

APPENDIX 1: THE OBSERVATION PROTOCOL OF PASSIVE CLASS

Observation Protocol			
Course Name/ class: <u>Speaking 1B (Passive class)</u> Class start: <u>09.30</u> end: <u>11.30</u>		No. Of Students: <u>20</u> Topic: <u>Giving directions</u> Date: <u>August 30, 2018</u> meeting: <u>1</u>	
Time	Teacher Activity	Students Activity	Notes
09.31	T start the class and take roll of his students	The students raise their hands or make a sound when they are called	
09.35	After the roll, T start the class by showing a short funny video, the video is about the importance of pronunciation	The students watched the video and were laughing because the video is funny	The students find the video funny
09.36	After the lesson, T move on to the textbook, Unit 2 about giving direction. Before disussing unit 2, T check his students' homework, he asked his students to share it with their friends	The students open their homework and share it with their friends, the homework is about to get to know friends that you are not familiar with in class	All the students do their homework
09.47	After checking his students' homework, he move on to the textbook and start explaining on how o give and asking for direction	The students listen carefully tothe explanation	
09.52	After explaining the on how to ask and give directions, T give time for students to practice what they had learned. First, he explain what the students need to do and second, T partner up his students and give five minutes time to practice. While the students practice with their partner, T walk from one pair to another and reply to the pair if neccessary	The students practice with their partner for about five minutes	The students are actively participate in this practice time
10.00	In the middle of practice time, T remind the students to also practice part one and two. Therefore, he give three more minutes for his students to practice with their partner	The students practice part one and two with their partner	T walk from one pair to other pair, listen to their practice and reply if neccessary
10.03	T leave the room to take a board marker	The students practice part one and two with their partner	
10.05	T back to class and end the practice time. After the practice, T move on to page 12 but before that, T writes down locations around campus, such as library, W computer centre, W canteen, Starbucks. T ask his students to give direction how to go to those locations from B building. Each pair choose one location	The students in pairs tell T the direction to go to that location.	All pair can finish the task
10.8	After all pair finish the task, he move on to new page 12.	The students open the book and listent o the explanation	
10.11	After the explanation, T provide time for the student to practice the new material in page 12.	The students practice with their partner about the new material in page 12	
10.13	In the middle of practice time, T walk around the pair and listen to thier conversation and rplies if neccessary	The students practice with their partner	
10.25	T end practice time and check what have the sudents practice	The students share what they have learned to T and the class	
10.30	T finish checking his students, and write down places around B building and ask the students to give him direction to those places	The students tell T the direction to those places	
10.36	T move on to new page which is pronunciation focus. T ask his students to repeat after him	The students listen the pronunciation and repeat after T	The students are familiar with all the words in

			pronunciation focus
10.41	T move on to how to give direction and asking for direction in a mall and give five minutes to practice with a partner	The students listen to the explanation and practice with their partner	
10.46	The practice ends and move on to page 13, T explain it briefly and move on to page 14	The students listen to the explanation and open their book to page 13 and 14	
10.51	T finish explaining page 13 and 14 and provide five minutes for the students to practice the new material on page 14	The students practice with their partner	
10.55	T end the practice and discuss how to give direction and asking for direction by improvisation	The students discussed with T how to ask for direction by using their own improvisation	
11.04	T move on to the last activity, first T attract the students interest with the thought of December and giving gifts to someone we love. T ask the students to write down four people and four gifts, they can write anything. After write down four gifts and four person, T group the students and the group to give recommendation on how to buy the gifts, where to buy it, what quality and price are the best to give it as a gift for people we love	The students write down four gifts and four people. Then they discuss it in their small group about how to buy it, what price and quality should the students buy it	
11.12	T end the class and explain about next week meeting. T explain that the last activity is going to be the homework and the students need to share it with him. He will call two students at a time and and them to converse with him in private	The students finish the practice and listen to the explanation about next week's meeting	

Observation Protocol

Course Name/ class: <u>Speaking 1B (Passive class)</u> Class start: <u>09.30</u> end: <u>11.30</u>		No. Of Students: <u>20</u> Topic: <u>Could I Please Speak to Helen?</u> Date: <u>September 6, 2018 meeting:2</u>	
Time	Teacher activity	Student activity	Notes
09.32	T absent take roll of his student	The students raise their hand or make a sound if the students are being called by T	there are 20 students in the class
09.36	T give brief explanation of the topic, which is Could I Please Speak to Helen, T briefly explain that today's meeting is about talking and taking notes on the phone. T explain that there will be individual practice and T will call two students at a time during the practice time and it will be scored as a participatory score	The students listen to Mr Jon explanation	
09.40	T play a funny video about the right attitude talking on the phone	The students watch the video and find the video funny	The students laughing to the video
09.44	T open the lesson with a roleplay from the book page 17. T choose two students to do the roleplay	The students read along the roleplay in the book	
09.46	After the roleplay T explain what the roleplay is about and highlight important points	The students listen to T's explanation	
09.51	T finish explaining, T pair the student with a partner and provide five minutes for practice the first activities. In the middle of the practice, T call eight names to have individual practice with T	The students practice with their pair for about five minutes. If their name are called by T, the students will sit in front of the class and practice with T	

10.10	T end the practice and checking what his student had been practice and ask each pair to share what they learn	The students share what they had practice	
10.20	T finish checking his students and move on to page 19 explain the material and asking relevant questions	The students listen to the explanation and answer T's question	
10.35	T show another funny video	The students laughing when watch the video	
10.40	T explain what the video is about and start discussing page 19.	The student listen to the explanation and involve theirselves in the discussion	The students are actively participate in the discussion
10.50	T move on to stressed word focus. He explain the difference of the front, middle, and end stressed. T ask the students to repeat after him	The students listen to the explanation and repeat after T	
10.55	T give five minutes for the students to practice with their partner. In the middle of practice T called six names to the front to have individual discussion with T	The students practice with their partner and for those whose names are called, they have private discussion with T	
11.00	T end the practice and move on to page 21, T give a brief explanation about the material	The students listen to the explanation	
11.05	T finish explaining the material on page 21 and give time for the studet to do the last practice which is about collecting information in a more personal way. T call the last six names to the front to have private practice with him	The students practice with their partner, and tosoe six students come to the front to have individual practice with T	
11.20	T end the practice and end the class and give a brief explanation about next week's meeting that there will be another individual practice like today's meeting	The students listen to the teacher and prepare to go home	

APPENDIX 2: THE OBSERVATION PROTOCOL OF ACTIVE CLASS

Observation Protocol			
Course Name/ class: <u>Speaking 1C (Active class)</u> Class start: <u>13.30</u> end: <u>15.30</u>		No. Of Students: <u>22</u> Topic: <u>Giving directions</u> Date: <u>August 30, 2018</u> meeting: <u>1</u>	
Time	Teacher Activity	Students Activity	Notes
13.35	Start the class by asking how are they doing and absent the students	Answer greeting question and raise their hands if they are called by T	The students look excited to have this class
13.37	Talking about homeworks and discussed it, T pick some students to share their homeworks	Share their homeworks to their friends in the class	It seems that all the students do a great job for their homeworks
13.47	The end of homework discussion, T start the lesson by asking the students to open their textbook to page nine	The students open their textbook to page nine	Everyone has their own book
13.56	T partner up the students with a partner and give instruction on how the practice works and give five minutes for the first practice	The students partner up and practice on page 10	The students are eagerly practice with their partner
14.07	T would like to know what the students had practiced, and ask the students to repeat what they had practiced	The students share what they had learned to T and to their friends	The end of the practice
14.17	T gives five minutes to practice again about new page, page 10	The students practice with their partner	The second practice
14.22	T check what they had learned and ask them to share it with their friends. T ask the partner to give direction to a specific place and ask them to give direction to that place. After that, T writes down a few places around campus on white boards and explain what word needed to give direction to that place	The students share what they had learned with their friends, and answer T's question and listen to the explanation	The students did a great job in giving and asking direction to a specific place
14.27	T give five minutes for the students to practice the new material	Students practice with their partner	All student practice with their partner
14.32	T check what they had learned and ask each pair to tell him how to get a place around campus	The students give direction to T how to go to a specific place near campus	End of the second practice
14.51	T end the practice and write some places around B building such as B.305, his office, PLT, ILC, and Bu Windy's office. T ask the students to practice asking and giving direction to these places	The students practice asking and giving direction to these places	
14.43	T ask his students to open new page, page 11	All of the student open their book to page 11	
14.45	T explain about the pronunciation focus on page 11 and read the word one by one and ask the students to repeat after him	The students listen to the explanation and repeat after T	
14.47	T move on to the next practice which is page 13, giving direction inside mall. T explain some words that cannot be used to give direction in mall. After the explanation, T give time for the students to practice	The students listen to the explanation and practice the new material with their partner	Before T explain the words that cannot be used to give direction inside a mall, the students use the word that is used to give direction on the road such as at the intersection

14.51-14.56	End of the practice, T explain on how to give direction in a mall but with different map from the previous one	The students practice giving and asking ofr directions	
14.57	T ask the students to practice again. While the students are practicing, T go walk around the group and listen to the pair practicing	The students start practicing with their partner	
15.01	T end the practice and ask the students to share what they had learned. After that, T move on to the last practice, that has connection with giving gifts on Christmas	The students share what they had practice with their partner	The students sound very excited when they heard the word Christmas
15.06	T ask them to start a new practice, T instruct the students to write down four names and four gifts for each person on page 14 and ask their friend where are the best way to buy the gifts, what is the best price to buy it and what quality should they buy	The students excitedly write down four names and four gifts and practice on where is the best way to buy the gifts andn other details	
15.15	T end the practice and end the class, he also tells the students that they need to be prepared it for the next meeting	The students finish their practice and listen carefully the instruction for the next meeting	

Observation Protocol			
Course Name/ class: <u>Speaking 1C (Active class)</u> Class start: <u>13.30</u> end: <u>15.30</u>		No. Of Students: <u>21</u> Topic: <u>Could I Please Talk to Helen?</u> Date: <u>September 6, 2018</u> meeting: <u>2</u>	
Time	Teacher Activity	Students Activity	Notes
13.29	T enter the class and prepare his teaching tools such as laptop, speaker, and textbook. After setting his teaching tools, he waits for all of his student to enter the class.	The student sit on their chair and prepare themselves for the lesson	There are two chairs in front of the class
13.31	T start the lesson by taking roll. After that T explain what is the topic for today's meeting and what will they learn.	The students raise their hands or make a sound if their name being called by T	
13.34	T explain that there will be individual practice in the middle of pair or group practice. He explain that he will call two names at a time to come and sit with him and talk about last week's homework	The students listen to the explanation	The students looks like they are nervous about the individual practice. Even though they had known it since last meeting
13.41	T move on the textbook but before that he play a short funny video and ask the students to listen to it carefully	The students watch the video and laughing to the video	The video is about the right attitude in asking and taking notes on the phone. The video is different from the B class
13.47	After watching the video, T move on to textbook, page 18. T start the unit by doing a roleplay, he choose two students to read the diaogue. After that he highlight important points from the roleplay and explain it	The students listen to the roleplay and read along the dialogue and listen to the ecplanation and lecture	
13.56	T give five minutes practice for to give time for the students to practice the new material. T pair the student and because the number of the student is not even, there is one small group consist of three students. in the middle of practice, T call four names to practice	The students practice with their pair and have individual practice with T if their name s called by T	

	individually with him in front of the class		
14.01	T end the practice and check what the students had practiced and ask the pair to share it with their friends	The students share what they had practiced before to T and to their friends	
14.05	T provide five minutes for the students for the second practice. In the middle of practice time, T calls four names to come forward and have individual practice with him	The students practice with their partner and have individual practice with T	
14.10	End of the practice, T move on to the textbook page 21 and explain briefly about the material	The student listen to the explanation	
14.13	T move on to pronunciation focus, it is about stressed words. T explain how to pronounce the word if it is stressed in the front, middle and last. After that T ask the student to repeat after him	The students listen to the explanation and repeat after T	
14.20	T end the pronunciation focus and focus on the page 21	The students focus on page 21	
14.25	T provide time for the student to practice what they had learned. In the middle of the practice, he called four names to come forward and have individual practice with him	The students practice the and have individual confrence	
14.37	End of the practice, T play another funny video about do and dont's of phone etiquette.	The students watch the video and lauging to it	The students find the video funny
14.40	T explain new page and material, then provide time for the student to practice it. T call four names to come forward and have individual practice with him	The students practice and have individual practice	
14.45	T end the practice and move on to the page 22	The students focus on page 22	
14.50	T ask the student to practice page 22. In the middle of the practice T call four names to come forward and practice with him	The students practice with their partner and T	
15.03	T end the practice and move on to the last page, page 23 and explain what is it about and what to do on the next practice and in the middle of the practice, T call the last three students to come forward and practice with him	The students listen to the explanation	
15.15	T end the meeting and give a brief explanation about next week's meeting. he explain that on the next meeting, there will be another individual practice the material is the last activity on page 23 and ask the student to prepare	The students listen to the explanation and prepare to end the class	

APPENDIX 3: THE TRANSCRIPT OF PASSIVE CLASS

TRANSCRIPT

Observation date : August 30, 2018
Class : Speaking 1B (Passive)
Time : 09.30- 11.30
No. of students : 20
Meeting : 1
Topic : Giving directions

(1.1.1)T : You tired? You have a class before this?

