

Teachers' Display and Referential Questions in Speaking Class: A Descriptive Study at UIN Ar-Raniry Banda Aceh

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Abstract

Teachers' questions play a pivotal role in facilitating language learning by which the teachers often ask students to practice vocabulary, grammatical rules, or some expressions in the target language. Hence, this paper addresses types of questions explored by English lecturers in teaching speaking to English department students of UIN Ar-raniry Banda Aceh and investigate the most common type occurred during the lesson. The data was collected through a recorded teaching session of Speaking class which then transcribed and analyzed by using Mile's and Huberman's (1992) model of data analysis consisting of data reduction, data display, and conclusion. The analysis revealed that the lecturer employed both display and referential questions to invite students' speaking and engagement in the classroom. Further, referential questions is the most frequent type of questions that occurred in the classroom during the teaching and learning process. This study suggests that more referential questions can be maximized in language class to promote students' speaking proficiency and active learning.

Keywords: *Teachers' questioning, speaking class, interaction*

1. Introduction

Questions in language class has been a tool for teachers to request students' to speak where they can produce the target language they are learning in the classroom. It triggers learners to practice new words and language structures. Teachers' questions is the primary stepping stone for communication in language class (Brown, 1994). It is reported as one of the common strategy in successful large class (Candlin & Mercer as cited in Yu, 2009). Throughout, language accuracy from their responses can be identified which is then followed up with evaluation by the teachers. The role of questions is significant for the process of language learning because it serves as a tool to monitor students' language use and provide error-correction. It triggers learners to perform better in using their grammar or vocabularies.

In the practice, many students remain silent and there is less teacher-student interaction because the lecturer did the most talking. Questions are not applied properly where the teachers did not nominate students and only focused on one or some students, and they have lack feedback after giving responses. This makes students few opportunity to develop their English language. Students have only restricted chances to engage in the communicative and interactive uses of language and hence have restricted opportunities of language learning (Richard and Farrel, 2011:134). As a result, they tend to be passive in the classroom. This might happen because the lecturers were not aware of the importance of questions language learning process. It is worth to note that effective questions which engage students actively in learning activities and promotes their language skills.

Related to this, many researchers have conducted many previous studies in case of teachers' question in language class. Pujiani (2017) researched about teachers questions under the title "Teacher's questioning in the English language classroom" with focused on all types of questions used in a Junior High school English classroom. She found that the teacher used all kind of questions to develop cognitive domains. Yes/no, short and display questions were used to help their remembering area, while open ended and referential questions were to develop analyzing domain. In addition, Yahya (2020) under the title "An analysis on teachers questioning in classroom interaction of English language teaching" found three types of questions used during the teaching; convergent, divergent, and elicitation question. Those questions indicated nine pragmatic functions where the teachers asked certain questions based on certain purposes.

In filling that gap, the writer energized to investigate teachers' questioning in speaking class to university students focusing on display and referential questions. Speaking is promoted through a sequence where it is often by questions (Lindsay in Syaqui, 2011:19). Hence, this study takes place in two Speaking classes of English department students of UIN Ar-raniry Banda Aceh with the title "Teacher's display and referential questions in Speaking Class" which are aimed to investigate the answers for following questions What types of questions are used by the teacher in Speaking class? And what is the most frequent type of questions used by the teacher in speaking class?

2. Literature Review

In the classroom, particularly language class, questions are very often posed by the teachers to dig learners knowledge, to attract attention, and to invite students' participation in the lesson they are learning. In teaching a language which comprises of grammar and new words, teachers utilizes questions to measure how well they can use language structures and vocabularies in their speaking. Teacher often poses questions to invite students' participation and to measure their knowledge (Nathan and Kim, 2007). By formulating a question, students level of proficiency can be identified. In speaking class, after showing a story, teachers asked several questions to know their understanding, at the same time, to monitor their L2 rule they use in speaking. Questions - answer sequence is one of basic sequences represents in interaction (Campuzano, 2018).

The teacher in teaching speaking, might hold up a picture of someone painting a house and ask some questions like what she is doing? Anyone? She's...? Does anyone know? If the students can produce the sentence accurately, the teacher might indicate other pictures and formulate other questions. If the students also perform well on this, the teacher can go straight to an activate stage where the students try to make their own sentences (Harmer 2007: 203). Asking questions is basic technique for the teacher to know students progress and provides information whether they can go on the next material or they need remedials on the same topic.

