Kelly in Zulkifli & Hashim (2019), Question will provide student's opportunity to find out their own thought, to explore topics and argue points of view, and to provide immediate response to the learning

Others purposes of asking question are to provide a model for language or thinking, to find out something from the learners about fact, ideas, and opinions, to check or test understanding, knowledge or skill, to get students to be active in their learning, to direct attention to the topic being learned, to inform the class via the answers of the stronger students rather than through the teacher's input, to provide weaker students with opportunity to participate, to stimulate thinking of logical, reflective or imaginative to probe more deeply into the topic, to get students to review and practice previously learnt topic, to encourage self-expression, and to communicate to students that teacher is genuinely interested in what they think (Ur : 1991)

There are at least seven beneficial effect of asking questions offered by Gall et all in Willen (1991), questions are motivating that keep students on task, questions focus student's attention on what the material to be learned, questions, especially thought questions can elicit depth of processing; rather than reading the text passively, appropriate question leads students to process the text actively and transform it into terms meaningful to them, question activates metacognitive process that requires students become aware of how well they are mastering the lesson and whether they have to study it further, questions elicit further practice and rehearsal of the lesson, if the question can be answered by students correctly, that is reinforcing that suppose to do by teacher, and to get the information about student's mastery of the lesson is usually assessed by tests that consist of questions therefore the task requirement of test are consistented by questions asked during learning process.

d. Levels of Questions Based on Taxonomy Bloom

The levels of questions taxonomy comes from Benjamin Bloom. Kloss in Modjanggo (2018) posit out that this Bloom's Taxonomy is appropriate framework for analyzing and testing for students' level of cognitive growth and knowledge achievement. Erianti, Akib, and Baso (2018) mention that Bloom's Taxonomy is the widely accepted as guidelines for teachers in building up students' cognitive skill, it can be applied to assess learning on a variety of cognitive levels from lower-to higher-order thinking and it is commonly used as assessment techniques, assigning the grade, and initiating students' response or feedback. Widodo Erianti, Akib, and Baso (2018), It will be as the guidelines by the teacher in the Indonesian education system from the elementary level until tertiary level.

Supporing by Modjanggo (2018) question has been used in various ways in education, as originally designed by Bloom, the taxonomy was an attempt to establish a sequential and cumulative hierarchy depicting the stages of learning moving from the most elementary to the most complex. It consists of six hierarchical and cumulative levels of cognitive process; knowledge, comprehension, application, analyze, evaluate, and synthesis. Bloom et al., (1956) divides that there are basically six levels of questions based on cognitive level; knowledge, comprehension, application, analyze, evaluate, and synthesis.

The first level is knowledge. It asks studens to recall information. Knowledge as defined in this book includes those behaviors and test situations which emphasize the remembering, either by recognition or recall total or partial information, of ideas, material, or phenomena. In the learning situation the student is expected to store in his mind certain information, and the behavior expected later is the remembering of this information. Although

some alterations may be expected in the material to be remembered, this is a relatively minor part of the knowledge behavior or test (Bloom et al., 1956). It is the level where students recall or remember knowledge that they have learned or known before. Supported by Scott in Omar et al.,(2012) The question in this category have criteria of recalling specific input from previous lesson, methodology and process, stating relevance description for a subject area, describing or defining computing terms, concept or term and listing explicitly information from questions.

The second level is comprehension. It asks students to put information in another form. Comprehension is the largest general class of intellectual abilities and skills emphasized in colleges and schools are those which involve this category of question. Where students are able to understand and recognize concept, rules, principles, laws, general ideas into different versions, to translate, to interpret, to classify, to explain the concepts of this levels. That is, when students are confronted with a communication, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it. The term “comprehension” to include those objectives, behaviors, or responses with repression and understanding of the literal message contained in a communication. This level is described as grasping the meaning of information. For instance, the commonly expect comprehension of a physics demonstration, a geologic information viewed on a field trip, a building illustrating a particular architectural feature, a musical work played by on orchestra. And, of course, we speak of comprehension of the above phenomena when presented in verbal, victoria, or symbolic form on paper. (Bloom et al., 1956).

The third level is application. It asks students to apply known facts, principles, or generalizations to solve problem.

Application category follows this rule in that to apply something requires “comprehension” of the method, theory, principle, or abstraction applied. It is defined as the ability to use abstract in previous learning ideas then employ them in tangible situations new material seen by students for the first time. Teacher frequently, “if a student really comprehends something, then he can apply it.” To make the distinction between the “comprehension” and “application” categories clear, we have described it in two ways. Starr in Omar et al., (2012) also defines it by applying concept to a certain scenario. Given a problem new to the student, he will apply the appropriate abstraction without having to be prompted as to which abstraction is correct without having to be shown how to use it in that situation. A demonstration of “application” shows that he will use it correctly, given an appropriate situation in which no mode of solution specified (Bloom et al., 1956).

The fourth level is analysis. It asks students to comprehend and identify elements of a communication, process, or series of events. Analysis emphasizes the breakdown of the material into its constituent parts and detection of the relationship of the parts and of the way they are organized, and also to see the details and relationships that connect them. This level requires students to breakdown information into simpler parts and analyse each of it, and also imply drawing a relationship, classifying or distinguishing the parts(Omar et al., 2012). assumptions, It may also be directed at the techniques and devices used to convey the meaning or to establish the conclusion of a communication. Although analysis may be conducted merely as an exercise in detecting the organization and structure of a communication and may therefore become its own end, it is probably more defensible educationally to

consider analysis as an aid to fuller comprehension or as a prelude to an evaluation of the material (Bloom et al., 1956)

The fifth level is synthesis. It asks students to determine how closely a concept or idea is consistent with standards or values. Synthesis is here definite as the putting together of elements and parts so as to form a whole, the ability to assemble the parts in an integrated whole according to a particular principle. Omar et al., (2012) mention in this level the students should be able to integrate and combine ideas or concepts by rearranging components into a new whole (a plan. Product, pattern or proposal), and instruct student to write codes based on previous level by writing a complete program or create new alternative methods or algorithm to solve a problem. This is a process of working with element, part, etc., and combining them in such a way as to constitute pattern or structure not clearly there before. Generally this would involve recombination of part of previous experience with new material, reconstructed into a new and more or less well-integrative whole. This is the category in the connective domain which most clearly provides for creative behavior on the part of the learner. However, it should be emphasized that this is not completely free creative expression since generally the students is expected to work within the limits set by particular problem, materials , or some theoretical and methodological framework (Bloom et al., 1956)

Evaluation is defined as the making of judgments about the value for some purpose, of ideas, works, solutions, methods, materials, etc. it is the ability to evaluate, describe, evaluate, judge thing, and to express opinion, through reference to certain standards, objectivity and decision-making. This is the final level where criticism, judging, supporting or defending own stand involves. It involves the use of criteria as well as standards for appraising the extent to which particular accurate, affective,

economical, or satisfying. The judgment may be either quantitative or qualitative, and the criteria may be either those determinate by the students or those which are given to him. Evaluation is placed at this point the taxonomy because it is regarded as being at a relatively late stage in a complex process which involves some combinations of all other behavior of knowledge, comprehension, application, analysis, and synthesis. Although evaluation is placed in the cognitive domain because it is regarded as requiring to some extent all the other categories of behavior, it is not necessarily the last step in thinking or problem solving (Bloom et al., 1956)

Based on levels of questions above, the researcher concludes that there are many types of questions that can be used by pre-service teachers in classroom interaction. Those types are knowledge, comprehension, application, analyze, evaluate, synthesis, open question and closed questions. Supported by Yahya et al., (2013) Bloom taxonomy is the most prominent representative of question classification system into cognitive domain.

Table 1 Questioning Levels by Bloom's Taxonomy (1956)

Criteria of Questions	Sample keywords/ Question Cues	Question stems/ example	Levels of Questions
Behaviors and test situations which emphasize the remembering, (when memory is used to produce or retrieve definitions, facts, or lists, or to recite previously learned information), either by recognition or recall, of ideas, material, or	Recall information, tell, list, show, recite, retrieve, name, who, when, and where	Tell me about...? Can you list...? How many? Where did? Who are the...? Who said...? When did..? When was? What is...?	1. Knowledge question

phenomena, eliciting factual answers.			
know what is being communicated and to be able to make some use of the material or ideas contained in it, understand constructing meaning from different types of functions.	Arrange, Explain, classify, exemplifyin g, contrast, predict, translate, distinguis, differentiate , estimate, and compare	Can you list the sequence...? What happended after...? How do you know...? Who can explain...? What is the difference between...? How would you describe...?	2. comprehensi on question
Refers to situations where learned material is used though products like models, presentations, interviews or stimulations.	modify, interview, construct, apply, discover, operate, prepare, Implementa nd illustrate	How could this have happened in...? What factors would you react when...? What would you do if...?	3. application question
Analyze breaking material or concept into parts, determining how the part relate to one another or how they interrelate, or how the parts relate to an overall stucture or purpose.	Examine, identify, categorize, organizing, attributing		4. analysis question
proses of working with element, part, etc., and combining them in such a way as to constitute pattern or structure	Examine, identify, categorize, organizing, attributing		5. synthesis question
Reorganizing elements into a new pattern or structure through generating, planning, and producing, making of judgments based on criteria and standards through checking and critiquing about the	Appraise, critique, decide, evaluate, judge.		6. evaluation question

value for some purpose, of ideas, works, solutions, methods, materials, etc			
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B. Review of Relevant Studies

Based on the literature that the researcher read, she found some researches that are related to the problem discussions in this study. First is Ashadi and Lubis (2017) had conducted the research about “A Survey on the Levels of Questions of ELT: A Case Study” in an Indonesian Tertiary Education. This research was qualitative content analysis research. The sample of research included the sixty five questions of summative test. The data of this research were the documents from the collection of questions. The data found would be analyzed by using Gallagher/ Ascher Bloom Classification System. The result of his study showed that four levels of order thinking question appeared in analyzing data, namely level I – low order convergent, level II – high order convergent, Level III – low order divergent and level IV – high order divergent, and also these four levels of questions are formed from six classified stages, namely; knowledge, comprehension, application, analysis, synthesis and evaluation. The most dominant questions asked by the lecturers were lower-order question from the total of 65 questions analyzed, 55% were dominated by level I question which refers to the knowledge level, 14% belongs to level II which demands the students to comprehension and application, 5% of level III higher order question which focuses on analysis skill, and 26% of level IV question which demands the ability of students to synthesis, to evaluate and to create innovative ideas. The similarities between this research with the research that have been done by the researcher are the theories that used to analyzed the data.

Second is Modjanggo (2018) that conducted a research on “Levels of Questions Used by English Teachers at SMP Negeri Poso Kota Utara”. This research was descriptive qualitative research. The data of this

research is obtained from observation at SMP 5 Poso Kota Utara and SMP 1 Poso Kota Utara. The result of this study showed that knowledge, comprehension and evaluation are the most frequently used level of questions, were the responses are correct, incomplete and no response. The differences between this research with the research that have been done by the researcher was the sources of data that analyzed. This research analyzed the levels of question on the junior high school while the researcher analyzed the levels of questions on Senior high school. The similarities between this research with the research that have been done by the researcher are the theories that used to analyzed the data.

Last is Bruesewitz (2021) that conducted a research on “How Does Different Level of Questioning Impact Student Performance, Engagement, and Motivation in a 6th Grade Science Classroom?”. The data was collected in a 6th grade science class of 25 participants. The research took place in a 6-8th grade middle school in Southeastern Minnesota. The result of the data showed that there was no significant difference in performance, engagement, or motivation in relation to different level of questioning. The differences between these researches with the research that done by the researcher analysed of impact of level of question to students performance while the researcher analyzed the level of questions asked by English pre-service teacher.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is descriptive quantitative research by using content analysis that described the thing that is observed as nature. According to Gay, Milels and Airasian (2012) quantitative research is the collection and analysis of numerical data do describe, explain, predict, or control phenomena of interest. Descriptive research is involved collecting data in order to answer questions the current status of the subject of study.

Dealing with the theory, the researcher concerns to analyze and describe the levels of English pre-service teachers' questions based on Taxonomy Bloom in pre-service teaching program of English Department of UIN Mahmud Yunus Batusangkar in 2021/2022 academic year naturally.

B. Population and Sample

1. Population

Population in this research was the ninth semester students of English Teaching Department of UIN Mahmud Yunus Batusangkar registered in 2017/208 academic year who have taken pre-service teaching program. According to sugiyo (2012) population is the generalization field that contains object/subject that has quality and characteristics that has been chosen by the researcher to learn and then make the conclusion. The population in this research was 5 videos of examination of English Pre-service teaching.

2. Sample

In quantitative research, a good sample is one that is representative of the population that is selected, and selecting a representative sample is not a haphazard process. Several techniques for selecting a sample are appropriate, and selecting depends on the situation because the techniques do not all provide the same level of

assurance concerning representativeness (Gay, Mills, and Airasian 2012)

According to Gay, Mills and Airasian (2012) suggest that sample size in quantitative studies not less than 30. Therefore, the reseacher took sample 80% from the population. It consist of 4 videos of examination of English Pre-service teaching. From 4 videos the researcher found there were 140 pre-service teachers' questions.

The sample of this reserch taken by using simple random sampling. According to Gay, Mills, and Airasiaon (2012) sample random sampling is the process of selecting a sample in such a way that all individuals in the defined popultion have an equal and independent chance of selecting for the sample.

The selecting of the sample was completely out of the resercher's control; instead, a random, or chance, procedure selects the sample. In other words, every individuals has the same probability of being selected, and selection of one individual in no way effects selection of another individual.

C. Defenition of Key Terms

To avoid miss understanding, the researcher defines the key terms of the research as follows:

1. Pre-service Teachers' Question

Pre-service teachers' questions are utterances produced by English pre-service teachers in teaching English in practice teaching program as a strategy in teaching to know the student's ability about comprehending the text.

2. Pre-service Teaching

Pre-Service Teaching is academic program which is as a place for student-teacher of English Teaching Department of IAIN Batusangkar applies various knowledge, attitudes and skills in the context of forming professional teachers.

