

**CLASSROOM INTERACTION TOWARD THE
IMPLEMENTATION OF PQ4R AND PQRST METHOD IN
ONLINE ENGLISH CLASSROOM**

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for
the Degree of English Language Teaching (S.Pd.) in the English Education
Department

By
Nabila Al-Haq
NIM : 17180020



MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT

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LEGITIMATION SHEET


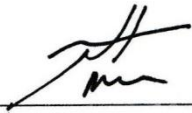
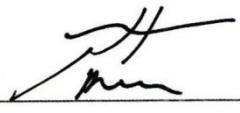

Classroom Interaction Toward the Implementation of PQ4R and PQRST Method in Online English Classroom

THESIS
by:


Nabila Al-Haq (17180020)
has been defended in front of the board of examiners at the date of 13 th July 2021 and
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Assalamu 'alaikum Wr.Wb

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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Malang, July, 2nd 2021

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APPROVAL

This is to certify that the thesis of Nabila Al-Haq has been approved by the advisors for further approval by the board of examiners.

Malang, July 17th, 2021
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This thesis is written as one of the requirements for getting the S.Pd. in English Education degree. During the writing of this thesis, many people have been beneficial and supportive. Therefore, the writer would like to express her gratitude to them at this point, for his loving father Masyhudi for his amazing love and kindness, her mother Rusmiyati for her affection and continuous encouragement, and her siblings Muhamad Dani Vul Haq and Atikah Nur Rohmah for their prayer and support.

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7. The principle, teachers, staffs, and the students of MA Bilingual Batu.

Finally, the writer recognizes that this thesis is still far from ideal. Despite the assistance provided by the enumerated people, there are mistakes in this thesis that are the writers' responsibility. As a result, she accepts any suggestions for improving her writing.

Malang, Juli 2, 2021

Nabila Al-Haq

THESIS DEDICATION

This thesis is dedicated for my parents and my brother.

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“So verily, with the hardship, there is relief”

ABSTRACT

Al-Haq, Nabila. 2021. Classroom Interaction Toward the Implementation of PQ4R and PQRST Method in Online English Classroom. Thesis of English Education Departement at the Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang, Advisor, Dr. Alam Aji Putera, M. Pd.

Keywords: Teaching and Learning Interaction, PQ4R and PQRST Method, Online Reading Classroom.

This study aimed at identifying the teacher and student interaction toward the implementation of PQ4R and PQRST strategy and describing how these strategy promote teacher and student interaction in online reading classroom at tenth grade of MA Bilingual Batu. A qualitative approach and classroom observation research design were used in this current study. The data was collected using observation, questionnaire, and interview. Then the findings were analyzed qualitatively and drawing the conclusions. The result of this study showed that there were a lot of interactions between teacher and student in synchronous and asynchronous interaction in reading classroom. Teacher and students were made two-ways communication most of the time in the learning activity. In addition, PQ4R and PQRST were helpful for both teacher and students. Teacher as the instructor and fasilitator can deliver the material maximally and students can receive the material maximally. The conclusion is that PQ4R and PQRST strategies are very effective to be implemented in online reading classroom in the learning process of the pandemic era since they can improve the interaction of teacher and students.

ASBTRAK

Al-Haq, Nabila. 2021. Interaksi Kelas dalam Implementasi dari Metode PQ4R dan PQRST dalam Pembelajaran secara Daring di Kelas Bahasa Inggris. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Dr. Alam Aji Putera, M. Pd

Kata Kunci: Interaksi guru dan siswa, Strategi PQ4R dan PQRST, Kelas Membaca Daring.

Penelitian ini bertujuan untuk mengidentifikasi interaksi guru dan siswa terhadap implementasi strategi PQ4R dan PQRST dan menjelaskan bagaimana strategi ini dapat meningkatkan interaksi siswa dan guru di kelas membaca daring di kelas sepuluh MA Bilingual Batu. Pendekatan kualitatif dan observasi kelas digunakan dalam penelitian ini. Data dikumpulkan dengan menggunakan observasi, angket, dan wawancara.. kemudian temuan dianalisa menunjukkan bahwa ada banyak interaksi yang terjadi antara guru dan siswa selama kegiatan pembelajaran, macam interaksi yang terjadi yaitu secara sinkron dan asinkron yang terjadi di kelas membaca daring. Sebagai tambahan, strategi PQ4R dan PQRST sangat membantu untuk guru dan siswa. Guru sebagai instruktur dan fasilitator dapat menyampaikan informasi secara urut dan maksimal begitu juga dengan murid, mereka dapat menerima materi dengan baik. Kesimpulannya adalah strategi PQ4R dan PQRST sangat efektif diimplementasikan di kelas membaca daring saat pandemi seperti saat ini yang dapat meningkatkan interaksi guru dan siswa.

التجريد

نيلا الحق، 2021، التعامل بين الأستاذ و الطالب في تطبيق استراتيجي PQ4R أو (استعراض تمهيدي، سؤال، قراءة، تأمل، تلاوة، استعراض) و PQRST أو (استعراض تمهيدي، سؤال، قراءة، تلاوة نفسية، اختبار) في دراسات امكانيات القراءات بطريقة اون لاين لفصل العاشرة في المدرسة العالية بايلينغوال بياتو في السنة الدراسية 2021/2020 لطلاب قسم تدريس اللغة الإنجليزية بكلية التربية و علوم التدريس بجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانغ.

المشرف : الدكتور المحستير عالم أجي بوتيرا

مفتاح الرموز : التعامل بين الأستاذ و الطالب، استراتيجي PQ4R و PQRST، فصل القراءة بطريقة اون لاين.

هذا البحث له هدف ليعرف كيفية التعامل بين الأستاذ و الطالب في تطبيق استراتيجي PQ4R و PQRST و يبين كيف هذا الإستراتيجي يمكن ان يدعم التعامل بين الأستاذ و الطالب في فصل القراءة بطريقة اون لاين لفصل العاشرة في المدرسة العالية بايلينغوال بياتو. تُستعمل في هذا البحث الدقيق المنهج النوعي و الملاحظة الفصلية. تُجمع البيانات باستعمال الطريقة الملاحظة و الاستعراض و المقابلة او المكالمة. فهذه النتيجة التحليلي تدل على كثرة التعامل التي تقع بين الأستاذ و الطالب حين عملية الدراسية و تنوع التعامل المحدث من متزامن و غيرمتزامن التي تقع في فصل القراءة بطريقة اون لاين. وبالإضافة، ان استراتيجي PQ4R و PQRST يساعد على الأستاذ و الطالب في دراسته معا. و كذلك أيضا هذا الاستراتيجي يساعد على الطالب في استقبال الدروس على أتم وجه. والخلاصة، أن استراتيجي PQ4R و PQRST سار في تطبيقه لفصل القراءة بطريقة اون لاين فضلا على الأوقات الوبائية كهذا الوقت الذي من خلاله يمكن ان يدعم التعامل بين الأستاذ و الطالب دعما قويا.

CHAPTER I

INTRODUCTION

This chapter discusses some issues related to the topic investigated. Background of the research, research question, research objectives, significances of the research, scope and limitation of research, and definition of key terms.

1.1 Background of the Study

Students should be mastered of reading skill since it is one of language skills in English. Since the first year of the school, senior high school students have studied reading. In addition, reading is also the primary reason why students learn the language. Therefore, the primary objective of teaching reading, especially for senior high school is to encourage them to read books, papers, or any other written text in English. While when the students read the same content, the capacity to understand a reading text is different from each students. Teacher also needs to have a good reading technique for the learners. It would be simpler for students to grasp the reading text if the method is sufficient for the purpose of reading. By helping students to develop their reading technique, the teacher will be able to make the students succeed in reading and learning the content through the teacher's approach to their method of reading.

Based on School-Based Curriculum 2013, teaching reading is equivalent to other skills in English. This ensures that the students have a short time to understand the texts. Therefore, to enhance the ability of students to understand the text, teachers should implement the appropriate strategy in

reading comprehension. Reading must be taught in an efficient and effective way (Gustryana et al, 2016). With regard to the value of reading, it is predicted that senior high school students will have reading abilities. Skills that need more understanding and comprehension from students in order to get the detail information from a text is reading skill (Fatuni'mah, 2015). Students are ask to understand the content of different kinds of texts. However, This study concerned on how the students could interpret narrative text to gain meaning.

One of the effective way to create a successful teaching reading is to make the students participate actively in the learning activity, they can enjoy the learning activity and develop their ability to read a text. Reading activity can be enjoyable experience when we know reading techniques or strategy (Fatuni'mah, 2015). Moreover, there are many kinds of strategy in teaching reading comprehension, the researcher will focus on PQ4R strategy that formulated by Thomas and Robinson in 1972. The structured strategy of PQ4R consist of several phases including Preview, Question, Read, Reflect, Recite, and Review. Each steps works in maximizing the capability of students to develop and promote their idea, obtain the information and enable the students to admit and understand when they meet unexpected new vocabularies from a text. So that to incorporate learning with the use of PQ4R, it takes substantial time and students are required to be more attentive, diligent, cautious, and systematic.

Another strategy to teach reading comprehension is PQRST (Preview, Question, Read, Self-recite, Test). PQRST technique is a structures analysis consisting of five phases to be accompanied by previewing the material for a summary of the material during independent reading. The author's content and intent; interviewing for reading purposes; reading the material; do self-reciting; and checking that allows students to remember what they are reading with the four steps (Lynn, 2017).

There are numbers of advantages that can be interpreted from PQRST method. Based on Pauk, PQRST strategy will assist learners to concentrate in learning and prioritize in a specific way related to how they will be expected to employ the data in the exam. PQRST also be applied to gain memory of instructor and improve student's grade on the exam. Turkington (2003) identified that PQRST as a great technique since it enables learners to recover data obtained after reading from their memory. Wormeli (2001) notes that PQRST test is easy to remember and may increase the interest of students in reading, giving students a recognizable structure to adopt for reading and engaging with the content. Based on Holandyah (2012) PQRST method can induce the main awareness of students, it will make students more involved and discreet in obtaining values textually and develop their understanding of reading.

There are some researches related to PQ4R that will support this current research. This study will overview 4 relevant previous studies. First, research conducted by Agustiani (2019) the title is *The Uses of PQ4R and SSR*

Strategies in EFL Reading Classroom, the gap of this research is investigating the effect of PQ4R and SSR strategy toward student's reading comprehension achievement and the finding is both PQ4R and SSR strategies could significantly enhance students' reading comprehension achievement. Next previous study is *The Impact of PQ4R Strategy Use on EFL Students' Reading Comprehehsion* (Khusniyah, 2018), this research is purposed in analyzing the effect of the use of PQ4R strategy on EFL student's reading comprehension. It brings the research question for this study whether PQ4R strategy give significant improvement on the students' reading comprehension or not. In addition, this research found that that PQ4R strategy allowed students to comprehend and memorize during the reading process. By using PQ4R strategy, students can improve their thinking to develop their comprehension and also makes learners more creative in finding ideas. Third, the research conducted by Martina et. al (2018). This research tried to answer the gap of the implementation of PQ4R strategy whether can enhance student's reading comprehension or not.