Previous research on teaching and learning English as a Foreign Language (EFL) has shown that question-asking is the second most frequent strategy (after lecturing), and the single most important technique, used by EFL instructor in the classroom" (Ellis and Foster as cited in Al-Darwish, 2012:76). Questions play an important role in developing language skill. They are used for a variety of reasons; to elicit information, to check understanding, and to control behavior (Nunan in Al-Darwish 2012:76). Therefore, questions are basically functioned to to elicit responses from students which represents language aspects. Walsh in Alsubaie (2015:30) stated that asking questions is one of the principal ways in which the teacher controls the classroom discourse.

Thus, questioning will be effective for enhancing language skill if used properly. There are several types of questions according to experts. Tsui (as cited in Paramartha, et al, 2018) classified questions into open and closed questions. Closed question is questions that accept one correct answer. Open question is questions by which the teacher approves more than one correct answer. Additionally, Llinares, et al., (as cited in Campuzano, 2018) make distinction between display and referential question. Display

question is whose answer is known by the teacher. On the other hand, referential question is to seek information which is unknown to the teacher. In a nutshell, open and referential question have positive effect because these types can elicit long response from students (Yang in Paramartha et al., 2018). However, the analysis of this study will be based on two types of questions namely display and referential question.

Abhakorn (as cited in Kalsoom, et al, 2021:7023) stated that display and referential questions are the common classification of teacher question. Display question requests answer from the students which is already known by the teacher. This type of question as appears when the teacher requests some grammatical rules where she or he already know the correct answer. Long and Sato (as in Kalsoom, et al, 2021:7025) explained that this type is guiding questions in which the teacher already known the answer and it demands short reply, and are usually used for comprehension checks, confirmation checks, and clarification request.

Meanwhile, referential questions lead to longer and complex answer from the students. Broke (as in Abhakorn, 2021:7023) described referential questions are used to express opinion and encourage more thoughtful and complex responses, it is considered to facilitate language learning, skills and students appropriate use of second language in the classroom. The answer is often unknown. For example, the students are asked why they like apples and do not like oranges. In this case, they provides unpredictable response and explore more ideas. This is good to train speaking skill because it can facilitate learners to speak.

3. Research Method

The method adopted is qualitative method in which the researchers serve as active observers in collecting the data. This attempts to describe IRF pattern in EFL classroom interaction. There is no substitute for direct observation as a way of finding out about language classroom (Nunan in Yu, 2009). Accordingly, the observation was done in a speaking class where the data was collected by recording all teacher and students interaction during the class. Thus, the recorded sessions was the primary data for analysis. Data analysis includes data reduction, data display, and conclusion/verification which refer to Mile's and Huberman's model (1992). Data reduction is reducing the data for choosing main data by fitting IRF patterns into transcription. Data display is in which the findings are served in discussion. Meanwhile, meaning and interpretation is given to the result to draw conclusion.

4. Results and Discussion

This study was conducted at English department of UIN Ar-raniry Banda Aceh focusing in two Speaking classes with 90 minutes for each session. After having the recorded interaction of speaking classes, the data was transformed into written form which is called classroom transcribtion. Next, data reduction was employed to take important and relevant data for analysis. In this process, only teachers' utterance which indicates display and referential questions and students responses were extracted. Further, the data display is where the result is presented in the discussion which then followed by conclusion.

Main data was classroom transcription which was then analyzed to search data for display and referential question. In order to answer the research questions; what types of questions used by the teacher in speaking class, and what is the most frequent type of question used by the teacher in teching speaking, percentage formula was applied to search frequency of display and diferential questions.

$$P = \frac{f}{n} \times 100\%$$

Note:

P: Percentage

f: Frequency

n: Number of students

4.1. Type of questions used in Speaking class

After following some procedures of data collection and analysis, significant numbers of questions type; display and referential were identified. From the data analysis, it is found that the teacher employed both display and referential questions in teaching speaking. Some extracted data of display and referential questions were discussed in the following section, some remain as appendices.

4.1.1 Display question

This type of question is to seek students response but the teacher has already know the answer. As Llinares, et al., (as cited in Campuzano, 2018) defines display questions as question is whose answer is known by the teacher.

T: Sandwich is a countable noun. Sandwiches for more than one. Sandwich only for one.
Do you see more than one sandwich?

Ss: Just two.

T: **So you will say?**

Ss: Sandwiches.

T: Sandwiches.