D. Technique of Data Collection

1. Research Instrument

Sugiyono (2017:190) states that research instrument is a tool to measure the phenomenon or variables in this research. Research instrument may be in the form of test, questionnaire, observation sheet, record or interview and documents. In this research, the researcher used document as the instrument.

In this research, the video transcription of English pre-service teachers final examination used to get the data about an analysis of level of English pre-service teachers' question based on Taxonomy Bloom.

a. Validity

According Gay and Airasian (2000) state that validity is the most important characteristic a test or measure can have. Without validity, the desire interpretations of the variables measured have inappropriate meaning. There are multiple ways to establish various forms of test validity. To get the validity of the document, the researcher used Bloom's Taxonomy table levels of question.

b. Reliability

Besides the validity, a test also should have reliability. Gay and Airasian (2000) mention that reliability is the degree, to which a test consistently measure whatever it is measuring. To ensure the reliability of the data, the researcher played the video couple of times carefully.

2. Research Procedures

In this research, the researcher did several steps. They were;

a. Preparation

1. Finding research problems
2. Finding the theories that related to research problem
3. Preparing proposal of the research

4. Deciding technique of data collecting
 5. Consulting with advisor
 6. Having seminar
 7. Revising proposal
- b. Operation
1. Collecting the videos recording
 2. Making the transcription of the video
 3. Coding the transcription of the video
- c. Post-operation
1. Analysing the transcription of the video
 2. Drawing conclusion
 3. Writing the research report
 4. Having a research examination
 5. Revising the research report

E. Technique of Data Analysis

In analyzing the data, the researcher used descriptive analysis. In this technique, the data analyzed by several steps;

- a. Making transkription of the video of English pre-service teachers' examination,
- b. Coding the transcription for each documant and item related to pre-service teachers' questions. The researcher coded the data as follows: D1 as the first data, D2 as second data, D3 as the third data and D4 as the last data. The researcher gave bold for each question asked by pre-service teacher. The researcher also coded KQ as the knowledge level, CQ as the comprehension level, AQst as application level, AQnd as analysis question, SQ as synthesis question and EQ as evaluation question.
- c. Grouping the data based on category. In this step, the researcher used table of Bloom Taxonomy level of question. Then, the researcher made a table that has clear information about the data that had been

found.

- d.** Analyzing and describing the data. In the final step, the researcher analyzed the level of questions asked by English pre-service teacher in final examination of pre-service teaching program of the ninth semester students of English department at IAIN Batusangkar in 2021/2022 academic year, which analyzed based on Bloom's Taxonomy level of question. Then, interpreting the level of question asked by English pre-service teacher which found in the video recording.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

F. Research Finding

This chapter discusses the finding of the research entitled *An Analysis of Levels of English Pre-Service Teachers' Questions Based on Taxonomy Bloom*.

In doing the analysis the researcher started firstly, found the video recording final test of English pre-service teachers in the pre-service teaching program, secondly, transcript the recording, thirdly, reduced the data and coded the data as follows: D1 is the first document; D2 is the second document and so forth. Then, the researcher coded level questions; KQ as Knowledge questions, CQ as comprehension questions, AQst as application questions, AQnd as analysis questions, SQ as synthesis question, and EQ as evaluation questions, as follows:

Based on the data analysis, the researcher found there were two levels of English pre-service teachers' questions based on Bloom's taxonomy in the final test of the pre-service teaching program; they were knowledge question and comprehension question based Bloom's taxonomy. There were explained clearly as follows:

1. Knowledge questions

The first level of question found was the knowledge. All of the English pre-service teachers' questions in the video mostly use knowledge question. Knowledge questions are basic questions that only test students' abilities that requires recall for transfer of information but in a predictable way. Bloom (1956), knowledge as defined in this book includes those behaviors and test situations that emphasize the remembering (when memory is used to produce or retrieve definition, facts or list or previous learned information), either by recognition or recall of total or partial information, of ideas, material, or phenomena. In the learning situation the student is expected to store in his mind

certain information, and the behavior expected later is the remembering of this information. Although some alterations may be expected in the material to be remembered, this is a relatively minor part of the knowledge behavior or test.

Thus, based on data analysis, knowledge questions found in the first document. From nine of the ten cognitive questions asked by the English pre-service teacher to students were at the level of knowledge and low order converget question. Most of all English pre-service teachers' questions are about the knowledge that they already know the answer and the questions used to revolve around retelling, remembering, recalling information or mentioning some things about the material given to students.

Furthermore, in the second document, there were seventy four knowledge questions asked by English pre-service teacher. The questions asked the s students by recognition or recall previous information, ideas, and learned material. It is in line with the data found in the first document.

Next, the results of data analysis in third document showed that most all of questions given to students are at the level of knowledge and low order converget. From twenty six questions, there were twenty four questions are the level of knowledge questions. English pre-service teacher tests students' knowledge to test their ability to remember, retell information and others.

The last document also gave information related to level question used by English pre-service teachers. There were twenty knowledge question from twenty one of the pre-service teachers' questions. The last document also showed the same result. English Pre-service teacher gave most all of the questions in learning process were surrounding at knowledge and low order converget level.

To sum up, based on the result of data analysis above, it can be concluded that the questions given by the pre-service teacher were

mostly at the level of knowledge question. English pre-service teacher tend to check students' knowledge by using several questions that asked the students to retell and recall their memory about the material.

2. Comprehension Question

The second level of question found was comprehension question. According to Bloom (1956) Comprehension is the largest general class of intellectual abilities and skills emphasized in colleges and schools are those which involve this category of question. Where students are able to understand and recognize concepts, rules, principles, laws, general ideas into different versions, to translate, to interpret, to classify, to explain the concepts of this levels. That is, when students are confronted with a communication, they are expected to know what is being communicated and to be able to make some use of the material or ideas contained in it. Supported by Wille (1987) high order convergent question are the level of questions encourage students to reason, look for evidence to support, give reasons for behaviours or outcomes, draw conclusion, break ideas, situations, distinguish and classify between inferences, explain, interpretations, and generalizations.

Thus, based on data analysis, there was one comprehension found in the first document. There was one comprehension. English pre-service teacher tried to asked the students to explain the conclusion of the whole materials that had been learned. The other level of comprehension question also found in documents two. There were nine comprehension question used by English pre-service teacher. From nine comprehension questions, most of them asked the students to explain and illustrate, and the other question asked the students to distinguish. Thus, the entire question belongs to comprehension and high order convergent question.

The other level of comprehension question also found in

documents three. The results of data analysis in document 3 showed that there were two questions given to students are at the level of comprehension and high order convergent questions. These questions required the students to explain. The last document also gave information related to level question used by English pre-service teacher, there was one comprehension and high order convergent question

In short, the researcher found there are some comprehension questions in all documents that were analyzed. Thus, the questions from pre-service teacher asked the students to explain, illustrate, distinguish and classify the material. It is relevant with the theory from Bloom et al (1956) the term “comprehension” to include those objectives, behaviors, or responses with repression and understanding of the literal message contained in a communication and Willen (1987) requires students look for evidence to support, give reasons for behaviours or outcomes, and draw conclusion, develop their own and look for evidence to support them.

G. Discussion

Based on the result of the data analysis, it shows that there were two kinds of questions asked by English pre-service teachers in learning process. They were knowledge question and comprehension question based Bloom’s taxonomy.

The first question was knowledge question. In this part, pre-service teachers tend to used basic questions. The questions mostly asked the students to retelling, recalling or mentioning several things about the materials. The questions were still in low level question that check students memory in remembering, recognizing or recalling the knowledge from memory. Remembering is when memory is used to produce or retrieve definitions, facts, or lists or recite previous learned information. However, it is the building block of all subsequent levels of learning

because the learner must remember information presented before progressing to the next levels.

This finding in line with the fact found Ana (2014) entitled the analysis of teacher-made English test based on Bloom's taxonomy. It was found that by that the tests were dominated by knowledge questions that were 22 questions (44%) from all of the questions used. Ana (2014) also mentioned that the domination of knowledge level of question which represented that the lowest level in cognitive domain showed that the students 'thinking skill was not explore yet.

The last one is Comprehension question. Based on data analysis, it was found that pre-service teacher used some kinds of comprehension question. They asked the students to differentiate, describe, distinguish, classify, explain and illustrate the material. Comprehension and high order convergent questions use to check students ability in understanding the meaning of material. Thus, comprehension question orders students to recall facts and information that had been known or from remembering the material that had been given. This fact is also found by Vivin (2018) that found comprehension questions with 16 totals questions from whole questions used by the teachers. While application, analysis, synthesis and evaluation are not used by the teachers.

Based on the explanation above, the most frequently used of level of English pre-service teachers' question based on Taxonomy Bloom is the knowledge level. The result shown that from 140 questions, there were 127 knowledge questions, and 13 comprehension questions.

Based on the data analysis, pre-service teachers have lack of skill in teaching English language, especially in giving a question to students. Teachers only focused on recognizing and recalling students' knowledge. They did not pose questions which need students to think higher. How the teacher posed question in the classroom reflected the teachers' competence in teaching. Besides, Thompson (as cited in Walsh, 2011) stated that the need of language teaching professional to ask appropriate questions and

emphasizes the complexity attached to good questions.

To sum up, the researcher do realized that asking critical thinking question while teaching is not easy by pre-service teachers. Pre-service teacher should know well the level of questions to deliver higher level thinking question. The questions are given to the student must have the characteristic or qualities in order to ensure the accurate information through the student comprehension. In order to improve the quality of teaching, it is believed that teacher must be able to set good or proper questions to check the student's ability. Besides, the questions used by pre-service students can be varied in order to see the extent to which students understand the material given.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the study that had been conducted, it can be concluded that there were some kinds of questions used by pre-service teachers in the pre-service teaching program. They were: first, knowledge question. The pre-service teacher only asked students about the knowledge they already knew and the questions used revolved around retelling, comparing, remembering, recalling or mentioning some things about the material given to students. Second is the comprehension question. Thus, the questions from pre-service teacher asked the students to illustrate, differentiate, illustrate, classify, distinguish and explain the material. From two levels of questions, the knowledge question is the most frequently used by English pre-service teachers.

B. Suggestions

Based on the results of this research, the researcher would like to give some suggestions. They are:

1. Pre-Service Teacher

Based on the results of this research, it can be seen that level of questions used by the teacher is still in low-level questions. The researcher would like to give suggestions to pre-service teachers to improve the quality and level of questions they use in order to maximize the assessment of students' cognitive abilities.

2. The English Teacher

Based on the results of this research, the researcher would like to give suggestions to English teacher to pay more attention to pre-service teacher in asking questions to the student and providing maximum guidance.

3. Next Researcher

Since this research focused on the level question by pre-service teacher, it suggested to the next researcher to find out other issue related to the level of question with another approach. There are many things that are researchable related to the level of question. The next researcher can do research on the level of questions based on other theories.

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APPENDIX 1: Data Analysis**Data Analysis of Transcrip Video 1****D1**

Speaker	Utterances	Questions Cues	Bloom's Taxonomy Level of Question
Pre-service Teacher	Assalamualaikum wr wb		
Students	Waalaiikum salam wr wb		
Pre-service Teacher	good morning everyone		
Students	good morning		
Pre-service Teacher	how are you today?		
Students	I'm fine thank you, and you?		
Pre-service Teacher	I'm fine too. Ok before we start our lesson let's say basmalah		
Students	Bismillahirrahmanirrahim		
Pre-service Teacher	I'll take the attendance, if I call your name, please rise your hand and- and say I'm here. Ahmad Ibrahim, Aisyah, Anika, Beltivea Laras, Junaidi Saputra, Nailatul Huda, Muhammad Reza, Putri Azzahra, Mutiara Febrianto, Dian, Riza Erlina, Sesra Wulandari, Silsabilla, Shinta Deswita, Syafitri Ramayenti, Tiara, Zahara Hafiz, Zahatul Fatimah. Ok finish, so we come to the new material. Kita masuk ke materi baru yaitu KD3.3 yaitu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya. So, the		

	purpose of material today is mengambil pembelajaran dengan menggunakan model pembelajaran the best interaction membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya. Nah KD 3.3 ini yaitu belajar tentang invitation. Nah, do you remember what the last material?		
Students	tentaang...		
Pre-service Teacher	what is the last material?	Recall Information, remember memorize	D1 KQ1
Students	opinion and fact		
Pre-service Teacher	what is opinion and fact?	Tell	D1 KQ2
Students	opinion pendapat		
Pre-service Teacher	apa itu opinion?	Tell	D1 KQ3
Students	pendapat tentang seseorang		
Pre-service Teacher	so, what do you think about our material today? Itu menanyakan pendapat. Ok next material is invitation. The first is definisi of invitation, social function, generic structure of invitation, and the last example of invitation. Next, defenition of invitation is request socialization or invite to get another person to going to specific event. Nah disini apa maksudnya dengan defenisi tersebut?	Tell	D1 KQ 4
Students	undangan, mengundang		
Pre-service Teacher	ok maksudnya disini ialah sebuah undangan terhadap orang lain agar bersedia bergabung di tempat acara tersebut, nah kemudian social functionnya itu yaitu to invite someone to come to event.		
Students			

Pre-service Teacher	kemudian tipe of invitation ada dua, the first is?	Tell	D1 KQ5
Students	Formal		
Pre-service Teacher	this type of invitation letter is invitation letter in official content, nah biasanya disini ada digunakan itu like graduation ceremonies, bussiness event. Kemudian ada yang nonformal. Apa aja yang undangan nonformal?	Tell	D1 KQ6
Students	party, birthday party, undangan ulang tahun		
Pre-service Teacher	ok, so today we just focus to formal invitation. Nah disini ada generic structure of invitation, yang harus ada di dalam surat yaitu receiver atau nama orang yang dituju atau yang di undang, nah kemudian di dalam body harus ada subject yaitu nama acara harus jelas, kemudian hari dan tanggalnya juga harus jelas,time waktu yang ditetapkan kemudian place dimana acara tersebut di adakan. Yang terakhir sender atau orang yang mengirimkan undang juga harus di cantumkan di dalam surat tersebut. Kemudian disini ada example dari undangan tersebut. Miss akan beri waktu tiga menit untuk kalian memahami undangan tersebut. Jelas?		
Students	Ya		
Pre-service Teacher	yang di belakang kelihatan?		
Students	lai miss		
Pre-service Teacher	coba pahami terlebih dahulu isi dari undangan tersebut. finish?		
Students	Finish		
Pre-service Teacher	ok aa what do you think about this example letter?	Tell	D1 KQ7
Students	suratnya tentang aa jadi disitu tertulis tentang aa reuni teman-teman peduli pada lingkungan pada hari minggu tanggal 25 desember 2019 pada jam 11 pagi dan bertempat di taman kota.		