This study found that PQ4R is an effective tool as it implemented in teaching reading. It helps learners to enhance their reading comprehension skill. This finding also support with other relevant studies by Syarifah (2016) and Octaviani (2013) the implementation of PQ4R strategy to enhance reading comprehension was effective. The final result can be seen from the score of pre and post test. The next research was conducted by Anggreani (2020), this research tried to find out the difference after the implement of PQ4R in

teaching and learning activity on student's reading comprehension achievement. The result is that the implementation of PQ4R can help learners in comprehending narrative text. The students could be more active in participating in the learning process, students also able to write the summary of a narrative text, and develop their ideas during writing.

Some previous studies related on PQRST strategy was a research by Prih, Zaim, and Jufrizal (2012) showed that the PQRST method would increase the reading comprehension score of learners. With just the use of documents as the media, teachers can teach. It engages the learners to be more actively involved in reading class especially in the process of questioning and summarizing. A research by Komang and Ni Made (2013) was conducted in relation to the previous study to compare PQRST and SQ3R strategies according to the types of text. The outcome of this study showed that students who were taught using the PQRST strategy in the reading comprehension had the higher outcomes than students who were taught using SQ3R and they also found that there was no relationship impact toward the reading ability of students between teaching reading using PQRST and SQ3R and text type in this case is narrative and recount text.

The pandemic has changed our daily life in several ways, especially the education sector (Carrillo & Flores, 2020). The COVID-19 pandemic force many teachers suddenly to make their lessons to be online, to teach face-to-face teaching and learning activity turn into online learning which utilize various applications (Flores, 2020). So teachers also more struggle in teaching

activity because they should keep the objective of learning activity to be reached. The teacher will keep going to use the strategy to support the online learning activity, teacher keep using PQ4R strategy to maximize and ensure the students understand the material completely. Moreover, the use of PQ4R and PQRST strategy in online learning will promote on the student's interaction with the teacher and the classmate. The researcher stated the gap of this research based on the problem before and the researcher focus on the students' interaction during online learning on reading comprehension which use PQ4R and PQRST as the strategy.

Moreover, in the previous study related to PQ4R strategy that used in reading comprehension yet many researcher that observe the students' interaction in the classroom especially in the online learning. This research also conduct to know the use of PQ4R and PQRST as strategy to teach reading in the online learning, and the researcher focus on the interaction occurs during online learning between teacher and student. The researcher observes the implementation of these strategies in different classroom to see and compare these strategies to know what strategy that suit to a certain classroom and certain students. In addition, when doing reading activity and post reading activity, like PQ4R and PQRST strategies are compared to other strategies that have pre-read activity and post-read activity which is better than other reading strategies that only use review as post-read activity. It can be concluded that PQRST strategy is effective in teaching reading, constructing the creative

thinking of students, and stimulating the material memorization of the text by students.

1.2 Research Questions

According to the background above, the researcher of this study concerns on observing teacher and student interaction during online learning on the implementation of PQ4R and PQRST method. Moreover, the researcher will analyze teacher and student interaction during online learning reading comprehension using PQ4R and PQRST method and their feedback on the implementation of the methods. Based on the researcher focus in this research, the research question will be formulated:

1. How classroom interaction occurs during online learning in English classroom?
2. How can PQ4R and PQRST promote classroom interaction in online English classroom?

1.3 Research Objectives

This current research focus on how students will response the use of PQ4R in their online English class. Therefore, this research is aimed to know the implementation of PQ4R and PQRST strategy on online learning reading for narrative text, how those strategies work in the class and helps student to meet the main idea of learning materials. Then, to explore teacher students interaction and perceive toward it to be a part of their language learning strategy.

1.4 Significance of the Research

This research is utilized to address some issues relating to reading comprehension especially in English classes. Teacher will be helped with up-to-date theory and gave empirical evidence regarding teaching; in this research the writer is observing how PQ4R and PQRST will promote teacher and student interaction in online learning especially in English class of narrative text.

This study is needed because the researcher wants to give a contribution and some advantages to all teachers, the students as the object of implementing PQ4R and PQRST in online learning of reading comprehension, and other researchers. This study can be used by teacher as a reference for arranging a learning activity in teaching reading comprehension using PQ4R and PQRST method. It will encourage teachers to make reading more exciting and enjoyable. In addition, students will get from this study is to provide them with a perception in reading that this strategy will help them to catch the material in reading comprehension especially in understanding a text.

This study can also be used as a comparison or guideline for other researchers who are intended to investigate and examine the related subject, the interaction of students towards the implementation of PQ4R and PQRST in online learning reading comprehension of narrative text at senior high school.

1.5 Scope and Limitation of the Research

The scope this study, the researcher focuses on students' interaction on the use of PQ4R and PQRSST strategy in the reading comprehension in online learning. The researcher will observe the interaction of student-to-student and teacher-to-student in the online learning. This study focuses on PQ4R and PQRSST strategy in reading comprehension and students' interaction in online learning, hence the result will be compared that this kind of interaction of student in a class is suit to the implementation of the teaching strategy or not.

In fact, the researcher met some difficulties. The researcher planned to have four meetings to do class observation but it run only two meetings because the school have a policy to make different kinds of meeting, online meeting that use video conference application and non-online meeting which means the teacher only give several assignments and submit to Whatsapp group. The school have one week online meeting and the next meeting for non-online meeting. The researcher only got two meeting due to the school policy and holiday to celebrate Eid Al-fitr for about two weeks and once the holiday is over the researcher still have one meeting but it used for *halal bihalal*. Then, the next day was final examination.

Hence, researcher also met some obstacles when shared the questionnaire in form of Google-form to students. It took about one week to collect their answer in questionnaire because they were very slow to fill the questionnaire, but the researcher don't really know what made they are very slow. So the

limitation of this study is about the minimum time to do observation and the students' respon to fill the questionnaire.

1.6 Definition of Key Term

In this study, there are several key words that are listed. So that avoid misinterpretation in the understanding of this research, these main terms are given. These words are presented in the following manner.

A. In this research, implementation refers to use of a specific strategy in teaching process of English language. The researcher will observe the implementation of this strategy in the online classroom whether it match with theory and the teacher is compatible with the theory.

B. PQ4R strategy stands for Preview, Question, Read, Reflect, Recite and Review. PQ4R is one of the development techniques used to help learners to remember of what they have read before. As follows, the PQ4R methods are:

a) Preview

The goal of this phase is to offer readers/students a general understanding of the text's purposes and the key topics to be discussed.

In the next, the information from the preview step is used.

b) Question

The second stage of PQ4R strategy is question. Students need to build numerous prediction questions in this method that can be answered in the text. Using the dta they get from the Preview stage, the learners build the questions.

c) Read

Read is the third step in this strategy. In this point, to look for the answer to the question they asked in the “Question” stage, the student read the complete text. Students record margin notes or underline the relevant detailed and incidental ideas that address the anticipated questions throughout the reading activity.

d) Reflect

In the reflection process, the students try to link all the details, main idea, and unexpected ideas reported by the student in the margin and underlying ideas together. Students need to gain insight into the subject so that they can manage the data in their minds so they can memorize it well.

e) Recite

The student asks to summarize the key ideas, supporting facts, and surprising ideas of the text at this point. Students then say aloud the summary or write it down.

f) Review

Students ought to highlight the text’s key points. Students then ensure that the intended issues have been discussed and that the intent of the author is well understood.

C. PQRST stands for Preview, Question, Read, Self-recite, Test. This approach is designed to enhance the ability of students to recall the materials provided in the textbooks.

a. Preview

Teachers may use the preview activity to observe the book generally. Teacher will direct the learners to read the title, table of contents, references, and index. Readers will find the key points by previewing the main sections, knowing the the big picture of the material of the book, and deciding the important items that must be learned without redaing the entire content.

b. Question

The issue is the follow-up move from Preview. You may ask a good question by reading a text; making a guess using the heading question; using 5W and 1H that leads to high order thinking; write the question to another person to be asked. Question have many advantages, such as: helping readers know what to look for in the text; pushing readers to know the text clearly; helping readers pay more attention on the text; improving focus of the text when reading, helping readers plan the exam for the best score; enabling readers to anticipate the kinds of questions in the test.

c. Read

The task that can be done in reading activity are: discover the aswer from the question; give some underlines on the important part; re-read the critical parts until we understand what we have read. Readers train their minds to acquire new knowledge and

information through the reading activity and minimize the amount of time to learn.

d. Self-recite

This activity is a systematic step to ensure that after a long time the information will set as a new understanding. This activity is also a phase in the collection and sorting of knowledge necessary or not required by readers. The phases are: to find the main idea; to make a quick overview and to take a note for each parts; write down the key points; if it possible, readers can make mindmap. By doing self-recitation, the text can be easily understood by the readers since they write the text in their own words.

e. Test

Test would be conducted to make sure the text is well understood by the readers. If necessary, in the same exam, teacher will test attitude, knowledge, and skills. If the test is conducted formally by the instructor, the questions are required to accommodate questions of high order thinking and provide feedback from the test result. This test phase will prepare students to engage in a test and promote full understanding.

D. Classroom interaction refers to the interaction occur during learning activity in this case is online learning. In this research, student's interaction is the activity of student-to-students and student-instructor.

CHAPTER II

LITERATURE REVIEW

This chapter discussed some theories that relevant to this current research. The researcher is divided this chapter into several sections. This chapter discusses concept of reading comprehension including the concept of reading and the concept of reading comprehension, the concept of PQ4R and PQRS method, the implementation of method in classroom, the types of classroom interaction in online learning, and digital literacy.

2.1 Concept of Reading Comprehension

This topic will be divided into two explanations about the concept of reading and the concept of reading comprehension. Each part will include the definition, the purpose and the type.

2.1.1 The Concept of Reading

a. Definition Reading

Reading is the one the most important activities that engaged by the students in order to obtain information that they have not previously encountered; by reading, students will develop knowledge and have wide insight. Students will be able to communicate with others through written information they read. Based on Moreillon, reading is an active process that necessitates a significant lot of skill and practice, because it requires the activation of the brain, eyes and mouth. Reading entails not only reading but also the understanding. Hence, reading activity is a process of communication and active ability, since it involves the brain, eyes, ears,

and mouth and it necessitates a lot of practices or nonparallel activities to sound a symbol of form letters that inserts into words that have a special meaning (Moreillon, 2009).

Reading is an activity that useful to develop language acquisition (Harmer, 2007). At this point, reading has a positive influence on the student's vocabulary acquisition and reading can also help them to understand that text they are reading. Reading is the most significant skill, and it has an impact on teaching and learning since students can widen their understanding of the material by reading.

Reading is the process of using text to produce meaning (Johnson, 2008). Johnson stated that reading is a process in which students drill reading words using a written text to create certain meaning from the text. Reading can also be considered as a second language because it divides questions and problems in reading skills by allowing pupils to extract the information from the written text and then draw conclusion from the text.

According to the preceding description, reading is a linguistic skill that people must learn in order to understand text or information. Reading also serves as a means of comprehending text, as those who lack adequate reading skills are unable to deliver the information to others.

b. The Purpose of Reading

Reading activity is an interactive activity which occurs between the reader and the text interaction to produce comprehension. The text

contains meaning-encoding characters, words, phrases, and paragraphs. To figure out what the meaning is, the reader use knowledge, skills, and methods. Reading is a useful activity.