(S1.1.1)S: No

(1.1.2)T : first one, okay let's get started. Natasya, Jonathan, Emily, Tata, Nadine, Angel, Angelia Sinatra, Jessica, Karen, Daren, Shella, Yohana, Stefanny, Grace, Jimmy, Jovita, Caroline Ivana, Claudia, Wiliam, Stella, Yohana Safira, Nathania,

(S1.1.2) S: Tata

(1.1.3) T: You're Nathania Dian Afi?

(S1.1.3) S: Yes

(1.1.4) T: Okay, so the other one is Areta Tirsaa..

(S1.1.4) S: Tata

(1.1.5) T: You go by Tata? Rigt? You go by?

(S1.1.5) S: Nata

(1.1.6) T: Nata. Ohh. Raymond, Hindayani, Alfansus, Andrew, You're?

(S1.1.6) S: Jimmy

(1.1.7) T: Okay. Before we start, there is a video about the importance of speaking clearly. You'll find this video funny.

(T plays the 2 minutes video and S listen to the video)

(1.1.8) T: Okay. So today we're going to.. Unit two and talking about directions, giving and receiving directions. But first I want to hear about your friend that you interviewed, your homework remember? It is long time ago, it's two weeks ago. But let me hear about what you learned about your friends that you didn't know very well. On page seven, let's start with you. Tell us the name of you friend and some interesting facts about him or her.

(S1.1.7) S: his name is Jonathan, his hobbies are playing video games and reading comics and his age 19 years old. His favorite food is noodle and he like to walk

(1.1.9) T: okay

(S1.1.8) S: she is from Tarakan, she like to sleep, watching Korean drama, and riding bicycle

(1.1.10) T: make sure that when we said he or she likes, pronounce the s. Okay?

(S1.1.9) S: okay. she likes to sleep, watching Korean Drama, and riding bicycle

TRANSCRIPT

Observation date : September 6, 2018
Class : Speaking 1B (Passive)
Time : 09.30- 11.30
No. of students : 20
Meeting : 2
Topic : Could I Please Speak to Helen?

(1.2.1) T: Andi, Angel, Jessica, Care, Shella, Steffany, Grace, Jovita, Carol Ivana, Wiliam, Stella, Johanna Safira, Nathania, Renald, Hindayani, Alfonsus, Andrew. Glad to see the boys are over here, the girls are over here, glad to see that, okay so today we will talking about, the title of our lesson "Could I Please Speak to Helen?" what do you thing when hear it?

(S1.2.1) S: about a phone call?

(1.2.2) T: about a p hone call, right? So now we are going to learn about how to speak on the phone and also talking about how to take message from someone. Now, I'm not crazy about this lesson, just to say that not really excited and I'm sure that this is not challenging for you. For one thing, we don't use telephone anymore, right? Back when I was a kid we had a house phone, right? Who of you that has house phone? Maybe some of you still have it and maybe some of not, but house phone are kind of up sleek, do you know that word? They no longer have a purpose because now everyone has their phone wherever they go, right? Usually, it is kind of pointless to have a phone in your house. Back when I was a kid we had a house phone, no we do not have cell phone back then long time ago. My first cell phone was, I bought it in 2001, that is my first cell phone but when I was a kid we had a house phone and when the phone ring somebody has to answer it, either my dad or my mom, my sisters or me, okay. If I am answering the phone and someone is asking for my dad, I need to have to call my dad, that is for you and if he is not there, I have to leave a message. Have you ever done this?

(S1.2.2) S: yes

(1.2.3) T: you have done this? Oh good! But some of you like (shaking his head), so we are going to talk that today, maybe some of you will never do this, unless you are working in an office but let's start with. I want to show you a video. **Have you ever been in a waiting room or a silent place and then someone's phone ring?**

(S1.2.3) S: yea

(1.2.4) T: yea? And they answer the phone and they start talking very loudly, is that annoy you? Have you ever done that? So this is the funny video about what happen if you annoy person when you answer your phone in public place. Look at it where are they sitting? Where are they?

(S1.2.4) S: hospital

(1.2.5) T: probably a hospital waiting, you know hospital is usually....

(S1.2.5) S: quiet

(1.2.6) T: why?

(S1.2.6) S: a lot of sick people

(1.2.7) T: a lot of sick people, maybe there are people who are afraid that their love one might die or their love one is dying and they are sad, okay? So hospital is quiet. Let's see what we have here (T plays the video)

APPENDIX 4: THE TRANSCRIPT OF ACTIVE CLASS

TRANSCRIPT

Observation date : August 30, 2018
Class : Speaking 1C (Active)
Time : 13.30-15.30
No. of students : 22
Meeting : 1
Topic : Giving directions

(2.1.1) T: Devina, Jennifer Angelica, Nico, Jihan, Alfansus Jon, Joshua, Tim, sheren, Cathlyn, Florence, Nadia, Nathania, Anton, Maria, celyn okay you're all here. Let's start. First, I will show you a video about the importance of speaking clearly. It's a funny video..

(end of the video)

(2.1.2) T: now onto the serious thing, now you get a chance to practice, do you remember what your assignment was? Two weeks ago?

(S2.1.1) S: yes

(2.1.3) T: you interview someone that you did not know very well, here on page seven, on page eight, so let's just take a few minutes, and briefly tell me about some of the things that you learned about your friend okay? Let's start over here, with you, what is your partner's name and tell us what you know about him

(S2.1.2) S: stand up?

(2.1.4) T: you don't have to stand up

(S2.1.3) S: my partner name is Nico, his hobbies are listening to music, playing basketball.

(2.1.5) T: okay good. You?

(S2.1.4) S: his name is Joshua, he likes to play game, his favorite food is fried rice, he born in Tarakan

(2.1.6) T: he was born in Tarakan

(S2.1.5) S: he was born in Tarakan, his hobbies are streaming and playing video games, he takes ECI, mostly he watch Marvel movies. He likes to travel in Indonesia, Makassar, Jogja, Surabaya

(2.1.7) T: okay good

(S2.1.6) S: her name is Angel, she like to watching movies, dramas

(2.1.8) T: likes to watch movies, dramas

(S2.1.9) S: watching movies, dramas, especially Korean drama, she is from Surabaya

(2.1.9) T: okay, you?

(S2.1.10) S: her name is Sheren, she like to read, listening to music. She like to watch action, horror movies, her favorite movie is Fast and Furious

(2.1.10) T: okay good

(S2.1.11) S: her name is Cathlyn, she likes to watch movie. She likes the first day of college, she really like to be in Petra Christian University and her birthday is January first

TRANSCRIPT

Observation date : September 6, 2018
Class : Speaking 1C (Active)
Time : 13.30- 15.30
No. of students : 21
Meeting : 2
Topic : Could I Please Speak to Helen?

(2.2.1) T: okay, good afternoon

(S2.2.1) all student: good afternoon

(2.2.2) T: Nadia, Oliv, Darren, Cindy, Ivana, Florence, Cathlyn, Sofie, Jennifer, Via, Gina, Devina, Nico, Aldi, Wijaya, Jihan, Stefanus, John, Joshua, [inaudible]

(T prepares his laptop and speaker)

(2.2.3) T: okay, today we will do practice something that is maybe you won't have lot use for, okay but it is part of our text so we will do it, so you can just read the book and be credibly bored today or you can be creative and make up your own dialogue, so like I was saying, this lesson as you can see, Could I Please Speak to Helen? Okay, so you can guess, what this lesson is about speaking on the phone, right? How many of you have a house phone in your home? Okay I do not have a house phone anymore because you do not really need a house phone, do you? Because you take the phone with you everywhere you go, do you? When I was your age, eighteen nineteen years old I do not have a cell phone but my roommate is and his cell phone about....

(S2.2.2) S: bigger

(S2.2.3) S: a trivold?

(2.2.4) T: yeah, it was bigger than this phone (pointing to his phone) and could not fit in a pocket, he had a mobile phone, we called it back then and take it wherever. I did not have a cell phone until 2001, that is my first cell phone. Before that, almost everyone had a house phone, right? Maybe you can remember when you are younger. So when somebody calls your house, and looking for your mom but your mom is not home, you answer the phone, what do you say?

(S2.2.4) S: hello

(S2.2.5) S: who is this

(2.2.4) T: saying what?

(S2.2.5) S: hello this is bla bla bla

(2.2.5) T: okay, that's what the other person will say to you but what will you say back to the person?

(S2.2.6) S: hello this is

(2.2.6) T: okay, so if this is Alfonso can I speak to your mom please, what would you say?

(S2.2.7) S: my mom is not here

(2.2.7) T: okay, my mom is not here and then what?

(S2.2.8) S: can I take a message

(2.2.8) T: right, can I take a message, can I have her call you back, okay something like that. We are going to practice that today, I realize nowadays those kind of conversation are very co

APPENDIX 5: THE TABLE ANALYSIS OF

No.	Class: <u>Speaking 1B Passive Class (meeting 1)</u>											OT	Notes	
	Dialogue Line	Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.1.1	Are you tired? Do you have a class before this?												X	This question cannot be categorized in any question types and tactics of questioning. This is T's first question for his students. It aims to have friendly conversation with the students
1.1.3	You're Nathania Dian Afi?												X	This question cannot be categorized in any question types and tactics of questioning. This question is asked by T when T called his students' name. this question aims to confirm his student's name
1.1.5	You go by Tata? Right? You go by?												X	This question cannot be categorized in any question types and tactics of questioning. This question is asked by T when T called his students' name. this question aims to confirm his student's name
1.1.6	Nata. Ohh. Raymond, Hindayani, Alfansus, Andrew, You're?												X	This question cannot be categorized in any question types and tactics of questioning. This question is asked by T when T called his students' name. this question aims to confirm his student's name
1.1.8	But first I want to hear about your friend that you had interviewed, your homework remember? It is a long time ago, it's two weeks ago												X	This question cannot be categorized in any question types and tactics of questioning. This question aim to remind his students that they have homework given two weeks ago
1.1.13	Okay. You?												X	This question cannot be categorized in any question types and tactics of questioning. T appoint one student to answer his question
1.1.15	Okay, girl at the back?												X	This question cannot be categorized in any question types and tactics of questioning. T appoint one student to answer his question
1.1.16	You say she went to..., the high school, where did you say the high school?		X					X	X					T is asking empirical question because this question is asking the student to recall her finding about her friend school. T first use pausing as his tactic in asking the question but he does not receive any answer; therefore, he ask another question, the second question is probing question because this question is to encourage the student to answer T's question (1.1.16) T: you say she went to..., the high school, where

													that will help the student to see the answer
1.1.30	Have you ever spilled coffee on your shirt?		X								X		This question is empirical question because it require the student to recall facts about their past experience have they ever spilled coffee or anything on their clothes. T uses sequencing a backbone of questions with relevant digressions. T ask question that is relevant to the topic.
1.1.32	What did you do? You change your shirt? Or you walk around with stained shirt?		X								X		This question is empirical question because it require the student to recall facts about their past experience have they ever spilled coffee or anything on their clothes. T uses sequencing a backbone of questions with relevant digressions. T ask question that is relevant to the topic. This question is a follow up question to the previous question (question number 30)
1.1.33	Okay, so where are they headed? Where are they going?		X								X		This question is empirical question as the question requires the student to observe the dialogue and connect it to T's question. In asking this question, T uses sequencing, a path of questions all of the same type. The same type of questions are asking for a location
1.1.34	This friend is telling him that they had to go to where?		X								X		This question is empirical question as the question requires the student to observe the dialogue and connect it to T's question. In asking this question, T uses sequencing, a path of questions all of the same type. The same type of questions are asking for a location. This question has connection to question number 33, this question works as a continuation question 33.
1.1.35	So he is asking questions about where something is, where the dry cleaner is and then Don answered, "there is one hour dry cleaner in Shell building on Madison, it is about two blocks from here." It said, on Madison. What do you think Madison is?	X							X				This question is conceptual question because it aims to get help the student to understand the concept and the meaning of street. T uses probing tactic in asking this question, it encourage the student to answer T's question and to develop student's critical thinking.