Pre-service Teacher	nah disini sudah dijelaskan yaitu ini surat kepada orang yang point pertama tadi di stucture of invitation, yang kemudian yaitu tadi isi dari surat		
Students	Body		
Pre-service Teacher	tadi disebelumnya sudah dijelaskan terus ada hari, tanggal, jam, tempat, acara ya ok kan dan acara, nah disini semuanya sudah adakan?		
Students	Sudah		
Pre-service Teacher	kemudian yang terakhir tadi apa di structure text?	Tell, remember	D1 KQ8
Students	orang yang mengirimnya		
Pre-service Teacher	dimana disini?	Tell	D1 KQ9
Students	di paling bawah		
Pre-service Teacher	orang yang mengirim surat undangan yang ini?		
Students	Ibnu		
Pre-service Teacher	nah semuanya sampai disini sudah paham?		
Students	Sudah		
Pre-service Teacher	any questions?		
Students	No		
Pre-service Teacher	no?		
Students	No		
Pre-service Teacher	so now, kalian buat dulu satu grup dua orang, in one group just two people, kalian dekatkan.		
Students	[students sit in group that consist of two people]		
Pre-service Teacher	ok sudah dapat teks semuanya?		
Students	Sudah		
Pre-service	itu contoh undangan yang sudah miss acak kemudian kalian bersama teman		

Teacher	kalian menyusun undangan tersebut menjadi sebuah undangan remi, di buku tugas		
Students	Ok miss		
Pre-service Teacher	ok waktu yang miss kasih just fifteen minutes.		
Students	Baik miss		
Pre-service Teacher	ok sudah lima belas menit, finish?		
Students	Finish		
Pre-service Teacher	sudah selesai semua?		
Students	sudah		
Pre-service Teacher	yang laki-laki?		
Students	sudah buk		
Pre-service Teacher	ok yang selesai boleh kumpulkan tugasnya. Nama kelompoknya jangan lupa		
Students	dibawah atau di atas miss?		
Pre-service Teacher	Diatas saja		
Students	[students submit their worksheet]		
Pre-service Teacher	ok sebentar.sudah kumpulkan. Udah selesai semua?		
Students	udah miss		
Pre-service Teacher	jadi disini siapa yang bisa menyimpulkan pembelajaran kita pada hari ini , perwakilan dari perempuan stu, laki-laki satu	Explain	D1 CQ1
Students	jadi yang bisa disimpulkan dari materi hari ini yaitu tentang undangan, kita dapat mengirim surat pada orang lain dengan struktur dan tempat yang jelas		
Pre-service Teacher	good, yang laki-laki? feris		
Students	hari ini kita belajar apo buk, cara membuat sebuah undangan		

Pre-service Teacher	undangan formal		
Students	ya untuk seseorang		
Pre-service Teacher	ok, jadi dapat kita simpulkan bahwa hari ini kita belajar bagaimana cara membuat surat undangan yang formal		
Students	Ya		
Pre-service Teacher	aa untuk minggu depan kita masih belajar invitation surat undangan yang formal, kita akan pelajari lebih dalam lagi materinya. Kemudian ada yang ingin di tanyakan?		
Students	Tidak		
Pre-service Teacher	ok I think that's all for today, assalamualaikum warahmatullahi wabarakatuh		
Students	waalaikum warah matullahi wabarokatuh		
Pre-service Teacher	see you		
Students	see you.		

Data Codes	Bloom's Taxonomy Codes
D1 : Document 1	KQ : Knowledge Question
D2 : Document 2	CQ : Comprehension Question
D3 : Document 3	AQ st : Application Question
D4 : Document 4	AQ nd : Analysis Question
	SQ : Synthesis Question
	EQ : Evaluation Question

Data Analysis of Transcrip Video 2

D2

	UTTERANCES	Questions Cues	Bloom's Taxonomy Level of Question
Pre-service Teacher	Assalamualaikum warahmatullahi wabarakatuh		
Students	Walaikumsalam warahmatullahi wabarakatuh		
Pre-service Teacher	Ok, before we start our lesson today, let me check your attendance first. Sekarang Shif B		
Students	Iya		
Pre-service Teacher	Nada, Naila okta, Naila Putri, Naila Azizah, Puja, Raifa, Raidatul Aishy, Salsabillah, Selvi Amelia, Shinta, Tania, Soraya, Zitia, Zitmi, Zika. So, good morning students		
Students	Good morning		
Pre-service Teacher	How are you this morning?		
Students	I'm fine, Good. How about you?		
Pre-service Teacher	Good. Ok, I'm fine too. So today we are come to the new material, but before come to the new material, I want to ask you, are you ready for study right now?		
Students	ready		
Pre-service Teacher	Sure?		
Students	Sure		
Pre-service Teacher	Berhubung hari ini kita belajar materi baru, jadi ga usah terlalu tegang, kita santai-sanjai aja. Jadi kita hari ini belajarnya enjoy dan menyenangkan ok. Soalnya nanti juga ada beberapa latihan, nanti akan miss kasih tau instruksinya, so miss harap hari ini bisa menikmati pelajarannya dengan baik ya. Ok. We start our lesson today. Jadi ini menyusun huruf menjadi sebuah kata. Pernah ikut game ini atau menyelesaikan kuis tentang ini?	Tell	D2 KQ1

Students	Pernah		
Pre-service Teacher	Ada yang bisa menyusun menjadi sebuah kata disini?	List	D2 KQ2
Students	Miss		
Pre-service Teacher	ok, tunjuk tangan, kalau ada yang benar semua nanti miss kasih rewardnya.		
Students	(rising her hand)		
Pre-service Teacher	ok silahkan, namanya siapa tadi?		
Students	Naila		
Pre-service Teacher	Naila ok, silahkan yang pertama.		
Students	Amazing		
Pre-service Teacher	ok yang ke dua		
Students	yang ke dua "awesome"		
Pre-service Teacher	ok yang ke tiga		
Students	yang ke tiga beautiful, yang ke empat "big" yang ke lima "best", yang ke enam "clean" yang ke tujuh...		
Pre-service Teacher	yang ke tujuh?		
Students	Yang ke tujuh aaaa		
Pre-service Teacher	yang ke tujuh apa? Yang lain yang tau diam ya	Tell	D2 KQ3
Students	eks-		
Pre-service Teacher	so bukan exo ya		
Students	bukan exo ya		
Pre-service Teacher	ok waktunya habis. Yang lain ada yang bisa, Raise your hand nanti miss kasih reward. Ayo coba ada yang bisa.		
Students	(silent)		
Pre-service Teacher	Zitmi bisa? Coba ada ga yang bisa? Tinggal dua nih. Coba nanti di urutin		

Teacher	dari yang pertama lagi. Kalau ga nanti ga ada nih yang dapat rewardnya, atau ada yang mau coba selesaiin. Nada ok silahkan		
Students	pertama “ amazing”, kedua “ awesome” ke tiga beautiful, empat “big ” lima “best”, enam “clean” tujuh “exotic” ke delapan “high”.		
Pre-service Teacher	ok give applause untuk temannya. Berhubung benar semuanya jadi miss kasih reward. (preservice teacher gives the students snacks as a reward). Nantik makannya ya, jangan sekarang. Dan ini untuk Nadia walaupun semuanya ga kejawab ya. Ok, boleh di kasih pujian ga untuk temannya .		
Students	(claping their hand)		
Pre-service Teacher	gimana cara memujinya kemaren?	Recall information, memorize, remember	D2 KQ4
Students	Amazing		
Pre-service Teacher	amazing. Ok. Nah setelah di urutin tadi nih, ada amazing, awesome, beautiful, big, best, clean, exotic, high, ada yang tau ga itu kata apa?	Tell	D2 KQ5
Students	Sifat		
Pre-service Teacher	ok betul. Sifat ya. Nah hari ini kita akan belajar materinya itu berhubungan dengan kata sifat. Tapi sebelumnya miss mau tanya, ada yang tau ini apa? (preservice teacher showing a picture)	Tell	D2 KQ6
Students	Jam gadang		
Pre-service Teacher	jam gadang. Pernah kesini?	Tell	D2 KQ7
Students	Pernah		
Pre-service Teacher	ok disana kita bisa lihat apa aja, apa aja yang bisa kita lihat ?	Tell	D2 KQ8
Students	jamnya, taman		
Pre-service	ok good. Suasananya gimana?	Explain	D2 CQ1

Teacher			
Students	Nyaman		
Pre-service Teacher	Nyaman		
Students	Ya		
Pre-service Teacher	ok, apalagi sekarang sudah banyak bunga-bunganyakan. Kalau dulu Cuma pohon hijau, kalau sekarang sudah banyak bunga-bunganya. (preservice teacher showing another picture) . kalau kesini udah pernah belum?	Tell	D2 KQ9
Students	Sering		
Pre-service Teacher	sering pergi kesini. Siapa yang belum pernah pergi kesini? Miss hampir tiap hari kesini. Berarti sedah pernah ya. Nah disini ada apa aja? Apa aja yang bisa kita lihat selain rumah gadangnya?	Tell	D2 KQ10
Students	Banyak		
Pre-service Teacher	ok yang sering ke istano basa pagaruyung ada apa aja disana?	Tell	D2 KQ11
Students	ada kuda,		
Pre-service Teacher	ok ada patung ya, patung kuda		
Students	ada hiasan rumah di dalam		
Pre-service Teacher	ya ok, bagus ga pemandangan disini?	Tell	D2 KQ 12
Students	Bagus		
Pre-service Teacher	udah pernah ke jenjang seribu yang dibelakangnya?	Tell	D2 KQ13
Students	sudah, pernah, kami jogging kesitu miss		
Pre-service Teacher	iya, baguskan kalau dilihat dari atas kalau ini? (preservice teacher showing another picture)		
Students	Harau		
Pre-service Teacher	ok berhubung miss belum pernah ke Harau nih, coba satu orang deskripsikan coba apa aja yang ada di Harau.	Explain, illustrate	D2 CQ2
Students	Air Terjun		

Pre-service Teacher	satu orang ya. Yang mana, ada orang asli Payakumbuh disini? Miss belum pernah lagi kesana. Ni kata orang indah , tapi miss ga tau sih		
Students	udaranya sejuk miss		
Pre-service Teacher	sejuk, terus apa lagi?	Tell	D2 KQ14
Students	Damai, ada air terjunnya, ada tempat foto-fotonya		
Pre-service Teacher	semuanya udah pernah kesana?	Tell	D2 KQ15
Students	Sudah		
Pre-service Teacher	Berarti miss aja yang belum pernah kesana ya. Kalau ini udah pernah kesini belum? (preservice teacher showing another picture) kalau ini udah pernah kesini belum? Belum?	Tell	D2 KQ16
Students	belum, sudah		
Pre-service Teacher	belum, sudah? Ok siapa yang sudah pernah kesini? Ok coba di candi Borobudur ini kan kami belum pernah kesana ni, kalau disana kamu bisa lihat apa aja?	Tell, memorize	D2 KQ17
Students	Pemandangan		
Pre-service Teacher	yang udah pernah kesana dulu miss tanya ya, berbagi pengalaman ceritanya. Terus apa lagi?	Tell	D2 KQ18
Students	candi , orang jual souvenir		
Pre-service Teacher	ok souvenir, kalau suasananya gimana? Ramai atau ga? panas. Ramainya biasanya pas weekend atau gimana?	Tell	D2 KQ19
Students	iya. Ramai		
Pre-service Teacher	ramai terus?		
Students	ramai		
Pre-service Teacher	ramai terus waw. Kalau istano Basa Pagaruyung tadi Cuma pas weekend aja yang ramai. (preservice teacher showing another picture) kalau yang ini udah pernah kesani?	Tell	D2 KQ20
Students	pernah? Siapa yang pernah kesini?		