The objective of reading, according to the statement above is to obtain the information or confirm, the existing knowledge , to critique a writer's thought, idea, or writing style, to enjoy, or to improve knowledge of the language from what the reader read. The right technique to reading comprehension is also determined by the objective of reading.

c. Kinds of Reading

Teaching reading in classroom can be divided into four categories: silent reading, reading aloud, independent reading, and comprehension reading (Kasihani, 2005):

1. Silent reading

The reader read a discourse or a text without any sound is another reading skill that should be enforced in higher grades. Silent reading is a technique for focusing one's attention or mind to understand the substance of a text.

2. Reading Aloud

The objective of using reading aloud technique is to make other students can read with proper proper pronunciation and the right speech. Reading aloud aims to appropriately pronounce words, phrases, and senetnces in English text. As a result, teachers must possess

knowledge and proficiency in English language. Therefore, students might learn how to do a great hard read.

3. Independent Reading

This strategy can aid in the development students' language skills by assisting them to become independent readers. The example, after students do reading activity they are required to repeat or inform their friends about the information they get from reading a text.

4. Comprehension Reading

This technique is designed to help students extract information from the text they are read. As a result, students should be drilled to read in order to get the information about the content of reading. This technique also used to find out whether student has understood the substance of the text they have read. The example is in the form of descriptive text. descriptive text describes the characteristics of a person or things. It aims to reveal and describe a certain person, place, or things.

Based on the preceding explanation above of teaching reading, the researcher can conclude that all of the techniques above have the same objective of helping students understand and obtain information about the text.

2.1.2 The Concept of Reading Comprehension

a. The Definition of Reading Comprehension

According to the Oxford Dictionary, “comprehension” means “the ability to understand” and “an activity to drills students to grasp the language”. It suggest that comprehension is a training exercise that helps students enhance their language understanding skills. Reading comprehension is the active use of our knowledge of the text to really understand something new we read to find the meaning. As a result, the more reader’s understanding, the more probable the substance will be understood.

Based on the foregoing, the researcher can conclude that comprehension is the process of reading that necessitates the understanding and interpretation of the reading text, that students can really understand using their prior experiences and knowledges.

b. The Strategies in Reading Comprehension

There are ten such strategies, each of them might be practically implemented in the classroom techniques.

1) Identify the objective in reading

How many times have you been asked to read something but have no idea why you are supposed to read it? You did a job of remembering what you read, and you were probably a little slow in the process. The goal of efficient reading is to clearly understand the reason of reading something.

- 2) Assist bottom-up decoding with graphemic rules and patterns.

Making the connections between spoken and written English is a challenge students face when learning to read at the earliest level of their English studies. In many cases, students have grown accustomed to speaking English and are having problems mastering its spelling standards.

- 3) Using efficient silent reading technique for reasonably quick comprehension.

This technique would not work for the beginning level students due to they are still struggle from the lack of vocabulary and grammatical structures.

- 4) Skimming for the main idea.

Skimming and scanning are two of most useful reading skills for both learners and native speakers. Skimming is the process of swiftly scanning a large text (such an essay and article) for the key informations.

2.2 The Concept of PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy

a. The Definition of PQ4R Strategy

There are many types of strategy in language teaching especially in teaching reading comprehension, there are various types in teaching reading comprehension. PQ4R is one of the ways that can help you

enhance your reading comprehension. PQ4R is a cooperative learning strategy that aims to improve comprehension and memory of material. PQ4R is an analytical reading technique for guiding students pass the systematic study of text (Hayes, 1992). This strategy is one of the most well-known study techniques for assisting students in understanding and remembering what they read.

According to Suprijono (2009), a person should have a bank of knowledge in reading skills, and the PQ4R strategy is one of the other strategies for improving erading efficiency. A good strategy can aid students in improving their abilities by attracting their attention to the reading activity. As a result, the teacher should enhancing students' enthusiasm in order to improve their reading skills.

b. The Implementation of PQ4R Strategy in Teaching Reading

Teacher require techniques in teaching reading in order to keep students interested and understand the content that they read, and one of the most effective strategy for helping students to understand and recall the content what they read is the PQ4R strategy.

PQ4R strategy can be used to teach reading comprehension in a variety of ways:

1. Preview, teacher supply reading materials for student to be read, and then instruct them to ski, through the information and find out the main idea. The purpose of Previe is to find the

main point that have been developed in the text. students have to notion of what they learnt based on a preview.

2. Question, reminding students to give their attention while reading, and then assign the task of creating questions based on 5W+1H method (what, where, who, when, why, and how). Experience shown that when individuals read a text to answer a couple of questions, they are more likely to remember what good read is.
3. Read, teacher asks students to read the text in depth, and students are instructed to find out the answer for all the previous questions.
4. Reflect, the content informs that reading is not only remembering or memorizing material, but students also be able to comprehend the information provided by teacher with the knowledge gain from reading.
5. Recite, students instruct to recite the information they had learnt and summarize or think on it. The students the respond to the questions and look through their notes.
6. Review, when students are still unsure of the answers they have given, they are requested to read their summary of the answer and re-read their readings.

2.3 The Concept of PQRST (Preview, Question, Read, Self-recite, and Test)

Strategy

a. The Definition of PQRST Strategy

Experts have introduced and created a number of teaching reading strategies. PQRST strategy is one of them. According to Pettersson (2002) all phases in PQRST can help increase memory from reading. The strategy is designed to improve students' skill to remember information from textbooks.

PQRST strategy is based on three main ideas for memory improvement:

1. Managing the materials.
2. Elaborating the material.
3. Practicing restoration.

PQRST indicators are as follows (Wormeli, 2005):

1. Preview, the first activity that must be completed before reading the textbook.
2. Question, an activity that must be done before reading activity.
3. Read, read the text in order to obtain all the necessary information.
4. After reading the material, state the main point to ensure that reader understands what they read.
5. The final stage is a comprehension test.

b. The Implementation of PQRST Strategy in Teaching Reading

Based on theory stated by Wormeli (2002) that PQRST can be very helpful in reading comprehension. This strategy can be implement in teaching activity as steps follow:

- a. Preview as the main steps. Preview can be used by teacher to get a general sense of the book. Students can be guided to read from the title to the glossary by the teacher. Readers can locate the main ideas, understand the large picture of the content of the book, and determine the important items that must be understood without having to read the entire contents by previewing the main part.
- b. Question is the further step of Preview step, make a list of questions that comes to mind. The question is a continuation of the preview step. Reading a text; making a prediction using the question from the headline; using 5W+1H that lead to higher order thinking; writing the question to be questioned to other people.

Question steps have several advantages, including: helping the readers in determining what to look for in the text; encouraging readers to understand the text in depth; encouraging the readers to really pay attention to the text they read; improving reading concentration; helping the readers in preparing for the test in order to achieve a higher score; enabling readers to predict the types of questions on the test.
- c. The third step in the PQRS strategy is read. Finding the answer from the preceding question; making some signs in some important idea; re-read the important ideas until the reader grasp what they have read. Reader will shorten the amount of time that takes to learn by preparing their minds to acquire the new information through the reading process.

- d. Self-recite, recite the key idea or theme. This activity entails a series of actions designed to ensure that fresh information becomes new knowledge over time. This activity also serves as a stage in determining whether the information is required by the readers or not. The stages are follows: locate the primary idea; write a short summary and notes for each component; write down the key elements; and if necessary, the readers can create a mindmap. Because they compose the content in their own language, conducting the self-recite will make it easier for the reader to understand the material.
- e. Test, put the readers to answer the questions. A test will be conducted to ensure that the readers comprehend the book completely. If possible, the teacher should be able to assess attitude, knowledge, and skills all in the same test. If the test is administered professionally by a teacher, the questions should include high-order thinking problems and provide feedback based on the test results. This test step prepares students to take a test and facilitates the transition from a partial understanding to a complete understanding.

2.4 Types of Interactions in Online Learning

Online learning interaction plays an important role for students, teachers, and learning materials in the learning activity (Wei, Peng, & Chou, 2014). The influence of interaction in learning activity has been studied before extensively and researchers have consistently discovered that interaction is a key factors in a particular classroom setting or online learning circumference for effective learning

experiences (Mutalib, Halim, & Yahaya, 2016). This recent study focuses on the process also pattern of interaction during online learning. From the previous studies we can categorize the kinds of student's interaction during online learning. Chou, Peng, and Chang (2010) then suggested 5 forms of interaction between learners in the context of online learning, including learner-learner refers to students, learner-instructor (teacher), learner-content (material), learner-interface, and learner-self, Aqel (2013) and Prestridge (2014) focused on the same type of interactions, exception for the learner-self interaction. Rhode (2009), Bernard et al. (2009) and Balaji and Chakrabarti (2010) concentrated on learner-learners, learner-instructors, and learner-content interactions. Similarly, for another studies published between 2011-2017 by Abrami, Bernard, Bures, Borokhovski, and Tamim (2011), Ping (2011), Mohammad, Sara, Zahra (2011) the same interactions were the focal point. Mojtaba (2013) and Saadatmand et al (2017). In addition to these three interactions described above, Panchoo (2017) also focused on an additional form of interaction, which has learner-tool interaction. Next studies concentrate primarily on the interaction of 2 or a single form of student. Meeuwisse, Severiens and Born (2010), and Schallert et al. (2015) centered on the relationship between learner-learners and learner-instructors, though Strickland and Xie (2012) emphasise on learner-learners and learner-content interaction.

Among the various types of interaction between students described in all above studies, it is valuable to mention the research by Chou, Peng, and Chang (2010) which underlined the 5 types of interaction between learners that is the most important to the latest change in the learning environment from a traditional

or conventional classroom environment to an online environment. These 5 interactions viewed as a fair deputation from all forms of students and offered detailed information on the interactions taking place on the online social learning platform. A meta-analysis of online learning interactions by Mutalib et al (2016) and another paer published by Topal (2016) reiterated this sentiment in which the level of satisfaction and readiness for review was examined among university students learning through e-courses. In Chou et al. (2010), the researcher try to further explain the 5 classroom interactions in online learning as below:

- a. Learner-learners interaction: the interaction which occur between individual student or learner or when they are in a small group of student is tasked to do exercise. Communication resources must be made available for learners so they can share and exchange ideas wih each other.
- b. Learner-instructors interaction: this interaction illustrates of communication among students and teachers. For the purposes of achieving successful interaction, the device enable to establish a communication channel effectively.
- c. Learner-contents interaction: this relates on how the student communicates with the topic they are studying or learning. This is important for them to establish meaning for the subjects of the study and to link the subjects to intimate experience in order to be able to use iti for probem-solving. To do this, the right means and resources must be provided students to enable in communicate with all materials provides in an online learning.

- d. Learner-interfaces interaction: in order for the interface of the online learning resources to be user-cordial, online learning resources can be easily accessed and managed by students.
- e. Learning-self interactions: in the end of the learning process, learners must enable to depict on the material of online learning. A new and improved comprehension resulting from this interaction will strengthen the skill of students to achieve their learning goals and promote their success in learning.

Other research related to the interaction occur in the learning course conducted by Krishna (2000) he stated that there are three types of teacher-students interaction in online learning.

