THE IMPLEMENTATION OF PRE-QUESTIONING STRATEGY IN TEACHING ENGLISH TO THE ELEVENTH GRADE OF SMAN 2 KUBU

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PEKANBARU
1447 H/2025 M

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Thesis
Submitted as partial fulfilment of the requirements
for bachelor degree in English education
(S.Pd.)

DEPARTEMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU

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i

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ii

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most Gracious and Merciful, praise belongs to Allah Almighty. With his guidance and blessing, the researcher has completed the final research paper entitled "The Implementation of Pre-Questioning Strategy in Teaching English to The Eleventh Grade of SMAN 2 Kubu". It is a scientific writing to fulfill one of the academic requirements to finish the bachelor's degree (S.Pd.) at the Department of English Education Faculty of Education and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and salam are always presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people worldwide.

With all my heart, I dedicated my deepest gratitude to my beloved parents, the two people I love the most in this world, **Mr. Herman** and **Mrs. Yusmiati**. For their unconditional love, endless prayers, support, guidance, and sacrifices throughout the completion of this thesis. Their invaluable dedication and love have been a constant source of strength and motivation. May Allah SWT bless them with continued health and happiness. Thank you so much, the love of my life. I love you so much.

To those who have walked beside me during this journey, I would like to express my appreciation:

1. Prof. Dr.Hj. Leny Nofianti, MS, SE, M.Si, Ak, CA., the Rector of the State Islamic University of Sultan Syarif Kasim Riau; Prof. H. Raihani, M. Ed., Ph. D., as Vice Rector I; Dr. Alex Wenda, S.T., M. Eng., as Vice Rector II; Dr. Harris Simaremare, M.T., as Vice Rector III; and all staff. Thanks for your kindness and encouragement.

2. Prof. Dr. Amirah Diniaty, M. Pd. Kons, the Dean of the Faculty of Education and Teacher Training of the State Islamic University of Sultan Syarif Kasim Riau; Dr.H. Zarkasih, M. Ag., as the Vice Dean I; Prof. Dr. Zubaidah Amir, MZ, M. Pd., as the Vice Dean II; Prof. Dr. Amirah Diniaty, M. Pd. Kons., as

the Vice Dean III; and all the staff. Thanks for the kindness and encouragement.

3. Dr. Faurina Anastasia, S.S., M. Hum., the Head of the Department of English Education who has given corrections, suggestion, support, advice, and guidance in completing the thesis.

4. Dr. Nur Aisyah Zulkifli, M. Pd., the Secretary of the Department of English Education, for her guidance to the researcher.

5. Dedy wahyudi, M.Pd, the Academic Supervisor, thank you for his guidance, to support and kindness to complete this thesis. Thank you so much, Sir

6. Dr. Bukhori, S. Pd.I., M. Pd., the researcher supervisor who has given me correction, suggestions, support, advice, and guidance in accomplishing this thesis. Thank you very much for being a good supervisor for us, Sir.

7. All lecturers of English Education Department of State Islamic University of Sultan Syarif Kasim Riau, who have given knowledge and information of this project paper and thanks for their contributions and support during the courses.

8. Darwati, S.Pd, the Headmaster and Vauziah, S.Pd, the English Teacher of SMAN 2 Kubu who have welcomed the researcher to do the research at the school even helped and suggested the researcher in doing the research.

9. The Eleventh grade students of SMAN 2 Kubu, who had participated in the collecting data process. A massive thank you all the dearest students.

10. My beloved brother and sister, Rizky Pratama, Dian Islamiarti, S.E, Sya'i Fadilla, and Rendi Irawan who always cares, loves and supports me.

11. To my beloved friends, Kost Nelkha 1, thank you for providing knowledge, motivation, advice, and guidance in working on this thesis last semester.

12. To my beloved friends, "Babukers", Anisah Apriani Siregar, S.Pd, Eva Revita Sari, Mirda Afrilia Susanti, S.Pd, Novita Sari Situmorang, S.Pd, Riska Tria Handayani, S.Pd, Sinta Rosma Dewi, S.Pd. And don't forget especially for my friends Indah Sulistiani, S.Pd, Lisnani, S.Pd thank you for providing knowledge, motivation, advice, and guidance in working on this thesis at last semester.

iv

13. Finally, I want to express my deepest gratitude to myself Helmalia. For all the exhaustion, stress, and countless sleepless nights, thank you for holding on even when giving up seemed easier. Thank you for continuing to move forward, even when everything felt heavy and uncertain. You've done well, Helma!!! You don't need to be perfect completing this is already more than enough. Good job, self. Now, let's move forward and begin the next chapter of life with strength, hope, and pride.

Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah, Almighty, the Lord of universe bless you all.

Pekanbaru, May 20th, 2025
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ABSTRACT

Helmalia, (2025): **The Implementation of Pre-Questioning Strategy in Teaching English to the Eleventh Grade of SMAN 2 Kubu**

This study explores the implementation of *Pre-Questioning* strategy in teaching English by using a qualitative approach with a case study design. The research was conducted in the eleventh grade of SMAN 2 Kubu, employing in-depth interviews and classroom observations as data collection techniques. The participants involved in this study included one English teacher and two eleventh grade students for the interviews, while classroom observations were conducted across all eleventh grade classes. The findings reveal that the teacher implemented *Pre-Questioning* strategy through four main stages: greeting, reviewing previous material, conducting *Pre-Questioning* strategy, and confirming students' answers. In the opening stage, the teacher established emotional connection through greetings, prayers, and motivational messages. The next stage involved reviewing prior lessons to activate students' background knowledge. The teacher then used various types of questions including general, specific, confirmation, and comprehension appropriate to the lesson content and classroom conditions. The teacher's flexibility in formulating questions effectively increased student engagement, encouraged critical thinking, and supported their cognitive and emotional readiness. These findings emphasize the important role of the teacher in designing adaptive and interactive learning processes to enhance the effectiveness of English language teaching, which not only helped students comprehend reading materials more effectively but also fostered an active, dynamic, and supportive learning atmosphere.

UIN SUSKA RIAU

ABSTRAK

Helmalia, (2025): Implementasi pada Strategi Pre-Questioning dalam Pengajaran Bahasa Inggris Pada Kelas Sebelas di SMAN 2 Kubu

Penelitian ini mengeksplorasi penerapan strategi *Pre-Questioning* dalam pengajaran Bahasa Inggris dengan menggunakan pendekatan kualitatif dan desain studi kasus. Penelitian ini dilakukan di kelas sebelas SMAN 2 Kubu dengan teknik pengumpulan data berupa wawancara mendalam dan observasi kelas. Partisipan dalam penelitian ini terdiri dari satu orang guru bahasa Inggris dan dua orang siswa kelas sebelas untuk wawancara, sementara observasi kelas dilakukan di seluruh kelas sebelas. Hasil penelitian menunjukkan bahwa guru menerapkan strategi *Pre-Questioning* melalui empat tahapan utama: sapaan, peninjauan materi sebelumnya, pelaksanaan strategy *Pre-Questioning,* dan konfirmasi jawaban siswa. Pada tahap awal, guru membangun kedekatan emosional melalui salam, doa, dan motivasi. Tahap selanjutnya dilakukan dengan mengulas materi sebelumnya untuk mengaktifkan pengetahuan awal siswa. Guru kemudian menggunakan berbagai jenis pertanyaan, termasuk pertanyaan umum, spesifik, konfirmasi, dan pemahaman yang sesuai dengan isi pelajaran dan kondisi kelas. Fleksibilitas guru dalam menyusun pertanyaan terbukti meningkatkan keterlibatan siswa, mendorong berpikir kritis, serta mendukung kesiapan kognitif dan emosional mereka. Temuan ini menekankan peran penting guru dalam merancang proses pembelajaran yang adaptif dan interaktif untuk meningkatkan efektivitas pengajaran bahasa Inggris, yang tidak hanya membantu siswa memahami materi bacaan dengan lebih efektif tetapi juga membangun suasana belajar yang aktif, dinamis, dan mendukung.

ملخّص

هيلماليا، (٢٠٢٥): تطبيق أسلوب التساؤل المبدئي من قبل معلم اللغة الإنجليزية في تعليم اللغة الإنجليزية للصف الحادي عشر بالمدرسة الثانوية الحكومية ٢ في كوبو

هذا البحث يستكشف تطبيق أسلوب التساؤل المبدئي من قبل معلم اللغة الإنجليزية في تعليم اللغة الإنجليزية، باستخدام منهجية البحث الكيفي وتصميم دراسة الحالة. وقد أُجري البحث في الصف الحادي عشر بالمدرسة الثانوية الحكومية ٢ في كوبو، باستخدام تقنيات جمع البيانات مثل المقابلة المتعمقة والملاحظة الصفية. والمشاركون في هذا البحث معلم واحد لمادة اللغة الإنجليزية وتلميذان من الصف الحادي عشر لإجراء المقابلات، بينما نُفذت الملاحظة الصفية على جميع تلاميذ الصف الحادي عشر. أظهرت نتائج البحث أن المعلم يطبق أسلوب التساؤل المبدئي من خلال أربع مراحل رئيسية: التحية، حيث يقوم المعلم ببناء علاقة عاطفية مع التلاميذ من خلال إلقاء التحية والدعاء وتقديم التحفيز. ومراجعة الدروس السابقة، تهدف إلى تفعيل المعرفة السابقة لدى التلاميذ. وتنفيذ التساؤل المبدئي، يستخدم المعلم أنواعا متعددة من الأسئلة، مثل: الأسئلة العامة، والأسئلة المحددة، وأسئلة التأكيد، وأسئلة الفهم وتتناسب هذه الأسئلة مع محتوى الدرس وحالة الصف. وقد أثبتت مرونة المعلم في صياغة الأسئلة أنها تزيد من تفاعل التلاميذ، وتدعم التفكير النقدي، وتعزز الاستعداد المعرفي والعاطفي لديهم. تُبرز هذه النتائج الدور المهم للمعلم في تصميم عملية تعليمية تكيفية وتفاعلية، مما يعزز فعالية تدريس اللغة الإنجليزية، حيث لا يقتصر ذلك على مساعدة التلاميذ في فهم المادة المقروءة بشكل أكثر فعالية، بل يسهم أيضًا في بناء بيئة تعليمية نشطة وديناميكية وداعمة.

LIST OF CONTENTS

REFERENCES

APPENDIX

CURRICULUM VITAE

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching English as a foreign or second language requires the implementation of varied and well-considered strategies to address students' different learning needs and styles. Richards and Rodgers (2001) emphasize that effective language teaching involves not only the choice of appropriate methods but also the ability to adapt strategies that suit particular contexts and learners. Harmer (2007) also points out that the success of teaching depends greatly on the teacher's ability to create an engaging, supportive, and purposeful learning environment. Brown (2001) adds that effective teaching must incorporate both cognitive and affective strategies, allowing students to connect emotionally and intellectually with the material. Furthermore, Nunan (1991) argues that the teacher's role is to facilitate communicative competence through the use of interactive, learner-centered activities. Therefore, employing a combination of strategies such as cooperative learning, task-based instruction, and questioning techniques is crucial in helping students develop their language skills more effectively. One of the strategies that can be used by the teacher in teaching English is pre-questioning.

According to Grellet (1981), pre-questioning helps students identify the objective of reading, focus on relevant areas of the text, and reduces confusion during reading. Students are better prepared to hunt for

1

relevant answers while reading if questions are posed ahead of time. Pre-questioning implicitly some questions are provided before the student read the whole text, in order to build students' interest and motivation in reading activity (Brown, 2001).

Furthermore, Rabiula (2014) reports in her research that this pre-questioning strategy can help students understand the text's substance and make predictions about its solution by asking multiple questions before reading the text. Pre-questioning is the process of providing students with questions before they read the entire book in order to construct their reading schemata and prior knowledge, as well as to pique their attention and cognitive component to forecast what they will face in the following whole text. The philosophy of pre questioning is it can effectively build the students prior knowledge and motivation before students read the text. Of course prior knowledge has a large influence on student performance, explaining up to 81% of the variance in posttest scores (Dochy et al. 1999).

The benefit of pre-questioning, according to Carrel (1988), can aid students in understanding the reading material and in identifying the main idea. Pre-questioning can also increase students' motivation and interest before they finish the text, directing their attention to a specific topic. Additionally, there are a few benefits to pre-questioning; these include: Pre-questioning raises students' motivation and attention (Brown, 2001); Pre-questioning influences students' performance (Dochy et al. 1999). By

utilizing their existing knowledge, students are able to anticipate what they will encounter when reading a text (Brown, 2001). Additionally, pre-questioning assists students in extracting specific information from the text (Harmer, 1985).

Nunan (1991) claims that employing the questioning strategy in the classroom aids teachers in piquing students' attention, improving their capacity for concentration and critical thought, and helping students understand the material. Instructors may use questioning in the classroom to assess their students' comprehension and knowledge, to help them become more adept at expressing themselves, or to have them reflect carefully on the text's specifics (Ur, 1991). While teacher-generated questions can encourage students to make predictions, provide explanations, and produce work, student-generated questions can also aid in improving students' comprehension of the text (Dillon, 1982). Thus, the process of asking questions is one that helps in teaching and learning, and its major goal is to increase a person's knowledge and comprehension (Zenger & Weldon, 1977). Furthermore, according to Al-Zahrani & Al-Bargi (2017), teachers encourage verbal engagement among students in the classroom through the use of questions, which helps students learn more and develop creative thinking. As a result, asking questions can lead to interactive learning. It can be used as a tool for teacher-student interaction as well as a guide for students as a class warm-up.

There have been many studies on pre-questioning strategy. Most of the previous research has primarily focused on examining the effect of pre-questioning on students' reading comprehension. Studies conducted by Qolisoh (2015), Angkarini (2020), Rosnaningsih & Wulandari (2017), Febrijanto et al. (2022), Mousavian & Siahpoosh (2018), Melati (2019), Syukur (2022), Maslakhation (2015), Utami (2017), Sipangkar et al. (2024), Maliyanti et al. (2024), Oktaviani et al. (2020), Dewi et al. (2013), Azis & Darmayani (2014), Nur (2023), Nafsiah et al. (2017) have shown that pre-questioning can positively influence students' ability to understand texts. These findings suggest that pre-questioning, when used before reading activities, can activate students' prior knowledge, guide their attention to important information, and foster deeper engagement with the material.

In addition to these studies, some researchers such as Rusmiati (2014), Ratmelia et al. (2022) have examined the classroom implementation of pre-questioning. Their findings indicate that the effectiveness of this strategy depends on how it is delivered by the teacher, the clarity of the questions, and the students' vocabulary competence. They also highlight challenges, including students' limited vocabulary and the inconsistent use of English during the questioning process.

However, despite the number of studies that address pre-questioning in the context of reading comprehension, there is still a lack of research that specifically explores the broader use of pre-questioning in

teaching English as a whole. Most of the existing studies concentrate on the outcomes, while few focus on how pre-questioning is actually implemented in classroom practice. Therefore, this research aims to fill that gap by investigating the implementation of pre-questioning strategy in teaching English to the eleventh grade of SMAN 2 Kubu.

In a preliminary observation conducted by the researcher at SMAN 2 Kubu, it was found that the English teacher had consistently implemented the pre-questioning strategy at the beginning of English lessons. This strategy was intended to activate students' prior knowledge, stimulate their thinking, and assist them in understanding the topic to be discussed. The teacher typically presented two to three guiding questions using visual media, such as pictures or short videos, relevant to the lesson. These questions aimed to help students connect with the material and encourage them to express their initial ideas.

However, in its implementation, the teacher occasionally used the Indonesian language when asking questions, especially to ensure that all students could comprehend the instructions. During the class observation, which involved 35 eleventh grade students, it was noted that approximately 23 students responded positively to the questions. They demonstrated enthusiasm and active participation, especially when the teacher offered reward points for correct answers. This approach motivated students to compete in a positive way and increased their engagement in the learning process. Conversely, around 12 students

showed limited participation, primarily due to their lack of English vocabulary. These students found it difficult to understand the questions and formulate responses.

As a result, they tended to remain passive throughout the activity. This indicates that while the pre-questioning strategy can foster motivation and engagement among many students, it also poses challenges for learners with lower language proficiency.

In addition, the explanation above highlights the need to conduct further research on the phenomenon of implementing the pre-questioning strategy in teaching English, particularly to the eleventh grade of SMAN 2 Kubu.

B. Identification of the Problem

In the research site, the teacher regularly applied the pre-questioning strategy at the beginning of the lesson. This strategy involved the use of visual media, such as pictures and short videos, along with two to three guiding questions related to the lesson topic. The purpose was to activate students' prior knowledge, stimulate their thinking, and prepare them for the learning material.

The implementation of this strategy was generally effective in increasing student participation and motivation, especially when combined with reward points for correct answers. However, it was also observed that not all students could engage actively. Students with limited English vocabulary struggled to understand the questions and formulate responses,

which led to passive behavior during the activity. The teacher occasionally used the Indonesian language to ensure all students understood the questions, highlighting the varied levels of language proficiency in the classroom. This situation illustrates that while pre-questioning can be a valuable strategy to enhance learning engagement, its implementation also faces challenges that need further investigation.

C. Limitation of the problem

After identifying the problem stated above, the researcher has to limit the problem of this research. In this study the researcher focuses on the implementation of pre-questioning strategy in teaching English to the eleventh grade of SMAN 2 Kubu.