Pre-service Teacher	Raifa, ok Raifa bisa deskripsikan?	Explain, illustrate	D2 CQ3
Students	panas buk		
Pre-service Teacher	ok panas, bangunannya gimana? Biasa aja atau terlihat menara ni kayak di gambar	Tell	D2 KQ21
Students	Tinggi		
Pre-service Teacher	iya tinggi. Habis tu menawan ga?	Tell	D2 KQ22
Students	Menawan		
Pre-service Teacher	berarti suasananya ini kan di Jakartakan , udaranya gimana di dekat sini?	Tell	D2 KQ23
Students	Panas		
Pre-service Teacher	bersih ga udaranya di sekitar sini? Kan di dekat sini lumayan banyak pohon-pohon kan ya	Tell	D2 KQ24
Students	Lumayan miss		
Pre-service Teacher	nah hari ini kita akan belajar , tadi kan udah bacain nih gimana suasananya, gimana bentuknya, nah ada yang tau apa pelajaran kita hari ini?	Tell	D2 KQ25
Students	Descriptive text		
Pre-service Teacher	ok, good, descriptive text. Nah hari ini kita akan belajar descriptive text , ada hubungannya dengan kata sifat tadi yang pertama tadi sampai gambar-gambar tadi, yang mungkin ada yang pernah mengunjungi atau yang belum pernah kita mengunjunginya. Mungkin kita bisa lihat descriptsinya di internet dulu ya nanti kita bandingkan dengan yang disana sesuai atau ga nih sama descriptsinya. Nah sebelumnya ada yang tau descriptive text itu apa?	Explain	D2 CQ4
Students	mendeskripsi, yang menggambarkan suatu objek		
Pre-service Teacher	ok, bedanya text, pernah dengar report text ga?	Tell, compare	D2 KQ26
Students	Pernah		

Preservice Teacher	pernah, apa bedanya report dengan descriptive? Kan asama-sama mendesripsikan nih descriptive aa menggambarkan tentang suatu objek sehingga kita bisa merasakan suasananya suasananya, ok kalau report apa?	Distinguis h Tell	D2 CQ5 D2 KQ27
Students	melaporkan sesuai fakta		
Pre-service Teacher	melaporkan sesuai fakta. Emang ini ga sesuai fakta? Kan ini kalau kita pas baca suasananya jelek, ternyata pas kita kesana bagus. nah jadi bedanya descriptive sama report adalah kalau descriptive ini rinci. Kita mendesripsikan kayak dari udaranya gimana, suasananya gimana, objeknya disanan apa aja, nah kalau report text kita mendeskripsikan secara umum. Ok, nah this is the definition of descriptive text, yaitu text, disini dibilang text is a text which says what a person or a thing is like, its purpose to is ti describe and reveal a particular person, place, or thing. Jadi gambaran untuk menjelaskan sesuatu ya baik itu orang, tempat atau benda. Nah dari gambar-gambar tadi kira-kira kita akan belajar descriptive apa nanti, Person, place, or thing?	Tell	D2 KQ28
Students	Place		
Pre-service Teacher	ok place ya. Kita akan belajar descriptive text about place. Nah di descriptive text ada generic structurenya. Descriptive punya dua structure, the first is identification. Bisa dilihat disini di bagian identifikasi ini kita biasanya pendahuluan atau gambaran umumnya tentang suatu topik atau suatu tempat yang akan kita deskripsikan nantinya. Nah sedangkan description kita mendiscrcribe lebih ke rincinya, ada kualitasnya, ada bagian-bagiannya ada karakteristik itu sendiri		

	<p>ya, nah jadi bisa kita lihat pada bagian description berisi ciri-ciri khusus atau sifat-sifat yang terdapat dalam benda, orang atau binatang yang sedang kamu jelaskan. nah Berarti karena kita belajar tentang tempat hari ini berarti yang kita bikin adalah decriptin berisi ciri-ciri khusus atau sifat-sifat yang terdapat dalam suatu tempat. Tempat bersejarah ataupun tempat objek wisata. Nah ini ada grammatical featuresnya, apa-apa aja yang ada di dalam descriptive text? Yang pertama kita pada specific participants artinya misalnya kita mau bahas apa nih dalam teks ini, jangan kita bikinnya Borobudur tapi kita bahasnya candi lain gitu, jadi ga nyambung. Jadi harus kita fokusin pada satu titik, jadi kalau kita mau bahas pantai, ya pantai apa gitu. Dibikin nama pantainya atau nama tempat wisatanya. Lalu ada menggunakan simple present tense. Jadi oo, didalam descriptive kita menggunain simple present dalam menjelaskan tempat itu secara detail, nah kalau kita bahasnya kita pernah mengunjungi itu dulu, berarti kita pakainya past tense ya. Mungkin yang pernah mengunjungi Borobudur dulu, berarti kita memakai past tense. Terus ada juga yang tadi yang pas awal tadi adjective, jadi setiap teks deskriptif tentu ada kalimat adjectivenya, ada kata sifatnya untuk menggambarkan tempat itu sendiri ya. Nah ini adalah contoh descriptive text, apakah jelas kelihatan?</p>	Tell	D2 KQ29
Students	jelas, eliatan.		
Pre-service Teacher	Nah ini adalah contoh descriptive text. Ada yang tau ini apa tadi?	Tell, remember	D2 KQ30
Students	jam Gadang		
Pre-service Teacher	ok, disini tu ada locationnya. Nah coba tadi udah ada tujuan dari descriptive text, untuk apa tadi?	Tell, recall information	D2 KQ31
Students	untuk menggambarkan, to describe		

Pre-service Teacher	to describe about something or about place ya. Nah kalau kira-kira disini pertanyaan pertama, what is the purpose of the text about? Kira-kira tentang apa teks ini tujuannya?	Tell	D2 KQ32
Students	untuk menggambarkan Jam Gadang.		
Pre-service Teacher	ok, to describe about Jam Gadang. Nah, yang kedua, what does the text tell you about? Tentang apa	Tell	D2 KQ33
Students	jam gadang		
Pre-service Teacher	ok, ini lebih ke historinya ya, dari pertama membangun, terus disini dijelaskan kapan dari awal mula jam gadang itu di bangun. Nah Jam Gadang dimana? Where is Jam Gadang located?	Tell	D2 KQ34
Students	Bukittinggi		
Pre-service Teacher	ok, Bukit Tinggi. Ada yang menjawab Payakumbuh? Ga. Terus when, when.. kapan Jam Gadang dibangun? Coba lihat teksnya kapan kira-kira?	Tell, recall information	D2 KQ35
Students	1997		
Pre-service Teacher	Kapan?		
Students	1961		
Pre-service Teacher	1961 atau 1975		
Students	1975, 1961		
Pre-service Teacher	ok the construction 1961 ya, nineteen sixty one. Nah kira-kira sudah tau bagaimana descriptive text itu?	Tell, memorize	D2 KQ36
Students	Sudah		
Pre-service Teacher	ok, bisa kita masuk ke tugas kita? Jadi miss nanti ada tugas, miss punya sebuah text descriptive, kayak gini jadi nanti kalian menyusun di kertas selebar, yang kelompoknya siap duluan nanti dapat reward lagi, bukan coklat tadi tapi ada reward lainnya		
	Wah, Yei		
Pre-service Teacher	nah jadi buat kelompoknya yang siap duluan ya dan dia benar, atau misalnya dia siap duluan tapi yang pertama dia		

	salah nih terus ada kelompok selanjutnya yang nomor dua ngumpul tapi dia benar, berarti dia menang. Ok		
Students	Okay miss, kelompoknya gimana miss?		
Pre-service Teacher	kelompoknya bakal tiga orang satu kelompok, berarti nanti silahkan dihitung satu sampai enam sampai kebelakang ok		
Students	Satu sampai enam		
Pre-service Teacher	iya. Jadi apa aja tadi structure teks descriptive?	Tell, recall information	D2 KQ37
Students	Identifikasi		
Pre-service Teacher	ok identifikasi. Berarti nanti pas nyusun teksnya dilihat ya kira-kira yang mana identifikasinya. Bisa dilihat identifikasi tentang apa nanti, gambaran umumnya misalnya lokasinya dimana, harus ada description, description tu ciri-ciri khususnya. Jadi silahkan , coba berhitung dulu satu sampai enam		
Students	[all students counting one until six]		
Pre-service Teacher	jadi silahkan disini nomor satu, kelompok dua, tiga, empat, lima, dan enam.		
Students	[all students sitting into their group]		
Pre-service Teacher	ok sudah. Silahkan bikin nama kelompoknya dulu, nama kelompoknya kelompok satu terus ada nama-nama anggota kelompoknya		
Students	[preservice teacher distributing worksheet for each group]		
Pre-service Teacher	nah silahkan bikin nama kelompoknya dulu nih. Ini pakai double tipe ya, kalau misalnya udah di tempel ga bisa di buka lagi, jadi silahkan di susun dulu, habis itu baru di tempel, kalau dirasa udah benar baru di tempel ok. Yang siap duluan baru menang ya. Siap duluan terus di betul baru menang.		
Students	tempelnya dimana buk?		
Pre-service	tempelnya di kertas yang biru itu, disusun menjadi paragraf.		

Teacher			
Students	[pre-service teacher distributing another worksheet]		
Pre-service Teacher	Nanti dibukak ya, nanti di buka. Udah siap semuanya? Udah bisa di buka klipnya? Ok silahkan buka klipnya. Kalau miss bilang boleh baru mulai ya. Sekarang belum mulai, silahkan di buka klipnya dulu. Udah di buka klipnya semua?		
Students	Belum		
Pre-service Teacher	belum di mulai ya sayang, urutkan sesuai structure nya, iya ada satu cluenya yang judulnya kan, silahkan disusun. Lima menit lagi. Ok ayuk kumpulkan. Ok		
Students	Tunggu, tunggu miss		
Pre-service Teacher	mau lanjut atau kita istirahat dulu?		
Students	Lanjut aja		
Pre-service Teacher	lanjut aja, nanti istirahatnya lima belas menit terakhir?		
Students	Iya		
Pre-service Teacher	jadi sekarang kita lanjut nih. Ayooo belum ada yang betul nih. Ok kelompok dua, ayook lagi		
Students	Salah miss?		
Pre-service Teacher	yook bisa yook. Ok kelompok empat, kelompok empat, kelompok satu ayook kelompok satu, udah ayok kelompok lima. Oke kelompok empat, ayook dua lagi, belum ada yang betul nih		
Students	satuu, duaa, tigaa, empat, lima		
Pre-service Teacher	ayook, antara yang dua ini yang mana nih yang bakal dapat rewardnya, hati-hati robek dia nantik. Ok kelompok lima betul atau ga ini ya, ayo teman-temannya udah nunggu ini. Oke jadiiii, belum ada yang betul		
Students	Yeeiii		
Pre-service Teacher	tapi berhubung ada yang mendekati satu kelompok, salah satu aja, ga tau nih kenapa tiba-tiba yang terakhir jadi di		

	atas, sekarang miss bagikan perkelompok lagi, kelompok satu, kelompok lima, ok kelompok enam, kelompok empat, jadi silahkan di cek salahnya dimana. Mungkin ada yang ketipu karena potongan kertas kali ya. kelompok enam ya, kelompok enam ketipu karena potongan kertasnya, jadi ini susunannya yang benar. Jadi siapa yang berantakan nyusunnya nih, coba tunjuk kelompoknya		
Students	kami ga berantakan, kami disini susunnya rapi miss haha		
Pre-service Teacher	urutannya yang berantakan ya. Ok, ok that's good udah bisa. Berarti udah bisa nih nyusun deskriptif teks karena udah tau susunannya gimana		
Students	Ulang baliak		
Pre-service Teacher	Ulang lagi?		
Students	Yaaaa		
Pre-service Teacher	ok ini susunannya yang betul. Jadi kelompok enam udah tau dimana salahnya ya		
Students	Sudah		
Pre-service Teacher	kelompok enam ketipu potongan kertas, yang nomor tujuh di tarok di atas ini, padahal udah ada clue nya, judulnya clue kan		
Students	Iyaaa		
Pre-service Teacher	iya, taai di taroh di atas judulnya, tapi kelompok enam udah bagus, yang lain juga sebenarnya udah bagus, sudah mau berusaha keras juga ni nyusunnya, walaupun belum betul, mungkin belum rezekinya ya. Padahal udah bertiga kan, yang kelompok enam Cuma berdua, mungkin bertiga ini kebanyakan ide ya, kalau yang berdua kan idenya Cuma dua nih. Applouse buat kita semua untuk kerja kerasnya ok, good job. So descriptive text itu apa?	Tell	D2 KQ38
Students	Mendesripsikan sesuatu		
Pre-service	ok, mendeskripsikan sesuatu-		

Teacher			
Students	Secara terperinci		
Pre-service Teacher	secara terperinci. Nah di Istana Basa Pagaruyung itu ada rincian tahunnya kapan. Karena sudah ada tahun, sebenarnya tadi kita hanya perlu lihat tahunnya aja. Nah ada 1804, habis itu lanjut 1958. Nah ini tu lebih ke deskripsinya itu lebih ke historinya, bagaimana Istana Basa Pagaruyung ini di bangun, jadi disini dibidang tempat pertamanya itu bukan di tempat sekarang itu, jadi yang sekarang ini Cuma replikanya aj. Jadi disini ada dibidang Istana Basa Pagaruyung yang aslinya dulu di bangun dimana. Sekarang miss minta bikin text deskriptif bisa ya		
Students	Tidak, tidak		
Pre-service Teacher	Tapi katanya tadi udah paham. Tapi strukturnya udah taukan		
Students	insyaAllah		
Pre-service Teacher	Yang pertama tadi ada apa?	Tell, recall informasi	D2 KQ39
Students	Identifikasi		
Pre-service Teacher	apa aja isinya? Coba kelompok tiga apa aja isinya identification? Apa? Coba lihat teks Istana kira-kira itu apa aja tu disitu	Tell	D2 KQ40
Students	Judul		
Pre-service Teacher	ya, berarti di identifikasi itu menggambarkan apa? Gambaran secara umum terus lokasinya juga di ceritain dulu terus orang harus paham dulukan habis itu baru di deskripsikan. Nah description baru di jelaskan semua ya, di jelaskan. Nah kalau bukan teks historical nanti mungkin dijelasin gimana di sekitar istananya, suasananya gimana, sejuk atau panas, kalau sekarang karena musim panas jadi panas ya, terus juga apa aja nih yang ada di sekitar Istana Basa	Tell, recall informasi Tell, recall	D2 KQ41 D2 KQ42

	Pagaruyung? ada masjid	informati on	
Students	Ada badut		
Pre-service Teacher	iya ada badutnyakan , ada rangkiang, ada yang tau rangkiang?	Tell	D2 KQ43
Students	Tau		
Pre-service Teacher	iya ada badutnyakan		
Students	Ada sewa baju adat		
Pre-service Teacher	iya ok. Nah nanti itu dijelasin secara rincikan, apa aja detail-detail yang ada di sekitar Istano Basa Pagaruyung, udah bisa kita mendeskripsikannya. Berarti sekarang kalau miss minta bikin tekt descritive tentang tempat yang ada di Payakumbuh bisa ga, Kan pernah nih ke tempat wisatanya, coba diceritain, coba misalnya, coba kelompok satu apa aja tempat wisata yang ada di Payakumbuh? , coba sebutin satu	Tell	D2 KQ44
Students	Harau		
Pre-service Teacher	coba ceritain gimana Harau?	Explain, illustrate	D2 CQ4
Students	Harau lokasinya terletak di kecamatan Lima Puluh kota		
Pre-service Teacher	ok good. Terus deskripsinya gimana nih		
Students	memiliki aa beberapa tempat, memiliki banyak air terjunnya		
Pre-service Teacher	ya ada air terjunnya. Di Harau ada air terjunnya, habis itu ada apa lagi?	Tell	D2 KQ45
Students	ada jembatan gantung		
Pre-service Teacher	ok jembatan gantung, terus apalagi?	Tell	D2 K6Q4
Students	ada tempat jualan		
Pre-service Teacher	ada tempat makan, ada yang jual makanan ga disana?	Tell	D2 KQ47
Students	Ada		