1. Synchronous interaction: when communications occur in the real time. It necessitates the sender and receiver are deliver at the same time and location. The examples of it are instan messaging, phone calling, and video conferencing.
2. Asynchronous interaction: when information may be shared without regard to time. It does not necessitates the receiver's straightaway attention, allowing the receivers to answer in the convenient for them.
3. One on one interaction: this communication between two individuals in this case is student and teacher or instructor. They often do face-to-face on the course but it can be interacting over the a video conferencing, such material notes of a course, homework.

2.5 Digital Literation

As we know that in many countries over the world is changed the face-to-face learning become online learning as the effect of COVID-19 pandemic. The classes that were originally designed for face-to-face instruction, turned to online instruction which impact on the teachers to adapt themselves to suite the online instruction (Moorhouse, 2020). The rapid transitioning period time form typical to be remoted-teaching created an urgency of the teacher's professionalism in term of digitalization. Even if the implementation of ICT has been an target for educational institutes globally (e.g. ISTE 2016; U.S. Department of Education 2017).

The asynchronous online community provides the key foundation for many present distance education classes and forms the fundamental for establishment of online learning communities that enable to transcend period and location barriers (Gray & Smyth, 2012). The Babson Survey Research Group's in 2015 was done the survey of Online Learning and indicates that more than one of four students (about 28%) already do at least a distance learning class. The growth rate of online learning classes in 2015 was 3.9% a lot from the previous year. Institutional education heads describe which "online learning is critical to the long-term strategy of their institution," that have increased from 48.8% in 2002 up to 70.8% in 2015 in the United States (Allen & Seaman, 2015).

In the spite of the unexpected and rapid transition to online learning, it occurred as part of a larger ICT transformation in educational systems.

Digitalisation has recently gained traction in classrooms. The crucial argument in order to close the gap between students' traditional and development learning at school and 'the experiences and abilities that the youth require to enter the digital economy' (Kozma, 2011). The use of advanced technology tools (ICT) and digital resources for creative and imaginative problem solving should become more integrated into the educational curriculum, and students should be provided opportunities to use ICT. Even though, the classic pedagogical technologies such as the use of PowerPoint is widely recognized and employed, integrating technology-supported education for pedagogical goals is a whole new level (Bruce and Hogan 1998; Ertmer and Ottenbreit-Leftwich 2010; Romeo, Lloyd, and Downes 2012).

CHAPTER III

METHODOLOGY

This part is present the method and design of the research, place and time, participant, data collection technique, and data analysis technique.

3.1 Method and Design of the Research

This research used qualitative method and categorized as classroom observation research. This study focus on one-month of the implementation of PQ4R and PQRST based on the syllabus for tenth grade that consist of two meetings. The researcher plan is used 2 meetings to do research in the online class in 26th and 28th May 2021. First meeting to third is use for observing the class. The researcher gave questionnaire for the student to survey student-to-student interaction and teacher-to-student in online learning, and the rest time was interviewed the teacher to his opinion and argument based on the questions that given by the researcher.

3.2 Place and Time of the Research

This research conducted at MA Bilingual Batu which is located in Jl. Pronoyudo 5, Dadaprejo, Junrejo, Batu. The researcher chose this school due to it has a clear and directed rules to keep using online learning, the school has two kinds of learning which are online learning and non-online learning (student's assignment). This study conducted in second semester on April to Mei 2021.

3.3 Participant of the Research

The researcher took two classes, X IPS 1 and X IPS 2, which consist of 33 for X IPS 1 and 34 students for X IPS 2 as a participant of this research. The researcher chose the tenth grade because there is narrative text in the syllabus for tenth grade that relevant with the implementation PQ4R and PQRST.

3.4 Instrument of the Research

This study use three instrument to collect data are observation, questionnaire, and interview. The observation is done in the online class that use Google-meet. The researcher gave the questionnaire to students in the Google-form to make it easier collecting the data. The observation questionnaire answered RQ1 and RQ2. The interview strengthen the data validity. Then data were analyzed and interpreted by the researcher.

3.5 Data Collecting Technique

The researcher used an observation and a semi-structures interview, and a questionnaire as a method for gathering the data.

3.5.1 Observation

Observation consist of two ways which are monitoring and recording (Kemala, 2013) of a thing being studies. It means that observation is a technique of data collection that involves visually inspecting the activities of the participant or subject. The researcher collected the data using observation as the instrument, observation is frequently used by a researcher to collect the data. The researcher observed the online reading class that implement PQ4R and PQRST strategy. This phase observed a class consist of total 67 students . The researcher choose tenth

grade because narrative text is taught in this class and also teaching narrative can be relevant with this reading strategy. The aim of this technique is to investigate the situation, the interaction of teacher and student, and how the teacher implements the strategy in the online classroom.

3.5.2 Questionnaire

The researcher applied a questionnaire as the second technique of data collection. The questionnaire was not developed by the researcher, but the researcher adapted it from Priskaharini (2018) thesis. The questionnaire was made to get specific and actual data from students, due to it might not be possible to interview all students. This instrument is used to confirm and strengthen the first instrument which is a classroom observation list. The questionnaires were designed using a Likert scale consisting of five possible scale ranges: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree).

3.5.3 Interview

The researcher did an interview with the teacher in order to gain data in depth related to the typical online learning of MA Bilingual, what kind of obstacles they found during online learning, how the administrator handles them, and the effectiveness of the teaching strategy used by the teacher. The researcher used an interview to get additional information from the teacher in order to complete and strengthen the data validity and complete the data to answer the research questions.

3.6 Data Analysis Technique

The researcher obtained the details by doing observation, interview, and questionnaire. In this research, in analysing the data, the researcher arranged the data in descriptive analysis. All of the data gathered by the researcher is described in descriptive form. The data analyzed qualitatively, there are four steps of data analysis: coding, data reduction, data display, data interpretation, drawing the conclusion.

3.6.1 Observation

The researcher collected the data in this technique using classroom observation sheet to help and deeply understand the interaction between teacher and student also the implementation of PQ4R and PQRST in online reading class. The researcher afterwards analyzed it several times to classify the activities during online learning based on the steps in the strategy, and also analyzed the teacher and student interaction.

3.6.2 Questionnaire

The researcher distributed questionnaire for the student to know their opinion about the interaction that occurs during online learning with their English teacher. The result of the questionnaire was in the form of a chart.

3.6.3 Interview

The last step of data collection technique was interview. In this step the information was transcribed by the researcher and then analyzed.

3.7 Triangulation

This research is used triangulation to make sure the data validity. The researcher use method triangulation that include interview, observation, and questionnaire. Method triangulation requires the use of different data collection methods for the same phenomena (Polit & Beck, 2012).

3.8 Coding

In this research, this process is used for organizing the data in order to identify the different topics and their relationship. The researcher labeling the data to make easier when analyze it because the data were classify based on the themes.

CHAPTER IV

FINDING AND DISCUSSION

This chapter goes into two main issues: how does the interaction that occurs between teacher and student and how the teaching strategy (PQRST and PQ4R) can promote student a teacher interaction in the online reading classroom.

4.1 Finding

This section will be described about the result of data collection. The researcher will explain each types of interactions based on the classroom observation, observation sheet, and the questionnaire. The questionnaire adapted from the thesis written by Rizki Priskaharini. The researcher give addition data result from teacher interview in order to strengthen the data validity.

4.1.1 The Finding of the Interaction Between Teacher and Student in EFL

Classroom

This section would present the finding of the interaction between teacher and student based on the classroom, observation and the questionnaire. The researcher categorized it into several type as follows:

1. Learner-learner Interaction

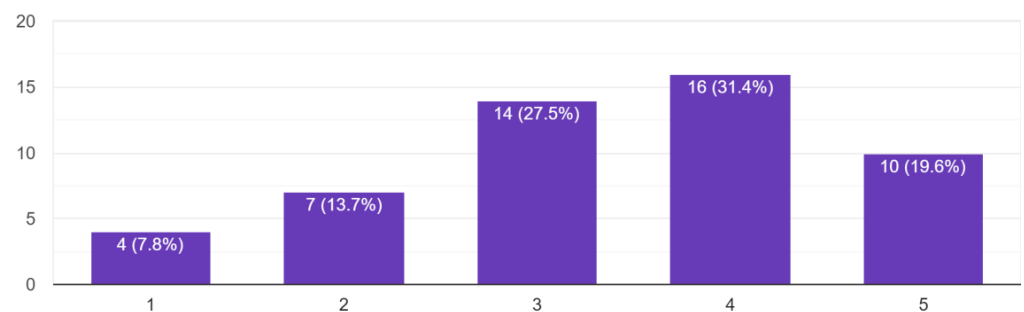
This interaction is occur when students do a work in a group or pair. Student make communication between others to share information, but in this research the researcher did not find any interaction related to this interaction. Based on the classroom observation it showed that there were no interaction between student-student, because the teacher did not

give any chance for students to make any communication with others during the online learning. The result of classroom observation is the opposite with the result of questionnaire.

Chart 4.1 The Result of Questionnaire

Saya merasa saya belajar lebih banyak saat kegiatan pembelajaran ketika saya memiliki kesempatan untuk terlibat dengan teman-teman saya.

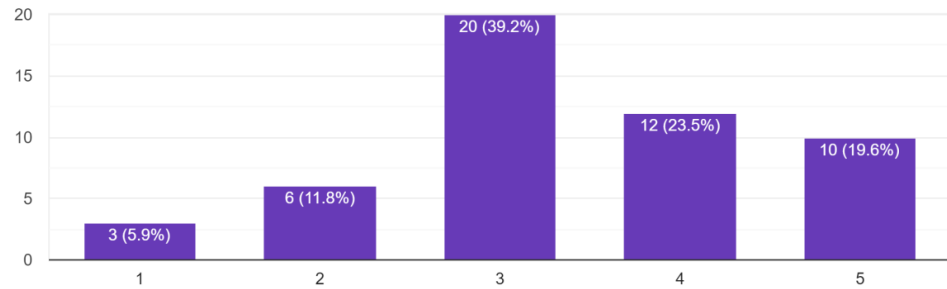
51 responses



The first chart showed that 39.2% which 20 students were agree (4) to have the interaction with their classmate. They thought that they learn much more in the learning activity when they have chance to interact with others.

Chart 4.2 The Result of Questionnaire

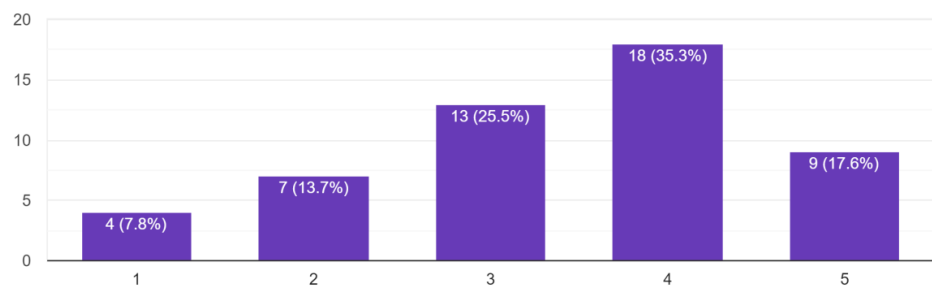
Saya peduli dengan siswa lain saat kegiatan pembelajaran dalam kegiatan pembelajaran jarak jauh.
51 responses



The second chart presented that 39.2% which 20 students were neutral (3) or fifty-fifty that students would care of each other instead of having the interaction and communication with others. But there were 23.5% which 12 student felt agree (4) with the statement that students care about their friends in the online learning.