No.	Class: <u>Speaking 1B Passive Class (meeting 1)</u>											OT	Notes
	Dialogue Line	Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		

1.1.36	Petra campus is....	X						X						This question is conceptual question because it is asking about the concept preposition of street. T used pausing in asking this question, it is marked by the sign of (...) T give a moment of silent to give a couple of second silent, aiming to give time for the student answer the question
1.1.37	You are asking where services are located. Services, what services that you can think of beside the dry cleaner?		X						X					This question is empirical question because it requires the student to observe their surrounding about what services near the student and important for the student, what services are available around them. T used probing tactic, it aim to get answers from the student.
1.1.38	Good! What else?		X						X					This question is empirical question because it requires the student to observe their surrounding about what services near the student and important for the student, what services are available around them. In asking this question, T use probing question as it initiate the student to give more response. This question is the continuation of question 37
1.1.39	Salon? To get your hair fixed, right? What else? What do you look for if you are new to the city?		X						X					This question is empirical question because it require the student to observe their surrounding about what services near the student and important for the student, what services are available around them. In asking this question, T use probing question as it initiate the student to elaborate their previous answer with details. This question is the continuation of question 38
1.1.41	Hospital! Very important place to know where it is. Post office? Any kind of clothing store or grocery store to get food, what else?		X						X					This question is empirical question because it requires the student to observe their surrounding about what services near the student and important for the student, what services are available around them. In asking this question, T use probing question as it initiate the student to

1.1.49	If I asked you where is the library, what will you say?.... where is the library on campus? I'm new, this is my first semester, where is the library? , which building?		X					X	X					This question is empirical question because the question requires the student to observe the map and make possible direction to the library. In asking this question, T used two tactics, first is pausing, T used pausing to provide time for the student to think the answer. Second, T uses prompting asking a sequence of simple questions that eventually lead back to the original question. In this question, T's original question is to ask about the location of the library
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.1.51	Okay, now what if I say, for the sake of arguments, the W building, oh what is the W building?		X										X	This question is empirical question because the question involve student's observation skill around Petra's building and to connect one fact to other fact. T uses sequencing of question extending and lifting. This question is the extended question to question 50, then T raise the level of the question in question 52
1.1.52	How will you describe it?		X										X	This question is empirical question because the question involve student's observation skill around Petra's building and to connect one fact to other fact. In asking this question, T uses sequencing of question, extending and lifting, this question is the lifting question of number 52. This question's level is higher then the previous one as this question, T ask the student to describe and not only mention where it is located
1.1.54	So the king building is the big glass office building, it is next to the park, where do you think it is?		X										X	This question is empirical question which make the student speculate which building match with the description in each number. T uses sequencing of question, all the same type of question, the same type is the question ask about which building that is match with the description
1.1.55	The police headquarter is a low brick		X										X	This question is empirical question which

No.	Class: <u>Speaking 1B Passive Class (meeting 1)</u>												
	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
	building, it is right at the corner. Next is the planetarium, it is the dome roof, which one is that?												make the student speculate which building match with the description in each number. T uses sequencing of question, all the same type of question, the same type is the question ask about which building that is match with the description this question is the sequence of all the same type question from question number 54

No.	Class: <u>Speaking 1B Passive Class (meeting 1)</u>												OT	Notes
	Dialogue Line	Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			

1.1.56	Which one looks like a museum?		X									X		This question is empirical question which make the student speculate which building match with the description in each number. T uses sequencing of question, all the same type of question, the same type is the question ask about which building that is match with the description this question is the sequence of all the same type question from question number 55
1.1.57	Next is the grand bank tower, it is brown glass tower, which one is that?		X									X		This question is empirical question which make the student speculate which building match with the description in each number. T uses sequencing of question, all the same type of question, the same type is the question ask about which building that is match with the description this question is the sequence of all the same type question from question number 56
1.1.60	okay now let's start from you two. Do you know why you need to go to the police headquarter? (making eye contact with two students)		X				X							This question is empirical question because it involves reasoning on why people need to go to the police. T is directing and distributing the question to specific pair by saying 'you two'
1.1.62	Do you know what planetarium is? What do you have in mind when you heard the word planetarium?	X								X				This question is conceptual question because it is asking about the meaning or the concept of planetarium. T used Prompting in asking this question, T ask a sequence of simple questions that lead back to the original question. The original question is what is planetarium
1.1.63	Why would you need to go to the planetarium?		X									X		This question is empirical question that involve reasoning on why or the reason why people go to a specific location. In asking this question, T uses sequencing of question, all the same type of question. In this part there are eight building on the map and T ask the reason why people need to go to that building or office.

No.		Class: <u>Speaking 1B Passive Class (meeting 1)</u>										
1.1.65	How about Italian embassy? You two you need to go to the Italian embassy, why you two need to go to the Italian embassy?		X								X	This question is empirical question that involve reasoning on why or the reason why people go to a specific location. In asking this question, T uses sequencing of question, all the same type of question. This question is the sequence of same type question of question number 63. This question is asking why people need to go that specific building or office
1.1.68	How about the library, you two give me a reason why you need to go to the library?		X								X	This question is empirical question that involve reasoning on why or the reason why people go to a specific location. In asking this question, T uses sequencing of question, all the same type of question. This question is the sequence of same type question of question number 65. This question is asking why people need to go that specific building or office
1.1.70	One more museum natural science, why you need to go there?		X								X	This question is empirical question that involve reasoning on why or the reason why people go to a specific location. In asking this question, T uses sequencing of question, all the same type of question. This question is the sequence of same type question of question number 68. This question is asking why people need to go that specific building or office
1.1.72	Alright, so now, let's do the same thing but in real life okay? Do you know your way around campus? Do you know where things are?		X						X			This question is empirical question because the question requires the student to observe their surrounding in Petra's building. T uses prompting tactic, asking a sequence of simple questions that eventually lead back to the original question which is to ask whether the student has remember where are important places located

	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.1.73	What else?... What other famous place that you know about?... which one?		X					X	X				This question is empirical question because to answer the question the student need to observe their surrounding and to recall famous places that the student need to know. T used two tactics in asking this question, first is pausing, T give two times pausing times because T wants to give time for the student to answer the question; however, the student does not answer T's question, then T ask questions by using T ask questions by using probing tactic that encourage the student to answer T's question. This question is the continuation question of the previous question
1.1.74	What else?		X					X					This is empirical question because it involves student's observation. T used Probing tactic to get more detailed answer form the student, the question is asked in encouraging way, to make the student feel motivated to answer. This question is the continuation question of the previous question
1.1.75	Student service, one more, what else?		X						X				This question is empirical question because the answer involves student observation about what are the important places around campus. T used probing tactic to make the student to get more vary answer. This question is the continuation question of the previous question

No.	Class: <u>Speaking 1B Passive Class (meeting 1)</u>											OT	Notes	
	Dialogue Line	Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.1.77	Explain to me how I can I find Starbucks?... where is Starbucks? I need some coffee		X					X				X		This question is empirical question because this question needs the student to observe and make possible experiment on giving the best direction to go to Starbuck. T used sequencing of questions-extending and lifting, at first T ask simple question with the same level then extend and lift it to higher level (1.1.77) T: okay let's listen from you two from the back, explain to me how I can I find Starbucks?... where is Starbucks? I need some coffee (S1.1.103) S: it is located in the square
1.1.78	Where is the Square?		X						X					This question is empirical question because the question require observation from the student, where square is located exactly. In asking this question, T uses prompting, providing a review of information given so far and then asking questions that will help the pupil to recall or see the answer. One student answer that Starbuck is locates in the square, then T review the information and make it as the question (1.1.78) T: where is the square? (S1.1.104) S: aa...
1.1.79	We are at B building right now, how can we get there?		X						X					This question require observation from the student, where square is located exactly. In asking this question, T uses prompting, providing a review of information given so far and then asking questions that will help the pupil to recall or see the answer. When T asks where is the Square, the student look confuse, thus T ask probing question to encourage the student to answer the question (1.1.79) T: we are at B building right now, how can we get there? (S1.1.105) S: pass the...pass the... pass the W

No.	Class: <u>Speaking 1B Passive Class (meeting 1)</u>											OT	Notes	
	Dialogue Line	Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.1.85	How about the auditorium?... where is the auditorium? I have a class in the auditorium...		X					X				X		The question is empirical question because the question required the student to observe their surroundings. In asking this question T used two tactics. The first tactic is pausing because to give time for the student to answer the question, the second tactic is sequencing of question, the circular path, a series of questions which leads back to the initial position, T ask three series of questions but the initial question is to ask where is the location of auditorium
1.1.86	What is this? (asking with up and down hand gesture)	X				X								This question is conceptual question because, the question aim to make the student to know the different concept of stairs and a ramp. T used putting clearly because it has connection with technical terms (1.1.86) T: what is this? (S1.1.111) S: spiral stairs beside the student service
1.1.87	it is called a ramp, so you go up the ramp....	X				X		X						This question is conceptual question because, the question aim to make the student to know the different concept of stairs and a ramp. In asking this question, T is pitching and putting clearly as the question has connection to technical terms used in the direction, T also asks the student to restate his answer. other than that, T used pausing and pacing as T give time for the student to process the technical term and to restate his answer (1.1.87) T: it is called a ramp, so you go

	here, maybe for next year the freshmen, you going to have to explain it to them where things is and you can do it in English, so I have a class, Speaking 1 it is on B.302. Imagine we are downstairs in front of the ILC, I need to go to B.302, do you know how to get there?... anyone?....													because it question based on fact and observation about the location of rooms in B building, student need to connect both element together to answer the question. T prompting. To deepen student's critical thinking
1.1.131	okay go to the third floor and then what?		X									X		This question is empirical question because it elicits the idea from the student on how to get to a place. T used listening to replies which is take pupil's answer and ask another question from it S: go to the third floor T: okay go to the third floor and then what?
No.	Dialogue Line	Class: Speaking 1B Passive Class (meeting 1)											OT	Notes
		Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.1.132	Okay how about PLT?		X									X		This question is empirical questions that require student's observation skill about the location of PLT and elicit it to answer T's question. T is using sequencing of questions, all the same type of questions that is asking where something is and how to get there.
1.1.133	Okay how about Bu Windy's office?		X									X		This question is empirical questions that require student's observation skill about the location of PLT and elicit it to answer T's question. T is using sequencing of questions, all the same type of questions, that is asking where something is and how to get there. This question is the sequence of question 132
1.1.135	do you know where my office is?		X									X		This question is empirical questions that require student's observation skill about the location of PLT and elicit it to answer T's question. T is using sequencing of questions, all the same type of questions that is asking where

													something is and how to get there. This question is the sequence of question 133
1.1.136	My office is in B.103..... from here how can I go to my office?		X									X	This question is empirical questions that require student's observation skill about the location of PLT and elicit it to answer T's question. T is using sequencing of questions, all the same type of questions that is asking where something is and how to get there. This question is the sequence of question 135
1.1.137	Where is the restroom by the way?		X									X	This question is empirical questions that require student's observation skill about the location of PLT and elicit it to answer T's question. T is using sequencing of questions, all the same type of questions that is asking where something is and how to get there. This question is the sequence of question 136
TOTAL		5	63	0	0	0	5	14	25	2	23	11	