Pre-service Teacher	jadi nanti diceritain sedetailnya jadi nanti orang yang mau berkunjung kesana udah tau nanti nih apa aja yang mau mereka lakukan disana, mereka bisa beli makanan disana, kalau jual souvenir ada di sana?	Tell	D2 KQ48
Students	Ada		
Pre-service Teacher	ada juga, berarti udah lengkap ya di Harau.nah coba kelompok empat selain Harau apa aja yang ada di Payakumbuh objek wisatanya?	Tell, memorize	D2 KQ49
Students	Batang tabik		
Pre-service Teacher	ok apa aja yang ada di Batang tabik? ok suasananya gimana? Panas ga, kan mandi-mandi ada matahari,	Tell	D2 KQ50
Students	ada yang panas ada yang dingin miss kalau pagi-pagi kesitu, ada kolam ikan		
Pre-service Teacher	kalau habis mandi kita lapar gimana?	Tell	D2 KQ51
Students	ada tempat makannya miss, ada pondok-pondok kecil, ada pop mie, mau makan pop mie miss Haha		
Pre-service Teacher	ok berarti kalau souvenir ada ga?	Tell	D2 KQ52
Students	Dak, ga ada		
Pre-service Teacher	ok coba selain Batang Tabik apa lagi? , coba kelompok tiga	Tell	D2 KQ53
Students	Kapalo Banda		
Pre-service Teacher	Kapalo Banda itu tempat pemandian juga?	Tell	D2 KQ54
Students	Iya, Bagus miss		
Pre-service Teacher	mana yang bagus dari Batang Tabik?	Tell, compare	D2 KQ55
Students	kapalo banda, batang tabik		
Pre-service Teacher	ok satu satu dong. Nah kelompok tiga coba deskripsikan apa, Kapalo Banda?	Explain, illustrate	D2 CQ7
Students	iya, kita kalau melewati jalannya kayak ada air-airnya gitu miss.		

Pre-service Teacher	ok, transportasi kesana itu gimana, Susah atau ga?	Tell	D2 KQ56
Students	Ga miss		
Pre-service Teacher	motor bisa masuk ga?	Tell	D2 KQ57
Students	Bisa		
Pre-service Teacher	berarti nanti kalau kita bikin teks deskripsinya jelas nih kalau pergi kesana bisa .		
Students	ada rakitnya miss		
Pre-service Teacher	ok ada rakit, terus apa lagi?	Tell	D2 KQ58
Students	ada hutan-hutan pinusnya buk		
Pre-service Teacher	ada hutan pinus. Berarti rekomendasi ga buat orang lain kalau kesana?	Tell	D2 KQ59
Students	Rekomendasi banget		
Pre-service Teacher	oke, coba kelompok enam, selain itu apa lagi tu		
Students	Batang Tabik		
Pre-service Teacher	ok Batang Tabik apa lagi tu? Apa coba describe?	Explain	D2 CQ8
Students	sebuah taman, ada rest area , jembatan, tempat main skate, tempat orang jogging		
Pre-service Teacher	transportasi kesana gimana? Susah apa ga?	Tell	D2 KQ60
Students	Mudah kesana miss		
Pre-service Teacher	tempatnya terkenal atau ga?	Tell	D2 KQ61
Students	Terkenal miss		
Pre-service Teacher	berarti kalau orang kesana apa aja keuntungan yang bisa di dapatkan?	Tell	D2 KQ62
Students	Refreshing		
Pre-service Teacher	tempat refreshing. Ok kalau kelompok lima, apa tempat wisata lain di Payakumbuh?	Tell	D2 KQ63

Students	Ngalau indah miss		
Pre-service Teacher	ok Ngalau Indah. Coba descripsikan		
Students	ada tiga kolam berenang		
Pre-service Teacher	ok ada kolam renang, terus,		
Students	ada goa di atasnya ada bukit Marajo		
Pre-service Teacher	ok transportasinya gimana susah ga?	Tell	D2 KQ64
Students	mudah,		
Pre-service Teacher	ok suasananya,		
Students	suasananya sejuk karena banyak pepohonan, ada monyet		
Pre-service Teacher	ok, ramai atau ga?	Tell	D2 KQ65
Students	kalau weedend rame buk		
Pre-service Teacher	oke tetap rame ok. Kelompok empat gimana ada tempat wisatanya?	Tell	D2 KQ66
Students	Sawah view		
Pre-service Teacher	iya Sawah View itu miss pernah lihat di Instagram, ada yang pernah kesana? Ada yang bisa mendeskripsikan?	Explain	D2 CQ9
Students	wisatanya terletak di tengah-tengah sawah		
Pre-service Teacher	udaranya, lokasinya dimana nih tepatnya?	Tell	D2 KQ67
Students	terletak di Parik Lansek		
Pre-service Teacher	terus udaranya gimana?	Tell	D2 KQ68
Students	udaranya sejuk, tempatnya panas		
Pre-service Teacher	tempatnya panas, ada tempat berteduhnya ga		
Students	ada tempat makannya disanana, sawahnya tempat foto-foto.		
Pre-	ok makanannya mahal atau murah	Tell	D2 KQ69

service Teacher	disana?		
Students	mahal sih miss, sedang		
Pre-service Teacher	berarti makanannya harga siswa nih		
Students	Iya		
Pre-service Teacher	ok harga siswa, berarti bisa anak sekolahan nongkrong disana ya. Berarti sudah bisa mendeskripsikan sebuah tempat ya		
Students	Bisa, InsyaAllah		
Pre-service Teacher	berarti kalau sekarang miss suruh bisakan		
Students	Bahasa Inggris miss?		
Pre-service Teacher	kan ada kamus kan		
Students	ga ada bawa miss		
Preservice Teacher	ok sekarang sudah bisa mendeskripsikan, udah di tampilkan juga gimana tadi structure dari teks descriptive itu sendiri. Sedangkan untuk apa aja yang ada di dalamnya, grammatical featuresnya udah jelas juga, jadi jangan lupa fokus kepada satu topik yangan nanti misalnya bahas tentang Kapalo Banda tapi nanti didalamnya isinya tentang Batang Tabik, jadi ga fokus ke Kapalo Banda jadinya. Nah terus ada simple present tense, jangan lupa juga sama kalimat adjectivenya, kata sifatnya jadi masuk kata sifat beautiful, sejuk, juga amazing juga kata sifat, itu tadi bisa di masukkan kedalam teks descriptive nya. Nah minimal udah bisa membuat teks descriptive untuk tugas di rumahnya		
Students	Bisa		
Preservice Teacher	untuk tugas dirumah silahkan dibikin teks descriptive tentang objek wisata yang ada di sekitar tempat tinggalnya ok. Silahkan di deskripsikan seditail mungkin biar orang-orang tambah menarik nih buat kesana, jadi sekalian		

	untuk promosi objek wisatanyakan, yang penting kita bisa membantu masyarakat sekitarkan. Nah ok, itu adalah materi deskriptif teks , bagaimana semuanya ada yang mengerti, ada yang mau ditanyakan lagi?		
Students	tempat makan boleh mis?		
Preservice Teacher	tempat makan rame atau ga orang disana?	Tell	D2 KQ70
Students	biasanya rame miss		
Preservice Teacher	terkenal? Dan selain makan kita bisa apa lagi disana? Kan ada rumah makan yang ada kolam ikannya, yang ada sesuatu yang menariknya	Tell	D2 KQ71
Students	rumah makannya rumah makan biasa aja		
Preservice Teacher	rumah makan biasa, coba cari rumah makan yang terkenal dan ada alasan kenapa kita ngabisin waktu disana. Ok jadi nanti silahkan di bikin tugasnya. Istirahatnya lima belas menit, jadi sekarang masih ada sepuluh menit lagi, berarti materinya ada yang mau ditanyakan tentang descriptive text?		
Students	Ga		
Preservice Teacher	udah paham semua?		
Students	paham, Insya Allah		
Preservice Teacher	ok kalau miss tutup slide ini udah bisa jawab pertanyaan miss nanti		
Students	Bisa		
Preservice Teacher	Serius?		
Students	Serius		
Preservice Teacher	ok, nah coba kelompok satu, apa aja grammetical featuresnya, apa aja yang ada di dalam teks descriptive tadi? Ada tiga tadi, apa aja?	Recall	D2 KQ72
Students		
Preservice Teacher	bisa? Kelompok enam mau membantu?		

e Teacher			
	fokus pada suatu objek, menggunakan kata adjective atau kata sifat, teruus, ok kelompok tiga mau membantu, menggunakan simple present tense ok betul, nice. Nah kelompok lima apa aja structurenya tadi? Ada dua structure, yang pertama apa?	Recall	D2 KQ73
Students	gambaran secara umum dan detail.		
Preservice Teacher	jadi sekarang sudah mengetahui gimana struktur dari descriptive text tersebut, tujuannya apa?	Tell	D2 KQ74
Students	menggambarkan suatu objek		
Preservice Teacher	ok, to describe about something ya, about place. Jadi itulah materi kita hari ini. Ada pengertian dari descriptive text, ada strukturnya, ada grammatical featuresnya, sama ada tujuan kita belajar descriptive text ini. Hari ini minimal udah melakukan pekerjaan bagus, tugasnya udah mulai ada yang betul, terus juga udah mulai aktif belajarnya. Itu udah bagus, jangan lupa dibaca lagi materinya buat minggu depan, materinya tentang descriptive text, diulang-ulang lagi materinya jangan dibawa tidur ya materinya. Jadi sudah tidak ada pertanyaan lagi?		
Students	InsyaAllah tidak		
Preservice Teacher	ok, that's all for today, thank you for your attention, Assalamualaikum wr wb		
Students	Walaikumsalam wr wb.		

Data Codes	Bloom's Taxonomy Codes
D1 : Document 1	KQ : Knowledge Question
D2 : Document 2	CQ : Comprehension Question
D3 : Document 3	AQ st : Application Question
D4 : Document 4	AQ nd : Analysis Question
	SQ : Synthesis Question

	EQ : Evaluation Question
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Data Analysis of Transcrip Video 3

D3

	UTTERANCES	Questions Cues	Bloom's Taxonomy Level of Question
Pre-service Teacher	Good morning my students		
Students	Good morning miss		
Pre-service Teacher	how are you this morning?		
Students	I'm Fine		
Pre-service Teacher	have you got your breakfast?		
Students	Yes, No		
Pre-service Teacher	no, why? Remember, you must to take your breakfast before come to our class because if you take a breakfast, you will more be focus in our learning. Ok?		
Students	Ok miss		
Pre-service Teacher	let me check the attendance first. Aknes Noviana Putri, Anjelika aurora, Afira Marlina, Dani Andika Saputra, Dianti Afrinelli, Mardia Santika, Haikal, Melani, Muhammad Arfan Saputra, Hafizah Hafiana Riza, Nasila Putri, Baik, tentang compliment information. yang pertama yaitu kita bisa menemukan ungkapan apa saja aa yang tepat sesuai dengan kondisi, misalnya kalau pas ucapin selamat pas apa saja, kalau memuji pas kapan gitu. Yang kedua yaitu dengan mengungkapkan ungkapan selamat, ungkapan memuji, berarti kita bisa aaa practice, atau apa namanya tu, bisa belajar latihan di luar kelas secara alami dengan menggunakan ungkapan tersebut. Kemudian, yang pertama tujuan dari..		

	soacial function atau tujuan dari kita mengucapkan congratulation apa? Ada yang tau? Rise your hand please.		
		Tell	D3 KQ1
Students	(Silent)		
Pre-service Teacher	to develop interaction and comunication with other, yang artinya adalah untuk membangun interaksi dan komunikasi dengan orang lain. Yang terakhir apa? To respond to someone's secces, untuk?	Tell, recall information	D3 KQ2
Students	meresponn kesuksesan seseorang		
Pre-service Teacher	ya, untuk merespon kesuksesan seseorang atau keberhasilan. Sekarang defenisi dari congratulation itu apa?	Explain	D3 CQ1
Students	ungkapan, expression yang di gunakan untuk mengucapkan selamat kepada seseorang saat mereka mencapai sesuatu		
Pre-service Teacher	ungkapan, expression yang di gunakan untuk mengucapkan selamat kepada seseorang saat mereka mencapai sesuatu. Berarti, coongratulation adalah ekspresi atau ungkapan yang digunakan untuk mengucapkan selamat kepada seseorang ketika dia mencapai sesuatu. Bisa kasih contoh seperti apa? Sebelum kita beralih kepada ekspresi congratulation itu sendiri, kita harus coba kasih contoh, bagaimana, Contoh situasi yang harus kita ucapkan selamat kepada seseorang kapan aja?		
		Tell	D3 KQ3
Students	Pas dapat juara		
Pre-service Teacher	Ah iya pas dapat first place in the class, misalnya juara satu, yang kedua?	Tell	D3 KQ4
Students	Wisuda		
Pre-service Teacher	Wisuda, terus,		
Students	Naik pangkat, ulang tahun		
Pre-service Teacher	eh iya ulang tahun juga bisa. Yang dirayakan pas 22 september eh 22 desember itu apa?	Tell, remeber	D3 KQ5
Students	Hari ibu		
Pre-	Hari ibu, itu juga bisa. Ungkapan dari		

service Teacher	congratulation? Yang pertama		
Students	Congratulation		
Pre-service Teacher	congratulation. Yang ke dua		
Students	congratulation for your achievement		
Pre-service Teacher	yang ke dua congratulation for plus achievement, yang artinya prestasi atau pencapaian. Aa coba kasih contoh, contoh ekpresi dari conratulation for plus achievement atau prestasinya apa?	Tell	D3 KQ6
Students	congratulation for aa		
Pre-service Teacher	itukan suatu prestasi, berarti congratulation for? Congratulation for first at our class. Atau kasih contoh yang lain lagi, atau ibuk yang kasih contoh situasinya, nanti ananda yang mencari ungapannya, kalau misalnya, siapa namanya tadi?		
Students	Nafila		
Pre-service Teacher	Nafila mau wisuda, eum oktober ini, lalu Enjel apa ungapannya ke Nafila?	Tell	D3 KQ7
Students	congratulation for		
Pre-service Teacher	eh itu nanti perginya ke spesifik event itu. Kalau misalnya achievent apa? isa kasih contoh ga itu, contoh prestasi	Tell	D3 KQ8
Students	mendapat nilai yang tinggi		
Pre-service Teacher	ah iya misalnya mendapat nilai yang paling tinggi, contoh prestasi, yang ke dua dulu ya biar lebih mengerti. Yang kedua, eh yang ketiga, inikan dua, congratulation fo plus achievement, yang ketiga yaitu congratulation on plus specific event. Specific event adalah acara-acara		
Students	Tertentu		
Pre-service Teacher	Tertentu, misalnya apa?	Tell	D3 KQ9
Students	congratulation on your wedding party		
Pre-service	congratulation on your wedding party. What else? Ada lagi? Yang	Tell	D3 KQ10