D. Formulation of the Problem

Based on the focus of the research problem above, the researcher formulated the problem into the research question as follows: "How is the pre-questioning strategy implemented in teaching English to the eleventh grade of SMAN 2 Kubu?"

E. Objectives of the Research

Based on the statement of the research problem above, the objective of the research is to explore the pre-questioning strategy implemented in teaching English.

F. Significance of the Research

Based on the objectives stated above, this research seeks to explore the implementation of pre-questioning strategy in teaching English.

Basically the meaning of this research is divided into two categories, namely theoretical and practical significance.

Theoretically, this research is expected to contribute to the field of English language education, particularly in the use of Pre-Questioning strategy by teachers. By implementing the use of Pre-Questioning in English language learning, this study is expected to provide valuable insights into the effectiveness of the selected teaching strategy in enhancing students' English language comprehension and skills. By examining its impact on the four key language competencies listening, speaking, reading, and writing this research aims to contribute to a better understanding of how instructional approaches can support students' English language development. The findings may serve as a useful reference for educators, curriculum developers, and future researchers in designing more effective English language teaching methods. In addition, this study is also expected to provide a strong theoretical foundation for future studies in the same field.

From a practical perspective, this study is expected to provide direct benefits for English teacher at SMAN 2 Kubu as well as other English teachers. By knowing the implementation of using Pre-Questioning, teachers can improve their teaching methods so as to improve students' English comprehension and skills. In addition, the result of this study can also be a reference for other schools in implementing Pre-Questioning strategy in English learning. Thus, this study is expected to

make a real contribution in improving the quality of English language learning at the senior high school level.

G. Definition of the Terms

Related to the title of the research, many terms are involved. Therefore, each term needs to be defined with the aim of avoiding misunderstandings and misperceptions of these terms. The definition of the key terms to be used in the study is presented as follows:

1. Pre-questioning Strategy

Pre-questioning is a strategy that involves presenting students with a series of questions before the main learning activity begins. According to Brown (2001), this strategy is linked to schema theory and students' prior knowledge. Its purpose is to stimulate students' interest, enhance their motivation, and activate their cognitive abilities. By engaging their existing knowledge frameworks, pre-questioning helps students make predictions and become mentally prepared for the lesson content.

2. Teaching English as a Foreign Language

Teaching English is an interactive process that centers on verbal communication between teachers and students, as emphasized by Amidon (1967). It involves guiding learners whose native language is not English, and can occur in diverse settings such as formal schools, private educational institutions, language courses, or individualized tutoring environments. The goal is to help students acquire English language skills through structured interaction and targeted instruction.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Teaching English as a Foreign Language

Teaching English is often seen as both an art and a science. As an art, it requires the teacher's creativity and intuition to foster a meaningful learning environment; as a science, it relies on systematic methods and strategies to achieve learning goals (Brown, 2001).

According to Harmer (2007), good teachers care more about their learners than about their own teaching. They teach language, but also teach people. In other words, successful language teaching is not just a matter of getting students to produce correct grammar or accurate pronunciation it is equally about fostering motivation, creating a positive learning environment, and showing empathy towards students' needs and feelings.

In the phrases of Dewey (2005), "Teaching English is arrangement and manipulation of a situation in which there are gaps or obstructions which an individual will seek to overcome and from which he will learn in the course of doing. According to B.O. Smith (1963), teaching is a series of intentional actions designed to facilitate learning.

Gage (1963) defines teaching as a sort of interpersonal influence that aims to change the behavior of others. In 1963, Smith expanded the definition of teaching. Teaching is a set of actions. The scenario involves an an agent, an end goal, and two sets of factors: those beyond the agent's

10

control (e.g., class size, student characteristics, physical facilities) and those within the agent's control (e.g., teaching approaches and strategies).

Based on the various definitions above, the researcher concludes that teaching English is a process of channeling knowledge, this involves the transfer of information by teachers or educators to students which aims to facilitate student learning and understanding. In addition, teaching is a series of actions designed to encourage learning.

Phases of Teaching English

According to Esti and Lina (2020), who are researchers in the field of English language education, the teaching process in English language learning can be divided into three main phases: pre-activity, whilst-activity, and post-activity. The pre-activity phase serves as the initial stage of the lesson, where the teacher prepares students both psychologically and physically for the upcoming learning process. This preparation involves several important steps, such as reviewing and asking questions about previously learned materials to refresh students' memories and help them connect prior knowledge to new concepts. Teachers also clearly communicate the learning objectives so that students understand the goals they are expected to achieve. Furthermore, brainstorming activities are used during this phase to stimulate students' thinking and encourage active participation. This phase is crucial because it creates a readiness and positive mindset in students, which is fundamental for effective learning.

The whilst-activity phase represents the core or main part of the learning process. During this phase, teachers apply various creative and student-centered learning models to engage learners actively. Esti & Lina (2020) mention several instructional approaches such as project-based learning, discovery learning, problem-based learning, cooperative learning, the scientific approach, and the genre-based approach. The selection of the learning model depends on the lesson objectives and students' characteristics, ensuring the learning process is tailored to meet their needs and interests. In this phase, teachers utilize appropriate materials, media, and resources that are not only interesting but also relevant to the content and the learning style of the students. This active involvement helps students practice their language skills intensively and meaningfully, fostering better understanding and retention.

Finally, the post-activity phase occurs at the end of the lesson and serves as a time for reflection, assessment, and reinforcement. During this phase, teachers and students review the material covered in the lesson to consolidate learning and clarify any misunderstandings. Feedback is provided to students to help them recognize their strengths and areas for improvement. Additionally, teachers plan and implement follow-up activities such as remedial teaching for students who need extra help, enrichment tasks for advanced learners, quizzes, and tests to evaluate student progress. Teachers also use this opportunity to announce the topic or learning objectives for the next meeting, which helps maintain

continuity in the learning process and prepares students mentally for the upcoming lesson. This phase ensures that the learning cycle is complete and that students are supported throughout their language learning journey.

In addition, according to Harmer (2007) divides activities into three phases. He emphasizes that the pre-activity phase is essential for introducing the topic and preparing students through initial discussions or brainstorming sessions, which activate prior knowledge and focus attention. The whilst-activity phase involves the main tasks of the lesson, such as reading, speaking, or listening activities that allow students to practice the language directly and communicatively. Lastly, the post-activity phase focuses on summarizing and reflecting on the lesson through discussions or additional exercises designed to reinforce learning and deepen understanding.

Structures of Teaching English

According to Davis & Glaser (1962), the teaching process is composed of four interrelated stages that contribute to effective instruction. The first stage is planning the teaching process, which involves analyzing the content to be taught, identifying key learning elements, and formulating specific instructional objectives. This stage ensures that the teaching process is goal oriented and aligned with the desired learning outcomes.

The second stage focuses on organizing teaching tactics that are designed to help students achieve the predetermined learning objectives.

This involves selecting appropriate teaching methods, instructional materials, and classroom strategies.

The third stage emphasizes the identification of effective teaching and learning methods that facilitate the clear and meaningful communication of content. It is during this stage that the teacher ensures the delivery of material is accessible and engaging for students.

The final stage involves managing the teaching-learning process through the assessment of student performance based on the stated objectives. It also includes providing constructive feedback to both teachers and students to support ongoing improvement and instructional refinement. Together, these four stages provide a comprehensive framework for ensuring teaching effectiveness and supporting student learning.

In conclusion, Davis & Glaser's model highlights the importance of systematic planning, strategic execution, and continuous evaluation in the teaching process, serving as a valuable guide for educators to enhance instructional quality and foster meaningful learning outcomes.

The Categories of Teaching

According to *The International Encyclopedia of Teaching and Teacher Education*, the concept of teaching can be categorized into three distinct perspectives, each highlighting different aspects of the teaching process. The first category views teaching success as inherently linked to learning, emphasizing that learning is the central component of teaching.

In this perspective, teaching is understood as an action or process that directly contributes to student learning, with the effectiveness of teaching measured by the extent to which learning occurs.

The second category defines teaching as an intentional activity designed to facilitate learning, although it does not guarantee that learning will inevitably take place. Here, teaching is considered a deliberate effort by educators to create conditions and opportunities conducive to learning, recognizing that the actual outcome depends on various factors, including student engagement and external influences.

The third category conceptualizes teaching as a normative behavior aimed at facilitating learning for others. This broader definition encompasses a range of activities such as training, instruction, and indoctrination, all of which are oriented toward supporting the acquisition of knowledge, skills, and values. Collectively, these three categories provide a comprehensive framework for understanding teaching as a complex and multifaceted process involving purposeful actions, intended outcomes, and normative goals aimed at enhancing learner development.

Characteristics of Teaching

According to Isola (2019), teaching is characterized by a multifaceted and dynamic process that involves successful collaboration between teachers and students. It is both an art and a science; as an art, teaching demands creativity and the expression of talent, while as a science, it requires systematic study, refinement, and application of

effective methods and skills. Teaching manifests in various forms, including formal and informal training, conditioning, and indoctrination, all unified by the central role of effective communication. Moreover, teaching revolves around three key elements: educational objectives, learning experiences, and behavioral change. Effective teaching necessitates careful planning, which includes the establishment of clear objectives, procedural strategies, and evaluation techniques. Unlike authoritarian approaches, teaching is characterized by recommending rather than dictating, embracing a democratic framework where students are respected and actively encouraged to engage through questioning, answering, and discussion. It provides instruction, guidance, and encouragement, involving students in diverse classroom activities such as organization, management, discussion, recitation, and evaluation. A competent teacher also promotes emotional stability in students by demonstrating empathy and kindness.

Additionally, remedial teaching addresses students' learning difficulties to ensure inclusive educational progress. Teaching facilitates learners' ability to adapt to life changes and supports harmonious child development as a professional endeavor. It also enhances critical thinking and promotes self-directed learning among students. Finally, teaching employs observation, analysis, and evaluation as core methods, and it is a specialized skill set focused on achieving specific instructional goals.

Types of Teaching

Types of teaching in language learning according to experts as follows:

1. Teaching of speaking

Teaching Speaking aims to improve students' communication skills. Teaching speaking involves teaching students how to express themselves verbally, express their feelings, thoughts, and minds, and create a sense of connection through social knowledge about the situation and topic. As Kayi (2006) indicates, to teach speaking, the teacher encourages students to use proper English speech sounds and patterns, including word and sentence emphasis, intonation, and rhythm. To communicate effectively, choose appropriate words and sentences based on the social setting, audiences, circumstance, and topic. Arrange thoughts coherently, use language as a means of conveying values and decisions, and use language quickly and fluently. According to Harmer (2007), the goal of teaching speaking is to help students improve their correspondence skills as their English develops. This includes teaching them what constitutes a proper conversation and assisting them in using various articulations.

2. Teaching of reading

When teaching reading, the teacher directs and motivates students, creates opportunities for learning, and establishes a framework. According to Nunan (2003), teaching reading consists of at least two components. When teaching reading, teachers should consider the three stages of activities: pre-reading, while reading, and post-reading. Pre-reading

exercises involve simple questions that ask the reader to use the text to get the solution. Pre-reading exercises help students focus on the material, improve language skills, and motivate them to read. Pre-reading activities include brainstorming, title prediction, image sequencing, storytelling, and sharing prior knowledge. While-reading activities aim to help students understand the text's precise material and rhetorical structure. This level allows for tasks such as modeled reading, skimming, scanning, rereading, summarizing, and more. Traditionally, "post-reading activity" refers to exercises that incorporate questions following a text to measure students' comprehension. Activities for this stage may include close tests, jumbled sentences, true/false questions, and text-based inquiries.

3. Teaching of writing

Teaching writing involves interaction between students and teachers in the classroom, resulting in written production. Writing is an act of interaction that is presented in written form and may be read by a reader. Teaching writing aims to develop linguistic, communicative, and cultural competencies (Malyuga et al. 2016). Linguistic competence refers to the employment of a foreign language in writing classes to prepare students to meet modern needs. Students are aware that English is an international language. Students' communicative competence is demonstrated when they arrange and convey their ideas in written form, including their opinions and attitudes. Cultural competence needs students to effectively

communicate their ideas, analyze, compare, and evaluate facts and occurrences.

4. Teaching of listening

It is difficult for students to do or grasp something without being taught instructor must be present to teach them and ensure their comprehension. According to Brown (2001), teaching includes demonstrating or assisting someone in learning how to do something, giving directions, directing in the study of anything, supplying knowledge, or causing to know or comprehend. In recent years, listening has been explored for its impact on both comprehension and language learning. Effective listening instruction takes more effort from teachers than from students. To effectively teach listening comprehension, it is important to avoid presenting language material visually first. Effective listening courses include pre- and post-task exercises to enhance learning. Teaching listening should go beyond understanding and involve action. Language teachers must assist students in developing strong listening skills, as it is crucial for language acquisition and teaching.

5. Teaching of Grammar and vocabulary

Grammar and vocabulary are vital for teaching and learning English as a Foreign Language (EFL). Grammar is crucial for second language acquisition as it enables learners to construct sentences. They communicate themselves accurately (Mart, 2013). Vocabulary acquisition is vital for successful second language learning. Vocabulary enables

effective communication through many structures and functions (Nunan, 1991).

2. Pre-Questioning Strategy in Teaching English

There are several definition of Pre-questioning put forward by experts. Pre-questioning allows individuals to get basic knowledge of the content before reading it. Brown (2001) suggests that pre-questioning can serve as exhibition questions, schema theory, and explanation of students' background knowledge. He defines pre-questioning as asking students a series of questions about the book before reading it. This practice aims to enhance students' interest, motivation, and cognitive abilities. Furthermore, it effectively stimulates students' background knowledge. This helps students predict text content and improve comprehension.

Beside, Brown (2001) engaging student-teacher interaction through questions is the most effective way to promote interactive learning. This questioning activity serves multiple purposes, including boosting students' confidence in producing language, encouraging interaction, providing direct feedback on comprehension, and providing pre-reading activities.

Furthermore, According to Jacobsen (2009), asking engages students and transforms the classroom into a student-centered activity with a goal. This strategy helps students understand the type of material and engages their interest. Pre-questioning can pique students' interest

and provide preliminary information to corroborate their expectations of the material.

Questioning involves asking a question and receiving a verbal response to assess an individual's knowledge and comprehension of a topic (Zenger, 1977). Moreover, Dallmann (1982) identified questioning as a tool for boosting understanding. There are various ways for questioning, including teacher-initiated interaction through questions.

Based on the various definitions above, the researcher concluded that pre-questioning is part of teaching and learning activities, where the teacher asks several questions to students before starting learning. It aims to increase students' interest, motivation and cognitive abilities. In addition, it can help students to guess the content of the material and improve students' understanding.

Types of Pre-Questioning Strategy

Harmer (1985) identifies four types of pre-questioning that can be used to enhance students' reading comprehension: confirmation of expectations, extraction of specific information, general comprehension, and detailed comprehension. The first type, pre-questioning to confirm expectations**,** is used during the lead-in stage to stimulate students' interest in the topic and encourage them to make predictions about the text. This type of questioning provides a motivational purpose for reading and activates students' prior knowledge.

The second type, pre-questioning to extract specific information, guides students to focus on locating particular pieces of information in the text. These questions are provided before reading to prompt students to read selectively and search for specific answers.

The third type, pre-questioning to know general comprehension, helps students gain an overall understanding of the text. This involves asking broad questions that support general content awareness and prepare students to grasp the main ideas.

Lastly, pre-questioning to get detailed comprehension is designed to direct students to read more thoroughly and identify detailed information throughout the text. This type of pre-questioning promotes careful reading and deeper engagement with the content. Overall, these four types of pre-questioning serve as effective strategies to scaffold students' reading processes and support comprehension across different levels of textual understanding.

Advantages and Disadvantages of Pre-Questioning Strategy

Pre-questioning offers several advantages that contribute significantly to the effectiveness of English language teaching, particularly in reading instruction. One of the key benefits is its positive impact on student performance. As noted by Dochy et al. (1999), pre-questioning can transform passive learners into active participants in the learning process, as they are encouraged to engage by responding to the

teacher's questions. This active engagement promotes deeper cognitive processing and better learning outcomes.

In addition, Brown (2001) emphasizes that pre-questioning increases students' attention and motivation. By prompting students with questions before reading, teachers can capture learners' interest and direct their focus toward important aspects of the text. Another advantage is that pre-questioning stimulates students' prior knowledge, helping them to make predictions and mentally prepare for the reading task. This activation of schema allows students to anticipate content and context, which in turn enhances their comprehension.

Furthermore, Harmer (1985) points out that pre-questioning is particularly useful in helping students extract specific information from a text. By framing their reading purpose through targeted questions, students are better equipped to locate and understand key details within the material. Overall, these advantages demonstrate that pre-questioning is an effective instructional strategy for improving students' reading engagement and comprehension.

However, pre-questioning has the following disadvantages: One major concern is presented by Carrell & Eisterhold (1983), who argue that pre-questioning can sometimes lead to misleading expectations, causing students to focus only on predicted content and ignore other important information in the text. This narrow focus may hinder comprehensive understanding and limit the depth of learning.

In addition, Wallace (1992) notes that over-reliance on pre-questioning may reduce learners' autonomy, as students may become too dependent on teacher-led prompts rather than developing their own strategies for engaging with texts. This dependency can inhibit the growth of independent critical reading skills. Another limitation, as discussed by Alderson (2000), is that pre-questioning does not benefit all learners equally, especially those with limited background knowledge. For such students, the questions may cause confusion or anxiety rather than provide helpful guidance, ultimately reducing their motivation and comprehension.