Class: <u>Speaking 1B Passive Class (meeting 2)</u>													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.1	Okay so today we will talk about, the title of our lesson "Could I Please Speak to Helen?" what do you thing when hear it?	X			X								This question is conceptual question because it aims to help the student to grasp the key feature of the meeting which is the topic itself. T used structuring tactic as T give hint when asking this question, the hint is Could I Please Speak to Helen.
1.2.2	My first cell phone was, I bought it in 2001, that is my first cell phone but when I was a kid we had a house phone and when the phone ring somebody has to answer it, either my dad or my mom, my sisters or me, okay. If I am answering the phone and someone is asking for my dad, I need to have to call my dad, that is for you and if he is not there, I have to leave a message. Have you ever done this?		X		X								This question is empirical question because T's question help the student to recall fact and observation from the student about a couple years back when phone is just discovered. In asking this question, T used structuring as the tactic because it contain a brief exposition of the topic by using his own experience and aim to build on student previous knowledge and to add new knowledge. In this context, the students were born around the year of 2000 and some of them have never used house phone; therefore, T tries to build students' knowledge by sharing his past experience

1.2.3	Have you ever been in a waiting room or a silent place and then someone's phone ring?		X						X				This question is empirical question because the question help the students to recall their past experience about have the students ever sit in a waiting room.
1.2.4	So this is the funny video about what happen if you annoy person when you answer your phone in public place. Look at it where are they sitting? Where are they?		X				X						This question is empirical question that the question is based on the student's observation of the video, the student need to observe where the locations are takes place. In asking this question, T used directing and distibuting tactic. T direct and distribute this question to all student in the class without specifically choose one group of student
1.2.5	Probably a hospital waiting, you know hospital is usually....		X					X					This question is empirical question that the question is based on facts about the atmosphere of hospital that is always quiet and student's observation of the video. In asking this question, T used pausing that give time for the student to find the answer and to know the meaning of the question

Class: <u>Speaking 1B Passive Class (meeting 2)</u>													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.15	Instead saying that, we just say speaking. Is Jon there? Speaking, so that's the way that you tell the person that it is us who answer the phone. So when you answer the phone, what do you usually say in Bahasa?	X							X				This question is conceptual question, asking about the concept of answering telephone, what word that the student use when answering a phone call. In asking this question, T used prompting, providing a review of information given so far and then asking other question. In this question, T reviews a part of the dialogue available in the book.
1.2.16	Okay Halo, anyone says anything else?		X						X				This question is empirical question because to answer this question, the students need to recall fact from their possible experiment. This question is the follow-up question of question number 15. T used probing question that aim to encourage the student to give more answer to T's question
1.2.17	<i>siapa ya, okay. Anything else?</i>		X						X				This question is empirical question because to answer this question, the student need to recall their habit, there is a chance that the student does not say halo or siapa ya, the student might use regional language. This question is

	her. There is other option, sorry he or she is not here right now or he or she can't come to the phone right now. Why would you say that?												question, T used sequencing of questions, a path of questions all of the same type. The same type can be seen from the type of the question which is to ask the reason someone cannot answer the phone
1.2.24	Probably we would say she's out or she is not here. Why would you say she can't come to the phone right now?		X									X	This question is empirical question that aim for the student to observe the information given in the dialogue to answer and to make the student know that in answering phone there is a chance that the intended person is not available and the student need to take notes or message. In asking this question, T used sequencing of questions, a path of questions all of the same type. The same type can be seen from the type of the question which is to ask the reason someone cannot answer the phone. This is the sequence question of number 23
1.2.26	Okay, Jonathan what did you want to buy?		X									X	This question is empirical questions that involve reasoning as to what is the reason the student want to buy that gift for that specific person. In asking these four questions, T used sequencing of questions, extending and lifting. T starts with asking simple and easy question then extend and lift the level to the higher one. First T ask question with simple answer then ask the student to explain the reason

No.	Dialogue Line	Class: <u>Speaking 1B Passive Class (meeting 2)</u>										OT	Notes
		Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.27	Okay, you buy a shirt, for whom?		X									X	This question is empirical questions that involve reasoning as to what is the reason the student want to buy that gift for that specific person. In asking these four questions, T used sequencing of questions, extending and lifting. T starts with asking simple and easy question then extend and lift the level to the higher one. First T ask question with simple answer then ask the student to explain the reason that is harder than previous question. This question is the sequence of question of number 26

1.2.30	So tell me about Hush Puppies, is that a place for you to buy something cheap or expensive?		X								X		This question is empirical questions that involve reasoning as to what is the reason the student want to buy that gift for that specific person. In asking these four questions, T used sequencing of questions, extending and lifting. T starts with asking simple and easy question then extend and lift the level to the higher one. First T ask question with simple answer then ask the student to explain the reason that is harder than previous question. This question is the sequence of question of number 27
1.2.32	For?		X								X		This question is empirical questions that involve reasoning as to what is the reason the student want to buy that gift for that specific person. In asking these four questions, T used sequencing of questions, extending and lifting. T starts with asking simple and easy question then extend and lift the level to the higher one. First T ask question with simple answer then ask the student to explain the reason that is harder than previous question. This question is the sequence of question of number 30
1.2.35	So where is the best place in Surabaya to buy the camera?		X						X				This question is empirical questions that require the students to recall the information that her friends give to her. In asking these questions, T used prompting and probing tactics. T ask follow-up questions to encourage the student to give more detailed answer and to encourage the student to speak freely as the student looks nervous in front of him
Class: Speaking 1B Passive Class (meeting 2)													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.36	Oh, okay you are not from Surabaya?											X	This question cannot be categorized in any question types and tactics of questioning because T aims to confirm the student's hometown
1.2.37	Okay, okay so did your friend tell you where to go in Surabaya?		X							X			This question is empirical questions that require the students to recall the information that her friends give to her. In asking these questions, T used prompting and probing tactics. T ask follow-up questions to encourage the student to give more detailed answer and to encourage the student to

														speak freely as the student looks nervous in front of him. This question is a follow-up question of number 35
1.2.38	Okay, what about in your home town? Where will you buy it?		X											This question is empirical questions that require the students to recall the information that herfriends give to her. In asking these questions, T used prompting and probing tactics. T ask follow-up questions to encourage the student to give more detailed answer and to encourage the student to speak freely as the student looks nervous in front of him. This question is a follow-up question of number 37
1.2.40	Use the quest bellow, start like this, hello can I please speak to friend, I'm sorry, then you use the quest down here, she is out in the evening. See the book, how boring is that. Oh! She is out for the evening; she is out watching movie, oh! Really? What movie? He said he is going to watch the movie with me, who she is with?		X			X								This question is empirical question that helps the student to observe the material in the book discussed by T. in asking this question, T used structuring, T gives hints for the answer and T also direct the student to answer like what he expected
1.2.42	Oh! She went out? Okay, how about Angel? Is Angel here?												X	This question cannot be categorized in the question types and tactics of questioning. This question is asked by T because T just want to make the student that he called is in the class or not

No.	Dialogue Line	Class: <u>Speaking 1B Passive Class (meeting 2)</u>										OT	Notes	
		Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.43	Okay, how about Jessica?												X	This question cannot be categorized in the question types and tactics of questioning. This question is asked by T because T just want to make the student that he called is in the class or not
1.2.44	Okay, Andi what gift do you want to		X									X		This question is empirical question that require the student to answer with reasoning as to why the

	buy?												student want to give that specific gift for specific person and why buy it in that store or mall. In asking this question, T used sequencing of question; extending and lifting, firs T ask a series of questions in the same level then extend it by lifting the level of the question to the higher one. This question is the starter point of the sequence as the answer does not need any observation.	
1.2.45	A laptop for?		X									X	This question is empirical question that require the student to answer with reasoning as to why the student want to give that specific gift for specific person and why buy it in that store or mall. In asking this question, T used sequencing of question; extending and lifting, firs T ask a series of questions in the same level then extend it by lifting the level of the question to the higher one. This question is the starter point of the sequence as the answer does not need any observation. this question is the sequence of question 44	
1.2.47	Okay so where do you want to buy it?		X									X	This question is empirical question that require the student to answer with reasoning as to why the student want to give that specific gift for specific person and why buy it in that store or mall. In asking this question, T used sequencing of question; extending and lifting, firs T ask a series of questions in the same level then extend it by lifting the level of the question to the higher one. This question is the starter point of the sequence as the answer does not need any observation. this question is the sequence of question 47	
Class: Speaking 1B Passive Class (meeting 2)														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.48	Okay, where is that?		X										X	This question is empirical question that require the student to answer with reasoning as to why the student want to give that specific gift for specific person and why buy it in that store or mall. In asking this question, T used sequencing of

													question; extending and lifting, first T ask a series of questions in the same level then extend it by lifting the level of the question to the higher one. At this point, T starts to lift the level as the answer requires the student to observe and recall where the store is and direct T. This question is the sequence of question 47
1.2.49	Okay, so how much are you willing to spend?		X									X	This question is empirical question that require the student to answer with reasoning as to why the student want to give that specific gift for specific person and why buy it in that store or mall. In asking this question, T used sequencing of question; extending and lifting, first T ask a series of questions in the same level then extend it by lifting the level of the question to the higher one. At this point, T starts to lift the level as the answer requires the student to observe and recall where the store is and direct T. This question is the sequence of question 48
1.2.50	Okay, Jessica, right?											X	This question cannot be categorized in the question types and tactics of questioning. This question is asked by T because T wants to confirm that the student that sit in front of him is Jessica
1.2.51	Okay, so what kind of camera do you want to buy?		X									X	This question is empirical question as it involve reasoning from the student as to why the student wants to buy that kind of camera for that specific person. T uses listening to replies, T response from the student answer and ask another question

Class: <u>Speaking 1B Passive Class (meeting 2)</u>														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.52	Oh, I already forgot where high-tech mall is, can you tell me where is it?		X							X				This question is empirical question because it help the student to recall where THR is and observe the road on how to what street it is located, near what

														place, and other. In asking this question, T use probing that encourage the student to give more answer and to develop student's critical thinking
1.2.54	So how much do you plan to spend?		X							X				T asks empirical question because the question require observation about the gift price from the student as to how much money that the student require to buy the gift.
1.2.55	Okay Aretta, what do you want to buy?		X									X		This question is empirical question because to answer the question, the student needs to recall facts about the information that she wrote down in the previous meeting activity and recall information that they get from their interview from two weeks ago. In asking this question, T uses sequencing of question, extending and lifting. First, ask same level questions then extend the question and raise the level of question to more difficult one
1.2.56	Okay, for who?		X									X		This question is empirical question because to answer the question, the student needs to recall facts about the information that she wrote down in the previous meeting activity and recall information that they get from their interview from two weeks ago. In asking this question, T uses sequencing of question, extending and lifting. First, ask same level questions then extend the question and raise the level of question to more difficult one. this question is the sequence of question 55
1.2.57	Oh wow, buying each other camera, so what kind of camera do you want to buy?		X									X		This question is empirical question because to answer the question, the student needs to recall facts about the information that she wrote down in the previous meeting activity and recall information that they get from their interview from two weeks ago. In asking this question, T uses sequencing of question, extending and lifting. First, ask same level questions then extend the question and raise the level of question to more difficult one. this question is the sequence of question 56

Class: Speaking 1B Passive Class (meeting 2)														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.58	Oh that one, why do you want to buy		X									X		This question is empirical question because to answer the question, the student needs to recall facts about the

	that?												information that she wrote down in the previous meeting activity and recall information that they get from their interview from two weeks ago. In asking this question, T uses sequencing of question, extending and lifting. First, ask same level questions then extend the question and raise the level of question to more difficult one. this question is the sequence of question 57
1.2.59	Where do you want to go to buy that camera?		X								X		This question is empirical question because to answer the question, the student needs to recall facts about the information that she wrote down in the previous meeting activity and recall information that they get from their interview from two weeks ago. In asking this question, T uses sequencing of question, extending and lifting. First, ask same level questions then extend the question and raise the level of question to more difficult one. at this point, T start to lift the level of his question. this question is the sequence of question 58
1.2.60	Do you know where in TP? TP is a big place do you know where?		X								X		This question is empirical question because to answer the question, the student need to recall facts about the information that she wrote down in the previous meeting activity and recall information that they get from their interview from two weeks ago. In asking this question, T uses sequencing of question, extending and lifting. First, ask same level questions then extend the question and raise the level of question to more difficult one. this question is the sequence of question 59
1.2.61	What about you? What do you want to buy?		X				X						This question is empirical question that require the student to do reasoning as to why the student want to buy that gift and why that gift for that specific student. T is directing and distributing this question to one specific student
1.2.62	Okay, so where can you buy a K-pop album?		X								X		This question is empirical question that require to do reasoning as to explain to T why buying K-pop album as the gift. T is listening to replies, he listen to student's answer then response it with asking another question
1.2.63	Ah, alright so you buy it in online shop. What if the product that you get is not in good quality?		X								X		This question is empirical question that require to do reasoning as to explain to T why buying K-pop album as the gift. T is listening to replies, he listen to student's answer then response it with asking another question