(See Appendix 2: 122-126)

In this session, the teacher taught speaking by using pictures by which he can invite students to actively speak up about the picture they are observing. In this sequence, the teacher initiated a conversation by using display question to lead the learner to find the correct ones. The question “Do you see more that one sandwich?” and “ So you will say?” was encouraging the student to provide correct grammar of countable noun “sandwiches”. He posed a question instead of telling the students the correct one.

T: **If you go swimming, what kind of cloth you wear?**

Ss: Gym suit.

T: Okay good. Go on.

(See Appendix 2: 64-66)

The question above is used to request correct vocabulary from student. In speaking classroom, questiona are commonly used to activate students speaking. The question “if you go swimming, what kind of cloth you wear?” trigger the student to discover a proper word. If the students also perform well on this, the teacher can go straight to an activate stage where the students try to make their own sentences (Harmer 2007: 203).

T: **What do they see here?**

Sf: Advertisement.

T: Advertisement about the gym. **They visit the gym first or going to the store first?**

S: Go to the gym first.

(See Appendix 2: 51-56)

To engage learners in interactive communication in speaking class, question is basic technique to invite them to speak. In the first turn, the lecturer asked a question “what do you see here?” about the picture he is showing to students. Again, the third line displayed a display question in which the lecturer wanted to check their understanding related to the story in the picture. Display question is teacher’s asking question to check students comprehensioan and yet the answer is already known by the teacher (Long and Sato, as in Kalsoom, et al, 2021:7025). In a nutshell, the result of data analysis shows that in this speaking class, the lecturer commonly used display question in teaching speaking. By bringing the picture as teaching media, he formulated some questions to requests students to produce their language structure and words of the target language.

4.1.2 Referential question

This kind of question expects longer answer from the students. Referential question is to seek information which is unknown to the teacher. It gives positive effect because these types can elicit long response from students (Yang in Paramartha et al., 2018). In inviting students to speak, the teacher frequently ask them to give some opinion and ideas about the pictures or material given as presented in the exchange below:

- T: Alright. Okay. **So what do you think?**
Sf: The gangster is so arrogant aaa and do the bullying to other people around him aaa so aaa when he see the seller no response to him aaa just so so, he just say oh my goodness, he is more stronger than me. And she...and he can't say anything.
T: Okay. At the end. Ya. You what do you think about the gangster behavior?
(See Appendix 1: 54-56)

The data shows that the teacher elicit students opinion about the video they have just watching by asking "So what do you think?". This is an effective way to involve students actively in the speaking lesson. Of course, by using this type of questions, the students will provide long answer and more ideas. This will enhance their speaking skill and confidence.

- T: **What do you think about the gangster's behavior to the seller and then what the seller's response to the gangster's behavior?**
Sf: I think may be the gangster has a bad behavior and he thinks that he is the strongest from the others and the seller's response is...is calm down maybe.
T: Alright. Okay. **So what do you think?**
(See Appendix 2: 50-54)

Similarly, the extract above depicted teacher's use of referential question by which he demanded students to speak and share ideas about what they think of the story in the video. Walsh in Alsubaie (2015:30) stated that asking questions is one of the principal ways in which the teacher controls the classroom discourse. As in this speaking class, by posing question again an again, students keep alerted of the lesson and it increase more attention to the lesson.

The result shows that in this speaking session, the teacher frequently used referential questions in teaching speaking. Broke (as in Abhakorn, 2021:7023) described referential questions are used to express opinion and encourage more thoughtful and complex responses, it is considered to facilitate language learning, skills and students appropriate use of second language in the classroom. The answer is often unknown. This questioning gives more opportunity for students to practice l2 rules and new words in the target language.

4.2. The most frequently used type of questions in Speaking class

After calculating the number of display and referential questions occurred in speaking class, the most frequently used type is referential question. Each occurrence was tabulated in the following table:

Table 1. Display and Referential Question Frequency in Speaking Class

Type of Question	Class 1	Class 2	Frequency	Percentage
Display Question	19	35	54	49.5%
Referential Question	21	34	55	50.5%
Total	40	69	109	100%

From the data in the table, it indicates that the most frequent type of questions is referential questions which takes the highest frequency 50.5% of all where it occurred 21 times in class 1 and 34 times in class 2. Meanwhile, display questions placed the second rank with 49.5% which is 54 times of occurrence. In short, both types have slight difference in frequency where the teachers' questioning is based

on certain intention. In teaching speaking by using video and story, the lecturer often asked students by posing referential questions more frequently (21 times) to invite them to speak and share their ideas and thoughts. On the other hand, in class 2, the lecturer applied display question more often than referential one. Linking to the previous study, this result confirms the study by Pujiani (2017) which revealed that the teacher in language class used all types of question in teaching .