Chart 4.3 The Result of Questionnaire

Interaksi dengan siswa lain meningkatkan pembelajaran saya dalam memahami materi pada kegiatan pembelajaran jarak jauh.
51 responses



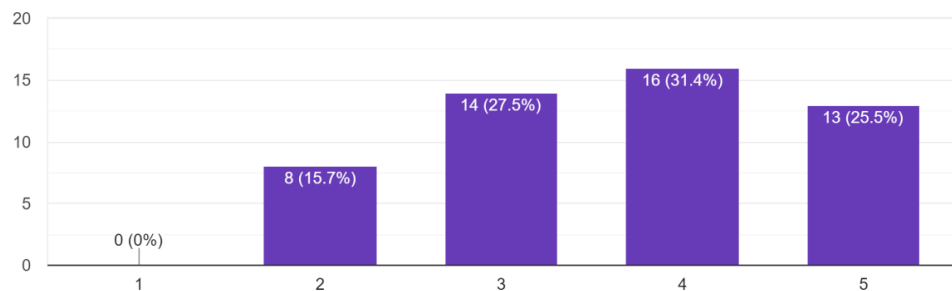
The next chart showed that most of student (35.3%) were agree with the statement that they felt the interaction and communication with

others would help them to improve the understanding of material in the online classroom.

Chart 4.4 The Result of Questionnaire

Saya pikir interaksi siswa dengan siswa harus menjadi prioritas tinggi dalam kegiatan pembelajaran jarak jauh.

51 responses

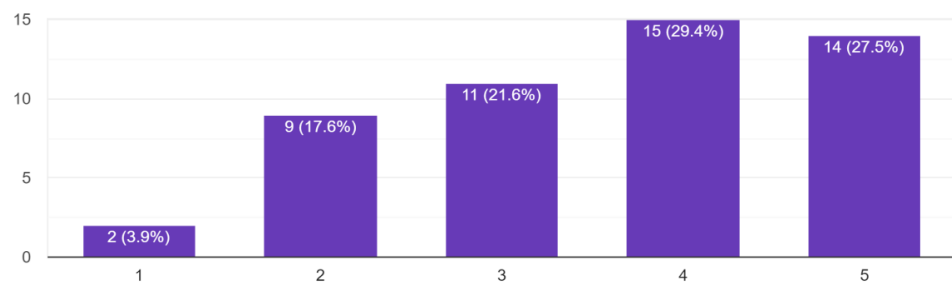


The fourth chart showed that scale for number 4 which agree is the higher result 31.4% for 16 students within its per centation. They thought that interaction between student-student should be the high priority in distance learning.

Chart 4.5 The Result of Questionnaire

Saya mendapatkan banyak hal dari berinteraksi dengan teman sekelas saya.

51 responses

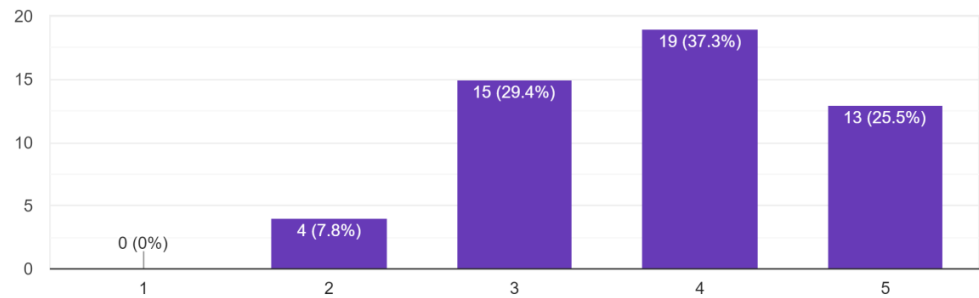


The fifth chart also showed that scale number 4 which agree is the higher result 29.4% consist of 15 students. They were agree with the statement that they would get many things when interact with others.

Chart 4.6 The Result of Questionnaire

Penting bagi saya untuk merasa terhubung dengan orang lain dalam kegiatan pembelajaran jarak jauh.

51 responses

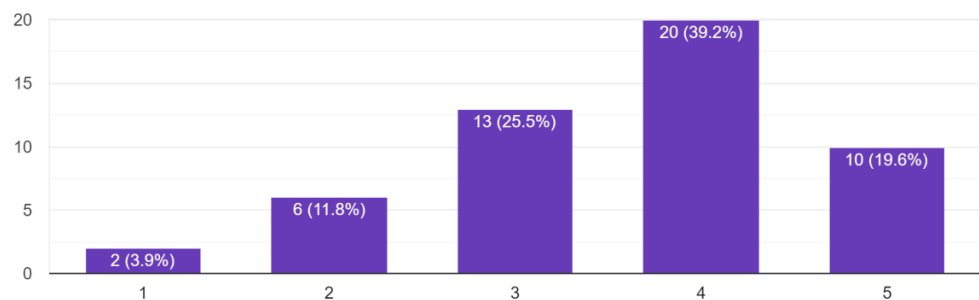


This chart showed that the higher result is the scale of agree which 37.3% consist of 19 students. They agree that an individual student is very important to connect each other or have an interaction in the online learning.

Chart 4.7 The Result of Questionnaire

Saya menginginkan banyak interaksi siswa-ke-siswa yang terjadi dalam pembelajaran jarak jauh.

51 responses



The last chart showed that most of students were agree (39.2%) that they wanted more interactions between student and student during the online learning.

So, it can be conclude that however the result of classroom observation is there are no interactions happend but the result of questionnaire showed that student need more interactions during online learning because based on their perception they would get more understanding of material when they have interaction with others.

2. Learner-instructor Interaction

The researcher found a lot of interaction between teacher and student during online learning based on the classroom observation and the interview with the teacher. The finding will present as follows:

a. Synchronous Interaction

Based on the classroom observation, teacher have a lot of interactions with the students during the online learning. They interacted live-streamed using Google Meet which categorize as video conferencing which held in 'online week'. Teacher did two ways interaction most of the time. The way they do the interaction is teacher give command to read a text and answer the question, the students do the command as well.

Synchronous interaction require the same physical area, like the online classroom and the application applied in the classroom, where they may engage with the teacher. There was real-interaction between teacher and student.

In this type of interaction, student were listen actively to the material delivered by the teacher without any interruption. During the material explanation by the teacher, the student were muted the

microphone, in order to focus on the explanation without any sound from stranger that would not be desirable. The teacher gave chance for student to ask any question they found during the learning activity, student can use 'Raise hand' in Google Meet. This interaction is happen in the real time with the instructor since they did two ways communication.

Synchronous communication allows students to receive instant feedback and responses from the teacher. This is advantageous since it can help student become more motivated by allowing them to interact with teacher.

Excert 4.1

The Finding of Classroom Observation

“ Good morning everyone. Let's pray together before we start our lesson today. This week we continue to meet in google-meet because its 'online week'”

“Yes please, Miss Hana. Read the first paragraph”

“Ok are you ready? Who will read the first paragraph?”

“Ok kid, continue to the second paragraph”

Therefore, based on the interview with the teacher, stated that teacher and student have a lot interaction especially in this type of interaction. Teacher ensure that student joined and interacted with teacher by checking the camera whether student turn the camera on or not.

Excert 4.2

The Finding of Teacher Interview

“To ensure students interact with teachers during learning when we use Google Meet, a teacher especially me (teacher) always checks the students attendance, they (students) must turn the camera on and usually students are always ask one by one”

“.....especially if the skill being taught is reading skill, the teacher will ask students to read the paragraph to make sure that they are following the lesson and not only turned the camera on but in fact they are exist.”

b. Asynchronous Interaction

Asynchronous learning is the opposite of the synchronous learning, which occurs at the same moment. The teacher, students are not all working on the same thing at the same time. There is no way to interact with other people in the same time. Creating the online material using Powerpoint or recorded video and post it to the classroom site.

In this type of interaction occur in the prepared resources with a delay time, without any direct interaction between teacher and student. Based on the teacher interview, the teacher said that there are two types of meeting used in MA Bilingual to teach student, the online week and offline week. The online week is time for teacher and student meet in the online classroom using video conference to deliver the material.

Excert 4.3

The Finding of Classroom Observation

“...This week we continue to meet in google-meet because its ‘online week’. Don’t forget to submit assignment for last week in WA group.”

“... I remind you to submit the assignment last week to WA group”

“Do you have read my message in WA group?”

“Because the time is over, so question number 14 to 20 is for homework. Write the answer, no need to re-write the question. Submit it to WA group.”

Based on teacher interview, he stated that in the ‘offline week’ he used Whatsapp group to share the assignment and also students submitted the assignment there. The offline week is use for teacher to share the assignment and homework to be submitted via Whatsapp group, they interact only via Whatsapp group to meet the objective of the offline week. They implement it in order to consider of student that have problem with financial to buy the quota for video conferencing.

Excert 4.4

The Finding of Teacher Interview

“...and the rest we use Whatsapp”

“The strategy I use does not fully use PQRS and PQ4R but I add a Problem Based Learning strategy so the students don’t use Google Meet every day or every meeting so maybe our first meeting using Google Meet the next meeting is an assignment to anticipate those who don’t have a quota.”

Asynchronous interaction provides the advantage of flexibility, since students can use they system whenever they want and have more time to do the assignment and double check their answer before they go to the teacher. students can visit the course web at the time they want and convenient for them. Asynchronous interaction can also provide learners with anonymity and is less scary than face-to-face interaction. Asynchronous classes provide students the freedom to study at their own

speed. Many students prefer asynchronous learning for particular types of learning, despite the fact that engagement demands may be higher than other.

c. One-on-one Interaction

This type of interaction is occur between one individual student to the teacher. Based on the classroom observation sheet that analyzed by the researcher, there were some interaction related to one-on-one interaction. Student asked the teacher about something difficult they found during learning activity. This interaction might be more helpful for student because they have high quality of interaction with the instructor.

With this kind of interaction, teachers are devoted to actively and responding the students at the same time. Though teachers frequently begin or orgabize meetings, dialogues are virtually always led by students, who have control of the questions students ask and the responses they get from their teacher.

Students also can focus on the areas in which they require assistance while rushing through the topics they have mastered, but they can also curate their talks with teacher to their specific interest.

Excert 4.5

The Finding of Classroom Observation

“I do. What is the meaning of ‘Proposal’, Sir?”

“Proposal is lamaran. Any others?”

“What is the translation of reluctantly, Sir?”

“In Bahasa we say reluctantly as bermalas-malasan. If there is any question please keep it , you can ask me later or look for the translate in the dictionary. Now, we continue to do the exercise. Be fast, kids, because we have limit time, Mr. Asa will read and you answer the question.”

3. **Learner-content Interaction**

This interaction relates on how students communicate with the material they are studying. It is very important for students to understand the material so they can do problem solving in the end of learning activity. This interaction can happen in a learning activity between students and the provided source by the teacher. Based on the classroom observation the researcher found this kind of interaction during the online learning.

Excert 4.6

The Finding of Classroom Observation

“Please open your modul on page 83 which is the assessment. We start from the reading section”

Teacher: “What can we learn from the story? What can we take from that story? What moral value?”