No.	Class: <u>Speaking 1B Passive Class (meeting 2)</u>				
	Dialogue Line	Types of Question	Tactics of Questioning	OT	Notes

		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.67	Okay, what else do you want to know besides the place?	X					X						This question is conceptual question that is asked to help the student to formulate relevant concept. T used directing and distributing tactic in asking this question, he distribute this question to one specific student who just answer his question before, T distribute the question by making eye contact with the student.
1.2.68	What if you are calling your friend and you have urgent information? To tell him or her and they are out of town for a week? What might you say? You really need to talk to her what will you say?		X						X				This question is empirical question that involve possible experiments on what way should the student choose to contact his or her friend who is out of town and does not have a phone with them. in asking this question, T used prompting tactic, asking a sequence of simple questions that eventually lead back to the original question. In this question, the original question is what would you as the caller do if you have urgent information and need to contact your friend
1.2.70	Caren? Okay what do you want to buy?		X								X		This question is empirical question that require the student to use reasoning and involving observation and recall information that the student get from the interviewed from last meeting. In asking this questions, T uses sequencing of question, extending and lifting, first T ask some questions with the same level and then extend the question and ask higher level questions. This question is the opening of the sequence as the answer is does not need any observation
1.2.71	For?		X								X		This question is empirical question that require the student to use reasoning and involving observation and recall information that the student get from the interviewed from last meeting. In asking this questions, T uses sequencing of question, extending and lifting, first T ask some questions with the same level and then extend the question and ask higher level questions. This question is the opening of the sequence as the answer is does not need any observation. this question is the sequence of question 70

Class: <u>Speaking 1B Passive Class (meeting 2)</u>													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.72	For you brother? Wow how good sister you are, why do you want to get that?		X									X	This question is empirical question that require the student to use reasoning and involving observation and recall information that the student get from the interviewed from last meeting. In asking this questions, T uses sequencing of question, extending and lifting, first T ask some questions with the same level and then extend the question and ask higher level questions. At this point, T lift the level of the question to the higher one as the answer need reasoning from the student why the student need to buy that gift for that person. This question is the sequence of question 71
1.2.73	Is that not to expensive?		X									X	This question is empirical question that require the student to use reasoning and involving observation and recall information that the student get from the interviewed from last meeting. In asking this questions, T uses sequencing of question, extending and lifting, first T ask some questions with the same level and then extend the question and ask higher level questions. At this point, T lift the level of the question to the higher one as the answer need reasoning from the student why the student need to buy that gift for that person. This question is the sequence of question 72
1.2.74	Alright now tell me where to buy the gift, where would you go to buy it?		X									X	This question is empirical question that require the student to use reasoning and involving observation and recall information that the student get from the interviewed from last meeting. In asking this questions, T uses sequencing of question, extending and lifting, first T ask some questions with the same level and then extend the question and ask higher level questions. At this point, T lift the level of the question to the higher one as the answer need reasoning from the student why the student need to buy that gift for that person. This question is the sequence of question 73

Class: <u>Speaking 1B Passive Class (meeting 2)</u>														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.75	Do you know which electronic store is and the price?		X									X		This question is empirical question that require the student to use reasoning and involving observation and recall information that the student get from the interviewed from last meeting. In asking this questions, T uses sequencing of question, extending and lifting, first T ask some questions with the same level and then extend the question and ask higher level questions. At this point, T lift the level of the question to the higher one as the answer need reasoning from the student why the student need to buy that gift for that person. This question is the sequence of question 74
1.2.76	Okay, good. How about you?		X				X							This question is empirical question that require the student to recall information that the student gather from last meeting activity. T is distributing the question to one specific student
1.2.77	Wow okay, so nice, which I phone?		X							X				This question is empirical question because it requires the student to recall fact that the student gather from last week's meeting activity. T is listening to replies, he listen to the answer and response to student answer by asking another question
1.2.78	IPhone six? Okay, new or used?		X							X				This question is empirical question because it requires the student to recall fact that the student gather from last week's meeting activity. T is listening to replies, he listen to the answer and response to student answer by asking another question. This question has connection to the previous question
1.2.79	Okay so why do you want to buy that?		X							X				This question is empirical question because it requires the student to recall fact that the student gather from last week's meeting activity. T is listening to replies, he listen to the answer and response to student answer by asking another question. This question has connection to the

													same level of difficulties.	
1.2.111	So how much are you willing to spend?		X									X	This question is empirical question because these questions require the student to recall facts that the student write in the last meeting's activity. T uses sequencing of question, a path of questions all of the same type. In this case, the same type means same level of difficulties. This question is the sequence of the previous question	
Class: Speaking 1B Passive Class (meeting 2)														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.112	No limit?		X										X	This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T uses sequencing of question, a path of questions all of the same type. In this case, the same type means same level of difficulties. This question is the sequence of the previous question
1.2.113	Okay, alright. Claudia how about you?		X				X							This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is directing and distributing the question to one specific student by mentioning student's name
1.2.114	Okay, alright, where are you going to buy it?		X								X			This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is listening to replies, he listen to student answer and response to it by asking another question
1.2.115	So you are going to search to the entire store. What are you looking for in a store, what would you choose that store than the other?		X										X	This question is empirical questions that is based on student's reasoning on what is the best store to buy the gift. In asking these question, T used sequencing of questions question, a path of questions all of the same type. Both questions have the same level of questions about the criterion of the best store to buy the gift
1.2.116	What about the price?		X										X	This question is empirical questions that is based on student's reasoning on what is the best store to buy the gift. In asking these question, T used sequencing of questions question, a path of questions all of the same type. Both questions have

														the same level of questions about the criterion of the best store to buy the gift. This question is the sequence of question 115
1.2.120	Okay, how about you Stella?		X					X						This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is directing and distributing the question to one specific student by mentioning student's name

No.	Dialogue Line	Class: Speaking 1B Passive Class (meeting 2)										OT	Notes	
		Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.121	A doll? Okay, so where do you want to buy it?		X										X	This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. In asking these questions, T uses sequencing of question a path of question all the same type in this context, T ask same level in terms of difficulties in the question
1.2.123	Okay so, where do you buy it in Bali?		X										X	This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. In asking these questions, T uses sequencing of question a path of question all the same type in this context, T ask same level in terms of difficulties in the question. This question is the sequence of the previous question
1.2.124	So how expensive is the doll?		X										X	This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. In asking these questions, T uses sequencing of question a path of question all the same type in this context, T ask same level in terms of difficulties in the question. This question is the sequence of the previous question
1.2.125	Oh yeah? So cheap. Why do you want to buy your friend a doll?		X										X	This question is empirical question because these questions require the student to recall facts that the student write in the last meeting's activity. In

1.2.132	Designer bag, okay. So where would you buy designer bag?		X						X				This question is empirical question because these questions require the student to recall facts that the student write in the last meeting's activity. T uses probing tactic, to encourage the student to give more answer and to make the student feel comfortable to have conversation with T
1.2.133	Okay, do you know which store? Do you want to buy?		X						X				This question is empirical question because these questions require the student to recall facts that the student write in the last meeting's activity. T uses probing tactic, to encourage the student to give more answer and to make the student feel comfortable to have conversation with T
Class: Speaking 1B Passive Class (meeting 2)													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.134	Okay, alright. What about you?		X				X						This question is empirical question involve the student to recall about the fact that they wrote two weeks ago. T is directing and distributing the question to one specific student, it can be seen from the usage of word "you"
1.2.135	Like a stylus?		X						X				This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is listening to replies, he listen to student answer and response to it by asking another question
1.2.136	Okay why do you want to buy that?		X						X				This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is listening to replies, he listen to student answer and response to it by asking another question
1.2.137	Okay, so where you go to buy it?		X						X				This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is listening to replies, he listen to student answer and response to it by asking another question
1.2.138	Alright, Alfonsus, what do you want to buy?		X				X						This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is

													directing and distributing question to specific student by mentioning the name of the student
1.2.139	Why?		X							X			This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is listening to replies, he listen to student answer and response to it by asking another question
1.2.140	Does he has a lot of watches?		X							X			This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is listening to replies, he listen to student answer and response to it by asking another question
1.2.141	Okay, where will you going to buy it?		X							X			This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is listening to replies, he listen to student answer and response to it by asking another question

No.	Class: <u>Speaking 1B Passive Class (meeting 2)</u>											OT	Notes
	Dialogue Line	Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.142	Do you know where that is?		X									X	This question is empirical question because this question is helping the student observe the location of TP, where it is located, on what street, near what building, and others. In asking these questions, T used sequencing of questions, a path of questions all the same type of question, the same type that T asks is the location of TP
1.2.143	Can you please tell me where approximately TP is?		X									X	This question is empirical question because this question is helping the student observe the location of TP, where it is located, on what street, near what building, and others. In asking these questions, T used sequencing of questions, a path of questions all the same type of question, the same type that T asks is the location of TP. This question is the sequence question of 142
1.2.144	Do you know what it closed to?		X									X	This question is empirical question because this question is helping the student observe the location of TP, where it is located, on what street, near what building, and others. In asking these

													questions, T used sequencing of questions, a path of questions all the same type of question, the same type that T asks is the location of TP. This question is the sequence question of 143	
1.2.145	So you are not from Surabaya? Where are you from?		X									X	This question is empirical question that has connection to student's facts such as where the student comes from. T uses sequencing of question a backbone of questions with relevant digressions, T ask where the student comes from and then link it to the topic of discussion. T ask question that is closely related to the topic discussed.	
1.2.146	Situbondo is East Java, right? But is it far away from Surabaya?		X									X	This question is empirical question that has connection to student's facts such as where the student comes from. T uses sequencing of question a backbone of questions with relevant digressions, T ask where the student comes from and then link it to the topic of discussion. T ask question that is closely related to the topic discussed. This question is the sequence question of number 145	
Class: Speaking 1B Passive Class (meeting 2)														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
1.2.147	Is it closer to Banyuwangi or Jember?		X										X	This question is empirical question that has connection to student's facts such as where the student comes from. T uses sequencing of question a backbone of questions with relevant digressions, T ask where the student comes from and then link it to the topic of discussion. T ask question that is closely related to the topic discussed. This question is the sequence question of number 146
1.2.148	Is it close to Probolinggo?												X	This question cannot be categorized to any question types and tactics of questioning. T asks this question to find which city is close to Situbondo, the hometown of the student
1.2.149	Okay, what about you?		X				X							This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T is directing and distributing question to specific student.
1.2.150	Buy your brother jersey? What kind		X									X		This question is empirical question because these

	of jersey?												questions require the student to recall facts that the student write in the last meeting's activity. T uses probing tactic works as follow-up questions, T listen to student answer and ask follow-up question to encourage the student to give collaborate more on the answers
1.2.151	Okay, where do you buy it?		X						X				This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T uses probing tactic works as follow-up questions, T listen to student answer and ask follow-up question to encourage the student to give collaborate more on the answer
1.2.152	At Cito? Okay, what store?		X						X				This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T uses probing tactic works as follow-up questions, T listen to student answer and ask follow-up question to encourage the student to give collaborate more on the answer

Class: <u>Speaking 1B Passive Class (meeting 2)</u>													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
1.2.153	Okay, so do you want to buy authentic jersey or buy the cheap one?		X						X				This question is empirical question because this question requires the student to recall facts that the student write in the last meeting's activity. T uses probing tactic works as follow-up questions, T listen to student answer and ask follow-up question to encourage the student to give collaborate more on the answer
1.2.155	So here's the example are there any activities in this month, the answer is yes, there is a weekend trip in a pad log supper. Do you know what pot luck means?	X				X							This question is conceptual question because it is asking about the conceptual meaning of pad log. In asking this question, T used putting clearly as the question has connection with language register
1.2.157	Imagine if it is four in the afternoon, someone calls can I speak to Anne Black please, what are you going to		X						X				This question is empirical question as it involve student's observation skill and recall information from T's explanation in the class about if the

	say? if you are the one who's answering the phone?												person that the caller looking for is not available at the moment, student need to do something such as taking message. This question is probing question, as to encourage the student to answer T's question and to develop critical thinking of the student
1.2.158	So, I am sorry, she is out at the moment....		X					X					This question is empirical question as the question's answer is based on observation of the explanation in the class. in asking this question, T used pausing and pacing as the tactic, T provide time for the student to process the question and answer the question
TOTAL		7	97	0	3	3	13	5	28	13	40	6	