5. Conclusions

Based on the research findings, it was found that the lecturers used both display and referential questions in teaching speaking. Further, the most commonly used type of questions is referential questions with rates 55.5% or 55 times occurrence in speaking classes. The lecturers used both questions to invite students to speak and to be active in the teaching and learning process. By asking questions, the lecturers can evaluate their use of grammatical pattern and vocabulary in the target language. It increases students' participation and also measures their knowledge (Nathan and Kim, 2007). However, this study suggest that the teacher can employ more referential questions in teaching speaking.

Appendices

1. Classroom Transcription 1

Class : Speaking I Unit 5
Topic : Retelling story from video
Time : 14.40 – 16.20
Note:
RQ = Referential Question
DQ = Display Question
T= Teacher
Tf= Female student
Tm = Male student

No.	Phases of Lesson	Teacher's question	Types of Question
1	Opening phase		
2	Instructional phase	<p>4 T: No? You? You wanna tell it or just the advantage is okay. Both of them is okay. Just one of them is okay. Alright. Please.</p> <p>5 S: Aaa...in my opinion, on top of the sky there is the sky.</p> <p>6 T: That's all?</p> <p>7 Ss: On top of the sky there is the sky.</p> <p>8 T: Okay. No one is the best you mean?</p> <p>9 S: Yes.</p> <p>10 T: If you say I'm strong, but so many people stronger than us. Do you think so?</p> <p>11 S: Yes.</p> <p>12 T: Alright. It is okay. Okay, what about you?</p> <p>13 S: Mmm...we can't think that we are the most great people because there is people more best than us.</p> <p>14 T: Alright. So in your life what is the advantage that you can take from this story?</p>	RQ

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- 15 S: We can't be aaa *sombong*...
- 16 T: Anybody can help her how to say?
- 17 Ss: Don't be arrogant... arrogant.
- 18 T: Okay. Alright. Very good idea. **Alright how about you?** RQ
- 19 S: In my mind, aaa I don't have any idea.
- 20 T: Okay you don't have idea right now. **How about you?** RQ
- 21 S: Aaa...there are so much people poorer than us and so much people greater than us.
- 22 T: That's right. **Okay how about you?** DQ
- 23 S: Aaa...in my opinion don't judge people by its cover, in outside there so many people more than us.
- 24 T: Okay. That's a good idea. Don't see the people just based on the cover because the cover can lie everybody, right?
- 25 Ss: Yes.
- 26 T: Alright.
- 27 T: Alright. Now my question is what the gangster do to the seller of *tahu*. And what is the ...what to say...the seller of *tahu*....**what to say tahu in English?** RQ
- 28 Ss: Tofu...
- 29 T: Alright. **What is the response of the seller when he saw that the gangster's behavior is very rudely very cruel, right?** RQ
- 30 Ss: Yes.
- 31 T: Okay. That's my next question. **How about you?** RQ
- 32 S: The question is...?
- 33 T: **What do you think about the gangster's behavior to the seller and then what the seller's response to the gangster's behavior?** RQ
- 34 S: I think may be the gangster has a bad behavior and he thinks that he is the strongest from the others and the seller's response is...is calm down maybe.
- 35 T: Alright. Okay. **So what do you think?** RQ
- 36 S: The gangster is so arrogant aaa and do the bullying to other people around him aaa so aaa when he see the seller no response to him aaa just so so, he just say oh my goodness, he is more stronger than me. And she...and he can't say anything.
- 37 T: Okay. At the end. Ya. **You what do you think about the gangster behavior?** DQ