Student: “C. We should never underestimate other people.”

Teacher: “Ok, your answer is incorrect, any other the right answer? In that story Putri Serindang Bulan’s face will turn to ugly and men that propose her will cancel it even though Putri Serindang Bulan is kindhearted her face will automatically turn to ugly to show that the man who propose her is not a kind man. Then her face will turn back to beautiful when the man cancel the proposal. So the answer is?”

Student: “ B. We should never judge a book from its cover.”

Teacher: “Yes good, the right answer is B. We should never judge a book from its cover. Next question please.”

The first cell showed that teacher were provide the material from the modul, this could be categorize as the one of aspect that support the learner and content interaction. The next cell showed that teacher were guide the student to understand the text so when student did the exercise and find any difficulties and answered the wrong choice they can solve it using their understanding.

4. Learner-interface Interaction

This type of intetracton relates on the students and the system or online resources. This interaction allows the user in this case is the student to interact with the online resources. The online resources should be easily to accessed and managed by students. It can be seen from the classroom observation and the teacher interview.

Excert 4.7

The Finding of Classroom Observation

“Please open your modul on page 83 which is the assessment. We start from the reading section”

Excert 4.8

The Finding of Teacher Interview

“During online learning, especially English lesson, we (teachers) use various methods and platforms that we use ot make it easier for students because the points of

online learning is how students felt less burdened. One of the things that makes it easy for them is using platform. The lessons that we have used so far are Google Classroom and Youtube Channel for videos and the rest we use Whatsapp and Google Meet for face-to-face.”

The excerpt 4.7 showed that teacher provide the material form the modul which categorized as easy to be accessed for student because automatically every students have the modul. The excerpt 4.8 supported the excerpt 4.7 showed that teachers use various platform but they consider the student to felt less burdened. So teacher use easy to be accessed platform such as Google Meet, Youtuber, and Whatsapp.

5. Learning-self Interaction

In the end of learning process, student should be able to describe what they get from the learning process. The improved understanding from this understanding will strengthen students' skill. The understanding of the material will help them to meet their learning objective.

Student understanding can be seen from the end of learning process when teacher give assignment to know how student catch the material, and look into their work whether they got good score or not. But, the researcher did not find this interaction during the learning activity. Teacher gave homework because of the limit of time and did not because of check their understanding on the material.

4.1.2 The Finding on the Implementation of PQ4R and PQRST in Online

Reading Classroom

In this research, teacher used two different strategies in different classes. In the first class which X IPS 1 the teacher use PQ4R to teach reading comprehension. There are six steps that should be done by the English teacher. To get the data result, the researcher do the classroom observation. Below is the data recapitulation from the classroom observation.

Table 4.1
The Result of Classroom Observation on the Implementation of PQ4R Strategy

Activities
<p>Preview (Preview the material in general)</p> <p>Teacher re-read the story that was discussed in the last week.</p>
<p>Question (Bulid question that comes on mind)</p> <p>Teacher directed students to ask a question the teacher related to the story.</p>
<p>Read (Encourage students to read the material)</p> <p>Teacher asked students to read the story one paragraph one student</p>
<p>Reflect (Answer student's question)</p> <p>Teacher answered student's question based on the story (the meaning of difficult word, pronounce difficult word), and answer all questions below the text one student one question.</p>
<p>Recite (Answer student's question and discussion section)</p> <p>Teacher answered students' question and discuss the exercise below</p>

the story
Review (Review the material in the end)
Teacher reviewed the material and learning activity

Based on the class observation on April 28th 2021 at X IPS 1 on the implementation of PQ4R strategy, the researcher determined that the English teacher applies all steps of it strategy.

First, the preview step the teacher began the class and greet the student. The teacher led the students to pray together and checked students' attendance and condition since between teacher and students did not meet each other. Then, the teacher asked the students to open the modul on page eighty three 'The Assessment' exercise. The teacher started the lesson and re-read the narrative text that he explained in two weeks ago in 'online-week'. Teacher read narrative text 'The Legend of Putri Serindang Bulan'.

Excert 4.10

The Finding of Preview Step PQ4R

“Assalamu’alaikum warahmatullahi wabarakatuh. Good morning everyone. Let’s pray together before we start our lesson today. This week we continue to meet in google-meet because its ‘online week’. Don’t forget to submit assignment for last week in WA group”

“...Now we will continue our material yesterday. I will read the text and please listen carefully”

“Ok guys, please open your modul on page 83 which is the assessment. We start from the reading section. Who wants to volunteer yourself to help your friend read the story? Please mention your name before read the story.

Who wants to read please? Please paragraph one. Don't be shy kids, this is just practice if you find any difficulties I will help you. Please the first paragraph?"

The second step was question, teacher directed the students to make any questions they had related to the narrative text read by teacher before.

Table Excerpt 4.11

The Finding of Question Step PQ4R

"...I will read the text and please listen carefully and if you find any difficult words you can give the underline and ask me the meaning after I finish the text."

"Do you find any difficult words guys?"

"What can we learn from the story? What can we take from that story? What moral value?"

The third step was read, teacher pointed the students to read the story one paragraph one student. First teacher pointed students to read because there was no students wanted to read, they were very shy and lazy. Then, teacher asked the students to volunteer themselves, then the volunteer student pointed any one to read the next paragraph.

Table Excerpt 4.12

The Finding of Read Step PQ4R

"...we should read the text for number ten to thirteen because they based on the text that we should read the text once more, kids. Once again we must learn how to read an English text. Don't be lazy"

"If you done with it, now we continue to the next text. please who want to read the first and second paragraph? Please the other students, should I pointing you guys?"

“Please Lelis, read it. Come on. Don’t be shy we learn together.”

“.... Ok are you ready? Who will read the first paragraph?”

“Ok kid, continue to the second paragraph”

“Ok good. Who will read the third paragraph, please? Choose your friend”

The next step was reflect, teacher answered students’ questions related to the story they read and any questions they found, and teacher discussed the exercises below the narrative text with students. Teacher gave the translation for difficult words found by students in the text. teacher also give the explanation about language structure of narrative text.

Table Excerpt 4.13

The Finding of Reflect Step PQ4R

“....Ok we will give the meaning of each words”

“.....Motivated ‘memotivasi’, threated ‘mengancam’, please write down”

“..... From the story we can learn that we should? This question is about moral value, as before we found the same question, now it’s the same to this question. You will always find moral value in narratve text”

The next step was recite, this step is the further step of reflect because the activity of recite was teacher answered students’ questions and discuss the exercise based on the story.

Table Excerpt 4.14

The Finding of Recite Step PQ4R

“.....Why did Shinta Dewi want to cancel the wedding? The answer for this question is in the forth paragraph, please anyone can solve it? Anyone of you want to answer why Shinta Dewi want to cancel the wedding, please anyone? Ok Tatia please read number ten!”

“..... From the story we can learn that we should? This question is about moral value, as before we found the same question, now it's the same to this question. You will always find moral value in narratve text”

The last step was review, the teacher did not give much review about the material, but he gave review about the learning activity, the students respond during the learning activity. Teacher also gave the homework to be submitted in Whatsapp group.

Table Excerpt 4.15

The Finding of Review Step PQ4R

“.....Ok good, thankyou. The last, I say sorry to Hanin. If I choose you to read the text please be serious because the time is so fast, if you don't be serious your internet quota will wasted. You can make a joke when we meet directly in school.”

“.... Because we have only fifteen more minutes, sorry five more minutes, for everyone who join this online meeting please do the exercise number fourteen to twenty. Write down the answer and send to Mr. Asa.”

Based on the classroom observation, teacher were fully implemented the steps within PQ4R strategy during online learning. The researcher conclude that the strategy is successfully implemented even there are some challenges

within it such the students that do not following the class it means they join the class but in fact they left away the phone and do not pay attention to the teacher.

The researcher did the classroom observation in two different classes X IPS 1 and IPS 2. The implementation PQIRST strategy was in the second class which X IPS 2. There are five steps that should be done by the teacher during the implementation of this strategy. The following table will present the result of classroom observation that summarized in the observation sheet.

Table 4.2

The result of classroom observation on the implementation of PQIRST Strategy

Activities
<p>Preview (Preview the material in general)</p> <p>Teacher did not give any preview of the general material for the student, he asked student to read the story directly.</p>
<p>Question (Build question that comes on mind)</p> <p>Teacher directed students to make any question after teacher read the text.</p>
<p>Read (Encourage students to read the material carefully) The teacher asked students to read the text and find the main idea of each paragraph.</p>

<p>Self-recite (Do a self-recite by choose and sort the informations)</p> <p>The teacher asked students to read the text and find the main idea of each paragraph.</p>
<p>Test (Answer the question in the end of reading activity given by teacher)</p> <p>Teacher asked the students to do the exercise to see how student really understand the text.</p>

Based on the class observation on April 26th 2021 at X IPS 2 on the implementation of PQRST strategy, the researcher summarize and categorize the activities during online learning as the all steps of PQRST strategy.

In the preview activity, the teacher started the lesson by saying greet and checked the attendance the same as in the other classes. Then, teacher asked students to read the story one student for one paragraph. (see the excerpt 4.2)

The second step is question, teacher directed students to make any question based on the story read by the teacher and students. (see the excerpt 4.3)

The third step is read, actually this step was very great because teacher offering student to read the text and allow every student to have a chance to read the text. Even teacher have to point some students that feel shy to speak up. (see the excerpt 4.4)

The next step is self-recite, after allowing student to have a chance to read the text, teacher asked students to find out the main idea of a paragraph, then read it aloud.

Excert 4.16

The Finding of Self-recite Step PQRST

“Faiziah, what is the main idea of paragraph three and four? Read your answer!”

“What can we learn from the story? What can we take from that story? What moral value?”

The last step is test, from the name of the step we know that this step is consist of activity that allow teacher to know how the students understand the text by giving some exercises.

Excert 4.17

The Finding of Test Step PQRST

“.....so question number 14 to 20 is for homework. Write the answer, no need to re-write the question.”

“Because the time is over, so question number 14 to 20 is for homework. Write the answer, no need to re-write the question. Submit it to WA group.”

Based on the classroom observation, teacher did not fully implement the steps of its strategy because in the preview step he did not give any preview of general material that will be taught in that day. But, for the other step was well-done and successfully implemented in the classroom, even there are some challenges when teacher asked student to read the text but they feel shy and did not want to read the text.

4.2 Discussion

Many research that use the topic of the implementation of PQRST and PQ4R. The researcher use one of the research as the theoretical framework, they found that PQ4R can promote students interaction because they help learners to really understand the text (Anggreani, 2020) so they could be more active in the class. Other research about the implementation of PQRST conducted by Komang (2003) found that this strategy can promote students' understanding of a material and it can effect of the outcome score.

In this current research, is focusing on how the teaching strategy can promote teacher and student interaction in online reading classroom. Above is the theory used by the researcher as the foundation to conduct this research. Also the researcher categorized the types of classroom interaction based on the research conducted by Chou et al (2010) and the researcher give the detail interaction based on the research conducted by Krishna (2000).