Appendix 6: the table analysis of passive class

No.	Dialogue Line	Class: <u>Speaking 1C Active Class (meeting 1)</u>										OT	Notes
		Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.2	Now onto the serious thing, now you get a chance to practice, do you remember what your assignment was? Two weeks ago?											X	This question cannot be categorized in any question types and tactics of questioning. This question aim to remind his students that they have homework given two weeks ago
2.1.22	You can read along, look at the picture, where do you think these two people are?		X		X								This question is empirical question because it requires the student to observe the picture and connect it to see the answer. T is structuring when he give hints that the answer of the question is in the picture. T uses structuring to formulate the answer that is expected by T
2.1.24	so what happen here? What happen first?		X						X				This question is empirical question because it involves observation from the student and connect the fact from the picture and link it to get the answer. T uses probing tactic that aim to encourage the student to answer T's question
2.1.25	Right! Don spilled coffee on his shirt and where he is going?		X							X			T: so what happen here? What happen first? S:spilled coffee T: right! Don spilled coffee on his shirt and where he is going? This question is empirical question that makes the student observe the answer in the dialogue. T used listening to replies which is to refer to student's answer and to ask another question

Class: Speaking 1C Active Class (meeting 1)												
No.	Dialogue Line	Types of Question			Tactics of Questioning						OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR		
2.1.26	To a wedding, is that ever happen to you? You spilled something on your shirt on your way to a party or a wedding or something important?		X								X	<p>This question is empirical question because to answer this question the student need to recall any pas experience whether the student ever spilled anything on their clothes, what did they do to overcome it, and where are they going at that time. T used sequencing of question a backbone of questions with relevant digressions. T ask about the dialogue in the book and link it to student's experience in real life</p> <p>(2.1.26) T: to a wedding, is that ever happen to you? You spilled something on your shirt on your way to a party or a wedding or something important?</p> <p>(S2.1.39) S: I have</p> <p>(S2.1.40) S: yes</p> <p>(2.1.27) T: what did you do?</p> <p>(S2.1.41) S: change</p>
2.1.27	What did you do?		X								X	<p>This question is empirical question because to answer this question the student need to recall any pas experience whether the student ever spilled anything on their clothes, what did they do to overcome it, and where are they going at that time. T used sequencing of question a backbone of questions with relevant digressions. T asks about the dialogue in the book and link it to student's experience in real life. This question is the sequence of the question 126</p> <p>(2.1.26) T: to a wedding, is that ever happen to you? You spilled something on your shirt on your way to a party or a wedding or something important?</p> <p>(S2.1.39) S: I have</p> <p>(S2.1.40) S: yes</p> <p>(2.1.27) T: what did you do?</p> <p>(S2.1.41) S: change</p>

Class: Speaking 1C Active Class (meeting 1)													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.28	Okay, change right? Hopefully you are not far from home, right? So you can change your clothes and hopefully you aren't there at the event. So he spilled coffee on his shirt, change his shirt, right? He has another shirt but then his friend start asking about where is the dry cleaner, right? Why is she asking that?		X		X								<p>This question is empirical question because this question triggers student's observation skill. T is structuring because he give brief explanation about the topic, T uses structuring because he aims to formulate student's answer to what he expected. He gives a brief explanation that will help the student to see the answer that is expected by T</p> <p>(2.1.28) T: He has another shirt but then his friend start asking about where is the dry cleaner, right? Why is she asking that? (S2.1.42) S: because his friend's pants</p>
2.1.29	Did he ask it for himself?		X						X				<p>This question is empirical question because it is based on student's reasoning for who the cleaning services is, the student need to see the reason why the friend ask that. T uses probing in asking this question because this question works as a follow-up question from question number 128</p> <p>(2.1.29) T: did he ask it for himself? (S2.1.43) S: no</p>
2.1.30	he says on the half-way down, he says there is a one hour dry cleaner in the shell building on Maddison, what's Maddison?	X				X							<p>This question is conceptual question about the concept of street the usage of preposition of the street. In asking this question, T uses pitching and putting clearly as the question has connection to meaning</p>
2.1.31	It is a street name, that's right! When you say the street, preposition is on, okay? When we talk about a street, you will say on that street, okay? Petra University is located on..		X					X		X			<p>T is asking empirical question because this question trigger the student to recall the information that T explained before about the preposition of streets. In asking this question T used two different tactics, first is listening to replies, T refer to student contribution (street name), and link it to new discussion and second T used pausing, to give time for the student to answer his question</p> <p>(S2.1.44) S: a street name (2.1.31) T: it is a street name, that's right! When you say</p>

													question aims to check his students understanding
2.1.50	Okay, where can I get my hair cut?		X									X	This question is empirical questions because it requires the students to observe the map and answer T's question by mentioning the location of a place. T used sequencing of questions; all the same type of questions, all questions is asking where something is and to get direction from the student. This question is the sequence of question 48

Class: Speaking 1C Active Class (meeting 1)													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.51	Okay, where is that?		X									X	This question is empirical questions because it requires the students to observe the map and answer T's question by mentioning the location of a place. T used sequencing of questions; all the same type of questions, all questions is asking where something is and to get direction from the student. This question is the sequence of question 50
2.1.52	Okay, you need to be more specific, you would say..		X					X				X	This question is empirical questions because it requires the students to observe the map and answer T's question by mentioning the location of a place. T used sequencing of questions; all the same type of questions, all questions is asking where something is and to get direction from the student. This question is the sequence of question 51
2.1.53	Alright, I need to buy airline ticket, anyone can help me?		X									X	This question is empirical questions because it requires the students to observe the map and answer T's question by mentioning the location of a place. T used sequencing of questions; all the same type of questions, all questions is asking where something is and to get direction from the student. This

													question is the sequence of question 52
2.1.54	Where is it?		X									X	This question is empirical questions because it requires the students to observe the map and answer T's question by mentioning the location of a place. T used sequencing of questions; all the same type of questions, all questions is asking where something is and to get direction from the student. This question is the sequence of question 53
2.1.55	Now if you want to say it is on the corner of something, what would you say?	X					X						This question is conceptual question because the question is asking about the technical concept of intersection. T use putting clearly when he uses the technical term. T ask this question because the student does not know how to use the word intersection in giving direction

No.	Dialogue Line	Class: Speaking 1C Active Class (meeting 1)										OT	Notes
		Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.56	Okay good, I need to change money; anyone knows where can I change some money?		X									X	This question is empirical questions because it requires the students to observe the map and answer T's question by mentioning the location of a place. T used sequencing of questions; all the same type of questions, all questions is asking where something is and to get direction from the student. This question is the sequence of question 54
2.1.57	Where is city bank?		X									X	This question is empirical questions because it requires the students to observe the map and answer T's question by mentioning the location of a place. T used sequencing of questions; all the same type of questions, all questions is asking where something is and to get direction from the student. This question is the sequence of question 56
2.1.58	Across from..		X					X					T used empirical question because the student need to observe the map and connect it to answer T's question, T used pausing, T give a couple of second of silent, aim to give time for the student to think

													the answer
2.1.59	Next to..		X					X					T used empirical question because the student need to observe the map and connect it to answer T's question, T used pausing, T give a couple of second of silent, aim to give time for the student to think the answer
2.1.60	Where is the W building? Where is the library? Where is the library by the way?		X									X	T is asking empirical question because T used sequencing of question, a backbone of questions with relevant digressions, T tries to attract student interest by relevant approach by asking location around Petra
2.1.61	Okay it is in the W building, I don't know where it is, I am new here, I don't know where W building is, and can you describe it to me?		X									X	T is asking empirical question because T used sequencing of question, a backbone of questions with relevant digressions, T tries to attract student interest by relevant approach by saying "I am new here; I don't know where W building is..." this question is the sequence of question 60

Class: <u>Speaking 1C Active Class (meeting 1)</u>													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.62	Okay, across the lawn, okay, what else?		X							X			This question is empirical question because it involves observation from the student to be able to describe what the building looks like. T used probing question to get more answer by asking "what else?"
2.1.64	Okay, what is the building look like? It is short or tall?		X									X	This question is empirical question that involve the fact and observation from students. T used structuring a circular path a series of questions which leads back to the original question which is what the building look like. This question is the sequence of question 61
2.1.65	It is huge right? It is also the tallest building on this side of campus right? Next to the lawn or grass		X							X			This question is empirical question because the question requires the student to observe and fact. T is prompting because he provide review of

	field, what about the bottom?											information given by the student (S2.1.80) S: no, it is huge then asking questions that will help the student to find the answer
2.1.66	Okay, number three is the planetarium, this one is easy, planetarium is the building with the dome roof, where is that?		X		X							T is asking empirical question because the question need observation from the student. T used structuring as T give hints about what planetarium looks like in the map
2.1.67	At the bottom left corner, see it has dome roof, that is number three, do you know what planetarium is?	X							X			This question is conceptual question that involve the conceptual meaning and eliciting idea about what planetarium is. T is probing; T aims to encourage the student to give their input to the topic.
2.1.68	Okay, next number five grand bank tower is a round glass tower, which one is round?		X		X							This question is empirical question that is based on student's observation of the map. T is structuring when he said "is a round glass tower", he give hints about the answer.

Class: <u>Speaking 1C Active Class (meeting 1)</u>												
No.	Dialogue Line	Question Types			Tactics of Questioning						OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR		
2.1.70	In this case you are standing here and the king building is just pass the park or after the park, so here are some preposition that you can use pass, after, before, across from, near, next to, what else?	X							X			This question is conceptual question based on eliciting idea of prepositions that are used in giving direction. T used probing tactic to get more answer from the student and to deepen student's thinking skill that there are more preposition that can be used in giving direction other than in the book
2.1.72	Okay, so now, we are going to do a role play but before that, why you need to know where police headquarters are?		X						X			This question is empirical question that based on fact and reasoning why people to go to police headquarters. T is probing, it aim to get more answer from the question, it also aim to develop student thinking, T wants the student to think that there is a reason why people go to police

													headquarters
2.1.73	So if I say excuse me “my wallet is stolen, do you know where the police headquarters are?” what would you say?		X						X				This question is empirical question because the question requires the student to observe the map to get the answer. T used prompting tactic because he provide a review of information given so far and then asking questions that will help the student to see the answer
2.1.74	Okay, can you describe it to me?		X						X				This question is empirical question because this question requires the student to recall fact. T used probing question to get follow up answer from the student
2.1.75	Okay how about planetarium? Why do you need to know where planetarium is?		X						X				This question is empirical question because he question based on fact and experience from the student. T used probing question that encourage the student to develop thinking of the material. he question also provide challenge as the answer is not available on the book and the student need t think the answer based on fact and their experience

No.	Class: <u>Speaking 1C Active Class (meeting 1)</u>											OT	Notes
	Dialogue Line	Question Types			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.77	Okay, I am a student....		X					X					This question is empirical question because he question based on fact and experience from the student. T used pausing and pacing because T wants to give time for the student to understand the context of the question. This question has connection to the previous question (2.1.77) T: okay, I am a student.... (S2.1.97) S: I have a project
2.1.78	About....		X					X					This question is empirical question because he question based on fact and experience from the student. T used pausing and pacing because T

													wants to give time for the student to understand the context of the question. This question has connection to the previous question (2.1.78) T: about.... (S2.1.98) S: the location of the stars
2.1.79	And do you know where the planetarium is, right? Okay what would you answer?		X							X			This question is empirical question because it requires observation from the student and facts as the reason why people go to planetarium. T used probing tactic, the question aim to encourage the student to answer T's question. This question is the continuation of the previous question. (2.1.79) T: and do you know where the planetarium is, right? Okay what would you answer? (S2.1.99) S: the planetarium is on Bank street, near the museum of natural science
2.1.80	Okay, so is there other reason why you need to go to the planetarium?		X							X			This question is empirical question because it requires observation from the student and facts as the reason why people go to planetarium. This question is probing question, it is to encourage the student to give vary answer because in the previous question, the students had given their answer.