3. **Procedure of Implementing Pre-Questioning Strategy in Teaching English**

According to Fitriana (2016), the procedure of implementing pre-questioning in teaching English consists of four essential stages that aim to activate students' prior knowledge and stimulate interest before engaging with the main material. The first process involves preparing questions related to the material that is going to be studied. These questions are designed to align with the topic and learning objectives, serving as a guide to direct students' thinking.

The second process is presenting interesting and thought provoking questions to capture students' curiosity and attention toward the topic. This step plays a key role in motivating learners and encouraging them to make predictions about the content.

The third process consists of asking students the questions, either through individual responses, pair discussions, or class-wide interaction. This fosters an active learning environment where students are encouraged to think critically and share ideas based on their existing knowledge.

The final process is delivering the material, allowing students to confirm, revise, or expand their understanding based on the discussion triggered by the initial questions. This structured approach ensures that learners are cognitively and emotionally engaged before the reading or learning activity begins, thereby improving their comprehension and overall learning outcomes.

4. Curriculum in Indonesia

Indonesia's education system has undergone changes to increase quality and compete with other countries (Prahani et al., 2020; Sabriadi & Wakia, 2021; Nurulaeni & Rahma, 2022; Munif, 2015). Curriculum is an essential component of education. Furthermore, the curriculum is one of the educational factors that is frequently changed in order to improve education quality in Indonesia (Sonzarni et al., 2022). Education cannot be implemented in the absence of a curriculum since there are no goals or instructions to work from.

Since the spread of the coronavirus disease, the Ministry of Education has implemented the Curriculum Merdeka to ensure students' rights to continue learning. This curriculum emphasizes freedom in

learning and helps students to study easily and peacefully (Nurulaeni & Rahma, 2022). The policy aims to enhance graduates' competencies through flexible learning programs (Kementerian Pendidikan dan Kebudayaan, 2020). The most recent curriculum modification could be due to the implementation of rules and government policies that differ from what was planned. As a result, it is not unexpected that its implementation has not been perfect, and instructors, particularly English teachers, continue to face numerous obstacles.

Effective teaching and learning depend on the teacher's perceptions of curriculum implementation. Based on his experience, the teacher shares his perspectives on curriculum implementation (Mathura, 2019). Teachers, as curriculum implementers, should have a favorable impression of its implementation since a positive perception of the curriculum improves learning. Negative perceptions of the curriculum can negatively effects learning outcomes.

The Implementation of Curriculum Merdeka in Senior High School

Learning outcomes in Senior High School (SMA) are critical in the pursuit of quality education. These learning outcomes include not only academic information but also the development of skills, attitudes, and character qualities required in everyday life. At the high school level, there are two phases of learning outcomes: phase E and phase F. Phase E is for grades 10 and phase F is for grades 11 and 12.

a. Phase E

By the end of Phase E, learners are able to communicate in English using spoken, written, and visual texts that are appropriate for the circumstance, purpose, and audience. Various text genres, such as narration, description, method, exposition, recount, report, and authentic texts, are the primary sources for learning English throughout this phase. Learners use English to communicate their wishes/feelings and discuss themes relevant to their everyday life or current situations based on their age in this phase. They read written books to learn or gather knowledge. When interpreting information in English, implicit inference skills emerge. Learners create a greater range of written and visual materials, with an understanding of purpose and intended audience.

Achievement Per-Element

1) *Listening-Speaking*

By the end of Phase E, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to questions and use strategies to initiate and sustain conversations and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on youth-related topics. They use English to express opinions on youth-related issues and to discuss youth-related interests. They give and make comparisons. They use

non-verbal elements such as gestures, speed and pitch to be understood in some contexts.

2) *Reading-Viewing*

By the end of Phase E, students read and respond to a variety of texts, such as narratives, descriptions, procedures, expositions, recount and report. They read to learn or to find information. They locate and evaluate specific details and main ideas of a variety of texts. These texts may be in the form print or digital texts, including visual, multimodal or interactive texts. They are developing understanding of main ideas, issues or plot development in a variety of texts. They identify the author's purposes and are developing simple inferential skills to help them understand implied information from the texts.

3) *Writing-Presenting*

By the end of phase E, students write a variety of fiction and non-fiction texts, through guided activities, showing an awareness of purpose and audience. They plan, write, review and redraft a range of text types with some evidence of self- correction strategies, including punctuation and capitalization. They express ideas and use common/ daily vocabulary and verbs in their writing. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms

b. Phase F

By the end of Phase F, learners can communicate in English using spoken, written, and visual messages that are appropriate for the circumstance, purpose, and audience. Various text genres such as narration, description, exposition, method, argumentation, discussion, and authentic texts are the primary sources for learning English throughout this phase. Learners use English to discuss and express their wishes and feelings. Learners use their English skills to investigate a variety of texts on a wide range of contextual subjects. They read written texts for both educational/informational purposes and enjoyment. Their understanding of the written material grows. Inference skills are implied while understanding information, and evaluation skills for various sorts of English texts are evolving. They create structured spoken, written, and graphic materials in English with a broader vocabulary. Learners create a variety of written and visual materials, both fiction and nonfiction, with a sense of purpose and target audience.

Achievement Per-Element

1) Listening-Speaking

By the end of Phase F, students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open-ended questions and use strategies to initiate, sustain and conclude conversations

and discussion. They understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They opinions, make comparisons and evaluate perspectives. They employ self-correction and repair strategies, and use non-verbal elements such as gestures, speed and pitch to be understood in most contexts.

2) *Reading-Viewing*

By the end of Phase F, students independently read and respond to a wide range of texts such as narratives, descriptives, expositions, procedures, argumentatives and discussions. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.

3) *Writing-Presenting*

By the end of Phase F, students independently write an extensive range of fictional and factual text types, showing an awareness of purpose and audience. They plan, write, review and

redraft a range of text types with some evidence of self-correction strategies, including punctuation, capitalization and tenses. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They include topic sentences in their paragraphs and use time markers for sequencing, also conjunctions, connectives and pronoun references for linking or contrasting ideas between and within paragraphs. They present information using different modes of presentation to suit different audiences and to achieve different purposes, in print and digital forms.

The approach used in this Advanced English learning is a text-based approach (genre based approach), where learning is focused on text, in various modes, whether oral, written, visual, audio, or multimodal. Learning is designed to provide experience in using English texts to understand and apply factual, conceptual, and procedural knowledge based on curiosity about science, technology, art, and culture related to visible phenomena and events. Text becomes the focus of learning to strengthen the ability to use English in four language skills, namely listening, speaking, reading and writing in an integrated manner, in three types of text: narration, exposition and discussion. There are 4 stages in language learning using a text-based approach. The first stage is Building Knowledge of Field; teachers and learners build

cultural context, share experiences, discuss vocabulary, and sentence patterns. The second stage, Modeling of Text; the teacher shows a text model (oral or written) of the text type being studied. The third stage, Joint Construction of Text; learners try to produce text in groups with the help of the teacher. The fourth stage, Independent Construction of Text; learners are given the opportunity to produce oral and written texts independently, with minimal teacher guidance, only when needed. In its implementation, English language learning can also use various approaches or other relevant learning models.

B. Relevant Research

To avoid the same little used in the research, the researcher showed the relevant research. First, research by Maliyanti, et.al. (2024), about the effectiveness of using pre-questioning technique in reading comprehension on a narrative text. This study evaluated the impact of empowered Pre-Question strategies on students' reading comprehension. This study employed a pre-experimental design. The study included 28 students from class VIII at SMPN 5 Salatiga in Sambas Regency. Data was gathered through reading and multiple choice assessments. The study found that implementing the Pre-Questioning strategy improved students' reading comprehension.

Furthermore, research by Nur, & Jumraini (2023), researcher examined the effect of Pre-questioning on the reading comprehension

achievement of the second grade students at SMAN 2 Pangkep. The study aimed to examine the impact of pre-questioning on reading comprehension achievement in second grade students at SMAN 2 Pangkep, the impact of gender on reading comprehension achievement at SMAN 2 Pangkep Palangkaraya, and the relationship between pre-questioning and student gender. This study utilized a factorial experimental method, with data collected, coded, scored, and tabulated using SPSS version 13. The results indicate that "pre-questioning" has a significant impact on students' reading comprehension achievement, while "gender" has no significant effect.

Then, research conducted by Mustika & Dashela (2022), which examines the use of pre-questioning in improving students' reading comprehension. This study aims to describe how pre-questioning helps students enhance their reading comprehension. This classroom action research was conducted over two cycles with seventh-grade students at MTS Darussalam Sengkubang. This investigation focused on the 7B class, which included 29 students. Each cycle involved planning, action, observation, and reflection. Data collection tools included field notes, observation checklists, interviews, and individual tests. This study found that using pre-questioning as a brainstorming activity before reading a material can enhance student engagement and learning. Predict by repeatedly trying to answer the teacher's pre-questions. Students attempted to find the requested information. The pre-questioning activity enhanced

the participatory nature of reading instruction. It also impacted students' motivation during the reading learning process. The teacher found it excellent for teaching reading comprehension.

Another relevant research by Ratmeilia et al. (2022), researchers examined the use of story texts by applying the pre-question technique to improve students' reading comprehension. This study aimed to assess the effectiveness of the pre-question strategy in improving students' comprehension of the text, as well as their perceptions of the technique itself. The teacher assessed students' comprehension of the recount material. This study utilized quantitative methodology. The study used a pre-experimental design, with a pre-test, treatment, and post-test conducted in the classroom. The pre-test assessed students' prior knowledge, and during the treatment, they were taught recount literature using the pre-question strategy to improve their reading comprehension. After four meetings using the pre-question technique, students were given a post-test to assess their reading improvement and ability. The study found that the use of pre-questions can improve students' reading achievement, especially in story texts, as evidenced by higher post-test scores on both multiple-choice and essay questions. In addition, the study showed a considerable improvement in students' learning achievement. This is shown by the pre-test and post-test interval scores. Students can identify the main idea and supporting facts in the text.

Furthermore, research by Syukur (2022) about the effects of pre-questioning on the students' reading comprehension. The purpose of this study was to look into the influence of pre-questioning on the reading comprehension of fifth-semester students in the Informatic Study Program Faculty of Computer Engineering at Cokroaminoto Palopo University in the academic year 2022/2023. Multiple choice questions were used for reading comprehension examinations, while essays were utilized for pre-questioning assessments. The study sample consisted of 40 fifth-semester Informatic Study Program students from the Faculty of Computer Engineering at Cokroaminoto Palopo University. The researchers employed pre-experimental approaches in this investigation. Samples were collected at random. This study used two types of instruments: tests and questionnaires. The result of the study found that fifth-semester students in the Informatics Engineering Study Program at Universitas Cokroaminoto Palopo have excellent reading comprehension skills.

Then, research by Oktaviani et al. (2020), had conducted a study on the effect of pre-questioning and skimming technique on students' reading comprehension achievement of narrative text. This study examines how pre-questioning and skimming tactics improve students' reading comprehension of narrative literature. The investigation was carried out quantitatively using a quasi-experimental design. Two classes of 20 Twelfth Grade students from Darussalam Sengkubang Senior High School in Kalimantan Barat were sampled. The writer analyzed the data with a t-

test. The writer compared scores between the experimental and control classes. The study found that using pre-questioning and skimming tactics improved students' reading comprehension. This research suggests that pre-questioning and skimming approaches are useful for improving students' reading comprehension.

Furthermore, research by Angkarini (2020), had conducted a study on the effects of pre-questioning reading strategies and the use of teaching media to students reading comprehension. This research aims to examine the impact of pre-questioning and teaching media on students' reading comprehension. To obtain data, second grade students from three private vocational high schools in Tangerang took a test and completed questionnaires. The current study used a quantitative research design to examine how pre-questioning and using educational media affect students' reading comprehension ability. The study employed a survey with multiple-correlational analysis. Pre-questioning is more effective than instructional media, according to the study's findings.

Then, research by Melati (2019) which examines the effect of the pre-questioning technique on reading comprehension of class VIII students of SMPN 16 Mandau. This study aims to assess the impact of the pre-question technique on students' reading comprehension. This study is a quasi-experimental research. The study focused on grade VIII students at SMPN 16 Mandau in the 2017/2018 academic year. The sample was divided into two groups: VIII-3 for the experimental group and VIII-7 for

the control group, which were selected by cluster random sampling. Tests were designed to assess reading comprehension. The data were evaluated using t-test. The pre-questioning strategy improves reading comprehension. The pre-questioning technique can be used to teach reading at SMPN 16 Mandau.

After that research by Mousavian & Siahpoosh (2018), about the effects of vocabulary pre-teaching and pre-questioning on intermediate iranian EFL learners' reading comprehension ability. Comprehending is an important ability in English acquisition. Pre-reading strategies are essential for improving students' understanding during reading instruction. This study looked into the impact of pre-questioning and vocabulary pre-teaching on EFL students' reading comprehension skills. The research involved sixty students. An experimental approach was implemented. The first experimental group of 20 students received vocabulary pre-teaching, whereas the second group of 20 students received a pre-questioning strategy. A control group of 20 students received the standard method. Students in pre-test and post-test groups were asked to respond to reading comprehension questions after reading a text. The results showed significant difference between groups. The experimental groups outperformed the control groups. Furthermore, data showed that vocabulary pre-teaching improved performance compared to the pre-questioning group.

Then, research by Mukorobin & Widyantoro (2018), researchers examined exploring the impacts of teacher's use of pre-questioning and skimming techniques: Indonesian EFL students' reading comprehension and their reading interest. This study aims to determine whether pre-questioning is more helpful than skimming in improving students' reading comprehension across different reading interests. This study is a quantitative research. Data was obtained using exams and questionnaires. The data was analyzed through the following steps: normality test, homogeneity test, and 2x2 ANOVA factorial design. Pre-questioning resulted in higher reading interest and comprehension among the students compared to those with low interest. Although both pre-questioning and skimming are excellent approaches to teaching reading comprehension, this study shows that pre-questioning is more successful.

Furthermore, research by Setyaningrum (2018) with research on teaching reading comprehension descriptive text by using pre-questioning technique to the third semester of English education department at Lamongan islamic university. This study uses a pre-questioning strategy to teach reading comprehension through descriptive text. Demographics included students from the English Education Department at Lamongan Islamic University. The sample population consisted of first semester students. The class consisted of 30 students. The pre-question technique involved several exams with unique questions. Data were collected using observation lists and tests. Data was collected from the pre-test results.

Formative tests 1, 2, and post-test. It was found that the post-test scores were greater than the pre-test and formative tests. The percentage increased from 56.67% before testing to 80% after testing.

Another relevant research by Rosnaningsih & Wulandari (2017) with research on the effect of pre-questioning technique on students' reading comprehension. The study's goal is to determine whether the pre-questioning strategy has a substantial impact on students' reading comprehension. The researcher conducted quantitative study using quasi-experimental methods. This study included two classes: VIII 8 was an experiment class, and VIII 9 was a control class. VIII 8 was taught using pre-questioning, while VIII 9 was taught using traditional methods. The researcher administered pre- and post-tests to the class. The acquired data in this study is evaluated using a t-test. Statistical analysis indicates a substantial difference in the effect of pre-questioning on reading comprehension between the experiment and control classes.

Furthermore, research by Utami (2017), had conducted a study on the effectiveness of pre-questioning technique to teach reading comprehension of narrative text. This study aims to assess the effectiveness of the pre-questioning strategy and its impact on students' reading comprehension of narrative texts. The research design was quasi-experimental. Research using a non-equivalent control group design. The data included pre-test and post-test scores. Students' reading comprehension of narrative text differed significantly when taught

utilizing pre-questioning or translation techniques. Using pre-questioning allows students to predict text content before reading it completely. Furthermore, students can increase their reading comprehension, engagement, and motivation by being more active and critical thinkers. Pre-questioning is more effective than translation procedures in teaching reading comprehension of narrative texts.

Then, research by Azis & Darmayani (2014), had conducted a study on the effect of pre-questioning strategy on the reading comprehension achievement of the second grade students at SMAN 1 Bantaeng. This research aimed to determine the impact of pre-question strategy on reading comprehension. This research used a quasi-experimental method with two student groups. The research population the study included 60 second-year students from SMA Negeri 1 Bantaeng, out of a population of approximately 270. The sampling approach employed was cluster random sampling. The writer concludes that employing the pre-questioning method improved students' reading comprehension.

Furthermore, research by Rusmiati (2014), about an overview of the implementation of pre-questioning strategy in teaching reading. Pre-questioning can increase students' interest and motivation to read the entire book. Additionally, students can anticipate what will be mentioned in the book. This study suggests that understanding pre-questioning can help students enhance their reading comprehension. This article aims to provide an overview of the impact of pre-questioning on teaching reading

comprehension and identify the rules that increase student interest and motivation to read the material.

And the last, research by Dewi et al. (2013) about the effect of using pre-questioning on students reading comprehension. The purpose of this research is to assess the impact of pre-questioning on students' reading comprehension and identify any challenges they may encounter. This research's population was the second grade of SMPN 1 Seputih Banyak. VIII A class was chosen as the experimental class. The study used a pretest-posttest design with a single group. The data in this study was analyzed using the repeated measure t-test. As a result of this research, the pre-questioning strategy has an impact on students' reading comprehension performance.