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- 38 S: Aaa I think...
- 39 T: When he see that the seller has more power, right?
- 40 Ss: Yes.
- 41 T: So what do you think?
- 42 S: I think the gangster just aaa...realized
- 43 T: What? Realized? You know realize?
- 44 Ss: Yes.
- 45 T: So what?
- 46 S: I think the gangster aaa *hanya melihat...*
- 47 T: Okay how to say?
- 48 Ss: Just see.
- 49 T: Ya. Just see. Just look at him. Ya what?
- 50 S: The gangster just see aaa from far but he...but he do not aaa...
- 51 T: **Yes you any ideas about the gangster's behavior to the seller?** RQ
- 52 S: Just getting confused.
- 53 T: **Just?** DQ
- 54 S: Getting confused.
- 55 T: **Just getting complain?** RQ
- 56 S: Confused.
- 57 T: Confused....or....**do you think that the gangster is confused at the end?** DQ
- 58 S: Yes.
- 59 T: Okay. **Does the gangster feel confused at the end? Do you think so?** RQ
- 60 S: Yes.
- 61 T: **Okay what do you think?** DQ
- 62 S: In my opinion aaa because the gangster do not know that the seller has more power.
- 63 T: **Because at the end the gangster felt...what?** DQ
- 64 S: Confused.
- 65 T: Felt confused, **because he act like this. Right?** RQ
- 66 Ss: Yes.
- 67 T: Okay. **What do you think?** RQ
- 68 S: The gangster is speechless.
- 69 T: **Okay do you think that the gangster feel confused or feel shy?** RQ
- 70 S: Shy...feel shy...both...
- 71 T: **How can you say that? Shy and confused.** DQ
- 72 S: Aaa...
- 73 T: Okay you. Now just only my question, **what the response of the gangster when he looked at the seat of the seller?** DQ
- 74 S: He feels shocked and aaa he feels like nervous...speechless because there is someone strongest than him.

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- 75 T: Alright. **So when the seller stands up and the gangster looked at the seat, right?** DQ
- 76 Ss: Ya...
- 77 T: Ya. Actually I my self at the first time I looked at this video ...oh what happen why the seat there is a lot of nail. **You know nail?** DQ
- 78 Ss: Yes.
- 79 T: So what do you think when you looked at the response of the gangster? **How about you?** RQ
- 80 S: The gangster surprised.
- 81 T: The gangster feel surprised? **Why?** RQ
- 82 S: Because aaa he look at the seller aaa sits on...aaa...nail sharp...sharp nail.
- 83 T: Okay. I agree with you that the gangster felt surprised when he looked at the seat. **So my question is why he feels surprised?** RQ
- 84 S: He feels surprised because at the beginning the gangster try to show off but he do not know that the seller had the strong too. The fact is aaa the seller had the power same like the...
- 85 T: **Same or more?** RQ
- 86 S: More but the seller didn't show it to gangster, so the gangster get shocked to see that.
- 87 T: Alright. **Does the gangster can do the same thing like the seller does?** DQ
- 88 Ss: No.
- 89 T: So that's why gangster shocked. Because the seller has more power than the gangster. Alright. So now you. **Do you see that the rubbish collector?** RQ
- 90 Ss: Yes.
- 91 T: Okay. **Do you think the rubbish collector is also a good fighter?**
- 92 Ss: No.
- 93 T: **So what happen in this story?**
- 94 S: He *takut sama preman*.
- 95 T: Okay. How to say? How to say this sentence in English?
- 96 S: He scared. Afraid... afraid...
- 97 T: Scared is okay, afraid is okay. He is afraid of the gangster. Alright. **So what is the message?**
- 98 S: According to me, the message is don't afraid to someone who scares you but just show you can't scare them or you have your own way not fight them.
- 99 T: Alright. Good. I want to show you another movie, but don't tell about this movie today, just for your homework and when you go home just think what should you tell us for the next meeting. **Alright?**

	100	Ss:	Yes.	
	101	T:	Okay. Alright. Ya you for the last one.	
	102	S:	What we see aaa <i>tidak sesuai dengan isinya.</i>	
	103	T:	Not so suitable with the content. Alright. What do you mean by the content?	
	104	S:	Aaa...	
	105	T:	Alright. How about you?	
	106	S:	The response from the gangster is surprise.	
	107	T:	Why?	
	108	S:	Because the seller aaa...is strong...	
	109	T:	Who is the stronger?	
	110	S:	The seller.	
	111	T:	The seller. Okay. How can you say that the seller is stronger than the gangster?	
	112	S:	The seller shows that he can cook with his hands...aaa he washed his face with hot oil. It is something really really amazing.	
	113	T:	Okay. Alright. I hope next week	
3	Closing phase			No teacher's question was identified. -

2. Classroom Transcription 2

Class : Speaking I Unit 5
Topic : Retelling story from video
Time : 14.40 – 16.20
Note:
RQ = Referential Question
DQ = Display Question
T= Teacher
Tf= Female student
Tm = Male student

No.	Phases of Lesson	Teacher's Questions		Types of question
1	Opening phase	No teacher's question was identified		
2	Instructional phase	34	S: <i>Pake perban.</i>	
35		T: Okay. How to say it in English?	DQ	
36		Ss: Band.		
37		T: How do you spell it?	DQ	
38		S: B-a-n-d		
39		T: What do you use when hurt, you bound it.	DQ	
40		Ss: Bandage.		
41		T: Bandage. So do you see bandage in the picture?	DQ	
42		S: Yes.		
43		T: Where?	RQ	
44		Ss: In her foot.		
45		T: Yes. Tell it to your friends.		