Class: Speaking 1C Active Class (meeting 1)													
No.	Dialogue Line	Types of Question			Tactics of Questioning						OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR			SQ
2.1.81	Okay, maybe you are a teacher, and you need to bring your students to the planetarium right? Okay next, how about museum of natural science, why would you want to go there?		X							X			This question is empirical question because it requires observation from the student and facts as the reason why people go to planetarium. This question is probing question, it is to encourage the student to give vary answer because in the previous question, the students had given their answer. T ask this question because the students did not answer T's question, it seems the students do not know other reason people go to planetarium

													other than to see the stars or just shy to answer (2.1.80) T: okay, so is there other reason why you need to go to the planetarium? (S2.1.100) S:..... (2.1.81) T: okay, maybe you are a teacher, and you need to bring your students to the planetarium right? Okay next, how about museum of natural science, why would you want to go there?
2.1.82	Can you give me other reason?		X							X			This question is empirical question because it requires observation from the student and facts as the reason why people go to planetarium. This question is probing question, it is to encourage the student to give vary answer because in the previous question, the students had given their answer. (2.1.81) T: okay, maybe you are a teacher, and you need to bring your students to the planetarium right? Okay next, how about museum of natural science, why would you want to go there? (S2.1.101) S: to learn interesting facts (S2.1.102) S: to learn more about science (2.1.82) T: other reason? (S2.1.103) S: to do some project
Class: Speaking 1C Active Class (meeting 1)													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.83	How about the Italian embassy, why would you need to go to the Italian embassy?		X									X	This question is empirical question based on observation and reasoning about why people should go to planetarium. In asking this question T uses sequencing of question all the same type which is to ask why people should to go to Italian embassy

2.1.85	Okay, auditorium, what else?		X						X				<p>This question is empirical question because it require the student to observe where auditorium is located. T is probing seeing that question number 85 and 87 are follow up questions to encourage the student to give more vary answer</p> <p>(2.1.85) T: okay, auditorium, what else? (S2.1.107) S: student services (S2.1.108) S: canteen (S2.1.5109) S: library (S2.1.110) S: the square (S2.1.111) S: Starbucks (S2.1.112) S: canteen</p>
2.1.86	Which canteen?											X	<p>This question cannot be categorized in any question types and tactics of questioning. this question aims to ask the students which canteen that the student refer to when the student answer canteen because Petra has three canteen</p> <p>(2.1.86) T: which canteen? (S2.1.113) S: P canteen</p>
2.1.87	Okay, what else?		X						X				<p>This question is empirical question because it requires the student to observe where auditorium is located. T is probing seeing that question number 85 and 87 are follow up questions to encourage the student to give more vary answer.</p> <p>(2.1.87) T: okay, what else? (S2.1.114) S: parking lot</p>

No.	Class: <u>Speaking 1C Active Class (meeting 1)</u>											OT	Notes
	Dialogue Line	Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.1.91	Okay, not bad not bad, how about another one in T building? Where is the computer center on T building?		X						X				<p>This question is empirical question because based on the fact. T used probing tactic, T ask the question in encouraging way and it work as a follow-up question</p>

2.1.96	It is right before, what?		X							X			T is asking empirical question as the question is based on student's observation of their surroundings. T used probing tactic seeing that the question is a follow-up question
2.1.97	High point, right? Okay good, now you two											X	This question cannot be categorized to any question types and tactics of questioning. T asks this question to point a pair of student to answer his question
2.1.132	What do you think they sell on ring bar?	X								X			This question is conceptual question that is asking the concept or the meaning of ring bar. T used probing tactic as this question is aim to encourage the student to share what they know about ring bar
2.1.138	Okay, very good. Now you two tell me where room B.305 is?		X									X	Question number 38, 39, 41, and 42 are empirical questions because the question requires the student to connect the fact and observation about B building. T used sequencing of questions all the same type of question, these questions have the same type, it can be seen from the purpose of the question which is to ask direction for locations around B building
2.1.139	Okay good, so obviously, in between those two numbers right? That one is easy, next is Bu. Windy's office, where is it?		X									X	Question number 38, 39, 41, and 42 are empirical questions because the question requires the student to connect the fact and observation about B building. T used sequencing of questions all the same type of question, these questions have the same type, it can be seen from the purpose of the question which is to ask direction for locations around B building

No.	Class: <u>Speaking 1C Active Class (meeting 1)</u>												OT	Notes
	Dialogue Line	Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.1.141	How about my office?		X									X		Question number 38, 39, 41, and 42 are empirical questions because the question requires the student

													to connect the fact and observation about B building. T used sequencing of questions all the same type of question, these questions have the same type, it can be seen from the purpose of the question which is to ask direction for locations around B building
2.1.142	Okay my office is in B.103, so tell me how to get there. I forgot how to get to my office		X									X	Question number 38, 39, 41, and 42 are empirical questions because the question requires the student to connect the fact and observation about B building. T used sequencing of questions all the same type of question, these questions have the same type, it can be seen from the purpose of the question which is to ask direction for locations around B building
TOTAL		7	56	0	5	3	0	5	22	5	24	4	

Class: Speaking 1C Active Class (meeting 2)													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.2.3	Okay I do not have a house phone anymore because you do not really need a house phone, do you? Because you take the phone with you everywhere you go, do you? When I was your age, eighteen nineteen years old I do not have a cell phone but my roommate is and his cell phone about....		X		X			X					This question is empirical question that involve student observation and possible experiment. T is structuring as T give hints and a brief explanation about the topic for the meeting. T uses his own experience as the hints. T also uses pausing and pacing that give time for the student to absorb all the hints and give time for the student to response to his question. T is sharing their own experience because there are some students that does not experience having a house phone
2.2.4	Before that, almost everyone had a house phone, right? Maybe you can remember when you are younger. So when somebody calls your house, and looking for your mom but your mom is not home, you answer the phone, what do you say?		X		X								This question is empirical question that help the student to recall fact about past experience when cell phone or smart phone has not existed. T is structuring as giving hints for the students what the topic about by link the topic with student experience
2.2.6	Okay, so if this is Alfonso can I speak to your mom please, what would you say?		X						X				This question is empirical question that involve student's possible experiment from the past. T is probing, as this question is the follow up question for the student
2.2.7	Okay, my mom is not here and then what?		X						X				This question is empirical question that involve student's possible experiment from the past. T is probing aims to get more detailed answer from the student, it can be seen through the usage of word "then what?"
2.2.8	Okay, before we start, have you ever been in a quiet place and someone's phone rings?		X				X						T is asking empirical question as it involve student's to recall places that they had visited before is any of it a quiet place. T is directing and distributing the question to the whole class and not asking the question to a specific student
2.2.9	Okay that's not a good place for your phone to ring, but like in public place. Maybe like in coffee shop or...		X					X		X			This question is empirical question that help the student to reasoning. T uses pausing to give time for the student to absorb the information and think for the answer. Other than that, T is listening to replies, taking the student answer and ask another

													question from it
--	--	--	--	--	--	--	--	--	--	--	--	--	------------------

No.	Dialogue Line	Class: Speaking 1C Active Class (meeting 2)										OT	Notes	
		Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.2.13	Couple of things to notice is that when Helen answer the phone, Danny ask could I speak to Helen, okay when someone calls you and ask you to speak to you what would you say?		X		X									This question is empirical question that involve student's observation skill. In asking this question, T is structuring as T give hints about what is the thing that is needed to be observed
2.2.14	What information should you provide when you are leaving message for someone?		X				X							This question is empirical question because it involves student's experiment on daily basis, on how they usually do when they leave message. T is directing and distributing the question to all student in the class and not to one specific student
2.2.15	Phone number, name, what else?		X						X					This question is empirical question because it involve reasoning from the student as to what information needed when the student leave message on a phone call. In asking this question, T use probing tactic, it aim to encourage the student to give more detail answer
2.2.17	How you answer your phone? What would you say in Bahasa Indonesia?	X					X							This question is conceptual question, asking about the meaning of saying of greeting when answering a phone call. T is directing and distributing the question to all student in the classroom without specifically direct it to one student
2.2.18	Okay, alright, anything else?		X						X					T is asking empirical question because is require the student to observe is there any other greetings word than halo when answering phone call. T uses probing tactic as to get more vary and detailed answer and to develop critical thinking of the student, to think are there any other greeting
2.2.20	In different culture have different ways of answering the phone, right? Do you know how Spanish people answer their phone?	X					X							This question is conceptual question, asking the concept of Spanish people saying hello or greetings on the phone call. T uses directing and distributing tactic as T direct and distribute the question to all student in the class

Class: <u>Speaking 1C Active Class (meeting 2)</u>													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.2.24	Do you what <i>bueno</i> means?	X					X						T is asking conceptual question, it aims to ask the meaning of <i>bueno</i> and the concept of <i>bueno</i> in greeting for Spanish people. T uses directing and distributing tactic as he direct and distribute the question to all student inside classroom without specifically distribute and direct it to one student
2.2.25	It means good, they answer their phone by saying good, <i>bagus</i> that's just their culture, their tradition answering their phone. What about in Japan?	X					X						This question is conceptual question because T is asking the concept of greeting in Japan and the meaning behind the word. T uses directing and distributing, T direct and distribute the question to all student in the class
2.2.29	So, let's take it to the next step practice here, offer to take a message. I am sorry she is not here can I take a message, okay you have different ways to say it. I am sorry she is not here right now, sorry he can't come to the hone right now, why would you say that?		X						X				This question is empirical question as it require the student to observe the book and the dialogue discussed by T to find the answer. T uses prompting, providing a review of information given so far and then asking questions that will help the pupil to see the answer
2.2.30	He is busy doing...		X					X					This question is empirical question because it require the student to connect one fact to the other fact about what are the reasons people cannot answer the phone call. In asking this question, T uses pausing and pacing, it aims to give time for the student to think about the answer
2.2.31	Okay, he is taking a bath, she could be what else?		X							X			This question is empirical question because it requires the student to connect one fact to the other fact about what are the reasons people cannot answer the phone call. T uses listening to replies, T listen to student answer and mentioned it in the next question. This question has connection to the previous question
2.2.32	So hello, hello can I speak to George		X		X								This question is empirical question that helps the

	sorry, George is not available right now or George is not here right now, he is out for the evening. Okay don't stop there what might you say if your friend george is out for the evening?												students to connect one fact and other fact, if the person that the student looking for then the student need to say other necessities like can I leave a message or others. In asking this question, T used structuring, T give hints to the student that helps the student to see the answer. The hint help the student to be directed to the answer that is expected by T
Class: Speaking 1C Active Class (meeting 2)													
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.2.33	Right, when will he back, okay what else?		X								X		<p>This question is empirical question that helps the students to connect one fact and other fact, if the person that the student looking for then the student need to say other necessities like can I leave a message or others. In asking this question T used listening to replies, T refer to student contribution and ask another question</p> <p>(2.2.23) T: So hello, hello can I speak to George sorry, George is not available right now or George is not here right now, he is out for the evening. Okay don't stop there what might you say if your friend George is out for the evening?</p> <p>(S2.2.46) S: when he back</p> <p>(2.2.33) T: right, when will he back, okay what else?</p> <p>(S2.2.47) S: can I leave a message</p>
2.2.38	Alright, so what would you say, if you are calling to talk to your friend and her mom says, sorry she is gone for the week, what would you say?		X						X				<p>T is asking empirical question that help the student to have possible experiment of what alternative that the student as the caller need to have other than leaving messages because leaving messages would not work as the person that the student looking for is gone for the week. In asking this question, T uses probing tactic that encourage the student to deepen their critical thinking that there are many other situation that can happen other than in the book</p>