Based on all the previous research above, the difference between the above research and this research is that the above research focused more on the students, while this research focused more on the teachers. Furthermore, the research above generally uses a quantitative approach, but this research uses a qualitative approach.

C. Conceptual Framework

A conceptual framework is a preliminary model of a research problem and the relationship between variables under investigation. The conceptual framework serves to lead, summarize, or direct research. The conceptual of this research illustrated in the following figure:

Figure: 1.1

Conceptual Framework

| Phases of Teaching English |
| Esti and lina, (2020) & Harmer (2007) |

Pre-activity → Whilst-activity → Post-activity

| Types of Pre-questioning |
| Harmer (1983) |

- Pre-questioning to confirm expectations
- Pre-questioning to extract specific information
- Pre-questioning to know general comprehension
- Pre-questioning to get detailed comprehension

CHAPTER III

RESEARCH METHOD

A. **Research Design**

In this study, a qualitative research was taken. According to Creswell (2012), qualitative research is a tool for investigating and comprehending the meanings that individuals or groups assign to a social or human situation. The research process entails the development of questions and methodologies, data gathering in participant settings, inductive data analysis (going from details to general themes), and interpretations of the data's meaning. The final written report is often structured in a flexible manner.

Creswell (2012) divides qualitative research into five categories: phenomenological research, grounded theory, ethnography, case studies, and narrative research. The researcher used case study in this research, According to Yin (2018), the case study research technique is a suitable research strategy since it addresses how or why research questions, requires little time for the researcher to influence the events under study, and is a contemporary reality occurrences are being studied, and the research is focusing on a contemporary phenomenon in order to track current occurrences. The case study technique focuses the researcher's attention on research design and implementation. (Ratna Dewi Nur'aini 2020). Furthermore, Creswell (1998) indicated that if we are going to choose a study for a case, we can do so from numerous courses or from a

course that uses a variety of sources of information such as observation, interview audiovisual materials, documentation, and reports. The aim of this research is to determine the implementation of pre-questioning strategy in teaching English at the eleventh grade of SMAN 2 Kubu.

By using this method, the researcher is able to collect extensive data on classroom learning situations while simultaneously conducting rich analyses and generating relevant interpretations of the data. Qualitative approaches allowed for the investigation of complex dynamics within the social or educational issues under consideration, as well as the investigation of individual or group experiences and perceptions of these events.

B. Research Setting

This research was conducted at SMAN 2 Kubu which is located at Simpang Lasa, Sungai Segajah, Kubu sub-district, Rokan hilir district, Riau 28991. The researcher chose the place for three reasons, namely accessibility, familiarity, and relevance to the research problem. The purpose of this study was to explore how teacher apply pre-questions in English language teaching. This research is planned to be carried out in December 2024. The researcher conducted the research by following the offline class for the classroom observation part and in-person interviews.

C. Source of Data

Data sources for qualitative research are diverse and can greatly enhance the findings. Creswell (2012) defines these sources as

documentation, interviews, observations, video recordings, and tangible artifacts. Data for this study were acquired from participants and resource persons, with the core data coming from in-depth interviews with both teachers and students. These interviews sought to elicit their experiences and viewpoints on the use of pre-questioning in English language training. Supporting data was acquired through classroom observations, which allowed the researcher to observe the use of pre-questioning in real time while also noting classroom dynamics and student participation. Furthermore, tangible artifacts such as teaching materials and lesson plans were examined to offer context for the teaching tactics used. The study also drew on relevant literature, such as books and journals, to support and enrich its analysis, resulting in a full understanding of the usefulness of pre-questioning in the classroom.

According to Sugiyono, qualitative research obtains data from a variety of sources, such as informants, activities, locations, photographs, audio or video recordings, documents, and archives. In this study, data sources are defined as the subjects from which the information is gathered. To make the classification clearer, the data sources are divided into two categories:

1. Primary Data

Primary data refers to information collected directly from the research subjects using instruments that extract the needed information

firsthand. In this study, the primary data were obtained through interviews and observations conducted in the eleventh grade of SMAN 2 Kubu.

2. Secondary Data

Secondary data refers to supporting information used to complement and validate the primary data. These include documentation and literature relevant to the research topic. In this case, secondary sources consisted of documents and written materials related to the pre-questioning implemented in teaching English.

D. Participant

Purposive sampling was used to identify participants for research. Purposive sampling, according to Creswell (2007), is investigating or understanding the essential phenomena by purposefully selecting individuals and locations. Purposive sampling occurs when the researcher chooses a sample based on the research needs. Informants are chosen in accordance with the research objectives and requirements. Researcher is interested in using observation and interviews to investigate student reactions to teacher implementing pre-questioning. This study was done in the eleventh grade at SMAN 2 Kubu. The researcher enrolled three people as participants. Field notes and notes are used in data collection procedures to make observations. In the meanwhile, researcher was conducted in-depth interviews with the three participants, of the three participants there were one teacher and two students.

Teacher A, is a woman, she graduated from S1 English Education at Riau Islamic University in 2012, she had taught at SD Negeri 011 Rantau Panjang Kiri, Kubu for 1 year. Then she taught at SMA Negeri 2 Kubu from 2013 until now. She is an English teacher and homeroom teacher of class XII at SMA Negeri 2 Kubu.

In addition, as a sample, there were two participants who were grade XI students. This research was conducted in classes XI with a total of 106 students, 55 girls and 51 boys. The researcher chose class XI because the students are active in class and have good intelligence in learning English.

E. Data Collection Techniques

To obtain data, the researcher used two data collection technique, namely observation and interview.

1. Observation

In this study, observation was used as the first technique and was used to obtain the data on how the teachers implements pre-questioning in learning activities. Researcher use observation techniques because observation is one method of data collection that involves directly observing the actions being carried out. According to Creswell (2010), qualitative observation entails taking field notes on the behavior and activities of individuals at the research site and recording them.

Field notes are organized by observer, location, time, and related observations to the study issue. Field notes are an extremely valuable tool

in qualitative research. Yin (2011) states in his book "Qualitative Research from Start to Finish". That, in addition to observing and interviewing, written materials are a third typical source of field notes. This demonstrates that, in addition to observation and interviews, written material serves as the third source of field notes.

In addition, observations were documented using recording methods. In this observation, the researcher observed students' replies when the teacher asks pre-questioning, see the condition of high-achieving students when responding questions from the teacher, and record conditions that occur during the learning process.

In this study, the researcher functions as a non-participant observer because according to Creswell (2012) non-participant observers are observers who attend and take notes without participating in the activities of the participants. When making observations, the researcher sat at the back of the classroom and pay attention to the scenarios and conditions that arise during the learning process. During the observation, the teacher and students were aware of the presence of the researcher as an observer.

2. Interview

Interviews in this study were used to obtain information directly from respondents about how teachers implement pre-questioning, this interview was used to explore in-depth and confirm what had done during the observation. According to Gay (2009), an interview is a planned contact in which a person gathers information from others. This study

included an in-depth interview technique. Researchers captured this meaning through in-depth interviews in which individuals share their experiences (Raco, 2010). By doing this type of interview, the interviewer can acquire more detailed information based on his requirements.

Therefore, researcher interviewed teachers and students who were involved in the process of implementing pre-questioning in the classroom to obtain the information needed for this research. The interview discussed how the teacher implemented pre-questioning in the classroom and how the students responded. So researchers get more information about their problem.

The interview was then recorded using a smartphone. Ary (2010) & Creswell (2012) both believe that utilizing a smartphone to capture interview participant responses is an efficient method. Throughout the interview, researchers took notes on the comments of each of the five informants.

The main questions that were asked during the interviews are as follows:

1. How do teachers implement pre-questioning in teaching English?

2. Why do teachers implement pre-questioning in teaching English?

3. What steps do teachers take when implementing pre-questioning during learning activities?

4. What do students think about the use of pre-questions in learning activities?

The purpose of the questions above is to explore teachers' understanding and practices regarding the implementation of pre-questioning in learning activities. By understanding how teachers apply pre-questioning, we can assess whether this strategy is used routinely in the classroom. Additionally, these questions aim to identify the steps teachers take when implementing this strategy, as well as to gather students' perspectives on the use of pre-questions in the learning process. Through this analysis, we can investigate the effectiveness of pre-questioning as a method to enhance student engagement and understanding, as well as identify potential improvements in teaching strategies.

F. Data Trustworthiness

Validity checks are an important part of research since they help to establish the credibility and dependability of the gathered data. To assure the validity of data in qualitative approaches, numerous procedures are available, including member verification, triangulation, and auditing. We will employ triangulation to validate the data. Triangulation is the use of various data sources, methodologies, or researchers to cross-check and confirm conclusions, boosting the reliability and validity of the data acquired. This study uses triangulation to improve the credibility and robustness of the collected data. (Creswell, 2012).

Triangulation, as an approach for verifying the validity of qualitative research data, entails examining evidence from several data sources and applying it to construct a coherent justification of themes. To develop a consistent justification for themes (Creswell, 2012). Denzin (2009) classifies triangulation into three categories. Investigator triangulation occurs when multiple people interpret and analyze qualitative study data. Theory triangulation is the process of using more than one theoretical framework to evaluate and analyze facts. Methodological triangulation, also known as method triangulation, occurs when multiple methods are utilized to collect data. Researchers in this qualitative research utilized method triangulation. Triangulation involves verifying evidence gathered from data sources such as interviews/focus groups, observations, and documentation studies.

G. Data Analysis Techniques

Data analysis approaches involve analyzing data and drawing conclusions from it. Following data collection, the researcher will examine the findings from observations and interviews. Data from interviews will be transcribed, categorized, and evaluated to answer research questions. According to Bryman et al. (2012), in qualitative research, data analysis is a continuous process carried out by researchers with a focus on the data collected. The researcher will analyze the data using the Miles and Huberman (1994) approach, which has three steps: data reduction, data display, and conclusion drafting or verification.

1. Data Reduction

It is extremely possible that a qualitatively captured research effort created more data than the final report. Data reduction can assist edit, summarize, and show data more effectively. As a result, we must decrease our data in order to make things more manageable and transparent. According to Huberman & Miles (1994), data reduction involves reducing the possible universe of data in an anticipatory manner. The researcher selects a conceptual framework, research topics, cases, and tools. Once an actual field Notes, interviews, cassettes, or other data are available. Data summaries, coding, discovering themes, clustering, and writing stories are all examples of further data selection and condensation.

2. Data Display

Data display is a crucial step in qualitative data analysis and writing up (Burke et al., 2005; Coffey & Atkinson, 1996; Dey, 1993; Eisner, 1997; Grbich, 2007; Lofland, Snow, Anderson, & Lofland, 2006; Miles & Huberman, 1994; Radnofsky, 1996; Slone, 2009; Yin, 2011). Data display in a graphic format is a method of conveying information in a concise and effective manner, illustrating details contained in longer textual content. Visual displays offer a multidimensional environment for organizing data and demonstrating relationships between different pieces of pertinent data (Dey, 1993). Diagrams aim to enable easy access to information and express messages, discoveries, or perspectives on a topic

(Iliinsky, 2010; Lengler & Eppler, 2007). A graphic representation enables the reader to gain insights, build a more complex understanding, or enjoy new information.

3. Conclusion or Verification

In qualitative research, the researcher reaches a conclusion after obtaining agreement from the subject. As a result in this study, after transcribing the data into written transcripts, the researcher identifies, selects, and classifies them depending on the analysis needs connected to the research topic. The researcher next correlates the data to the research questions to be answered before coming to a conclusion.

Triangulation was used to ensure validity. Noble & Heale (In Bans 2021) define triangulation as a procedure that enhances study credibility and validity. The data's validity is required to determine a level of reliance in terms of how far the research findings are true. The researcher will utilize the process of triangulation to test the veracity of data linked to the study problem under investigation. Furthermore, according to Denzin (1978) et al. (in Bans 2021), technique triangulation assists researchers in minimizing or offsetting the effect of one research method's limitations on the strengths of another.

The researcher did triangulation by comparing observation and interview data. The researcher's goal in merging these two data sources is to produce valid and dependable results. These comparisons assist in determining agreement or convergence between observations and

interviews, resulting in more robust and dependable findings. Triangulation allows researchers to improve the quality of their research and their trust in the findings.

H. Research Procedures

The following are research procedures which are divided into preparation stages and implementation stages:

a. Preparation Stages

Research regarding "The Implementation of Pre-Questioning Strategy in Teaching English to the Eleventh Grade of SMAN 2 Kubu" began with a structured preparation stage. Initially, researchers conducted a literature review to understand existing theories and practices related to pre-questioning in language teaching. A clear research objective was defined, with a focus on how pre-questioning was implemented and its impact on student engagement. Ethical considerations were addressed by obtaining necessary consent and assent from participants. The research location SMAN 2 Kubu was confirmed, and one English teacher and two students were selected through purposive sampling. In addition, data collection instruments, such as observation checklists and interview guides, were developed to facilitate the research.

b. Implementation Stages

Once the preparation was complete, the implementation phase commenced with data collection. The researcher conducted systematic classroom observations, taking detailed field notes on the teacher's

questioning strategies and student responses during lessons. In parallel, semi-structured interviews were conducted with the selected teachers and students to gain in-depth insights into their experiences with pre-questioning. These interviews were recorded and subsequently transcribed for analysis. The researcher then employed thematic analysis to identify key patterns and themes from the collected data. To ensure accuracy and credibility, validation occurred through member checking and triangulation of findings from various sources. The results of data analysis were interpreted and then summarized to be written in a research report. Finally, a request for a letter of proof of research implementation was submitted to the school.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the teacher applied different variations in implementing the pre-questioning strategy, where the questions are adjusted to the relevant material that will be delivered to students. This approach demonstrates the teacher's effort to create a dynamic and relevant learning environment. By providing a variety of questions, students became more interested in participating in the lesson, felt challenged to think critically, and were more prepared to receive new material. This strategy also reflects the teacher's flexibility in designing learning activities that not only focus on content but also take into account students' readiness and engagement in the learning process. Overall, the implementation of the pre-questioning strategy by the teacher can be categorized as good and effective in supporting the learning process.

B. Suggestion

Based on the findings and conclusion, the researcher provides the following suggestions:

For Teachers

English teachers are encouraged to continue applying the pre-questioning strategy in their teaching practice due to its proven effectiveness in enhancing student engagement, activating prior

87

knowledge, and improving speaking skills. Teachers should be mindful to vary the types of questions based on the lesson objectives and students' needs. Moreover, it is important for teachers to be responsive and flexible, adapting their questions to classroom Dynamics in order to foster a more interactive and student-centered learning environment.

For Students

Students are encouraged to actively participate in pre-questioning activities as part of their learning process. Engaging with these questions before a lesson can help them activate prior knowledge, increase focus, and better anticipate the content of the lesson. This strategy not only improves speaking and listening skills but also enhances overall comprehension. Students are advised to respond thoughtfully to the questions, reflect on their own understanding, and take the opportunity to ask further questions to deepen their engagement with the topic.

For Future Researchers

Future researchers are recommended to explore the implementation of pre-questioning strategies in different contexts, such as in online learning environments or among students with different proficiency levels. They may also expand the scope of the study by involving more participants or comparing results between different schools. Further research could focus on measuring the direct impact of pre-questioning on students' learning outcomes, especially in writing or reading comprehension.

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APPENDICES

APPENDIX 1
List of Participant

LIST OF PARTICIPANT

Participants	Name
Teacher 1	Mrs. A
Student 1	S
Student 2	C

APPENDIX 2
Interview Protocol

INTERVIEW PROTOCOL

Interview Guidelines for Teacher

No	Questions
1	Apa yang ibu lakukan di awal pembelajaran?
2	Apakah ibu ada memberi pertanyaan ketika di awal pembeljaran?
3	Seberapa sering ibu menerapkannya?
4	Mengapa ibu memilih untuk memberikan pertanyaan di awal?
5	Bagaimana ibu menerapkannya?
6	Apa saja langkah-langkahnya?
7	Apa saja jenis pertanyaan yang biasanya ibu ajukan sebelum memulai materi pembelajaran?
8	Bagaimana ibu memilih atau merancang pertanyaan agar relevan dengan materi pembelajaran?

Interview Guidelines for Students

No	Questions
1	Apa yang di lakukan guru ketika di awal pembelajaran?
2	Apakah guru ada memberi pertanyaan ketika di awal pembelajaran?
3	Seberapa sering guru memberi pertanyaan di awal pembelajaraan?
4	Bagaimana guru biasanya bertanya di awal pembelaran?
5	Apa saja langkah-langkah yang biasanya guru lakukan?
6	Bagaimana menurut kamu terhadap guru yang memberikan pertanyaan di awal pembelajaran?