Teacher	spesifiknya? Specific event?		
Students	Congratulation on-		
Pre-service Teacher	atau mau ibuk kasih situasinya gini, gimana ya, coba kasih contohnya, misalnya uncle kamu sebentar lagi eh udah, sebentar lagi mau		
Students	Wisuda		
Pre-service Teacher	Eh kok wisuda, ah dapat kerjaan baru		
Students	Congratulation on your wedding party		
Pre-service Teacher	tapi selain selain congratulation on your wedding party pasti ada hope atau thank you atau ucapan basa basi atau harapan sama orang yang kita ucapkan, coba		
Students	congratulation on your wedding party, aa		
Pre-service Teacher	misalnya congratulation on your wedding party, I hope you are happy and love always sampai akhir hayat ya. Atau kalau mau yang lebih ga formal apa namanya itu, misalnya fantastic, atau good job, great job, ada yang mau kasih contoh lagi ga?	Tell	D3 KQ11
Students	Awesome		
Pre-service Teacher	awsome, greatful, udah ya. Dan sekarang coba kalau misalnya siapa		
Students	Melati		
Pre-service Teacher	Melati, kan yang ngucapin Haikal, lalu respon Melati Apa biasa, kalau kita mengucapkan sesuatu kepada seseorang, biasanya responnya apa?	Tell	D3 KQ12
Students	Thank you		
Pre-service Teacher	thank you, atau thank you so much, atau thanks a lot. Atau misalnya kamu congratulation for your first place in our class, tapi Nabila gini jawabannya, oh ga juga aku harus belajar lebih lagi,		
Students	Thank you for		
Pre-service Teacher	thanks, but a lot I still have to learn more, coba ulang empat kali		
Students	thanks, but I still have to learn more, thanks, but I still have to learn more,		

	thanks, but I still have to learn more, thanks, but I still have to learn more, hahaha		
Pre-service Teacher	atau lebih kayak kalau misalnya, kamu cantik deh, nah jawabannya apa? Oh ga juga gitu. Oh not really, oh not really, ulang lagi	Tell	D3 KQ13
Students	Oh not really		
Pre-service Teacher	sekarang kita beralih ke compliment. Coba siapa yang mau kasih defenition of compliment itu apa?	Explain	D3 CQ2
Students	the expresion used to compliment or praise someone		
Pre-service Teacher	berarti ekspresi yang digunakan untuk menghargai seseorang, misalnya gini, Enjel punya sepatu baru, lalu siapa yang disebelahnya?		
Students	Ari		
Pre-service Teacher	Ari lihat sepatu baru Enjel , dan Ari terkesima gitu, cantik , apa, what is the expresion yang di gunakan untuk memuji Enjel?	Tell	D3 KQ14
Students	Beautiful		
Pre-service Teacher	Enjel, your shoes is so beautiful, cute bisa juga. Atau the color is so beautiful juga bisa. Atau ekpresi lain, Ari lagi, Ari beli mobil baru, warnanya merah, lalu haikal apa apa yang diucapin misalnya dia lagi nyuci mobil barunya, apa yang diucapin kepada Haikal?	Tell	D3 KQ15
Students	Iri		
Pre-service Teacher	kok iri? Apa? Your car is so cool. your car is so cool. Berarti itu keren banget. Berarti respon Ari ke Haikal apa biasanya, Kalau misalnya gini, kita kan di puji nih eum berarti perasaannya, how is your feeling? Misalnya kita dipuji, bagaimana perasaan kamu setelah dipuji?	Tell	D3 KQ16
Students	Senang		
Pre-service Teacher	Senang. Jadi jawabannya apa ?	Tell	D3 KQ17

Students	Thank you		
Pre-service Teacher	thank you bisa juga. Biasanya compliment itu kapan kita gunakan, Setiap sorekah, Setiap malamkah, Atau everytime when you fine something good from someone and to make them happy, and improve his performance, jadi kalau misalnya Ari, kan Haikal muji nih kalau mobilnya baru, berartikan lebih PD jadinya walaupun warna merah cowok, tapi karena dipuji, jadi Arinya lebih percaya diri. Coba Arfan sama Dani, ibuk kasih ekspresi aa Arfan pagi ini rapi banget pergi kesekolah, lalu Dani how your expres to Arfan?		
		Tell	D3 KQ18
Students	Arfan, you		
Pre-service Teacher	Arfan you look so tidy today. you look so tidy today, jawaban Arfan,		
Students	Terima kasih		
Pre-service Teacher	in English, in English please.		
Students	Thank you		
Pre-service Teacher	Thank you, you look so handsome too, bilang handsome too		
Students	Handsome too		
Pre-service Teacher	ok. Biasanya generic structure atau struktur dari compliment yang pertama yaitu adjective. Ada yang tau adjective itu apa?		
		Tell	D3 KQ19
Students	Kata sifat		
Pre-service Teacher	kata sifat. Misalnya wonderful. Atau cool tadi. Cool, awesome, amazing, etc. Yang kedua yaitu how plus adjective, misalnya how beautiful you are. Anjel, how beautiful you are. Betapa cantiknya kamu, atau sungguh cantiknya. Atau misalnya yang setelah Ari siapa?		
Students	Fitri		
Pre-	Fitri, misalnya dia juara		

service Teacher			
Students	how smart you are!		
Pre-service Teacher	how smart you are. Yang ketiga yaitu pakai what plus adjective, misalnya ditambah dengan lebih spesifiknya misalnya; what a wonderful performance! Atau what a smart student! Bisa juga. Respons of compliment tadi kalau yang di puji berarti responnya apa tadi?	Tell	D3 KQ20
Students	Thank you		
Pre-service Teacher	thank you so much, not really, atau do you really think so, misalnyanya nih kayak do you really think so, misalnya nih, yang sebelah Afdil		
Students	Wulan		
Pre-service Teacher	wulan pergi ke pesta nikahan terus bajunya bagus tapi dia kira-kira kurang pede lah awalnya, awalnya kurang pede nih, terus dipuji, apa ekspresinya yang di pakai? Coba siapa tadi?	Tell	D3 KQ21
Students	Naila		
Pre-service Teacher	Naila, coba misalnya dressnya cantik banget hari ini, ayang di, what the expresion to used?	Tell	D3 KQ22
Students	your dress is beautiful		
Pre-service Teacher	your dress is so beautiful, berarti kan tadi ungkapannya, jawabannya apa? Do you really think so?	Tell	D3 KQ23
Students	do you really think so		
Pre-service Teacher	and now, I will divided you to.. berapanih? Satu dua tiga, empat. I'll divided you to four group. Lalu ini ada pakanya yang buku miss bagi, kita kerjakan sama-sama ya		
Students	Ok		
Pre-service Teacher	habis itu nanti kalau yang kurang mengerti tanyakan ke ibuk ya.		
Students	jawabnya langsung disini buk?		
Pre-service Teacher	boleh disini, kalau ga muat sambung di belakangnya aja ya. Nama kelompoknya salin dulu. Nama kelompok, anggota. Tapi yang ke satu, kita lihat ekspresinya, nanti disini situasinya apa, Bararti		

	<p>misalnya inikan contohnya seorang cowok memainkan gitarnya, ini contohnya ni yang pertama ini, bagaimana cara dia memujinya?, misalnya ini kalimatnya, what a wonderful performance! Responnya thank you, berdasarkan ini. Berarti yang kita tentukan adalah situasinya.</p>	Tell	D3 KQ24
Students	Oke buk		
Pre-service Teacher	<p>nah, how to compliment other, bagaimana cara dia memuji yang lain. What a wonderful performance! Responnya apa, Thank you. Berarti ini kalian semua, ananda semua nentuin situasinya ya, situasinya ngapain ini, nanti mana yang respon mana yang complimenting, jadi kalimat ini mana yang respon mana yang complimenting. Ok udah clear, Ada yang mau ditanya?bagai mana cara memuji yang lain, ini kan, kan tadi disituasi ini a boy just palying his gitar. Berarti laki-laki memainkan gitarnya, nah terus how to compliment other, Bagaimana cara memuji seseorang kek gini, what a wonderful performance kan ini, a responnya thank you. Jadi yang kedua ini situasinya, mana yang kita pilih, mana yang complimenting others, mana yang responnya.</p>		
Students	Oke		
Pre-service Teacher	<p>conclusion for today adalah yang pertama yaitu defenisi congratulation itu apa, Expression that used to congrate someone her/him that achieve something. Yang kedua yaitu compliment, the expression that used when we find something for prise or improve her performance. I think that all for today, let's say hamdallah</p>		
Students	Alhamdulillahirobbil' alamin		
Pre-service Teacher	Assalamualaikum wr wb		
Students	Walaikumsalam wr wb		

Data Codes	Bloom's Taxonomy Codes
D1 : Document 1	KQ : Knowledge Question
D2 : Document 2	CQ : Comprehension Question
D3 : Document 3	AQ st : Application Question
D4 : Document 4	AQ nd : Analysis Question
	SQ : Synthesis Question
	EQ : Evaluation Question

Data Analysis of Transcrip Video 4

D4

Speaker	UTTERANCES	Questions Cues	Bloom's Taxonomy Level of Question
Preservice Teacher	Assalamualaikum wr wb		
Students	waalaikumsalam wr wb		
Preservice Teacher	how are you today?		
Students	I,m fine thank you, and you?		
Preservice Teacher	I'm very well thank you, so I hope we all always potected by AllaH swt, right, so before we start our lesson today, let's pray together.		
[all of students praying together]			
Preservice Teacher	ok before we start our lesson today, I'll check your attendance first. When I say your name, rise your hand, and say present or I,m here. Do yo get it?		
Students	Yes miss		
Preservice Teacher	Marifa Najua, Moda Dio, Muhammad Afdal, Mihammad Gilang, Muhammad Bintang, Muhammad Dani, Muhammad Habib, ada? Muhammad Habib, yang ini, Nabila Agustin, Najua, Nauval, Misrina, Raditia, Ramadini, Rihan, Rangga, Rudatul Jannah, Sheren, Sujah, Sindrawati, Suci Oktia, Velisa, Hafifah Fatiah, Hafifah Nadilah, Afka,		

	Randi, Afrin, Mifta, Sindi Yunita, Indra, Miratul Jaizah, Fadilah, Fahrizki, Farhan, Farel, Riska, Randika, Nanda, ok. So, today we are going to Invitation Letter, ok I wanna ask you something, if you want to celebrate your birthday party, so if you want to invite your friend and family, what should you do?		
		Tell	D4 KQ1
Students	mengundang teman		
Preservice Teacher	yeah, invitation, mengundang, you invite your friend and family. Ok. Invitation letter, what is invitation?	Tell	D4 KQ2
Students	Undangan		
Preservice Teacher	ya undangan. the definition of invitation letter means in bahasa, invitation is undangan so, the defenition of invitation letter a request to get another person join a specific, artinya sebuah permintaan kepada orang lain agar bergabung pada suatu acara tersebut. Ok, the purpose of invitation letter is inviting another person to get a party or event and a spoken or written request to somebody to do something or t go somewhere, and to inform the receiver when and where the event is. so let me tell now. jadi tujuan dari undangan tersebut untuk mengundang tamu yang akan kita undang untuk datang ke suatu acara, dan untuk memberi tahu orang-orang tersebut kalau kita sedang mengadakan acara, dan kapan dan dimana acara tersebut dilakukan. Ok, there are several types of invitation letters, the first one is formal invitation and informal invitation. So, formal invitation is usually get from institute, companies, and other organization.and informal invitation is personal invitation invite friend and family. Jadi tau ya beda antara formal invitation and informal invitation. So,		