2.2.39	Can you pass my message to her, maybe she is able to contact her even though you are not, what else? What if you have really important message to pass to her? If you are close to her mother you can ask where is she, why is she leave for a week? Okay, so what if you really need to talk to her?		X		X									T is asking empirical question that help the student to have possible experiment of what alternative that the student as the caller need to have other than leaving messages because leaving messages would not work as the person that the student looking ofr is gone for the week. T is structuring as he gives hints that formulate the student to give answer that is expected by T
Class: <u>Speaking 1C Active Class (meeting 2)</u>														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.2.40	Okay writing messages down. Do you ever write messages down? Yeah? Have you done it before? For what? What was the reason?		X							X				T is asking empirical question because the question help the student to recall their experience on whether the student have write down messages or not. In asking this question T is prompting, asking a sequence of simple questions that eventually lead back to the original question. The original question is the reason why the student write down messages
2.2.69	What stressed it is? First second or third?	X										X		This question is conceptual questions, asking about the concept of stressed words and meaning of each stressed. In asking these questions, T uses sequencing of question, a path of questions all the same type. The same type of the question can be seen as all three question asking about what stressed the word has
2.2.76	What do these three words have in common? Beside that the third syllables is stressed	X										X		This question is conceptual questions, asking about the concept pf stressed words and meaning of each stressed. In asking these questions, T uses sequencing of question, a path of questions all the same type. The same type of the question can be seen as all three questions asking about what stressed the word has. This question is the follow-up question of the previous question
2.2.77	There are four syllables, what else? They ended in what?	X										X		This question is conceptual questions, asking about the concept pf stressed words and meaning of each stressed. In asking these questions, T uses sequencing of question, a path of questions all the same type. The same type of the question can be

													seen as all three questions asking about what stressed the word has. This question is the follow-up question of the previous question
2.2.79	Okay, thank you. So what's happening here? Manuel is calling about what? Who he is calling in regard to? Who he is calling first of all?		X							X			This question is empirical question because the question requires the student to observe the dialogue on the book and connect it to find the answer to T's question. T uses prompting tactic in asking this question, T provide a review of information given so far and then asking questions that will help the student to see the answer. T provide the review of the dialogue

Class: <u>Speaking 1C Active Class (meeting 2)</u>														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.2.80	Okay, English Language Institute, is that an English course or more than that?		X									X		This question is empirical question because the question requires the student to observe the dialogue on the book and connect it to find the answer to T's question. T uses listening to replies, T listen to student's answer and response to it by asking another question
2.2.81	Why? You normally not go and stay in a dormitory at an English course, right?												X	This question cannot be categorized as question types and tactics of questioning because this question aim to re-state his previous question (2.2.80) T: okay, English Language Institute, is that an English course or more than that? (S2.2.93) S: more than that (2.2.81) T: why? You normally not go and stay in a dormitory at an English course, right? (S2.2.94) S: just go and go home
2.2.84	Alright, Florence what do you want to buy		X							X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. This question is asked to one

													student (private conversation with T)
2.2.85	Why?		X							X			This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. This question has connection to the previous question, seeing that this question is asked to one student (private conversation with T)

No.	Dialogue Line	Class: Speaking 1C Active Class (meeting 2)										OT	Notes
		Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.2.86	What kind of cell phone do you want to buy?		X							X			This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. This question has connection to the previous question, seeing that this question is asked to one student (private conversation with T)
2.2.87	Okay, why that one?		X							X			This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. This question has connection to the previous question, seeing that this question is asked to one student (private conversation with T)
2.2.88	So where is the best place to buy this?		X							X			This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. This question has connection to the previous question, seeing that this question is asked to one student (private conversation with T)

2.2.89	Where exactly in TP? At what shop?		X						X					This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. This question has connection to the previous question, seeing that this question is asked to one student (private conversation with T)
2.2.90	Are there many shops that sells cell phone?		X						X					This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. This question has connection to the previous question, seeing that this question is asked to one student (private conversation with T)
Class: Speaking 1C Active Class (meeting 2)														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.2.91	okay, how about you		X					X						This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. T uses directing and distributing, T direct and distribute the question to one student
2.2.92	What kind of shoes does he need?		X						X					This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer from the student. T uses probing tactic, that encourage the student to tell the result of their interview and to help the student to give more detailed answer
2.2.93	Okay, where is the best place to buy formal shoes?		X						X					This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. In asking this question, T uses probing tactic, it aim to get more answer

														the question require the student to do reasoning, where is the best place to buy that gift and why. This question is the sequence of previous question	
2.2.101	Where is that?		X										X	This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T uses extending and lifting, first, T ask some same level question and then lifting the question to higher level. In this question T start lifting the level of the question as the question require the student to do reasoning, the reason why to choose that give. This question is the sequence of previous question	
2.2.102	Okay how much is that going to cost you?												X	This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T uses extending and lifting, first, T ask some same level question and then lifting the question to higher level. In this question T start lifting the level of the question as the question require the student to do reasoning, the reason why to choose that give. This question is the sequence of previous question	
Class: Speaking 1C Active Class (meeting 2)															
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes		
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ				
2.2.103	Wow, it is a lot for a camera, right?													X	This question cannot be categorized into any question types and tactics of questioning. this question is asked by T, aims to confirm that the price of the camera is very expensive (2.2.102) T: okay how much is that going to cost you? (S2.2.114) S: almost 45 million (2.2.103) T: wow, it is a lot for a camera, right?
2.2.106	Via you first. What are you buying, what do you want to buy?		X											X	This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. . T uses extending and lifting, first, T ask some same level question and

	ask?												question has connection to technical term
2.2.114	Have you ever have problem with you class schedule?		X									X	<p>This question is empirical question that is based on facts from the student's experience. In asking this question, T uses sequencing, a backbone of question with relevant digression. This question does not directly relate to his previous explanation. T try to relate his explanation to student's day to day experience</p> <p>(2.2.114) T: well, you are asking Ms. Sharma if she has received your application, you're applying for the school and you're calling to say hey, have you received my application. That's the question here and then the next one, where can I move to the dormitory, right. Student's B question, I have a problem with my class, have you ever have problem with you class schedule?</p> <p>(S2.2.125) S: not yet</p>

No.	Dialogue Line	Class: Speaking 1C Active Class (meeting 2)										OT	Notes	
		Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.2.119	How about you?		X				X							<p>This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is directing and distributing the question to one student</p>
2.2.120	Oh a notebook, why?		X						X					<p>This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to student to tell T what they</p>

													get from last's week's activity
2.2.121	Okay, alright, where is the best place to buy a notebook?		X							X			This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to student to tell T what they get from last's week's activity
2.2.122	So you think she will appreciate that?		X							X			This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to student to tell T what they get from last's week's activity
2.2.124	I think that one is more practical don't you?		X							X			This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to student to tell T what they get from last's week's activity
2.2.126	Jennifer first, what gift do you want to buy?		X				X						This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is directing and distributing the question to one student

No.	Dialogue Line	Class: Speaking 1C Active Class (meeting 2)										OT	Notes	
		Types of Question			Tactics of Questioning									
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.2.127	A yellow sweater? For Which friend?		X									X		This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is sequencing, extending and lifting. First T asks some same level questions then extend it by lifting the level of the question. This question is the first sequence as the

													answer does not require observation or possible experiment. This question is the sequence of previous question
2.2.128	Okay, why?		X									X	This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is sequencing, extending and lifting. First T ask some same level questions then extend it by lifting the level of the question. In this question, T start to lift the level of the question because this question require the student to do reasoning as the reason why the student choose to give that gift to that friend
2.2.129	Okay, it is going to be the expensive one or....		X					X				X	This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student uses pausing to give time for the student to answer the question. T also uses sequencing of question, this question has connection to the previous question
2.2.130	Okay, where will you get it ?		X									X	This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is sequencing, extending and lifting. First T asks some same level questions then extend it by lifting the level of the question. In this question, T start to lift the level of the question because this question require the student to tell where the student will by the gift

Class: Speaking 1C Active Class (meeting 2)														
No.	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ			
2.2.131	Where is that?		X										X	This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is sequencing, extending and lifting. First T asks some same level

													questions then extend it by lifting the level of the question. In this question, T start to lift the level of the question because this question require the student to tell where the student will by the gift and direct it to T
2.2.132	How about you?		X				X						This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is directing and distributing the question to one student
2.2.133	Electric guitar? Why?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to give more answer
2.2.134	Okay, so does he have a guitar already?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to give more answer
2.2.135	not yet? Okay what does he like to play?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to give more answer
2.2.136	Okay, where is the best place to get an electric guitar?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is probing, it aims to encourage the student to give more answer
2.2.138	Okay, did you finish write down the message?											X	This question cannot be categorized into any question types and tactics of questioning. this question aims to check whether his students finish practicing with their partner
Class: Speaking 1C Active Class (meeting 2)													
No.	Dialogue Line	Types of Question			Tactics of Questioning						OT	Notes	
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR			SQ
2.2.140	Okay good. Some possibility, if you use that scenario, you want to change to higher level. What might be your		X		X								This question is empirical question that help the student to observe the dialogue to make the student familiar that there are many possibilities for the

	question to her?												student when they are calling a course. T uses structuring; he gives hints for the students where to observe. T also formulate the student answer by giving hints, there is an answer that T expected from the student
2.2.141	Why maybe, especially If you're involve in decision making process, you need to know why she wants to move to higher level class. Is it too easy, you do not like the teacher, what is the reason okay? What else might you ask to get more information?		X		X								This question is empirical question that help the student to observe the dialogue to make the student familiar that there are many possibilities urgency such as the level is too difficult or to easy and others. T is structuring, he give hints on where to find the answer and T is formulating students answer to what T expected
2.2.143	Do you know what pot luck dinner is? What is pot luck dinner?	X				X							This question is conceptual question because it aim to ask the meaning of pot luck and its concept. In asking this, T uses putting clearly, T explain what it mean and use it in the explanation
2.2.145	okay, so don't use Washington DC as the example, use something that might be realistic for you, a weekend trip to...		X					X					This question is empirical question it focus on student's observation skill and possible experiment. T uses pausing as the tactic to make a point and to give time for the student to think about the answer
2.2.147	So Jihan first, what is your gift that you want to buy?		X				X						This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is directing and distributing the section to one student by mentioning the student's name
2.2.148	Where do you buy it?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. This question is probing question to get encourage more answer from the student

No.	Class: <u>Speaking 1C Active Class (meeting 2)</u>											OT	Notes
	Dialogue Line	Types of Question			Tactics of Questioning								
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		

2.2.149	Okay, good. So Stefanus what do you want to buy?		X				X						This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is directing and distributing the question to one student, T mention the name of the student
2.2.150	Why?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. This question is probing question to get encourage more answer from the student
2.2.151	Okay, where will you go to get this camera?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. This question is probing question to get encourage more answer from the student
2.2.152	So do you know how much money are you going to spend on this camera?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. This question is probing question to get encourage more answer from the student
2.2.153	Seven million, wow you are a good friend. What about you John?		X				X						This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T is directing and distributing the question to one student, T mention the name of the student
2.2.154	Why?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T uses probing as to encourage the student to give more answer to T
2.2.155	Okay, does he play often?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T uses probing as to encourage the student to give more answer to T
No.	Class: Speaking 1C Active Class (meeting 2)												

	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
2.2.156	Who does he play with?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T uses probing as to encourage the student to give more answer to T
2.2.157	Okay, so where will you go to buy badminton racket?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T uses probing as to encourage the student to give more answer to T
2.2.159	Okay so how much are going to spend to get a high quality racket?		X						X				This question is empirical question because the student need to recall facts that he or she wrote on last week's activity and to recall facts that their friend give to the student. T uses probing as to encourage the student to give more answer to T
2.2.162	Three people at the office that you are working with are Ed black, Sarah Brown, and Liz White. And here is their schedule for the day in front of you, now you are answering the phone. If it is 4.30 pm, may I speak to Ed Black please what would you say?		X						X				This question is empirical question involves student's observation about the dialogue. T uses prompting as the tactic, providing a review of information given so far and then asking questions that will help the pupil to see the answer
2.2.163	I'm sorry....		X					X					This question is empirical question, which help the student to connect one fact to other facts. In asking these question, T uses pausing, T give a couple of second silent to give time for the student to understand what T's question mean.
2.2.164	Okay, wait wait wait, are you sure you want to tell the schedule? You don't know who this person is. I'm sorry,...		X					X					This question is empirical question because it require the student to connect one fact to other fact. In asking this question, T uses pausing, T give a couple second of silent to give time for the student to understand what the question about and to give time for the student to see the answer
2.2.165	are you sure you want to tell this person? It might be a serial killer, what would you say instead?		X						X				This question is empirical question that involve student to connect one fact to other fact. In asking this question, T uses prompting, providing a review of information given so far and then so far and then asking questions that will help the student to see the

													answer.
No.	Class: Speaking 1C Active Class (meeting 2)												
	Dialogue Line	Types of Question			Tactics of Questioning							OT	Notes
		CQ	EQ	VQ	ST	PP	DD	PPA	PPR	LTR	SQ		
TOTAL	9	83	0	6	2	7	8	41	4	22	4		