APPENDIX 3
Transcript Interview of Teacher

Transcript Interview

Teacher   : English Teacher
Interviewer   : Helmalia
Day   : Friday
Date   : February 7th 2025
Time   : 10.00 WIB
Location   : Teacher Room at SMAN 2 Kubu

No			Dialogue
1.	Interviewer	:	Saya Helmalia ingin mewawancarai selaku guru bahasa inggris di SMA Negeri 2 kubu bersama ma'am Eva, oke ma'am ketika ma'am melakukan sebuah pembelajaran apa yang ma'am lakukan di awal pembelajaran?
2.	Interviewee	:	Oke, biasanya di awal pembelajaran itu kita masuk setelah itu kita buka pembelajaran dengan berdoa pertamanya, setelah itu kita ngecek kehadiran siswa kemudian mengasih kata-kata motivasi, tujuannya itu untuk membangkitkan semangat atau membuat mereka itu,,,,eee bersemangat dalam proses pembelajaran
3.	interviewer	:	Agar lebih terpacu lagi gitu ya ma'am
4.	Interviewee	:	Iya iya he eh
5.	Interviewer	:	Selanjutnya apakah ma'am ada memberi pertanyaan ketika di awal pembelajaran itu?
6.	Interviewee	:	Yes, jelas yah kenapa di awal pembelajaran kita harus memberikan pertanyaan, yah karena untuk merangsang mereka itu mengingat ataupun bisa mengaitkan hal-hal ataupun pembelajaran yang akan kita pelajari itu dengan kehidupan sehari-hari mereka, biasanya tujuan ma'am itu kalok membuat pertanyaan itu. Nah pertanyaan yang saya yang ma'am buat itu, itu berkaitan sama materi yang akan kita pelajari atau materi yang sebelumnya
7.	Interviewer	:	Terus bagaimana biasanya tanggapan siswa gitu mam?
8.	Interviewee	:	Kalok tanggapan siswa itu ya siswa itu kalok di kasih pertanyaan ya mereka itu merespon. Nah

			mereka merespon kemudian mereka menjawab, beberapa dari siswa itu biasanya menjawab pertanyaan itu dan mereka bisa antusias dalam menyambut proses pembelajaran di awal
9.	Interviewer	:	Terus ma'am eee… ketika ma'am bertanya itu full english atau mix atau Indonesia?
10.	Interviewee	:	Hmm mix , biasanya mix di awalnya english kemudian di mix sama bahasa indonesianya
11.	Interviewer	:	Terus seberapa sering ma'am melakukan apakah setiap kali ma'am eee… memberikan materi ma'am lakukan atau jarang?
12.	Interviewee	:	Biasanya kalok memberikan pertanyaan itu sering yah, yah hampir-hampir setiap pertemuan tapi kadang ada juga tidaknya yah, tergantung kalok kita setiap memberikan materi biasanya memberikan pertanyaan tapi kalok kita masuk mungkin mengasih tugas ataupun latihan buat mereka itu tidak diajukan dengan pertanyaan
13.	Interviewer	:	Terus mengapa ma'am memilih untuk memberikan pertanyaan di awal pembelajaran ketimbang di pertengahan atau di akhir?
14.	Interviewee	:	Karena tujuan yah, tujuan pertanyaan awal disebut dengan pertanyaan pemantik, yah pemantik questions itu tujuannya untuk memancing mereka itu bisa berfikir lebih lagi untuk mengaitkan eee… pertanyaan kita itu dengan materi pembelajaran yang akan kita sampaikan itu tujuannya
15.	Interviewer	:	Lalu bagiamana ma'am menerapkan eee… pertanyaan diawal pembelajaran itu ma'am?
16.	Interviewee	:	Maksudnya?
17.	Interviewer	:	Bagaimana ma'am menerapkannya gitu ma'am
18.	Interviewee	:	Ooo menerapkannya dengan materi pembelajaran? Nah Ma'am terapkan pertanyaan itu dengan materi pembelajaran sebelumnya itu yah kita harus memilih materi yang sesuai dengan yang kita bahas pada hari pertemuan itu, nah kemudian pertanyaan itu kita cari yang relevan yang sesuai dengan materi yang akan kita sampaikan intinya meskipun kita kaitkan dengan kehidupan sehari-hari tapi tidak terlepas dengan materi yang kita

			sampaikan
19	Interviewer	:	Biasanya ma'am mendapatkan sumber-sumber materi itu biasanya dimana?
20	Interviewee	:	Selain dari buku yah, ma'am cari dari internet yah, dari sumber yang bisa mendukung pembelajaran tersebut karena kalok dari buku biasanya kan secara apa namanya, secara umum saja lebih spesifiknya kan dari sumber yang lain makannya harus ada sumber yang lain
21	Interviewer	:	Terus gimana langkah-langkah ma'am memberi pertanyaan itu gimana?
22	Interviewee	:	Langkahnya?
23	Interviewer	:	iyaa
24	Interviewee	:	Kalok langkah memberi pertanyaan itu ya awalnya itu memang ma'am susun dulu yah, makannya sebelum kita memulai pembelajaran baik kita harus mempersiapkan modul ajar, nah jadi dari modul ajar itu kita sudah tau materi apa yang akan kita sampaikan di pertemuan-pertemuannya jadi dari situ kita harus membuat langkah-langkah. Nah langkah pertanyaannya itu yang kita lakukan adalah hmm mencari pertanyaan yang kira-kira berhubungan sama materi yang akan kita sampaikan pada saat itu supaya siswa bisa merespon dan mereka tidak berfikir jauh yah lari dari proses pembelajaran yang akan kita sampaikan.
25	Interviewer	:	Lalu bagaimana lagi ma'am?
26	Interviewee	:	Yah awal memberikan pertanyaan itu yah? Oke, langkah-langkah pertamanya itu yah pasti kita persiapkan dulu yah pertanyaannya yakan? Nah setelah kita siapkan pertanyaan kita kan masuk, masuk sebelum materi kita sampaikan materi apa yang akan kita sampaikan kita harus mengaitkan dulu aaaa pertanyaan tersebut dengan materi yang akan kita ajarkan nanti makanya kita bawak, kita gak bisa langsung istilahnya langsung ke pertanyaan tuh gak harus dia materinya itu yang kita tanyakan boleh kan contoh yang lain kita bawak cerita atau apa tapi tujuannya kesitu nah

			jadi seperti itu. Itu langkah awalnya jadi aaa kita lebih apa namanya? Harus mempersiapkanlah gitu kan harus ada rancangan yang akan kita sampaikan jadi kita harus memang betul-betul eee mengerti arah dari materi yang akan kita sampaikan itu dengan pertanyaan yang akan kita berikan kepada siswa supaya siswa tidak terlalu bingung mengaitkan materi tersebut mungkin itu saja
27.	Interviewer	:	Lalu ma'am pertanyaannya biasanya bagaimana itu ma'am?
28.	Interviewee	:	Mmm maksudnya?
29.	Interviewer	:	Yah ma'am bertanya secara general atau lebih spesifik atau eee bagaimana ma'am?
30.	Interviewee	:	Secara general, nah maksudnya secara general itu kan artinya semua siswa nanti bisa apa namanya bisa menganalisis nah bagi siswa yang aktif mungkin dia akan merespon bagi siswa yang eee dia kurang aktif ataupun dia belom ngerti karna kan tidak semua siswa itu sama daya serapnya terus daya ingatnya itu sama jadi mungkin ada siswa yang masih bingung, mungkin dia dia menjawab tapi jawabannya itu dia eee belom tepat ataupun belom masuk ke materinya itu, jadi seperti itu lebih ke generalnya sih
31.	Interviewer	:	Pertanyaannya pun pertanyaan-pertanyaan umum gitu ya ma'am
32.	Interviewee	:	Pertanyaan umum yah
33.	Interviewer	:	Belum mendalami banget
34.	Interviewee	:	Yah tapi mereka bisa apa namanya, bisa menganalisis ataupun mengaitkan pertanyaan tersebut. "Oh berarti ini loh yang tadi di maksud dari awal " seperti itu
35.	Interviewer	:	Selanjutnya ma'am apa saja jenis pertanyaan yang biasanya ma'am ajukan sebelum memulai materi, bagaimana pertanyaannya gitu?
36.	Interviewee	:	Contoh pertanyaannya?
37.	Interviewer	:	Iya contoh pertanyaannya
38.	Interviewee	:	Hah contoh pertanyaan tergantung dari materinya sih, kalok seandainya materinya itu tentang surat

			yakan, surat itukan ada beberapa macam surat diawalnya itu kita boleh kasih picture dulu gambar yakan, kita tanya anak itu "what is picture?" nah ini gambar apa nantikan anak pasti menjawab dong ini gambar surat, nah kemudian nanti kita kasih seperti kalimat yakan kalimat itu kita buat "do you ever received a letter?" apakah kamu pernah menerima surat yakan, nah kalok mereka jawab "yes" nanti kita bisa lanjutkan "surat apa yang kamu terima" nantikan mereka bisa menjabarkan nah surat ini ini seperti itu
39.	Interviewer	:	Lalu ma'am ada gak memberikan pertanyaan kembali kepada siswa untuk mengkomfirmasi?
40.	Interviewee	:	Ada yaa ada, itu biasanya sering sih dilakukan, eee biasanya setelah kita kasih pertanyaan kemudian ada respon dari siswa kemudian kita jelaskan kemudian ada konfirmasi kembali pertanyaan tersebut, tujuannya apa? Supaya siswa itu siswa yang lain itu memahami yah memahami eee oh berarti ini loh maksudnya tadi gitu ini loh materinya gitu itu tujuannya
41.	Interviewer	:	Terus cara ma'am memberikan pertanyaan bagaimana itu ma'am atau eee apa ma'am kayak menunjuk-nunjuk atau melalui absen ma'am panggil?
42.	Interviewee	:	Ohh biasanya ma'am sebut nama anaknya karna kan kita sudah kenal sama anaknya kan jadi di sebut, biasanya saya itu eee ma'am itu nyebut itu anak yang kurang aktif ataupun dia memang ada dia aktif cuman aktifnya ini bukan aktif di pelajaran tidak biasanaya dia memang suka cerita anaknya itu, jadi makanya nama itu yang sering ma'am panggil supaya dia istilahnya fokus ke belajarnya jangan dia sibuk dengan diri dia sendiri aja jadi seperti itu
43.	Interviewer	:	Eee itu ma'am manggilnya setiap pertemuan eee pas masuk itu bergilir atau ndak namanya ma'am?
44.	Interviewee	:	Bergilir bergilirrr yah, gak itu-itu aja gak artinya harus dapat minimal yah, minimal itu kalau eee setiap pertemuan itu di awal pertama itu kadang 5

			orang, 3 orang yang disebutkan nah nanti kalok udah istilahnya kalok secara umum ya baru semuanya
43.	Interviewer	:	Lalu ketika ma'am masuk kelas nih ma'am langsung memberikan pertanyaan atau kayak bertanya kabar dan lainnya?
44.	Interviewee	:	Bertanya kabar terlebih dahulu yah pastinya kita bertanya kabar kemudian nanti kasih motivasi, tujuannya apa? Supaya siswa-siswi itu tetap semangat kemudian dia termotivasi dalam belajarnya, jadi kita eee tidak eee apa namanya? Tidak bosan-bosan untuk melakukan hal tersebut yah, karna aaa biasanya kalau kondisi itu yah menanyakan kabar itu adalah pertanyaan tentang kondisi siswa keadaan siswa yah itu harus kita tanyakan mana tahu aaa dipertemuan itu ada siswa yang mungkin dia kurang fit badmood atau apa kita kan harus tau kondisinya seperti apa
45.	Interviewer	:	Selanjutnya ma'am, bagaimana ma'am memilih atau merancang pertanyaan agar relevan dengan materi pembelajaran?
46.	Interviewee	:	Yaa itu tadi kita harus mempersiapkan dulu modul ajarnya yah, karena dari modul ajar itu baru sudah nampak ataupun tergambar materi yang akan kita ajarkan, jadi dari situ kita harus menyediakan pertanyaan yang sesuai sama materi yang akan kita sampaikan tersebut, jadi siswa itu yah dia sudah bisa, eee… bagi siswa yang jeli dia bisa menebak "oh berarti nanti kita belajar ini loh" nah jadi seperti itu kita harus menyesuaikan pertanyaan dengan materi yang akan kita sampaikan gak boleh jauh dari situ, itu sih kalok menurut ma'am seperti itu
47.	Interviewer	:	Biasanya ma'am memberikan pertanyaan awal tuh berapa tuh ma'am biasanya?
48.	Interviewee	:	Berapa buahnya? Berapa banyaknya?
49.	Interviewer	:	Iya berapa banyaknya
50.	Interviewee	:	Maksimalnya itu 3 kadang ada 2 yah seperti itu, maksimalnya 3 lah
51.	Interviewer	:	Oke ma'am, thank you yah ma'am

| 52 | Interviewee | : | Oke you're welcome, success! |

APPENDIX 4
Coding of Interview Transcript

Transcript Interview

Teacher		:	English Teacher
Interviewer		:	Helmalia
Day		:	Friday
Date		:	February 7th 2025
Time		:	10.00 WIB
Location		:	Teacher Room at SMAN 2 Kubu

Pre-questioning to confirm expectations
Pre-questioning to extract specific information
Pre-questioning to know general comprehension
Pre-questioning to get detailed comprehension

No			Dialogue
1.	Interviewer	:	Saya Helmalia ingin mewawancarai selaku guru bahasa inggris di SMA Negeri 2 kubu bersama ma'am Eva, oke ma'am ketika ma'am melakukan sebuah pembelajaran apa yang ma'am lakukan di awal pembelajaran?
2.	Interviewee	:	Oke, biasanya di awal pembelajaran itu kita masuk setelah itu kita buka pembelajaran dengan berdoa pertamanya, setelah itu kita ngecek kehadiran siswa kemudian mengasih kata-kata motivasi, tujuannya itu untuk membangkitkan semangat atau membuat mereka itu,,,,eee bersemangat dalam proses pembelajaran
3.	interviewer		Agar lebih terpacu lagi gitu ya ma'am
4.	Interviewee	:	Iya iya he eh
5.	Interviewer	:	Selanjutnya apakah ma'am ada memberi pertanyaan ketika di awal pembelajaran itu?
6.	Interviewee	:	Yes, jelas yah kenapa di awal pembelajaran kita harus memberikan pertanyaan, yah karena untuk merangsang mereka itu mengingat ataupun bisa

			mengaitkan hal-hal ataupun pembelajaran yang akan kita pelajari itu dengan kehidupan sehari-hari mereka, biasanya tujuan ma'am itu kalok membuat pertanyaan itu. Nah pertanyaan yang saya yang ma'am buat itu, itu berkaitan sama materi yang akan kita pelajari atau materi yang sebelumnya
7	Interviewer	:	Terus bagaimana biasanya tanggapan siswa gitu mam?
8	Interviewee	:	Kalok tanggapan siswa itu ya siswa itu kalok di kasih pertanyaan ya mereka itu merespon. Nah mereka merespon kemudian mereka menjawab, beberapa dari siswa itu biasanya menjawab pertanyaan itu dan mereka bisa antusias dalam menyambut proses pembelajaran di awal
9.	Interviewer	:	Terus ma'am eee… ketika ma'am bertanya itu full english atau mix atau Indonesia?
10.	Interviewee	:	Hmm mix , biasanya mix di awalnya english kemudian di mix sama bahasa indonesianya
11.	Interviewer	:	Terus seberapa sering ma'am melakukan apakah setiap kali ma'am eee… memberikan materi ma'am lakukan atau jarang?
12.	Interviewee	:	Biasanya kalok memberikan pertanyaan itu sering yah, yah hampir-hampir setiap pertemuan tapi kadang ada juga tidaknya yah, tergantung kalok kita setiap memberikan materi biasanya memberikan pertanyaan tapi kalok kita masuk mungkin mengasih tugas ataupun latihan buat mereka itu tidak diajukan dengan pertanyaan
13.	Interviewer	:	Terus mengapa ma'am memilih untuk memberikan pertanyaan di awal pembelajaran ketimbang di pertengahan atau di akhir?
14.	Interviewee	:	Karena tujuan yah, tujuan pertanyaan awal disebut dengan pertanyaan pemantik, yah pemantik questions itu tujuannya untuk memancing mereka itu bisa berfikir lebih lagi untuk mengaitkan eee… pertanyaan kita itu dengan materi pembelajaran yang akan kita sampaikan itu tujuannya
15.	Interviewer	:	Lalu bagiamana ma'am menerapkan eee… pertanyaan diawal pembelajaran itu ma'am?