	<p>this is structure informal invitation. The first one is adress, alamat. Second, salam pembuka, next body, body tersebut ada beberapa yang harus di perhatikan dalam undangan. Yang pertama for who or whom. Kepada siapa surat tersebut di tujukan. Yang kedua reason of invitation, tujuan, purpose , tujuan dari undangan tersebut apa. Ok kemudian date, time and place itu harus jelas. Kemudian yang ke empat RSVP. Siapa yang tau RSVP itu apa?</p>	Tell	D4 KQ3
Preservice Teacher	<p>Permintaan untuk membalas. Jadi di invitation kalau di formalnya ada RSVP, kita ingin meminta respon dari orang tersebut, jadi kita memakai kontak person atau bisa juga dengan email, dan the last, signature, ada tanda tangan. Itu menandakan surat itu resmi. Ok ini structure informal invitation. The first one receiver, siapa yang di undang, second location, undangan ini di buat untuk acara apa, day, date, time, ini juga harus adaya dalam informal invitation. Dan place, tempat yang diharapkan kehadirannya untuk para undangan. Terakhir inviter, siapa yang mengundang. Ok so the expression to invite and to respons. First, could you come to my party?, I would like you to join with me, could you like to with me?, and do you want to accompany? And accepting. Accepting to invitation; sure, thanks, and I will, thank you, ok let's go, ofcourse, my pleasure. So, rejecting; sorry I can't, no thanks, I would like but sorry I,m busy. Ok, the example of formal and informal ivitation. It</p>		

	is the example of formal invitation. Can you see that?		
Students	Yes		
Preservice Teacher	yeah. It is informal invitation. Birthday party. Ok, any question so far? Sekarang coba miss tanya siapa yang bisa menyebutkan kembali tujuan dari undangan tersebut? Gilang	Recall information, memorize, remember	D4 KQ4
Students	to invite people to, aa to invite people and tell people about the event of date event.		
Preservice Teacher	ok, how about you? (Preservice teacher point one of the student) Apa tujuan dari undangan? Come on		
Students	To invite		
Preservice Teacher	to invite, mengundang siapa?	Tell	D4 KQ5
Students	to invite people		
Preservice Teacher	to invite people to come		
Students	to event		
Preservice Teacher	iya, untuk mengundang seseorang untuk datang ke suatu acara atau event yang kita buat ya. Coba yang di belakang, yang di tengah-tengah, apa tujuan dari undangan tersebut?	Tell	D4 KQ6
SILENT			
Preservice Teacher	ok come on, the purpose of invitation.		
Students	to invite		
Preservice Teacher	keraskan suaranya		
Students	to invite someone to come		
Preservice Teacher	to invite someone to come		
Students	To event		
Preservice Teacher	ok. So, yang disini coba apa aja oo jenis dari undangan tersebut? Berapa jenis undangan tersebut?	Tell	D4 KQ7
Students	Aaa		

Preservice Teacher	Keraskan suaranya		
Students	Formal and informal		
Preservice Teacher	ok good. Now I have example of invitation. Ok this is the example of invitation. Formal invitation. So, siapa yang bisa, kan tadi kita sudah membicarakan structure of invitation, so, siapa yang bisa membedakan mana pengirim, mana isi, mana tanggal, sekarang miss akan tunjuk aa ananda please, coba kedepan. Coba bikin panah mana nama pengirim atau siapa yang mengundang. Coba kan itu generic structurenya mana, yang mana ananda tau.		
Preservice Teacher	Ok sudah?		
Students	Sudah miss		
Preservice Teacher	Are you sure?		
Students	Yes		
Preservice Teacher	Ok thank you. Siapa namanya?		
Students	Maripa		
Preservice Teacher	ok thank you Maripa. Ok next aa you, please [pre-service teacher point one by one of the students to come infront of the class to answer the question] ok siapa namanya?		
Students	Afdal		
Preservice Teacher	Okay, Thank you afdal		
Preservice Teacher	Next Bilal. Ok thank you Fabilal, ok next yang di belakang. [one by one of students come infront of the class to identify the generic structure of invitation]		
Preservice Teacher	thank you Zia. Ok ada lagi? Silahkan. Sudah? Ok what else? Siapa lagi yang bisa? Ok thank	Tell	D4 KQ8

	you. Masih ada lagi? Ok silahkan. What else? Yang di belakang.		
Students	ga tau lagi miss		
Preservice Teacher	coba identify lagi mana yang belum, ini termasuk kemana?	Classify	D4 CQ1
Students	Baik miss		
Preservice Teacher	Ok thank you. So, silahkan yang cewek.		
Students	Udah		
Preservice Teacher	ok thank you. Masih ada?	Tell	D4 KQ9
Students	Ada		
Preservice Teacher	coba lihat, masihkan, Ok siapa yang bisa? Ananda		
Students	dak jadi do miss		
Preservice Teacher	Hm apa?		
Students	Kalau salah baa miss?		
Preservice Teacher	gapapa salah nanti kita perbaiki. Ok thank you. Ok what else, Ok siapa yang mau memperbaiki, ada yang mau di perbaiki		
Students	ada miss		
Preservice Teacher	ok coba. Ada lagi? Udah betul tuh?	Tell	D4 KQ10
Students	eum.. tempat makannya miss		
Preservice Teacher	tempat makannya, Nah tempat makan itu apa namanya?	Tell	D4 KQ11
Students	Restoran		
Preservice Teacher	haha bukan. Kan tadi udah ada generic structurenya. Nah itu termasuk apa? Yang ini nih termasuk apa?	Tell	D4 KQ12
Students	Signature		
Preservice Teacher	signature, Are you sure?		
Students	Place		
Preservice Teacher	nah itu namanya spesial intruction. Kalau di undangan ulang tahun kan juga ada tuh spesial instructurenya. Contohnya seperti dresscode, nah sama dengan ini, di undangan resmi juga biasa pake		

	spesial instruction, seperti ruangannya itu dimana, jadikan ada yang spesifiknya gitukan.		
Students	Harus ada itu miss?		
Preservice Teacher	boleh ada boleh tidak. Tidak semuanya ada, kalau di apanya, inikan bisa jadi dia akan dia weddingnya di gedung, jadi tempat dinnernya itu disini. Ok tidak semua surat itu harus ada itu, aa dresscodenya itu, special instructionnya. Ok paham?		
Students	Paham		
Preservice Teacher	bener nih paham, Ngangguk-ngangguk aja. Pahamkan?		
Students	Paham		
Preservice Teacher	ditanya lagi ini apa itu invitation, tujuannya, sama tipenya tau?	Tell	D4 KQ13
Students	Insyallah		
Preservice Teacher	coba kamu, coba jelaskan yang paham itu gimana		
Students	Aaaa		
Preservice Teacher	ok silahkan coba jelaskan. Gapapa, coba dulu. Kan faham. Gapapa bahasa Indonesia.		
Students	Apanya miss		
Preservice Teacher	ya coba pengertiannya apa, tujuannya tadi itu apa? terbagi berapa invitation ini?	Tell	D4 KQ14
Preservice Teacher	undangan itu terbagi dua jenis, ada yang formal dan ada yang nonformal. Yang formal itu contohnya undangan yang sekolah, misalnya dari suatu organisasi ke organisasi lainnya, kalau yang tidak formal itu contohnya aa ulang tahun, hajatan atau apa gitu, terus undangan itu ada beberapa struktur. Yang harus ada di dalam undangan itu kayak alamatnya,		
Preservice	Yang lain dengerin ya		

Teacher			
Preservice Teacher	ada alamatnya, ada tempatnya,ada... kalau yang formal ada kepala surat, terus tujuan undangan, kepada siapa pengirim undangan, terus ada waktu, tempat dan mungkin juga ada permintaan untuk di balas, aa terus ada tanda tangan kalau surat itu resmi, dan eum kalau ada bisa dicantumkan spesial instruksi.		
Preservice Teacher	ok good. Jadi paham ya, tau apa yang dibilang temannya tadi?	Tell	D4 KQ15
Students	Paham		
Preservice Teacher	ok coba yang ditengah-tengah belakang tu ulangi apa kata temannya. Come on		
SILENT			
Preservice Teacher	tapi intinya pahami apa yang dimaksud invitation?	Tell	D4 KQ16
Preservice Teacher	Paham		
Preservice Teacher	paham. Coba contoh surat yang formal? Ok siap yang bisa bantu? Sebutkan contoh yang formal invitation.	Tell	D4 KQ17
Students	Acara kantor, sekolah		
Preservice Teacher	acara kantor, undangan sekolah, apa lagi?	Tell	D4 KQ18
Students	Undangan pernikahan		
Preservice Teacher	ya undangan pernikahan termasuk kedalam formal invitation. Ok faham ya. Dengerin tuh temannya ngomong		
Students	Oke miss		
Preservice Teacher	ok, now open your web, I'll send you a video in your web, please watching the video. Ok coba buka web nya, disana miss udah kirim sebuah video, coba tonton video itu. Ok bisa dibuka?	Tell	D4 KQ19
Students	Bisa		
Preservice	ok, before you watching the	Tell	D4 KQ20

Teacher	video please answer the question, ok do you get it?		
Students	Yes		
Preservice Teacher	ok, I'll give you ten minute to answer the question. You also can dicuss with your friend ok.		
Students	ok finish? Kumpul lah lagi.		
Preservice Teacher	ok jadi paham ya apa itu invitation, apa aja isinya ya. Paham?		
Students	paham buk		
Preservice Teacher	ok paham. Ok jadi, that's all for today, see you next week, Assalamualaikum wr wb		
Students	waalaikumsalam wr wb		

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APPENDIX 3: Data Reduction

AN ANALYSIS OF LEVELS OF QUESTIONS ASKED BY ENGLISH PRE-SERVICE TEACHERS BASED ON TAXONOMY BLOOM

Based on the analysis, the researcher concluded that there are several kinds of questions used by pre service teacher in learning process. They are as follows:

1. D1

a. Knowledge Questions

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
What is the last material?	What is the last material?	Recall Information, remember, memorize	D1 KQ1
What is opinion and fact?	What is opinion and fact?	Tell	D1 KQ2
Apa itu opinion?	What is an opinion?	Tell	D1 KQ3
Disini apa maksudnya dengan defenisi tersebut?	What does this definition mean here?	Tell	D1 KQ4
Kemudian tipe of invitaion ada dua, the first is?	Then there are two types of invitations, the first is?	Tell	D1 KQ5
Apa saja yang undangan nonformal?	What are the types of informal invitation?	Tell	D1 KQ6
What do you think about this example letter?	What do you think about this example letter?	Tell	D1 KQ7
Kemudian yang terakhir tadi apa di structure text?	Then what was the last one in the structure text?	Tell, remeber	D1 KQ8
Dimana disini?	Where is this?	Tell	D1 KQ9

b. Comprehension Questions

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
Siapa yang bisa menyimpulkan pembelajaran kita pada hari ini?	Who can conclude our lesson today?	Explain	D1 CQ1

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2. D2

a. Knowledge Question

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
Pernah ikut game ini atau menyelesaikan kuis tentang ini?	Have you ever played this game or this quiz before?	Tell,	D2 KQ1
Ada yang bisa menyusun menjadi sebuah kata disini?	Who can arrange it to be a word here?	List	D2 KQ2
Yang ke tujuh apa?	What is the seventh?	Tell	D2 KQ3
Gimana cara memujinya kemarin?	How did you compliment him yesterday?	Recall information, memorize, remember.	D2 KQ4
Ada yang tau ga itu kata apa?	Does anyone know what that word is?	Tell	D2 KQ5
ada yang tau ini apa?	Do you know what it is?	Tell	D2 KQ6
Pernah kesini?	Have you ever here?	Tell	D2 KQ7
apa aja yang bisa kita lihat ?	What can we see?	Tell	D2 KQ8

kalau kesini udah pernah belum?	Have you ever here?	Tell	D2 KQ9
Apa aja yang bisa kita lihat selain rumah gadangnya?	What can we see besides the Rumah Gadang?	Tell	D2 KQ10
ada apa aja disana?	What's in there?	Tell	D2 KQ11
bagus ga pemandangan disini?	Is the view beautiful?	Tell	D2 KQ12
udah pernah ke jenjang seribu yang dibelakangnya?	Have you ever go to behind Janjang Saribu ?	Tell	D2 KQ13
terus apa lagi?	Then, what else?	Tell	D2 KQ14
semuanya udah pernah kesana?	Have anybody go there?	Tell	D2 KQ15
kalau ini udah pernah kesini belum?	Have you ever go here before?	Tell	D2 KQ16
Kalau disana kamu bisa lihat apa aja?	What can we see there?	Tell, memorize	D2 KQ17
terus apa lagi?	Then, what else?	Tell	D2 KQ18
Kalau suasananya gimana? Ramai atau ga? Panas. Ramainya biasanya pas weekend atau gimana?	How's the atmosphere? Crowded or not? Hot. Crowded usually on weekends or what?	Tell	D2 KQ19
kalau yang ini udah pernah kesini?	Have you ever come here?	Tell	D2 KQ20
Bangunanya gimana?	How about the building?	Tell	D2 KQ21
Menawan ga?	Is it awesome?	Tell	D2 KQ22
udaranya gimana di dekat sini?	How about the air?	Tell	D2 KQ23
bersih ga udaranya di sekitar sini?	Is the air fresh here?	Tell	D2 KQ24
nah ada yang tau apa pelajaran kita hari ini?	So, do you know what is our lesson today?	Tell	D2 KQ25
Bedanya text, pernah dengar report text ga?	The difference is text, have you ever heard of report text or not?	Tell, compare	D2 KQ26
Kalau report apa?	What is report?	Tell	D2 KQ27
dari gambar-gambar tadi kira-kira kita akan belajar descriptive apa	From those pictures before, can you guess what describe	Tell	D2 KQ28