This finding of this research become the reference for this current research to proof whether PQ4R can promote student's interaction in online learning or not. As the researcher collect the data and elaborate it, she found that in fact the teacher direct the student to work individually and do the exercise by pointing one by one. It means that even though teacher is fully implement all steps within PQ4R and PQRST strategy in different classes, but teacher do not give students chance to work in group or pair it will be less interaction that occur from student-student. Therefore, when teacher implement those strategies it would be no effect

because teacher do not allow students to explore themselves. In spite, the other interactions were happened during the online learning.

Basically the steps within the strategy not only to make easier teacher in term of sequence the teaching activity but also the steps are help students to understand and memorize the material in order to achieve their learning goal in the exam or test. Because each step has their own function in order to help students understand what they read. In addition, PQ4R and PQRST will helpful for teacher as well the teacher as the center in the classroom, because the steps within this strategy can help teacher to manage the class in term of sequence of how teacher will teach reading comprehension.

Furthermore, PQ4R and PQRST strategies are suitable for teaching activity that use student-centered because the ones who feel the impact directly of the implementation of strategy is the student. As we know, that teacher only a fasilitator and the instructor that help students to provide the sources and deliver the knowledge and information. In the other hand, these teaching strategy is helpful for teacher to interact with students synchronously. In the synchronous interaction teacher and student do to ways communication, teacher deliver the information generally in the online classroom and give direction for student to read the text and answer a question, the students do all command from teacher and do a discussion session with teacher. as one of the step of teaching strategy used by teacher in the Question step. The student also can ask any question they find in the learning activity to teacher directly, and teacher can responn the question from students directly as the step of Recite and Reflect step.

CHAPTER V

CONCLUSION AND SUGGESTION

This section will present the conclusion and suggestion of this current research students' interaction on the implementation of PQRST and PQ4R strategy in online learning of reading comprehension, as follows:

5.1 Conclusion

Based on the result of the use of PQRST and PQ4R in online reading classroom, it could be conclude that the methods can promote classroom interaction during online learning at tenth grade of MA Bilingual Batu. Therefore, the implementation of PQ4R and PQRST is very effective to be implemented in reading classroom in the pandemic era. The implementation of these methods can promote the classroom interaction especially the interaction between teacher and student. It can be seen from the result of classroom observation, every steps within the methods is easy to be implemented by teacher in teaching and learning activity and it proved by the result of the implementation.

There are some interactions occur during the implementation of PQ4R and PQRST in two different classes, student-instructor, student-content, student-interface, but the most interaction were happened between student and teacher especially in synchronous interaction. In the other hand, the interaction between student and student and also learning-self were not happened during the learning activity, because most of the time teacher did not give any chance to student having the interaction with other. The students were very active in the interaction

with the teacher, student also can understand the content maximally. So it was clear that PQ4R and PQ4RT is effective to improve classroom interaction in online reading classroom.

5.2 Suggestion

Regarding to the result of this current research, teacher should change the teacher center to be student center to make the maximum result of the implementation of teaching strategy. Teacher should be more encourage students to be more active in the classroom, by giving the proper explanation about the each step within the strategy. Teacher should give the chance for students to explore their selves in the classroom so they can achieve their goal in learning activity.

The result of classroom observation showed that students is very afraid and shy to speak up in the classroom, even the teacher have gave the chance to read the text, it needs more time to ensure students tho read the text. Students should be more confident in exploring theirselve in the classroom. The findings might be used as consideration and reference for researcher that have a plan to do the same topic related to teaching reading strategy.

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APPENDICES

APPENDIX I. Permission Letter

4/28/2021

https://ftk.uin-malang.ac.id/persuratan/mahasiswa/penelitian/izin-penelitian-arsip-cetak.php?no_data=147



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : 147/Un.03.1/TL.00.1/04/2021 26 April 2021
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala Madrasah Aliyah Bilingual Batu
di
Kota Batu Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Surat Ijin Penelitian Instansi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Semester : Genap Tahun Akademik 2020/2021
Judul : STUDENTS' INTERACTION TOWARD THE IMPLEMENTATION OF PQ4R
Surat Ijin (PREVIEW, QUESTION, READ, REFLECT, RECITE, REVIEW) AND PQRST
Penelitian (PREVIEW, QUESTION, READ, SELF-RECITE, TEST) STRATEGY ON
Instansi : ONLINE LEARNING READING COMPREHENSION AT TENTH GRADE OF MA
BILINGUAL BATU IN ACADEMIC YEAR 2020/2021
Lama : 19 April 2021 sampai dengan 31 Mei 2021
Penelitian

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Tbu. Demikian, atas perkenan dan kerjasama Bapak/Tbu yang baik disampaikan terima kasih.

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Muhammad Walid

Tembusan:

1. Ketua Jurusan Tadris Bahasa Inggris;
2. Arsip.

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APPENDIX I. School Permission Letter



KEMENTERIAN AGAMA KOTA BATU
MADRASAH ALIYAH BILINGUAL BATU
Islamic Bilingual Senior High School of Batu
Terakreditasi "A"

NSM : 131235790002

NPSN : 20580036

Jalan Pronoyudo Dadaprejo Junrejo Kota Batu Telp (0341) 5052863

SURAT KETERANGAN

Mabil/13.N/KP.01/0103/2021

Yang bertandatangan dibawah ini:

Nama : Tri Sulistyowati, S.Pd
NIK : 197702282005012011
Jabatan : Kepala Madrasah
Instansi : Madrasah Aliyah Bilingual Batu

Dengan ini menerangkan bahwa:

Nama : Nabila Al-Haq
Jurusan : Tadris Bahasa Inggris
Instansi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Yang bersangkutan telah melaksanakan penelitian pada tanggal 12-26 April 2021, guna penyusunan skripsi dengan judul : Students' Interaction Toward the Implementation of PQ4R (Preview, Question, Read, Reflect, Recite, Review) and PQRST (Preview, Question, Read, Self-Recite, Test) Strategy on Online Learning Reading Comprehension at Tenth Grade of MA Bilingual Batu in Academi Year 2020/2021.

Surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya

Batu, 19 Mei 2021
Kepala Madrasah Aliyah Bilingual Batu,



Tri Sulistyowati
Tri Sulistyowati, S.Pd
NIP. 197702282005012011

APPENDIX II. Classroom Observation Sheet of PQ4R

Class: (X IPS 1)

No.	Item Being Observed	Activities
1.	Preview Preview the material in general	Teacher re-read the story that was discussed in the last week
2.	Question Build question that comes on mind	Teacher directed students to ask a question the teacher related to the story
3.	Read Encourage students to read the material	Teacher asked students to read the story one paragraph one student
4.	Reflect Answer student's question	Teacher answered student's question based on the story (the meaning of difficult word, pronounce difficult word), and answer all questions below the text one student one question.
5.	Recite Answer student's question and discussion section	Teacher answered students' question and discuss the exercise below the story
6.	Review Review the material in the end	Teacher reviewed the material and learning activity

Classroom Observation Sheet of PQRST (X IPS 2)

No.	Item Being Observed	Activities
1.	Preview Preview the material in general	Teacher did not give any preview of the general material for the student, he asked student to read the story directly.
2.	Question Build question that comes on mind	Teacher directed students to make any question after teacher read the text.
3.	Read Encourage students to read the material carefully	This step is run very well almost in the full time of one course because teacher ask students to read the story and the questions below the story.
4.	Self-recite Do a self-recite by choose and sort the informations	The teacher asked students to read the text and find the main idea of each paragraph.
5.	Test Answer the question in the end of reading activity given by teacher	Teacher asked the student to do the exercise to see how student really understand the text.

APPENDIX III. QUESTIONNAIRE

Student-to-students Interaction

No	Statement	SD	D	U	A	SA
1.	I feel I learn more in a course when I have the opportunity to engage with my peers.					
2.	I care about other students in my distance education courses.					
3.	Interaction with other students enhances my learning of the content.					
4.	I like chance to read ad comment on my classmates' discussion board posts.					
5.	I have better things to do with my time than spending it interacting with other students in the class.					
6.	I think student-to-student interaction should be a high priority for a distance education class.					
7.	I gain a lot from interacting with my classmates.					
8.	I think the value of cooperative learning (students in small groups learning from each other) is overblown in distance education classes.					
9.	It is important for me to feel as if I belong to my classroom community.					
10.	It is important for me to know about the other students in the class.					
11.	I enjoy participating in on-line forums, bulletin boards, Google hangouts, Skype and other such approaches that promote studentto-student interaction.					
12.	It is important for me to feel connected to others in my distance education courses.					
13.	I desire a substantial amount of student-to-student interaction in my distance education courses					
14.	I prefer to work alone on assignments.					
15.	The relationships I have established with other distance education students have continued after the class is over					

Teacher-students Interaction

No.	Statement	SD	D	U	A	SA
1.	Online learning helps you to understand the material I have learned more deeply.					
2.	With online learning I find new knowledge that I have not gotten from classroom learning					
3.	With online learning, I get the opportunity to study anywhere and anytime without being limited time					
4.	If I understand the difficulties, I can find a solution from an internet source (online)					
5.	The teacher role is so important in online teaching process					
6.	Online learning is held solely to get additional value from the teacher					
7.	Is online education as effective as face-toface teaching					
8.	Is online learning more conducive to cheating					
9.	I am motivated and able to work independently					
10.	I believe that high-quality learning can occur without face-to-face interaction.					

APPENDIX IV. OBSERVATION TRANSCRIPT

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Meeting 1 (X IPS 2), April 26th 2021

Teacher	<p>“<i>Assalamu’alaikum warahmatullahi wabarakatuh.</i> Good morning everyone. Sebelum memulai pembelajaran hari ini mari kita berdoa ya nak. Minggu ini kita akan melanjutkan kegiatan pembelajaran secara daring di google-meet karena minggu ini adalah minggu untuk pertemuan secara online. Don’t forget to submit assignment for last week in WA group.”</p>	<p>“<i>Assalamu’alaikum warahmatullahi wabarakatuh.</i> Good morning everyone. Let’s pray together before we start our lesson today. This week we continue to meet in google-meet because its ‘online week’. Don’t forget to submit assignment for last week in WA group.”</p>
Student (Tatia)	<p>“Sorry, Sir, Zahra gabung dengan saya.”</p>	<p>“Sorry, Sir, Zahra joins this meeting with me.”</p>
Teacher	<p>“Ok nak, no problem. Now we will continue our material yesterday. Bapak akan membaca teksnya kalian dengarkan dan tolong jika ada kata yang tidak dimengerti atau tidak paham artinya bisa digaris bawah dan bisa ditanyakan artinya.”</p>	<p>“Ok guys, no problem. Now we will continue our material yesterday. I will read the text and please listen carefully and if you find any difficult words you can give the underline and ask me the meaning after I finish the text.”</p>
Teacher	<p>Long ago, there lived a king named Raja Wawang and his seven sisters in Bengkulu. The youngest daughter , Putri Serindang Bulan, was the most beautiful</p>	