16.	Interviewee	:	Maksudnya?
17.	Interviewer	:	Bagaimana ma'am menerapkannya gitu ma'am
18.	Interviewee	:	Ooo menerapkannya dengan materi pembelajaran? Nah Ma'am terapkan pertanyaan itu dengan materi pembelajaran sebelumnya itu yah kita harus memilih materi yang sesuai dengan yang kita bahas pada hari pertemuan itu, nah kemudian pertanyaan itu kita cari yang relevan yang sesuai dengan materi yang akan kita sampaikan intinya meskipun kita kaitkan dengan kehidupan sehari-hari tapi tidak terlepas dengan materi yang kita sampaikan
19.	Interviewer	:	Biasanya ma'am mendapatkan sumber-sumber materi itu biasanya dimana?
20.	Interviewee	:	Selain dari buku yah, ma'am cari dari internet yah, dari sumber yang bisa mendukung pembelajaran tersebut karena kalok dari buku biasanya kan secara apa namanya, secara umum saja lebih spesifiknya kan dari sumber yang lain makanya harus ada sumber yang lain
21.	Interviewer	:	Terus gimana langkah-langkah ma'am memberi pertanyaan itu gimana?
22.	Interviewee	:	Langkahnya?
23.	Interviewer	:	iyaa
24.	Interviewee	:	Kalok langkah memberi pertanyaan itu ya awalnya itu memang ma'am susun dulu yah, makannya sebelum kita memulai pembelajaran baik kita harus mempersiapkan modul ajar, nah jadi dari modul ajar itu kita sudah tau materi apa yang akan kita sampaikan di pertemuan-pertemuannya jadi dari situ kita harus membuat langkah-langkah. Nah langkah pertanyaannya itu yang kita lakukan adalah hmm mencari pertanyaan yang kira-kira berhubungan sama materi yang akan kita sampaikan pada saat itu supaya siswa bisa merespon dan mereka tidak berfikir jauh yah lari dari proses pembelajaran yang akan kita sampaikan.
25.	Interviewer	:	Lalu bagaimana lagi ma'am?
26.	Interviewee	:	Yah awal memberikan pertanyaan itu yah? Oke,

			langkah-langkah pertamanya itu yah pasti kita persiapkan dulu yah pertanyaannya yakan? Nah setelah kita siapkan pertanyaan kita kan masuk, masuk sebelum materi kita sampaikan materi apa yang akan kita sampaikan kita harus mengaitkan dulu aaaa pertanyaan tersebut dengan materi yang akan kita ajarkan nanti makanya kita bawak, kita gak bisa langsung istilahnya langsung ke pertanyaan tuh gak harus dia materinya itu yang kita tanyakan boleh kan contoh yang lain kita bawak cerita atau apa tapi tujuannya kesitu nah jadi seperti itu. Itu langkah awalnya jadi aaa kita lebih apa namanya? Harus mempersiapkanlah gitu kan harus ada rancangan yang akan kita sampaikan jadi kita harus memang betul-betul eee mengerti arah dari materi yang akan kita sampaikan itu dengan pertanyaan yang akan kita berikan kepada siswa supaya siswa tidak terlalu bingung mengaitkan materi tersebut mungkin itu saja
27.	Interviewer	:	Lalu ma'am pertanyaannya biasanya bagaimana itu ma'am?
28.	Interviewee	:	Mmm maksudnya?
29.	Interviewer	:	Yah ma'am bertanya secara general atau lebih spesifik atau eee bagaimana ma'am?
30.	Interviewee	:	Secara general, nah maksudnya secara general itu kan artinya semua siswa nanti bisa apa namanya bisa menganalisis nah bagi siswa yang aktif mungkin dia akan merespon bagi siswa yang eee dia kurang aktif ataupun dia belom ngerti karna kan tidak semua siswa itu sama daya serapnya terus daya ingatnya itu sama jadi mungkin ada siswa yang masih bingung, mungkin dia dia menjawab tapi jawabannya itu dia eee belom tepat ataupun belom masuk ke materinya itu, jadi seperti itu lebih ke generalnya sih
31.	Interviewer	:	Pertanyaannya pun pertanyaan-pertanyaan umum gitu ya ma'am
32.	Interviewee	:	Pertanyaan umum yah
33.	Interviewer	:	Belum mendalami banget

34.	Interviewee	:	Yah tapi mereka bisa apa namanya, bisa menganalisis ataupun mengaitkan pertanyaan tersebut. "Oh berarti ini loh yang tadi di maksud dari awal " seperti itu
35.	Interviewer	:	Selanjutnya ma'am apa saja jenis pertanyaan yang biasanya ma'am ajukan sebelum memulai materi, bagaimana pertanyaannya gitu?
36.	Interviewee	:	Contoh pertanyaannya?
37.	Interviewer	:	Iya contoh pertanyaannya
38.	Interviewee	:	Hah contoh pertanyaan tergantung dari materinya sih, kalok seandainya materinya itu tentang surat yakan, surat itukan ada beberapa macam surat diawalnya itu kita boleh kasih picture dulu gambar yakan, kita tanya anak itu "what is picture?" nah ini gambar apa nantikan anak pasti menjawab dong ini gambar surat, nah kemudian nanti kita kasih seperti kalimat yakan kalimat itu kita buat "do you ever received a letter?" apakah kamu pernah menerima surat yakan, nah kalok mereka jawab "yes" nanti kita bisa lanjutkan "surat apa yang kamu terima" nantikan mereka bisa menjabarkan nah surat ini ini seperti itu
39.	Interviewer	:	Lalu ma'am ada gak memberikan pertanyaan kembali kepada siswa untuk mengkomfirmasi?
40.	Interviewee	:	Ada yaa ada, itu biasanya sering sih dilakukan, eee biasanya setelah kita kasih pertanyaan kemudian ada respon dari siswa kemudian kita jelaskan kemudian ada konfirmasi kembali pertanyaan tersebut, tujuannya apa? Supaya siswa itu siswa yang lain itu memahami yah memahami eee oh berarti ini loh maksudnya tadi gitu ini loh materinya gitu itu tujuannya
41.	Interviewer	:	Terus cara ma'am memberikan pertanyaan bagaimana itu ma'am atau eee apa ma'am kayak menunjuk-nunjuk atau melalui absen ma'am panggil?
42.	Interviewee	:	Ohh biasanya ma'am sebut nama anaknya karna kan kita sudah kenal sama anaknya kan jadi di sebut, biasanya saya itu eee ma'am itu nyebut itu anak yang kurang aktif ataupun dia memang ada

			dia aktif cuman aktifnya ini bukan aktif di pelajaran tidak biasanaya dia memang suka cerita anaknya itu, jadi makanya nama itu yang sering ma'am panggil supaya dia istilahnya fokus ke belajarnya jangan dia sibuk dengan diri dia sendiri aja jadi seperti itu
43	Interviewer	:	Eee itu ma'am manggilnya setiap pertemuan eee pas masuk itu bergilir atau ndak namanya ma'am?
44	Interviewee	:	Bergilir bergilirrr yah, gak itu-itu aja gak artinya harus dapat minimal yah, minimal itu kalau eee setiap pertemuan itu di awal pertama itu kadang 5 orang, 3 orang yang disebutkan nah nanti kalok udah istilahnya kalok secara umum ya baru semuanya
43.	Interviewer	:	Lalu ketika ma'am masuk kelas nih ma'am langsung memberikan pertanyaan atau kayak bertanya kabar dan lainnya?
44.	Interviewee	:	Bertanya kabar terlebih dahulu yah pastinya kita bertanya kabar kemudian nanti kasih motivasi, tujuannya apa? Supaya siswa-siswi itu tetap semangat kemudian dia termotivasi dalam belajarnya, jadi kita eee tidak eee apa namanya? Tidak bosan-bosan untuk melakukan hal tersebut yah, karna aaa biasanya kalau kondisi itu yah menanyakan kabar itu adalah pertanyaan tentang kondisi siswa keadaan siswa yah itu harus kita tanyakan mana tahu aaa dipertemuan itu ada siswa yang mungkin dia kurang fit badmood atau apa kita kan harus tau kondisinya seperti apa
45	Interviewer	:	Selanjutnya ma'am, bagaimana ma'am memilih atau merancang pertanyaan agar relevan dengan materi pembelajaran?
46	Interviewee	:	Yaa itu tadi kita harus mempersiapkan dulu modul ajarnya yah, karena dari modul ajar itu baru sudah nampak ataupun tergambar materi yang akan kita ajarkan, jadi dari situ kita harus menyediakan pertanyaan yang sesuai sama materi yang akan kita sampaikan tersebut, jadi siswa itu yah dia sudah bisa, eee… bagi siswa yang jeli dia bisa menebak "oh berarti nanti kita belajar ini loh" nah

			jadi seperti itu kita harus menyesuaikan pertanyaan dengan materi yang akan kita sampaikan gak boleh jauh dari situ, itu sih kalok menurut ma'am seperti itu
47.	Interviewer	:	Biasanya ma'am memberikan pertanyaan awal tuh berapa tuh ma'am biasanya?
48.	Interviewee	:	Berapa buahnya? Berapa banyaknya?
49.	Interviewer	:	Iya berapa banyaknya
50.	Interviewee	:	Maksimalnya itu 3 kadang ada 2 yah seperti itu, maksimalnya 3 lah
51.	Interviewer	:	Oke ma'am, thank you yah ma'am
52.	Interviewee	:	Oke you're welcome, success!

APPENDIX 5
Transcript Interview of Students

Transcript Interview

Student Number   : 1
Interviewer   : Helmalia
Day   : Wednesday
Date   : February 12th 2025
Time   : 10.30 WIB

No			Dialogue
1.	Interviewer	:	Jadi kakak ingin bertanya, apa yang di lakukan guru ketika di awal pembelajaran?
2.	Interviewee	:	Yang pertama biasanya guru itu mengabsen terlebih dahulu serta menanya kabar
3.	interviewer	:	Setelah itu?
4.	Interviewee	:	Setelah itu biasanya menanya nanyakan kabar sudah itu menanyakan ada PR atau enggaknya terus sehat apa enggak gitu kak
5.	Interviewer	:	Oke, selanjutnya apakah guru ada memberi pertanyaan ketika di awal pembelajaran ntah itu mengenai materi yang telah lalu?
6.	Interviewee	:	Ada kak biasanya
7.	Interviewer	:	Seperti apa pertanyaannya biasanya?
8.	Interviewee	:	Biasanya eee… apa eee… pertanyaannya, yaitu biasanya guru menanyakan eee… pelajaran minggu lalu itu apa misalnya yang seperti saya tadi pembelajaran yaitu tentang personal letter
11.	Interviewer	:	Selanjutnya seberapa sering sih guru memberikan pertanyaan di awal pembelajaran apakah setiap kali masuk atau bagaimana?
12.	Interviewee	:	Ya, setiap hari kak
13.	Interviewer	:	Setiap kali masuk?
14.	Interviewee	:	Iya kak
15.	Interviewer	:	Oke, seterusnya bagaimana guru biasanya bertanya di awal pembelajaran seperti apa biasanya bentuk pertanyaannya gitu?
16.	Interviewee	:	Bentuk pertanyaannya biasanya itu bertanya siapa yang gak masuk hari ini terus eee… pembelajaran minggu lalu seperti apa sih pembelajaran minggu lalu ada yang masih ingat gak, gitu kak
17.	Interviewer	:	Terus dek biasanya jenis pertanyaannya sama gak setiap kali ma'am masuk kelas?

18.	interviewee	:	Gak sama sih kak, biasanya itu ma'am nanya pelajaran minggu lalu, udah gitu baru memasuki pertanyaan yang mau dipelajari kak, contohnya eee…kayak tadi tentang personal letter nah ma'am nanya nya gini " apakah kalian pernah menerima surat? Surat apa yang pernah kalian terima?" kayak gitu sih kak, terus ma'am juga sering minta pendapat kami kak tentang pelajaran hari tu. Intinya beda-beda lah kak
19.	Interviewer	:	Oke, selanjutnya apa saja langkah-langkah yang biasanya guru lakukan dari awal hingga akhir pembelajaran?
20.	Interviewee	:	Dari awal ehh yang pertama dari awal itu mengabsen murid-murid terus menanyakan kabar yang tadi itu, terus menanyakan PR terus menanyakan eee… siapa kawannya yang gak datang atau sakitkah apakah gitu kak
21.	Interviewer	:	Terus dek
22.	Interviewee	:	bertanya mengenai pembelajaran, udah gitu masuk materi udah seperti itu kasih tugas biasanya kak
23.	Interviewer	:	Oke, selanjutnya bagaimana sih menurut selvi eee..terhadap guru yang memberikan pertanyaan di awal pembelajaran apakah itu cukup efisien untuk meningkatkan pengetahuan selvi?
24.	Interviewee	:	Iya kak cukup efisien, karena kan biasanya kita kan sering di tanya gitu kan kak, jadi sering kita tuh kan kak belajar malam hari gitu biar agar kita bisa menjawab pertanyaan dari guru tuh biar aktif gitu kan
25.	Interviewer	:	Biasanya dapat poin gak tuh kalok mau menjawab gitu?
26.	Interviewee	:	Biasanya iya kak
27.	interviewer	:	Terus setelah kalian menjawab pertanyaan guru nih, ada gak ma'am mengkonfirmasi lagi dengan jawaban yang lebih tepat?
28.	interviewee	:	Ada pastinya kak, kalok kami habis jawab pertanyaan ma'am tuh kan, ma'am jelasin lagi sama jawaban yang lebih betulnya gitu kak
29.	Interviewer	:	Oke selvi mungkin itu yang bisa kakak tanyakan

			makasih banyak ya
30.	Interviewee	:	Iya kak sama-sama

Transcript Interview

Student Number : 2
Interviewer : Helmalia
Day : Wednesday
Date : February 12th 2025
Time : 10.40 WIB

No			Dialogue
1.	Interviewer	:	Oke, chelsea apa yang dilakukan guru ketika di awal pembelajaran?
2	Interviewee	:	Eee…Guru biasanya memberikan pertanyaan kepada siswa, apakah ada siswa yang tidak masuk hari ini, apa keterangan siswa tersebut dan biasanya menanyakan kabar kabar anak-anak muridnya sehat atau tidaknya kak
3.	interviewer	:	Oke, terus apakah guru ada memberikan pertanyaan di awal pembelajaran?
4.	Interviewee	:	Iya, guru memang memberikan pertanyaan setiap kali dia masuk biasanya pertanyaannya itu mengenai pembelajaran kita minggu lalu, eee… belajar minggu lalu kemudian juga eee… menanyakan keadaan kita begitu kak
5.	Interviewer	:	Terus eee… sering gak guru memberikan pertanyaan di awal pembelajaran apakah setiap kali masuk atau bagaimana?
6	Interviewee	:	Eee…iya kak, guru memang sering memberikan pertanyaan setiap kali guru tersebut masuk ke kelas
7	Interviewer	:	Oke, selanjutnya bagaimana guru biasanya bertanya di awal pembelajaran, bagaimana bentuk pertanyaannya itu seperti apa biasanya?
8	Interviewee	:	Biasanya bentuk pertanyaannya itu pertama dia mempertanyakan ada teman yang tidak masuk atau tidak, lalu guru tersebut akan bertanya mengapa teman tersebut tidak masuk apakah sakit ataukah permisi atau tidak ada keterangan. Kemudian guru tersebut akan eee…akan memberikan pertanyaan kembali kepada kita sebagai murid menanyakan pelajaran minggu lalu
9	Interviewer	:	Biasanya mengenai pembelajaran minggu lalu

			bertanyanya seperti apa tuh gurunya?
10.	Interviewee	:	Eee…Biasanya guru bertanya begini kak eee… baik siapa eee… siapa yang ingat pelajaran minggu lalu eee… terus nanti kalok misalnya kita tau kak guru tersebut akan memberikan kita nilai atau poin
11.	Interviewer	:	Selain pertanyaan minggu lalu ni, ada gak jenis pertanyaan yang lain, berbeda-beda gak kalok ma'am kasih pertanyaan awal tuh?
12.	Interviewee	:	Iya kak berbeda-beda kak, biasanya kalok ma'am udah nanya tentang pelajaran minggu lalu, terus ma'am nanya lagi biasanya, ma'am nanya tentang materi yang mau di pelajari gitu kak contohnya eee kek tadilah kak "Ada yang pernah menerima surat? surat apa yang biasanya kalian terima?" gitu kak baru nanti tuh eee kalok udah dijawab sama kami ma'am nanyanya kek lebih mendalam gitu
13.	Interviewer	:	Selanjutnya apa saja langkah-langkah yang biasanya guru lakukan dari awal pembelajaran hingga akhir pembelajaran?
14.	Interviewee	:	Eee…Biasa di awal-awal itu guru menyuruh ketua kelas untuk menyiapkan kelas kemudian kita akan berdoa sesuai kepercayaan kita, setelah itu guru akan menanyakan kabar kita apakah kita sedang dalam keadaan sehat atau sakit, kemudian guru mengabsen terlebih dahulu kemudian baru mempertanyakan materi yang minggu lalu kemudian baru kita masuk ke materi, nah nanti di materi itu kan kak eee… ada ada latihan atau gak nanti dijadikan PR, eee…nanti di akhir ada yang temannya yang harus ada seorang murid yang harus memberikan kesimpulan dari pembelajarannya kak
15.	Interviewer	:	Baru terakhir guru menutup pembelajaran
16.	Interviewee	:	Iyaaa
17.	Interviewer	:	Selanjutnya bagaimana nih menurut chelsee eee... terhadap guru yang memberikan pertanyaan di awal pembelajaran apakah cukup efisien untuk menambah pengetahuan chelsea?