nanti?	we will learn then?		
apa-apa aja yang ada di dalam descriptive text?	What is the descriptive text?	Tell	D2 KQ29
Ada yang tau ini apa tadi?	Do anyone know what it was?	Tell, remember	D2 KQ30
Nah coba tadi udah ada tujuan dari descriptive text, untuk apa tadi?	So, before that, there was already a purpose for descriptive text, what was it for?	Tell, recall information	D2 KQ31
What is the purpose of the text about? Kira-kira tentang apa teks ini tujuannya?	What is the purpose of the text about?	Tell	D2 KQ32
What does the text tell you about?	What does the text tell you about?	Tell	D2 KQ33
Nah Jam Gadang dimana? Where is Jam Gadang located?	So, where is Jam Gadang? Where is Jam Gadang located?	Tell	D2 KQ34
Kapan Jam Gadang dibangun? Coba lihat teksnya kapan kira-kira?	When was the Clock Tower built? Take a look at the text, when will it be?	Tell, recall information	D2 KQ35
Nah kira-kira sudah tau bagaimana descriptive text itu?	So, do you already know what descriptive text is?	Tell, memorize	D2 KQ36
Jadi apa aja tadi structure teks descriptive?	So, what was the structure of descriptive text just now?	Tell, recall information	D2 KQ37
descriptive text itu apa?	What is descriptive text?	Tell	D2 KQ38
Yang pertama tadi ada apa?	What is the first?	Tell, recall information	D2 KQ39
apa aja isinya identification?	What is identification?	Tell	D2 KQ40
identifikasi itu menggambarkan apa?	What does identification describe?	Tell, recall information	D2 KQ41
apa aja nih yang ada di sekitar Istano Basa Pagaruyung?	What is around Istano Basa Pagaruyung?	Tell, recall information	D2 KQ42
ada yang tau rangkiang?	Does anyone know rangkiang?	Tell	D2 KQ43

apa aja tempat wisata yang ada di Payakumbuh?	What are the tourist place at Payakumbuh?	Tell	D2 KQ44
habis itu ada apa lagi?	What else?	Tell	D2 KQ45
terus apalagi?	What else?	Tell	D2 KQ46
ada yang jual makanan ga disana?	Does any food store there?	Tell	D2 KQ47
kalau jual souvenir ada di sana?	Does any soulvenier store there?	Tell	D2 KQ48
apa aja yang ada di Payakumbuh objek wisatanya?	What are the tourist place at Payakumbuh?	Tell, memorize	D2 KQ49
pa aja yang ada di Batang tabik? ok suasananya gimana?	What is in Batang Tabik? how about the atmosphire?	Tell	D2 KQ50
kalau habis mandi kita lapar gimana?	after swimming, how if we hungry?	Tell	D2 KQ51
ok berarti kalau souvenir ada ga?	ok, is there soulvenier there?	Tell	D2 KQ52
selain Batang Tabik apa lagi?,	Beside Batang Tabik, what else?	Tell	D2 KQ53
Kapalo Banda itu tempat pemandian juga?	is there a swimming place in Kapalo Banda ?	Tell	D2 KQ54
mana yang bagus dari Batang Tabik?	What is better than Batang Tabik?	Tell, compare	D2 KQ55
transportasi kesana itu gimana, Susah atau ga?	How about the transportation to go there? is it difficult ?	Tell	D2 KQ56
motor bisa masuk ga?	can motorcicle go inside?	Tell	D2 KQ57
terus apa lagi?	what else?	Tell	D2 KQ58
Berarti rekomendasi ga buat orang lain kalau kesana?	is it recommended to people to go there?	Tell	D2 KQ59
transportasi kesana gimana? Susah apa ga?	How about the transportation to go there? is it difficult ?	Tell	D2 KQ60
tempatnya terkenal atau ga?	is the place famous or not?	Tell	D2 KQ61
berarti kalau orang kesana apa aja keuntungan yang bisa di dapatkan?	so, if people go there, what is the benefit that can be get?	Tell	D2 KQ62
apa tempat wisata lain di	is there any public	Tell	D2 KQ63

Payakumbuh?	tourist in Payakumbuh?		
ok transportasinya gimana susah ga?	ok, how about the transportation?	Tell	D2 KQ64
ok, ramai atau ga?	ok, is it crowded or not?	Tell	D2 KQ65
gimana ada tempat wisatanya?	is there a public tourist?	Tell	D2 KQ66
udaranya, lokasinya dimana nih tepatnya?	The air, where is that exactly?	Tell	D2 KQ67
terus udaranya gimana?	How about the air?	Tell	D2 KQ68
ok makanannya mahal atau murah disana?	is the food expensive or not?	Tell	D2 KQ69
tempat makan rame atau ga orang disana?	are the restorant crowded or not?	Tell	D2 KQ 70
Dan selain makan kita bisa apa lagi disana?	Besides eating, What can we do there?	Tell	D2 KQ71
apa aja grammetical featuresnya, apa aja yang ada di dalam teks descriptive tadi?	What is grammatical features? What is in descriptive text ?	Recall information	D2 KQ72
Nah kelompok lima apa aja structurenya tadi? Ada dua structure, yang pertama apa?	Group five, what are the structure just now? There is two structures, what first?	Recall information	D2 KQ73
tujuannya apa?	What is the purpose?	Tell	D2 KQ74

b. Comprehension Questions

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
Suasananya gimana?	How is the atmosphere?	explain	D2 CQ1
Coba satu orang, deskripsikan coba apa aja yang ada si Harau?	One person, can anyone try to describe about Harau?	Explain, illustrate	D2 CQ2
Raifa bisa deskripsikan?	Raifa, can you describe it?	Explain, illustrate	D2 CQ3
ada yang tau descriptive text itu apa?	Do you know the definition of descriptive text?	Explain	D2CQ4

apa bedanya report dengan descriptive?	What is the differentiations between report and descriptive?	Distinguish	D2 CQ5
coba ceritain gimana Harau?	Can you explain about Harau?	Explain, illustrate	D2 CQ6
coba descripsikan apa, Kapalo Banda?	Try to describe Kapalo Banda?	Explain, illustrate	D2 CQ7
ok Batang Tabik apa lagi tu? Apa coba describe?	Ok what is Batang Tabik? Can you describe?	Explain	D2 CQ8
Ada yang bisa mendeskripsikan?	Who can describe it?	Explain	D2 CQ9

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3. DOCUMENT 3

a. Knowledge Questions

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
Kemudian, yang pertama tujuan dari.. soacial function atau tujuan dari kita mengucapkan congratulation apa? Ada yang tau? Rise your hand please.	Then, the first is the purpose of the social function or what is the purpose of us saying congratulations? Anybody know? Rise your hands please.	Tell	D3 KQ1
Yang terakhir apa? To respond to someone's success, untuk?	What's the last one? To respond to someone's success, for?	Tell, recall information	D3 KQ2

Contoh situasi yang harus kita ucapkan selamat kepada seseorang kapan aja?	When is the situation we suppose to say congratulation to someone?	Tell	D3 KQ3
Yang kedua?	what is the second?	Tell	D3 KQ 4
Yang dirayakan pas 22 september eh 22 desember itu apa?	what is the day we celebrate on September 22 nd eh December 22 nd ?	Tell, remember	D3 KQ 5
contoh ekspresi dari congratulation for good achievement atau prestasinya apa?	What is the example of congratulation for good achievement?	Tell	D3 KQ 6
Nafila mau wisuda, eum oktober ini, lalu Enjel apa untkannya ke Nafila?	Nafila wants to graduate, um this October, then what did Enjel say to Nafila?	Tell	D3 KQ 7
Kalau misalnya achievent apa?	What is the example of achievement?	Tell	D3 KQ8
misalnya apa?	what is the example?	Tell	D3 KQ 9
What else? Ada lagi yang spesifiknya? Specific event?	What else? what else the specific one? specific event?	Tell	D3 KQ 10
ada yang mau kasih contoh lagi ga?	does anyone want to give another example?	Tell	D3 KQ 11
kalau kita mengucapkan sesuatu kepada seseorang, biasanya responnya apa?	When we say something to someone, what is the usual response?	Tell	D3 KQ12
jawabannya apa?	what is the answer?	Tell	D3 KQ 13
what is the expresion yang di gunakan untuk memuji Enjel?	what is the expresion that use to compliment Enjel?	Tell	D3 KQ 14
apa yang diucapin kepada Haikal?	What do you say to Haikal?	Tell	D3 KQ 15
bagaimana perasaan kamu setelah dipuji?	How is your feeling after getting compliment?	Tell	D3 KQ 16
Jadi jawabannya apa ?	So what's the answer?	Tell	D3 KQ 17
lalu Dani how your expres to Arfan?	Then Dani, how is your expres to Arfan?	Tell	D3 KQ 18

Ada yang tau adjective itu apa?	Anyone know what adjectives are?	Tell	D3 KQ 19
Respons of compliment tadi kalau yang di puji berarti responnya apa tadi?	The response of compliment was if the one who was praised meant what was the response?	Tell	D3 KQ 20
apa ekspresinya yang di pakai?	what expression do you use?	Tell	D3 KQ 21
what the expression to used?	What is the expression to used?	Tell	D3 KQ 22
your dress is so beautiful, jawabannya apa?	Your dress is so beautiful, what is your response?	Tell	D3 KQ23
bagaimana cara dia memujinya?	How does she complement him?	Tell	D3 KQ 24

b. Comprehension Questions

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
siapa yang mau kasih defenition of compliment itu apa?	who want to give the defenition of compliment?	Explain	D3 CQ 2
Sekarang defenisi dari congratulation itu apa?	Now what is the definition of congratulation?	Explain	D3 CQ 1

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4. D4

a. Knowledge Questions

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
what should you do?	what should you do?	Tell	D4 KQ1
What is invitation?	What is an invitation?	Tell	D4 KQ2
Siapa yang tau RSVP itu apa?	Who knows what RSVP is?	Tell	D4 KQ 3
Sekarang coba miss tanya siapa yang bisa menyebutkan kembali tujuan dari undangan tersebut? Gilang	Now try to miss asking who can reiterate the purpose of the invitation? Gilang	Recall information, memorize, remember	D4 KQ4
to invite, mengundang siapa?	To invite, to invite whom?	Tell	D4 KQ5
Apa tujuan dari undangan tersebut?	What is the purpose of the invitation?	Tell	D4 KQ6
Berapa jenis undangan tersebut?	How many types of invitations are there?	Tell	D4 KQ7
Ok what else?	Ok what else?	Tell	D4 KQ 8
Masih ada?	is there?	Tell	D4 KQ 9
Ada lagi?	is there?	Tell	D4 KQ 10
Nah tempat makan itu apa namanya?	What is the name of that place?	Tell	D4 KQ 11
Nah itu termasuk apa?	is it belong to?	Tell	D4 KQ 12
Apa itu invitation, tujuannya, sama tipenya tau?	What is an invitation, its purpose, the same type you know?	Tell	D4 KQ13
Apa, tujuannya tadi itu apa, terbagi berapa invitation ini?	What, what was the purpose, how many divided the invitations?	Tell, recall information	D4 KQ14
Tau apa yang dibilang temannya tadi?	Do you know what did your friend say just now?	Tell	D4 KQ15
Tapi intinya pahami apa yang dimaksud invitation	But, exactly do you understand what is invitation is?	Tell	D4 KQ16
Sebutkan contoh yang formal invitation.	Mention examples of formal invitations.	Tell	D4 KQ17
Apa lagi?	What else?	Tell	D4 KQ18

Oke bisa dibuka?	Can it opened?	Tell	D4 KQ19
ok do you get it?	ok do you get it?	Tell	D4 KQ20

b. Comprehension Questions

Utterances	English	Questions Cues	Bloom's Taxonomy Level of Question
ini termasuk kemana?	is it belong to?	Classify	D4 CQ1

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APPENDIX 4 : CONCLUSION AND VERIFICATION OF THE DATA**AN ANALYSIS OF LEVELS OF QUESTIONS ASKED BY ENGLISH PRE-SERVICE TEACHERS BASED ON TAXONOMY BLOOM**

Based on the analysis, the researcher concluded that there are two levels of questions asked by English pre-service teacher in learning process. They are as follows:

No	Level Of Question
1	Knowledge Questions
2	Comprehension Questions

From two levels of questions that found in this research, the most frequently used of pre-service teachers' question is knowledge question.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI BATUSANGKAR
LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
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SURAT IZIN PENELITIAN

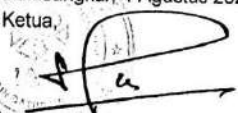
Nomor : B-991.b/ln.27/L.I/TL.00/08/2022

Berdasarkan surat saudara/i nomor surat: Istimewa pada 3 Agustus 2022 perihal Mohon Izin Penelitian. Setelah dipelajari, maka Lembaga Penelitian dan Pengabdian Masyarakat (LP2M) Institut Agama Islam Negeri Batusangkar menyatakan tidak keberatan atas penelitian dan memberikan izin kepada:

Nama/NIM	: Rina Rialdi Hesti/ 15300400080
Tempat/Tanggal Lahir	: Jakarta/ 04/01/1996
Kartu Identitas	: 1304044401960004
Fakultas	: Tarbiyah
Jurusan	: Tadris Bahasa Inggris
Alamat	: Jorong Piliang, Kecamatan Lima Kaum
Judul Penelitian	: An Analysis of Levels of Questions Asked by English Pre-service Teachers Based on Taxonomy Bloom
Lokasi Penelitian	: IAIN Batusangkar
Waktu Penelitian	: 4 Agustus 2022 s.d 4 Oktober 2022
Dosen Pembimbing	: Elfi, S.Pd.I, M.Pd

Dengan ketentuan sebagai berikut :

1. Kegiatan penelitian tidak boleh menyimpang dari maksud dan objek seperti tersebut di atas.
2. Memberitahukan kedatangan serta maksud penelitian yang akan dilaksanakan dengan menunjukkan surat izin/rekomendasi penelitian ini kepada Dekan Fakultas, Ketua Jurusan, Ketua Lembaga, Kepala Bagian, Kepala Sub. Bagian atau Kepala Unit yang terkait.
3. Mematuhi dan menghormati semua peraturan yang berlaku di IAIN Batusangkar.
4. Bila terjadi penyimpangan/pelanggaran terhadap ketentuan-ketentuan tersebut di atas, maka surat izin ini/rekomendasi penelitian ini akan **DICABUT** Kembali
5. Surat izin ini/rekomendasi penelitian ini berlaku dari tanggal: 4 Agustus 2022 s.d 4 Oktober 2022
6. Melaporkan hasil penelitian kepada Rektor IAIN Batusangkar Cq. Ketua LP2M.

Batusangkar, 4 Agustus 2022
 Ketua,

 Dr. H. Muhammad Fazis, M.Pd

Tembusan:

1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah IAIN Batusangkar (Sebagai Laporan).