- 47 T: Is that the correct order?
48 Ss: (Silence)
49 T: Who guessed this?
50 S: Me.
51 T: You. **Okay what happen in the story?** RQ
52 S: He sells sport suits and sport things.
53 T: **Okay. What are they doing in that sport store?** RQ
54 S: Buy the suits.
55 T: **Why...why they want the suits?** RQ
56 S: Because they want to train in gym.
57 T: **Why are they interesting in going to the gym?** DQ
58 S: Because they eat a lot.
59 T: **What do they see here?** DQ
60 S: Advertisement.
61 T: Advertisement about the gym. **They visit the gym first or going to the store first?** DQ
62 S: Go to the gym first.
63 T: Okay.
64 T: **If you go swimming, what kind of cloth you wear?** DQ
65 Ss: Gym suit.
66 T: Okay good. Go on.
69 T: **So what happen in the first picture?** RQ
70 S: They are reading about Jim's gym course. So they are interested in it. So they want to buy the gym outfit.
71 T: **Gym what?**
72 S: Gym outfit. DQ
73 T: Gym outfits. Okay.
74 S: And then they go to the gym course. They try a burble.
75 T: **What cloth are they wearing? Does it look like a sport suit? No, right?** DQ
76 Ss: No.
77 T: **What's the bill?** DQ
78 S: The amount...
79 T: Yes the amount of the money they have to pay. To whom? **Is that cheap or expensive?** DQ
80 Ss: Expensive.
81 T: **Gym what?**
82 S: Gym dress. DQ

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- 83 T: Normally people just call it suits. Gym suits. Now, if you have done try to practice in the group. Then I'll pick one of you to tell in front of the class.
- 84 T: You done, right? Tell about the story. Who wanna go first? **Ya Nurul Azka. Yes tell them what happen from the first until the end.** RQ
- 85 S: They read news from newspaper, they see aaa the people on the gym is wearing gym cloth. And then..but because they don't have it so they go to the boutique and buy some gym outfits. And then aaa they go back to the Jim's gym and do some sport there. And then when the wife is drink this and almost falls down, the husband wants to help her and the burble in his hand is falling down and he cannot help the wife. And then they go home with this condition. The husband see the bill of gym and they shocking but they don't care about it anymore and they continue to watch the movie. DQ
- 86 T: **And they decided not to go to the gym anymore, right?**
- 87 S: Yes. DQ
- 88 T: **When they see the bill, were they shocking or were they shocked?**
- 89 Ss: Shocked. DQ
- 90 T: **Shocked or shocking? What is shocking and who is shocked? So, shocked or shocking?**
- 91 Ss: Shocked. RQ
- 92 T: **Who is shocked?**
- 93 Ss: Husband and wife. DQ
- 94 T: So husband and wife were shocked. **Why are they shocked?**
- 95 S: Because of the bill. DQ
- 96 T: **The bill is...?**
- 97 Ss: So expensive.
- 98 T: Shocking. Okay. RQ
- 99 T: **What you call this?**
- 100 Ss: Thread mill.
- 101 T: Thread mill (pronounce correctly). RQ
- 105 T: **What are they doing in gym?**
- 106 S: They try to thread mill, burble.
- 107 T: Weight lifting, bicycling. Look at this. **Where is the brochure now?** RQ
- 108 S: In the trash. RQ
- 109 T: **In the trash. So what that's mean?**