18.	Interviewee	:	Itu sangat efisien kak karena meningkatkan pembelajaran kita kak kita jadi aktif dan kita akan lebih semangat kak apalagi kan kalok misal kita menjawabnya nanti dapat nilai tentunya kita pasti berbondong-bondong kan kak pengen jawab pertanyaan ini gitu kak
19.	Interviewer	:	Terus ketika Chelsea udah jawab pertanyaan ma'am nih, ma'am ada nggak mengkonfirmasi kembali dengan jawaban yang lebih tepat?
20.	Interviewee	:	Sejauh ini ada ya kak, malah setiap kami menjawab pertanyaan dari ma'am, ma'am selalu ngejelasin lagi sama jawaban yang lebih tepat gitu kak
21.	Interviewer	:	Iya oke, terimakasih ya chelsea
22.	Interviewee	:	Iya kak, sama-sama

APPENDIX 6
Transcript Interview of Students (Coding)

Transcript Interview

Student Number : 1
Interviewer : Helmalia
Day : Wednesday
Date : February 12th 2025
Time : 10.30 WIB

No			Dialogue
1.	Interviewer	:	Jadi kakak ingin bertanya, apa yang di lakukan guru ketika di awal pembelajaran?
2	Interviewee	:	Yang pertama biasanya guru itu mengabsen terlebih dahulu serta menanya kabar
3.	interviewer	:	Setelah itu?
4.	Interviewee	:	Setelah itu biasanya menanya nanyakan kabar sudah itu menanyakan ada PR atau enggaknya terus sehat apa enggak gitu kak
5.	Interviewer	:	Oke, selanjutnya apakah guru ada memberi pertanyaan ketika di awal pembelajaran ntah itu mengenai materi yang telah lalu?
6.	Interviewee	:	Ada kak biasanya
7.	Interviewer	:	Seperti apa pertanyaannya biasanya?
8.	Interviewee	:	Biasanya eee… apa eee… pertanyaannya, yaitu biasanya guru menanyakan eee… pelajaran minggu lalu itu apa misalnya yang seperti saya tadi pembelajaran yaitu tentang personal letter
11	Interviewer	:	Selanjutnya seberapa sering sih guru memberikan pertanyaan di awal pembelajaran apakah setiap kali masuk atau bagaimana?
12	Interviewee	:	Ya, setiap hari kak
13.	Interviewer	:	Setiap kali masuk?
14	Interviewee	:	Iya kak
15	Interviewer	:	Oke, seterusnya bagaimana guru biasanya bertanya di awal pembelajaran seperti apa biasanya bentuk pertanyaannya gitu?
16.	Interviewee	:	Bentuk pertanyaannya biasanya itu bertanya siapa yang gak masuk hari ini terus eee… pembelajaran minggu lalu seperti apa sih pembelajaran minggu lalu ada yang masih ingat gak, gitu kak
17.	Interviewer	:	Terus dek biasanya jenis pertanyaannya sama gak setiap kali ma'am masuk kelas?

18.	interviewee	:	Gak sama sih kak, biasanya itu ma'am nanya pelajaran minggu lalu, udah gitu baru memasuki pertanyaan yang mau dipelajari kak, contohnya eee…kayak tadi tentang personal letter nah ma'am nanya nya gini " apakah kalian pernah menerima surat? Surat apa yang pernah kalian terima?" kayak gitu sih kak, terus ma'am juga sering minta pendapat kami kak tentang pelajaran hari tu. Intinya beda-beda lah kak
19	Interviewer	:	Oke, selanjutnya apa saja langkah-langkah yang biasanya guru lakukan dari awal hingga akhir pembelajaran?
20.	Interviewee	:	Dari awal ehh yang pertama dari awal itu mengabsen murid-murid terus menanyakan kabar yang tadi itu, terus menanyakan PR terus menanyakan eee… siapa kawannya yang gak datang atau sakitkah apakah gitu kak
21.	Interviewer	:	Terus dek
22.	Interviewee	:	bertanya mengenai pembelajaran, udah gitu masuk materi udah seperti itu kasih tugas biasanya kak
23.	Interviewer	:	Oke, selanjutnya bagaimana sih menurut selvi eee..terhadap guru yang memberikan pertanyaan di awal pembelajaran apakah itu cukup efisien untuk meningkatkan pengetahuan selvi?
24.	Interviewee	:	Iya kak cukup efisien, karena kan biasanya kita kan sering di tanya gitu kan kak, jadi sering kita tuh kan kak belajar malam hari gitu biar agar kita bisa menjawab pertanyaan dari guru tuh biar aktif gitu kan
25.	Interviewer	:	Biasanya dapat poin gak tuh kalok mau menjawab gitu?
26.	Interviewee	:	Biasanya iya kak
27.	interviewer	:	Terus setelah kalian menjawab pertanyaan guru nih, ada gak ma'am mengkonfirmasi lagi dengan jawaban yang lebih tepat?
28.	interviewee	:	Ada pastinya kak, kalok kami habis jawab pertanyaan ma'am tuh kan, ma'am jelasin lagi sama jawaban yang lebih betulnya gitu kak
29.	Interviewer	:	Oke selvi mungkin itu yang bisa kakak tanyakan

			makasih banyak ya
30.	Interviewee	:	Iya kak sama-sama

Transcript Interview

Student Number   : 2
Interviewer   : Helmalia
Day   : Wednesday
Date   : February 12th 2025
Time   : 10.40 WIB

No			Dialogue
1.	Interviewer	:	Oke, chelsea apa yang dilakukan guru ketika di awal pembelajaran?
2	Interviewee	:	Eee…Guru biasanya memberikan pertanyaan kepada siswa, apakah ada siswa yang tidak masuk hari ini, apa keterangan siswa tersebut dan biasanya menanyakan kabar kabar anak-anak muridnya sehat atau tidaknya kak
3.	interviewer	:	Oke, terus apakah guru ada memberikan pertanyaan di awal pembelajaran?
4.	Interviewee	:	Iya, guru memang memberikan pertanyaan setiap kali dia masuk biasanya pertanyaannya itu mengenai pembelajaran kita minggu lalu, eee… belajar minggu lalu kemudian juga eee… menanyakan keadaan kita begitu kak
5.	Interviewer	:	Terus eee… sering gak guru memberikan pertanyaan di awal pembelajaran apakah setiap kali masuk atau bagaimana?
6	Interviewee	:	Eee…iya kak, guru memang sering memberikan pertanyaan setiap kali guru tersebut masuk ke kelas
7	Interviewer	:	Oke, selanjutnya bagaimana guru biasanya bertanya di awal pembelajaran, bagaimana bentuk pertanyaannya itu seperti apa biasanya?
8.	Interviewee	:	Biasanya bentuk pertanyaannya itu pertama dia mempertanyakan ada teman yang tidak masuk atau tidak, lalu guru tersebut akan bertanya mengapa teman tersebut tidak masuk apakah sakit ataukah permisi atau tidak ada keterangan. Kemudian guru tersebut akan eee…akan memberikan pertanyaan kembali kepada kita sebagai murid menanyakan pelajaran minggu lalu
9.	Interviewer	:	Biasanya mengenai pembelajaran minggu lalu

			bertanyanya seperti apa tuh gurunya?
10.	Interviewee	:	Eee…Biasanya guru bertanya begini kak eee… baik siapa eee… siapa yang ingat pelajaran minggu lalu eee… terus nanti kalok misalnya kita tau kak guru tersebut akan memberikan kita nilai atau poin
11.	Interviewer	:	Selain pertanyaan minggu lalu ni, ada gak jenis pertanyaan yang lain, berbeda-beda gak kalok ma'am kasih pertanyaan awal tuh?
12.	Interviewee	:	Iya kak berbeda-beda kak, biasanya kalok ma'am udah nanya tentang pelajaran minggu lalu, terus ma'am nanya lagi biasanya, ma'am nanya tentang materi yang mau di pelajari gitu kak contohnya eee kek tadilah kak "Ada yang pernah menerima surat? surat apa yang biasanya kalian terima?" gitu kak baru nanti tuh eee kalok udah dijawab sama kami ma'am nanyanya kek lebih mendalam gitu
13.	Interviewer	:	Selanjutnya apa saja langkah-langkah yang biasanya guru lakukan dari awal pembelajaran hingga akhir pembelajaran?
14.	Interviewee	:	Eee…Biasa di awal-awal itu guru menyuruh ketua kelas untuk menyiapkan kelas kemudian kita akan berdoa sesuai kepercayaan kita, setelah itu guru akan menanyakan kabar kita apakah kita sedang dalam keadaan sehat atau sakit, kemudian guru mengabsen terlebih dahulu kemudian baru mempertanyakan materi yang minggu lalu kemudian baru kita masuk ke materi, nah nanti di materi itu kan kak eee… ada ada latihan atau gak nanti dijadikan PR, eee…nanti di akhir ada yang temannya yang harus ada seorang murid yang harus memberikan kesimpulan dari pembelajarannya kak
15.	Interviewer	:	Baru terakhir guru menutup pembelajaran
16.	Interviewee	:	Iyaaa
17.	Interviewer	:	Selanjutnya bagaimana nih menurut chelsee eee... terhadap guru yang memberikan pertanyaan di awal pembelajaran apakah cukup efisien untuk menambah pengetahuan chelsea?

18.	Interviewee	:	Itu sangat efisien kak karena meningkatkan pembelajaran kita kak kita jadi aktif dan kita akan lebih semangat kak apalagi kan kalok misal kita menjawabnya nanti dapat nilai tentunya kita pasti berbondong-bondong kan kak pengen jawab pertanyaan ini gitu kak
19.	Interviewer	:	Terus ketika Chelsea udah jawab pertanyaan ma'am nih, ma'am ada nggak mengkonfirmasi kembali dengan jawaban yang lebih tepat?
20.	Interviewee	:	Sejauh ini ada ya kak, malah setiap kami menjawab pertanyaan dari ma'am, ma'am selalu ngejelasin lagi sama jawaban yang lebih tepat gitu kak
21.	Interviewer	:	Iya oke, terimakasih ya chelsea
22.	Interviewee	:	Iya kak, sama-sama

APPENDIX 7
Field Notes of Observation and Coding

Observational Fieldnotes

Setting   : Classroom XI^2
Observer   : Helmalia
Observed   : Students and Mrs. Vauziah, S.Pd
Date   : Wednesday, January 22th 2025
Meeting   : 1st
Time   : 08.50 – 10.30
Length of Observation   : 2 Credits (100 minutes)

Pre-questioning to confirm expectations	(blue)
Pre-questioning to extract specific information	(green)
Pre-questioning to know general comprehension	(purple)
Pre-questioning to get detailed comprehension	(red)

	Descriptive Notes	Reflective Notes	Theme
09.05 – 09.18	It was a bright morning when the lesson began in an orderly and enthusiastic atmosphere. The teacher entered the classroom and asked the students to prepare the class, led by the class chairman. With a clear voice, the chairman said, *"Attention please! Start to praying, finish! Greeting to our teacher."* All students responded in unison, *"Assalamu'alaikum wr.wb,"* and the teacher warmly replied with a smile, *"Wa'alaikumussalam wr.wb."* The teacher then greeted the students in English, *"Good morning, class,"* and they enthusiastically answered,		Greeting

"Good morning, Ma'am!" She continued the friendly interaction by asking, *"How are you this morning?"* to which the students replied, *"I'm fine, Ma'am. How about you?"* The teacher smiled and responded, *"I'm fine too, thank you. Nice to meet you."* The students answered cheerfully, *"Nice to meet you too, Ma'am."* After that, the teacher reminded them that it was their third meeting and said she would check the attendance. She asked, *"Who is absent today?"* and one student answered, *"Bayu is sick, Ma'am."* While preparing the lesson material by opening her laptop connected to the projector and referring to the textbook, the teacher casually chatted with the students to keep the atmosphere relaxed. To open the lesson, the teacher shared a motivational quote: *"It's not because things are difficult that you don't dare, but because you don't dare that things feel difficult. From that quote, what meaning can you take?"*		
The students paused for a moment to think, and one of them answered, *"Self-confidence, Ma'am."* The teacher responded, *"Self-confidence, okay,"* and then explained the deeper meaning of the quote, emphasizing the importance of courage and believing in oneself. The teacher then asked a preliminary question to introduce the main topic of the day:	General question	Pre- questioning in pre-activities

"Have you ever received a letter? And what kind of letter was it?" The students responded in unison, *"Never, Ma'am."* The teacher smiled in surprise and said, *"Never? Why haven't you ever received one? Because you live in the digital age, right? Letters are rarely sent these days. But if you have received one, what kind of letter was it?"* One student replied, *"An invitation letter, Ma'am."* The teacher nodded and gently corrected, *"Yeah, that's an invitation letter, right? So, you're wrong if you say you've never received a letter. For example, an invitation letter from school is also a letter."* After the short discussion, the teacher asked, *"Based on today's question, what do you think we will learn about today?"* The students answered together, *"About letters, Ma'am."* The teacher confirmed their response and gave a brief explanation about letters before starting the core lesson.	General question, specific question Confirmation question, detail question, confirmation question, specific question Confirmation question Specific question	

Observational Fieldnotes

Setting   : Classroom XI^2
Observer   : Helmalia
Observed   : Students and Mrs. Vauziah, S.Pd
Date   : Wednesday, February 12th 2025
Meeting   : 2nd
Time   : 08.50 – 10.30
Length of Observation : 2 Credits (100 minutes)

	Descriptive Notes	Reflective Notes	Theme
09.07 – 09.19	The teacher began the lesson by asking the students to prepare the classroom, a task led by the class chairman. With confidence, the chairman stood and called out, *"Attention please! Start to praying, finish! Greeting to our teacher."* In unison, the students responded, *"Assalamu'alaikum wr.wb,"* and the teacher warmly returned the greeting with a smile, *"Wa'alaikumussalam wr.wb."* After that, the teacher checked on the students' well-being and began to take attendance. She smiled and greeted the class in English, *"Good morning, everyone."* The students eagerly replied together, *"Good morning, Ma'am."* The teacher then asked, *"Are you okay this morning?"* One of the students cheerfully answered, *"I'm fine, and you?"* The teacher nodded and replied kindly, *"I'm fine too, thank you. Nice to meet you all."* The students responded with warmth, *"Nice to meet you too, Ma'am."* The teacher moved on with the session and said, *"Well, before we start our lesson today, I will*		Greeting

check the attendance list. Who is absent today?" The students quickly answered in unison, *"No one, Ma'am."* The teacher smiled, pleased to hear that, and responded, *"Great! No absentees."*		
As the class continued, the teacher casually chatted with the students while she prepared the learning materials by opening her laptop, connecting it to the projector, and referring to a printed textbook. Then, she offered some motivational words to encourage students to come to school regularly and stay enthusiastic. After that, she checked their readiness for the lesson.		
"Did everyone bring a dictionary?" the teacher asked. *"Yes, Ma'am,"* the students replied in unison.		
"Good. Okay, my students, I will give some questions about our daily activities" the teacher responded.	Confirmation question	Pre- questioning in pre-activities
She displayed something on the board and continued, *"How many routines should we be doing now?"*		
The students responded confidently, *"There are seven, Ma'am."*	Specific question	
After this short discussion, the teacher reviewed last week's material to refresh their memory. *"Do you still remember our lesson from last week?"* she asked.		
"Personal letter, Ma'am," the students replied.		
"Just to remind you," the teacher continued, *"do you still remember what a personal letter*	General question	

is?" The students answered, *"A personal letter is to give information, Ma'am."* The teacher confirmed their answers and briefly reviewed the concept of a personal letter. She then moved on with a couple of warm-up questions related to their current topic. *"Okay, I have two questions for you,"* she said, while displaying a picture on the board. *"Look at this picture. What is he doing? And what time does he wake up in the morning?"* The students observed the image and answered, *"Waking up."* *"Waking up, yes,"* the teacher confirmed. *"And the second question, what time does he wake up in the morning?"* The students responded, *"At 6 o'clock."*	General question

General question, specific question | |
| The teacher smiled and affirmed their answers. Then she asked, *"Based on these questions, what are we studying this morning?"* The students confidently replied, *"Daily routines, Ma'am."* *"Good,"* the teacher nodded. *"If we're learning about daily activities, what tense do we use?"* Together, the students answered, *"Simple present tense, Ma'am."* | Specific question

Confirmation question | |
| Once again, the teacher confirmed their response and gave a brief recap of the simple present tense. She followed up with a question to deepen their understanding. *"When do we use the simple present tense?"* she asked, then pointed to a student to answer. | Confirmation question | |

	After listening, the teacher kindly confirmed and reinforced the explanation.	Specific question	

Observational Fieldnotes

Setting   : Classroom XI[1]
Observer   : Helmalia
Observed   : Students and Mrs. Vauziah, S.Pd
Date   : Tuesday, April 22th 2025
Meeting   : 3rd
Time   : 11.45 – 12.25 & 12.55 – 13.35
Length of Observation : 2 Credits (100 minutes)

	Descriptive Notes	**Reflective Notes**	**Theme**
12.05 – 12.13	The teacher began the lesson by asking the students to prepare the class, led by the chairman. The chairman said, *"Attention please! Start to praying, finish! Greeting to our teacher."* The students responded in unison, *"Assalamu'alaikum wr.wb."* The teacher replied warmly with a smile, *"Wa'alaikumussalam wr.wb."* Then, the teacher asked how the students were doing and checked the attendance. After that, she greeted the students, *"Good afternoon, class,"* to which the students cheerfully replied, *"Good afternoon, Ma'am."* *"How are you?"* the teacher asked. The students answered in unison, *"I'm fine, and you, Ma'am?"* *"I'm fine too, thank you. I miss you,"* the teacher said sincerely. *"We miss you too, Ma'am,"* the students answered sweetly. Then, the teacher continued, *"I love you,"* and the students responded warmly, *"We love you too, Ma'am."* After the warm greetings, the teacher moved on, *"Well, my students, today is our third meeting. Okay, before we begin*		Greeting

today's lesson, I will check the attendance list. Who is absent today?" One of the students answered, *"Aidil, Citra, and Liza."* The teacher followed up, *"Anyone else?" "That's all, Ma'am,"* the students responded.		
After checking the students' attendance, the teacher chats casually with the students while giving words of encouragement/motivation and while preparing the learning materials by opening the guidebook. Then, the teacher asked about the previous lesson. The teacher looked at the class and asked, *"Do you still remember our lesson last week?" "Personal letter, Ma'am,"* the students answered in unison. *"Okay,"* the teacher said, *"for today, before we get into the lesson, I have a question for you."*	General question	Pre- questioning in pre-activities
The teacher then walked to the board and wrote a sentence. *"Try to read this sentence,"* she said. The students read aloud together, *"Because of holding rain due is flooding."* After that, the teacher asked the students to translate the sentence into Indonesian and analyze it. The teacher asked, *"Based on this sentence, what is our topic today?" "Disaster, Ma'am,"* the students replied. *"Anything else?"* the teacher prompted.		
The students thought for a moment, then added, *"Tragedy, event."*	Specific question	
The teacher confirmed the students' answers and explained the meaning of the sentence.	Confirmation question	