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- 110 S: They don't want to exercise... DQ
- 111 T: No more gym. **No more exercising, right?**
- 112 Ss: Yes. DQ
- 113 T: **So did they manage to lose their weight?**
- 114 S: At first yes. But the ending is they eat anything. DQ
- 115 T: **So they want to lose weight but they hurt themselves, right?**
- 116 Ss: Yes.
- 117 T: So it's not worthy. They have to pay a lot of price. Look at the bill. **How much does it cost?** DQ
- 118 S: 175 pounds. DQ
- 119 T: **Is that cheap or expensive?**
- 120 Ss: Expensive.
- 121 T: So it costs too much, right? It hurts them phisicly and also hurt them financially. Okay. Now be ready to tell the story to the class.
- 122 T: Sandwich is a countable noun. Sandwiches for more than one. Sandwich only for one. **Do you see more than one sandwich?** DQ
- 123 Ss: Just two. DQ
- 124 T: **So you will say?**
- 125 Ss: Sandwiches.
- 126 T: Sandwiches.
- 129 T: If you look at the last picture, you see that the brochure, **where is the brochure right now?** DQ
- 130 Ss: Aaa...in the dust bin...basket... RQ
- 131 T: Alright. In the basket right? **What does that mean?**
- 132 Ss: Aaa... RQ
- 133 T: No more going to gym. No more exercise. **No more working out, right?**
- 134 Ss: Yes.
- 135 T: Let's start it, okay?
- 136 Ss: Okay.
- 137 T: I don't want to call your name. if you wanna be aaa volunteers, rise your hand. When you've done. I will call the others. Right?
- 138 Ss: Right. DQ
- 139 T: **What we call this?**
- 140 Ss: Burble. DQ
- 141 T: **All of this different. What we call this?**
- 142 Ss: Burble. DQ
- 143 T: **How about this?**

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- 144 Ss: (Silent)
- 145 T: Look. We call this “weights”. (pronounces correctly)
- 146 Ss: Weights.
- 147 T: Weights. As in how much do you weights? I weigh sixty kilograms. **How much do you weigh? Riski how much do you weigh?** RQ
- 148 S: Eighty five. DQ
- 149 T: **Eighty five what?**
- 150 S: Kilograms. DQ
- 151 T: Kilograms. **So what we call this?**
- 152 Ss: Burble.
- 153 T: Aaa...we call this dumbbell. Now. Burble when you use two weights. When you joint them together by using a pound. It will make a burble. Those are burble. Okay. But this is weights. **This is dumbbell and this is...?** DQ
- 154 Ss: Burble.
- 155 T: Good. RQ
- 156 T: **Have you ever been to the gym?**
- 157 Ss: No...yes...yes... RQ
- 158 T: **What do you see in the gym? What equipment do you usually find?**
- 159 Ss: Thread mill.
- 160 T: Thread. (pronounce correctly)
- 161 Ss: Thread.
- 162 T: Thread mill.
- 163 Ss: Thread mill.
- 164 T: Thread mill.
- 165 Ss: Thread mill. RQ
- 166 T: **Okay, what do you use thread mill for?**
- 167 Ss: *Lari...run...* RQ
- 168 T: Run, right? Okay. **And then...what else?**
- 169 Ss: *Sepeda...bicycle.* DQ
- 170 T: **What kind of bicycle?**
- 171 Ss: Stated bicycle.
- 172 T: Stated bicycle. Or some people just call it exercise bike. Exercise bike.
- 173 Ss: Exercise bike.
- 174 T: Bicycle. Bike.
- 175 Ss: Bicycle. Bike. RQ
- 176 T: **Bike that you use for exercising is called...?**
- 177 Ss: Exercise bike.
- 178 T: Exercise bike. Okay. There is also this...(the lecturer used gesture to elicit). What is that?
- 179 Ss: Aaa...
- 180 T: Have you seen in the picture?
- 181 Ss: Yes.

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- 182 T: This called cross trainer. What is it cross?
Crossing each other right?
- 183 Ss: Yes.
- 184 T: Opposite direction. Front back front back. They
are crossing each other like scissor. Okay. **Now** RQ
what activity or movement can you do in
gym?
- 185 Ss: Selfie...(laughing) yoga...
- 186 T: Yoga in the gym?
- 187 S No no...maybe..zumba
- 188 T Zumba in the gym?
- 189 Ss: No...yes...yes...no
- 190 T: Okay sometimes some people do some push
up...yes.
- 191 Ss: Push up...sit up...
- 192 T: Riski do you want to show us how to push up? RQ
Right. **How do you do push up? Aqila?**
- 193 Ss: First sleep down, I mean put your body on the
floor. Hands push the floor up and down.
- 194 T: Up and down. Alright. Your hands stretch, and
then you go down and up and then you repeat
over and over. So are you familiar with push up?
- 195 Ss: Yes. RQ
- 196 T: **How many...how many push up you do**
daily?
- 197 S: I don't know. When we get training *Paskibraka*. RQ
- 198 T: **Okay how many that you get?**
- 199 S: Thousand.
- 200 T: Thousand push up?
- 201 S: No...no...in one month.
- 202 T: Okay. You?
- 203 S: Fifty, sir. DQ
- 206 T: **How do you do sit up?**
- 207 Ss: Pull...*ada* stomach...
- 208 T: Yes. Uswah.
- 209 S: Put your hands at the back of your head. RQ
- 210 T: **You do it while standing?**
- 211 S: No..no...just sit. And then try like aaa
front...back...
- 212 T: Move your body... move apart of your body RQ
back and front. Up and down. **It's called sit up**
because we do it while...?
- 213 Ss: Sitting.
- 214 T: Yes. **What else can you do?**
- 215 Ss: Pull up. Back up.
- 216 T: What do you back up?
- 217 S: Back up...aaa...put your hand on your...aaa

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- 218 T: Okay. Okay. Now squat. Do you know squat?
Are you familiar with squat?
- 219 Ss: Aaa...
- 220 T: Squat (the lecturer used gesture). RQ
- 221 Ss: Ooo...ya...
- 222 T: **How to do squat?**
- 223 Ss: *Sama kayak* squat jump... DQ
- 224 T: I have aaa... (the lecturer is playing the video
from his gadget). **Okay**, does anybody want to
make tutorial how to do squat?
- 225 Ss: No...
- 226 T: This is very easy to do, right?
- 227 Ss: Yes.
- 235 T: If you have the questions for the quest...for...if
you have the answer to the question, raise your
hand. Everyone free to answer, okay?
- 236 Ss: Okay.
- 237 T: Can you play a musical instrument? RQ
- 238 S: Yes.
- 239 T: **What can you play?** RQ
- 240 S: Guitar, bass and drumb.
- 241 T: **When you learn them?**
- 242 S: Aaa...in...when...in when I am still in senior RQ
high school. I played with my friends.
- 243 T: **Who taught you?** RQ
- 244 S: Aaa...the people in front of my house.
- 245 T: **Mmm...so you have all of the instruments
at home?** RQ
- 246 S: Yes.
- 247 T: **What do you have?** RQ
- 248 S: Just...mmm three.
- 249 T: **Three. What are they?** RQ
- 250 S: Guitar two.
- 251 T: **Say it again?**
- 252 S: Guitar...I have two guitars. And then one more RQ
is *ukulele*.
- 253 T: **Ukulele...?** RQ
- 254 S: Small guitar.
- 255 T: Okay. Good good. Aaa **what is something
your parents can do, but you can't? Tiara.**
- 256 S: My father can playing guitar and drum and my RQ
mother can playing piano.
- 257 T: Mmm... **How about others? Aqila.** RQ
- 258 S: My mother can cook. But I can't.
- 259 T: **You can't cook?** RQ
- 260 S: No.
- 261 T: Okay. **Aaa name two sports you can play.
Riza.**

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- 262 S: Football and badminton.
263 T: **Football and...?**
264 S: Badminton.
265 T: **Which one is easier to play?**
266 S: Football.
267 T: **Why is it easier?**
268 S: Aaa...because just talent.
269 T: Ooo...because just talent ya. Okay. **Aaa what is one thing you could do very well when you were ten? Wilda?**
270 S: Recite the Holy Qur'an.
271 T: Recite the Holy Qur'an. **Yes Hafiza.**
272 S: When I was ten I could sleep all day. Now I couldn't sleep all day because I am busy.
273 T: Okay, **What's past ability?**
274 Ss: *Kemampuan masa lalu...*
275 T: **What are two things you could do when you were one year old?**
276 S: Cry, cry and cry.
277 T: Cry and cry. Okay. **Aaa Name two board games you can play? Riza, what are they?**
278 T: RPG means rule playing game. Okay. **Aaa what is one thing you can't do very well? You have tried so hard to learn you still can't do it.**
279 Ss: Eat. Sleeping.
280 T: Come on...
281 S: Cooking.
282 T: Have you learnt?
283 S: Ya.
284 T: But?
285 S: But I can't.
286 T: Okay. Aaa last one, **what is something can do but your parents can't? Uswah?**
287 S: My parents can't speak English well.
288 T: You can speak English, but your parents can't. Okay.

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