After that, the teacher asked again, *"So, what do you think is the meaning of this sentence?"* The students responded thoughtfully, *"To prevent something, to tell about something."* Then, the teacher gave a more detailed explanation so that the students could better understand the meaning of the sentence.	Specific question	
After explaining, the teacher gave another example for the students to analyze. *"Because I went to bed late, I woke up late in the morning. What is the cause?"* the teacher asked. The students answered, *"Went to bed late." "And the effect?"* the teacher asked again. The students replied confidently, *"Woke up late."* Then, the teacher confirmed the students' answers once more before moving into the core material.	Specific question Specific question	

Observational Fieldnotes

Setting : Classroom XI^2
Observer : Helmalia
Observed : Students and Mrs. Vauziah, S.Pd
Date : Wednesday, April 23th 2025
Meeting : 4th
Time : 08.50 – 10.10
Length of Observation : 2 Credits (100 minutes)

	Descriptive Notes	Reflective Notes	Theme
09.11 – 09.18	The teacher began the lesson by asking the students to prepare the class, which was led by the chairman. The chairman stood confidently and said, *"Attention please! Start to praying, finish! Greeting to our teacher."* In unison, the students responded politely, *"Assalamu'alaikum wr.wb."* The teacher, smiling warmly, replied, *"Wa'alaikumussalam wr.wb."* After the greeting, the teacher asked how the students were doing and proceeded to check their attendance. Then she greeted them cheerfully, *"Good morning, everyone!"* and the students answered together, *"Good morning, ma'am."* The teacher continued, *"Are you okay?"* and the students politely replied, *"I'm fine, Mom. How about you?"* With a gentle smile, the teacher said, *"I'm fine, thank you. I miss you,"* and the students replied sweetly, *"I miss you too."* The teacher added affectionately, *"I love you,"* and the students replied in unison, *"I love you too, Mom."* Then the teacher clapped her hands gently to signal the start		Greeting

of the lesson. *"All right, children. Before we start today's lesson, I will check the attendance list. Is anyone absent today?"* the teacher asked. The students answered in unison, *"No one is absent, ma'am."* While preparing the material using her guidebook, the teacher chatted casually with the students while providing motivation and advice. Then she turned to them and asked, *"Do you still remember our lesson from last week?"* The students responded confidently, *"Cause and effect, Ma'am."* The teacher nodded with encouragement, *"Okay, good. Cause and effect. So today we will just continue with cause and effect. Do you still remember what cause and effect means?"* The students	General question	Pre-questioning in pre-activities
answered together, *"It's a process that explains the reason (cause) and the consequence or result (effect)."*	General question	
"Okay," said the teacher, encouraging them further. *"So which one is the cause?"* *"The action or the event,"* the students replied. The teacher pointed at the board and asked, *"And here, which one is the cause?"* *"Cause,"* the students responded without hesitation.	Specific question	
"Right, that's the cause," the teacher confirmed. *"So what's the consequence or effect?"* she asked again. *"Effect,"* the	Specific question	
students answered confidently. After confirming the students' answers, the teacher gave a brief explanation about the concept of cause and effect. Then she asked the students to give an example.	Specific question	

"Who still remembers an example?" she asked as she looked around the classroom. One student answered confidently, *"The cause is air pollution in big cities; the effect is an increase in respiratory illnesses."* The teacher confirmed the answer with a nod and a smile, then gave another example to reinforce the material before continuing with the deeper part of the lesson.	General question	

Observational Fieldnotes

Setting : Classroom XI^3
Observer : Helmalia
Observed : Students and Mrs. Vauziah, S.Pd
Date : Thursday, April 24th 2025
Meeting : 5th
Time : 10.45 – 11.55
Length of Observation : 2 Credits (100 minutes)

	Descriptive Notes	Reflective Notes	Theme
11.05 – 11.16	The teacher began the lesson by asking the students to prepare the class, which was led by the chairman. With confidence, the chairman called out, *"Attention please! Start to praying, finish! Greeting to our teacher."* The students immediately responded in unison, *"Assalamu'alaikum wr.wb."* The teacher returned the greeting with a warm smile, replying, *"Wa'alaikumussalam wr.wb."* She then proceeded to check the students' well-being and take attendance. Then she greeted the class, *"Good morning, everyone!"* The students replied cheerfully, *"Good morning, ma'am."* Curious about how they were feeling, the teacher asked, *"Are you okay?"* The students responded politely, *"I'm fine, Ma'am. And you?"* With a kind expression, she replied, *"I'm fine too, thank you. Nice to meet you."* *"Nice to meet you too, Ma'am,"* the students answered. The teacher smiled and added, *"I miss you,"* and the students playfully replied, *"I miss you more."* Laughing lightly, the teacher continued, *"Okay, my*		Greeting

students. Today's meeting comes after our long Eid holiday. How was your holiday?" Some students pouted as they answered, *"Not fun, Ma'am."* Wondering why, the teacher asked, *"Why wasn't your holiday fun?"* One student replied honestly, *"It wasn't enough, Ma'am,"* with others nodding in agreement. After the light conversation, the teacher gave some motivational words to lift the students' spirits and encourage them to study harder. To spark a discussion, she asked a new question, *"Okay, my students. Before we begin our lesson today, I want to ask you something. If you came late to school, what would you do?"* The students thought for a moment and then responded, *"Ask for permission from the teacher on duty, go back home."* Encouraging them to think further, the teacher asked, *"Ask permission from the duty teacher, go home... what else?"* A student quickly added, *"Go to the canteen, Ma'am,"* prompting giggles from the class. Smiling, the teacher summarized, *"So, ask the duty teacher, go home, going to the canteen. There are three answers. Which one do you think is the most positive response?"* With confidence, the students replied, *"Asking the duty teacher for permission, Ma'am." "Good job,"* the teacher praised, confirming their answer and giving them a round of applause. She then continued, *"Do you still remember our lesson from*	Specific question Confirmation question Specific question	Pre- questioning in pre-activities

last week?" The students answered in unison, *"Simple present tense, Ma'am."* The teacher reminded them, *"We've learned the simple present tense since first and second grade, right? Yesterday I explained it and we finished the topic. So, for today, do you know what cause and effect means?"* The students echoed, *"Cause and effect, Ma'am."* After confirming their answer, the teacher gave a brief explanation of the topic and then asked for an example. *"Give me an example of cause and effect!"* she encouraged. One student raised a hand and said, *"Because he was late, he got punished."* The teacher nodded approvingly, *"Good. 'Because he was late, he got punished.' What's the cause?"* *"Because he was late,"* the students replied. *"And the effect?"* she asked. *"He got punished, Ma'am,"* they answered. The teacher confirmed their answers once again and gave a short explanation using real-life situations to make the topic more relatable before moving on to the core lesson.	General question

Confirmation question

General question

Specific question

Specific question, Specific question | |

APPENDIX 8
Thesis Guidance Letters

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/6114/2024   Pekanbaru, 15 Maret 2024
Sifat   : Biasa
Lamp.   : -
Hal   : *Pembimbing Skripsi*

Kepada
Yth. Dr. Bukhori, S.Pd.I, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama   : HELMALIA
NIM   : 12110423697
Jurusan   : Pendidikan Bahasa Inggris
Judul   : The effects of using Pre-Questioning Technique on Students' Reading comprehension Achievement at Eighth Grade of SMPN 2 Kubu
Waktu   : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id. E-mail eftak_uinsuska@yahoo.co.id

Nomor	: Un.04/F.II.4/PP.00.9/24512/2024	Pekanbaru, 06 Desember 2024
Sifat	: Biasa	
Lamp.	: -	
Hal	: *Pembimbing Skripsi (Perpanjangan)*	

Kepada
Yth.
1. Dr. Bukhori, S.Pd.I, M.Pd.
2.
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:	Helmalia
Nim	:	12110423697
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	The Implementation Of Pre-Questioning By English Teachers In Teaching English At The Eleventh Grade Of Sman 2 Kubu
Waktu	:	3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Helmalia
Nomor Induk Mahasiswa : 12110423697
Hari/Tanggal Ujian : Senin / 21 Oktober 2024
Judul Proposal Ujian : The Implementation of Pre-Questioning by English Teachers in Teaching English at The Eleventh Grade of SMAN 2Kubu.
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran dari penguji pada ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra, M.Ed	PENGUJI I		
2.	Mainar Fitri, M. Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 21 November 2024
Peserta Ujian Proposal

Helmalia
NIM. 12110423697

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Helmalia
Nomor Induk Mahasiswa : 12110423697
Hari/ Tanggal : Senin / 21 Oktober 2024
Judul Proposal Penelitian : The Implementation of Pre-Req Questioning by English Teacher in Teaching English at Eleventh Grade of SMAN 2 Kubu

NO	URAIAN PERBAIKAN
1.	Make sure what pre-reqves questioning is ? Methods or strategy.
2.	Revise grammatical mistakes!
3.	Revise objective of the research!
4.	Revise references!

Pekanbaru, 21 Oktober 2024

Penguji I

Idham Syahputra, M.Ed

Penguji II

Mamar Fim, M.pd

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية و التعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing
   a. Seminar usul Penelitian
   b. Penulisan Laporan Penelitian
2. Nama Pembimbing   Dr. Bukhori, S.Pd.I, M.Pd
   a. Nomor Induk Pegawai (NIP)
3. Nama Mahasiswa   Helmalia
4. Nomor Induk Mahasiswa   12110423697
5. Kegiatan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	22 – Mei – 2024	Revisi Judul dan mencari Artikel		
2	28 – Mei – 2024	Revisi Bab 1		
3	12 – Juni – 2024	Revisi Bab 1 dan lanjut Bab 2		
4	08 – Juli – 2024	Revisi Bab 2 dan lanjut Bab 3		
5	01 – Okt – 2024	Revisi Bab 2 dan Bab 3		
6	09 – Okt – 2024	Revisi Bab 2 dan Bab 3		
7	10 – Okt – 2024	Approved for Proposal seminar		

Pekanbaru, 10 – 10 – 24
Pembimbing,

Dr. Bukhori, S.Pd.I, M.Pd
NIP

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat JI H R Soebrantas Km 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp (0761) 7077307 Fax (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Bukhori, S.Pd.I., M.Pd
   a. Nomor Induk Pegawai (NIP) : 197905122007101001
3. Nama Mahasiswa : Helmalia
4. Nomor Induk Mahasiswa : 12110423697
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	10/12/2024	Bimbingan Instrumen		
2	27/12/2024	Bimbingan Instrumen		
3	28/04/2025	Bimbingan coding data observasi dan Interview		
4	05/05/2025	Bimbingan coding data observasi dan Interview		
5	09/05/2025	Bimbingan Bab IV		
6	13/05/2025	Bimbingan Bab IV dan V		
7	20/05/2025	Approved for munagasyah		

Pekanbaru, 20 Mei 2025
Pembimbing,

Dr. Bukhori, M.Pd.
NIP. 197905122007101001

APPENDIX 9
Research Letters

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 KUBU

Jl. Simpang Lasa Kepenghuluan Sungai Segajah Kec. Kubu Kode Pos 28991
NSS : - NPSN : 69954004 E-Mail : smanegeri2kubu@gmail.com Website : sman2kubu.sch.id
TERAKREDITASI B dengan SK. NO. : 477/BAN SM/SK/2023 Tanggal 28-04-2023

SURAT IZIN RISET
Nomor : 4.23.2/422/SMAN-2/XII/2024

Menindak lanjuti Surat Edaran Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor : Un.04/F.II.3/PP.00.9/22396/2024 tanggal 15 Oktober 2024, Kepala SMA Negeri 2 Kubu menerangkan bahwa :

Nama	:	Helmalia
NIM	:	12110423697
Semeseter / tahun	:	VII (Tujuh) / 2024
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

Dengan ini memberikan izin untuk melakukan Riset pada SMA Negeri 2 Kubu Desa Sungai Segajah Kecamatan Kubu Kabupaten Rokan Hilir.

Demikianlah Surat Izin Riset ini kami buat untuk dapat digunakan sebagaimana mestinya.

Kubu, 18 Desember 2024
Kepala SMA Negeri 2 Kubu

DARWATI, S.Pd
NIP.196912052003122002

Tembusan disampaikan Kepada :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau di Pekanbaru
2. Yang bersangkutan
3. Arsip

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-25113/Un.04/F.II/PP.00.9/25113/2024   Pekanbaru, 23 Desember 2024 M
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
    Satu Pintu
    Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
         Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

    Nama   : HELMALIA
    NIM   : 12110423697
    Semester/Tahun : VII (Tujuh)/ 2024
    Program Studi   : Pendidikan Bahasa Inggris
    Fakultas   : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Implementation of Pre-Questioning by English Teachers in Teaching English at the Eleventh Grade of SMAN 2 Kubu
Lokasi Penelitian : SMAN 2 Kubu Kec. Kubu, Kab. Rokan hilir, Riau
Waktu Penelitian : 3 Bulan (23 Januari 2025 s.d 23 Februari 2025)

         Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

         Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

                                             Wassalam
                                             a.n. Rektor
                                             Dekan

                                             Dr. H. Kadar, M.Ag.
                                             NIP. 19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 P E K A N B A R U
Email : dpmptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/71072
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-25113/Un.04/F.II/PP.00.9/25113/2024 Tanggal 23 Desember 2024**, dengan ini memberikan rekomendasi kepada:

1.	Nama	:	**HELMALIA**
2.	NIM / KTP	:	12110423697
3.	Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4.	Jenjang	:	S1
5.	Alamat	:	PEKANBARU
6.	Judul Penelitian	:	THE IMPLEMENTATION OF PRE-QUESTIONING BY ENGLISH TEACHERS IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMAN 2 KUBU
7.	Lokasi Penelitian	:	SMAN 2 KUBU KEC. KUBU KAB. ROKAN HILIR RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 27 Desember 2024

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DPM PTSP
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 03 JAN 2025

Nomor : 400.3.11.2/Disdik/1.3/2024/ 26
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Yth. Kepala SMAN 2 Kubu

di-

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/71072 Tanggal 27 Desember 2024 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : HELMALIA
NIM/KTP : 12110423697
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : THE IMPLEMENTATION OF PRE-QUESTIONING BY ENGLISH TEACHERS IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMAN 2 KUBU
Lokasi Penelitian : SMAN 2 KUBU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

Plt.KEPALA DINAS PENDIDIKAN
PROVINSI RIAU

EDI RUSMA DINATA, S.Pd,M.Pd
Pembina Tingkat I (IV/b)
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Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMA NEGERI 2 KUBU

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TERAKREDITASI B dengan SK. NO. : 477/BAN-SM/SK/2023 Tanggal 28-04-2023

SURAT KETERANGAN PELAKSANAAN PENELITIAN
Nomor : 4.23.2/146/SMAN-2/II/2025

Yang bertanda tangan di bawah ini :

Nama	: Darwati, S.Pd
NIP	: 196912052003122002
Pangkat /Golongan Ruang	: Pembina Tk. I/ IV.b
Jabatan	: Kepala SMAN 2 Kubu

Menerangkan Bahwa :

Nama	: Helmalia
NIM	: 12110423697
Semeseter / tahun	: VIII (Delapan) / 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Memang benar Mahasiswa/i di atas sudah melaksanakan penelitian di SMA Negeri 2 Kubu Desa Sungai Segajah Kecamatan Kubu Kabupaten Rokan Hilir dari tanggal **22 Januari 2025 s/d 12 Februari 2025.**

Demikianlah Surat Keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Kubu, 19 Februari 2025
Kepala SMA Negeri 2 Kubu

DARWATI, S.Pd
NIP.196912052003122002

Tembusan disampaikan Kepada :
1. Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau di Pekanbaru
2. Yang bersangkutan
3. Arsip

APPENDIX 10
Documentation

Video Anda

Video   Shorts   Live

observation 5
7 x ditonton • 1 bulan yan...
0   0
9:57

observation 4
9 x ditonton • 1 bulan yan...
0   0
6:45

observation 3
8 x ditonton • 1 bulan yan...
0   0
9:47

observation 2
12 x ditonton • 3 bulan ya...
0   0
42:04

observation 1
21 x ditonton • 4 bulan ya...
0   0
35:24

chelsea.mp3
7,9 MB   12 Februari 2025

selvi.mp3
6,9 MB   12 Februari 2025

interview mam eva.mp3
15,9 MB   7 Februari 2025

CURRICULUM VITAE

Helmalia is the Third child of Mr. Herman and Mrs. Yusmiati. She was born on Simpang Pasir, August 28th, 2003. In 2015, she graduated from SDN 005 Sungai Segajah Makmur. She also finished her studies at SMPN 2 Kubu in 2018, and SMAN 2 Kubu in 2021.

In 2021, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2024, she was doing KKN (Kuliah Kerja Nyata) Program at Keranji Guguh Village in Koto Gasib District, Siak. Then, on September until November 2024, she was doing Pre-Service Teacher Practice (PPL) program at MTS Muhammadiyah 2 Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on January - April 2025 by thesis entitled "The Implementation of Pre-Questioning Strategy in Teaching English to The Eleventh Grade of SMAN 2 Kubu".