	<p>among others. Many princes intended to marry her, but she always rejected them.</p> <p>“Why don’t you accept the princes’ proposal?” asked Karang Nio, her sister.</p> <p>“I am the youngest daughter in our family and all my sisters haven’t got married yet,” replied Putri Serindang Bulan.</p> <p>“Don’t worry about it, my dear sister. We will get marry soon after you’ve found your husband. We’ll be happy if you get married,” Said Karang Nio.</p> <p>Then, Putri Serindang Bulan received a young and handsome prince’s proposal. The king was happy and prepared a big wedding party. However, right before the wedding, Putri Serindang Bulan suddenly had scabies all over her body and her face turned ugly. The prince was disappointed and canceled the marriage. Amazingly, when the prince left the palace, Putri Serindang Bulan’s scabies were disappeared and she got her beauty back.</p> <p>Then, another prine came to propose Putri Serindang Bulan, but the similar thing happened to her. Her six</p>	
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	<p>sisters were so upset that they asked Karang Nio to take Putri Serindang Bulan away from his palace. Karang Nio reluctantly did it as her sister insisted.</p> <p>One day Karang Nio asked Putri Serindang Bulan to have a walk. On their arrival at the bank of a river, Karang Nio apologized to Putri Serindang Bulan that she should leave her away from the palace. She then asked Putri Serindang Bulan to get on a raft and leave. Putri Serindang Bulan agreed and asked Karang Nio to return to the palace.</p> <p>After rafting for hours, Putri Serindang Bulan arrived at Muara Setahun, she moored her raft and climbed up the hill. Then, she built a small hut to stay.</p> <p>One year later, a king from Indrapura, Raja Alam, passed the hill where Putri Serindang Bulan lived. From his ship he saw a light on the top the hill. Being wondered, Raja Alam anchored his ship and approached the light. Finally, he arrived at Putri Serindang Bulan's house and knocked on the door.</p>	
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	<p>What a surprise! He saw a beautiful princess standing before the door. Then, they introduced to each other. Putri Serindang Bulan told him her story and he listened to the story attentively. Taking pity, Raja Alam asked her to follow him to his palace.</p> <p>Later, Raja Alam fell in love with Putri Serindang Bulan. He intended to marry her. Putri Serindang Bulan told him what usually happened when she received a man's proposal. They decided to see what would happen in the next three years.</p> <p>Three days passed and nothing happened. Putri Serindang Bulan didn't suffer from any scabies. Soon Raja Alam prepared a big wedding party. Before the wedding, he and Putri Serindang Bulan went to Bengkulu and met Raja Wawang to tell him about their marriage.</p> <p>Putri Serindang Bulan's sisters were very surprised knowing that their sister was still alive. They apologized to her and Putri Serindang Bulan forgave them. They lived happily ever after.</p>	
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Teacher	“Sekarang kita bahas soalnya ya. Dilihat nomor enam sampai Sembilan!”	“Now, we go through the exercises. Look at number six to nine!”
Teacher	Why did many princes cancel their marriage with Putri Serindang Bulan? Apa jawabannya nak?	“Why did many princes cancel their marriage with Putri Serindang Bulan? What is the answer, kids?”
Teacher	Sekarang kita bahas soalnya ya. Dilihat nomor enam sampai Sembilan!	“Now, we go through the exercises. Look at number six to nine!”
Teacher	Why did many princes cancel their marriage with Putri Serindang Bulan? Apa jawabannya nak?	“Why did many princes cancel their marriage with Putri Serindang Bulan? What is the answer, kids?”
Student	E, Sir. Putri Serindang Bulan always had scabies on her body before her weddings	
Teacher	Ok good	
Teacher	What was Putri Serindang Bulan like? Sifat Putri Serindang Bulan dalam cerita tadi bagaimana?”	“What was Putri Serindang Bulan like? How was the character of Putri Serindang Bulan in the story before?”
Student	Kind	
Teacher	Yes benar, jawabannya A. Next!”	“Yes right, the answer is A. Next!”
Teacher	“What can we learn from the story? Apa yang bisa kita ambil dari cerita tersebut nak? Pelajaran apa yang bisa diambil?”	“What can we learn from the story? What can we take from that story? What moral value?”
Student	“B. We should never judge a book from its cover.”	
Teacher	“Karang Nio reluctantly did it as her sister <u>insisted</u> ” (paragraph 6). What is the	“Karang Nio reluctantly did it as her sister <u>insisted</u>” (paragraph 6).

	<p>similar meaning of the underlined word?</p> <p>Kata yang memiliki kesamaan makna dengan insisted apa nak? Kita artikan satu satu ya. Jawabanya adalah A. Urged”</p>	<p>What is the similar meaning of the underlined word? The word that has similar meaning with insisted is? Ok we will give the meaning of each words. The answer is A. Urged”</p>
Teacher	<p>“Urged mendesak, Defended membela, Helped membantu, Motivated memotivasi, threatened mengancam, ditulis ya. Ok next, sekarang kita number ten sampai number tiga belas, nomor sepuluh sampai nomor tiga belas itu ada teks yang harus dibaca lagi, nah sekali lagi kita baca lagi teksnya ya nak ya, sekali lagi kita harus belajar membaca Bahasa Inggris, jangan malas. Ok are you ready? Siapa yang membaca paragraf one?”</p>	<p>“Motivated ‘memotivasi’, threatened ‘mengancam’, please write down. Ok next, now we will continue to number ten to thirteen, we should read the text for number ten to thirteen because they based on the text that, we should read the text once more, kids. Once again we must learn how to read an English text. Don’t be lazy. Ok are you ready? Who will read the first paragraph?”</p>
Student (Yohana)	<p>“Saya, Sir”</p>	<p>“Yes, Sir”</p>
Teacher	<p>“Yes please, Mbak Hana. Read the first paragraph”</p>	<p>“Yes please, Miss Hana. Read the first paragraph”</p>
Student (Yohana)	<p>“Long time ago there lived a princess named Shinta Dewi in Dieng. She was very beautiful, but nobody dared propose her as his wife.”</p>	

Teacher	“Ok nak lanjut paragraph dua.”	“Ok kid, continue to the second paragraph”
Student (Yohana)	“One day wealthy prince named Kidang Garungan sent his guard to deliver his marriage proposal for princess Shinta Dewi. The princess had heard that Prince Kidang Garungan was very rich so she received his proposal.”	
Teacher	“Ok good. Paragraph three siapa yang membaca, please?”	“Ok good. Who will read the third paragraph, please? Choose your friend”
Student (Yohana)	“Apriliana, Sir”	
Teacher	“Ok Apriliana, please read”	
Student (Apriliana)	“A few days later, Kidang Garungan and his royal guard left for princess Shinta Dewi palace. They carried expensive jewels and miraculous gifts, special for the princess. The prince took a seat on his best horse cart. In her palace, Princess Shinta Dewi had prepared everything well. She asked her ladies-in-waiting to prepare delicious food and drinks. The palace was also beautifully	

	decorate.”	
Teacher	<p>“ Ok good. Thankyou Mbak Aprilia. Next paragraf . who want to read the next paragraf? Please the boy. Ada Mas Alif, ada Mas Septian, ada Mas Patrio. Mas Patrio? Sepertinya ditinggal sama Patrio ini. Ok paragraph four silahkan yang membaca siapa? Hello anybody class?”</p>	<p>“Ok good. Thankyou Aprilia. Next paragraph, please. Who want to read the next paragraph? Please the boy. There are Alif, Septian, and Patrio. Hello Patrio? It seems that Patrio left the phone away. Ok who’s next to read the fourth paragraph? Hello anybody class”</p>
Student (Septian)	<p>“When the prince arrived at the palace. Itu bacanya palace bagaimana, Sir?”</p>	<p>“The prince arrived at the palace. How to pronounce word ‘palace’, Sir?”</p>
Student (Septian)	<p>“When the prince arrived at the palace, Princess Shinta Dewi welcomed him happily. She asked people to sing and dance. However, she was very shocked when she looked at the prince. His hade was like male deer.”</p>	
Teacher	<p>“Ok good next, siapa lagi yang baca nak paragraf ini, paragraf lima, enam, tujuh, delapan, sembilan, sepuluh, sebelas, jadi satu ini. Ayo, please! Ayo latihan tidak boleh malu, salah tidak apa-apa lebih baik belajar, nak. Nanti Mr. Asa benarkan. Please Patrio sudah bisa tersambung?”</p>	<p>“Ok good next, who will read the next paragraph, fifth paragraph, sixth, seventh, eighth, nineth, tenth, eleventh, are one. Come on, please! Don’t be shy keep trying, it doesn’t matter if it incorrect you will learn. Please, Patrio have you connect?”</p>

Patrio	“Ya, Sir”	
Teacher	“Itu dibaca nak, paragraf lima sampai paragraf sebelas.”	“Please read fifth to eleventh paragraph”
Patrio	“Maaf, Sir. Tadi saya ketinggalan masuk Google meetnya jadi tidak tahu.”	“Sorry, Sir, I am late join the Google-meet, so I don’t know the lesson”
Teacher	“Pakai LKS, dibuka halaman delapan puluh tiga.”	“Our lesson now using modul, please open page eighty three”
Patrio	“Sebentar, Sir.”	“Hold on, Sir”
Teacher	“Ya, atau yang lain dulu mungkin? Mas Patrio masih membuka buku LKSnya, yang lain anak-anak ada yang mau membaca?”	“Yes, maybe anyone will go first? Patrio searches the page, anyone will read first?”
Teacher	“Dibaca itu paragraph lima, Princess Shinta Dewi. Ketemu tidak? Teks yang kedua nomor sepuluh, nak. Sebelum, nomor sepuluh ada teks itu, coba dibaca! Princess Shinta Dewi.”	“Please read the fifth paragraph, Princess Shinta Dewi, have you found the text? The second text, number ten, kids. Before number ten there is a text, please read! Princess Shinta Dewi”
Patrio	<p>“ Princess Shinta Dewi was disappointed and wanted to cancel the wedding but she must keep her promise. Then, she had an idea to fail the wedding.</p> <p>“Excuse me, my prince. I demand you of making a big and deep well,” said Princess Shinta Dewi.</p> <p>“Why is it so, my dear princess?” asked</p>	

	<p>Prince Kidang Garungan.</p> <p>“You know, my land is very dry and we need much water,” replied Princess Shinta Dewi.</p> <p>“Ok, I’ll make one for you,” said Prince Kidang Garungan.</p> <p>“One more important thing , nobody’s allowed to help you. You must do it yourself,” asked Princess Shinta Dewi.</p> <p>“All right. It’s not a hard job any way,” replied Prince Kidang Garungan.</p>	
Teacher	<p>“Ok good thankyou. Next, paragraf selanjutnya dua belas, kurang tiga paragraf. Ayo siapa lagi yang mau membaca, anak-anak? Please, yang lain. Hallo? Mbak Hanin? Fia? Ridho? Zahra? Kholida? Ayo nak sebentar lagi waktunya akan selesai!”</p>	<p>“Ok good thankyou. Next! Next paragraph is twelfth, we have still three paragraphs remain. Come on, who want read the next paragraph? The other please! Hallo? Hanin? Fia? Ridho? Zahra? Kholida? Come on kids, the time will be finished soon!”</p>
Zahra	<p>“Saya, Sir”</p>	<p>“Me, Sir”</p>
Teacher	<p>“Ok, Please”</p>	
Zahra	<p>“ Then, Prince Kidang Garungan empowered his power strength to make the well. He dug the hole using his powerful hand and it’s almost finished. Princess Shinta Dewi felt worry about it,</p>	

	so she asked her guards to fill in the well with soil, more and more.”	
Teacher	“Ok next paragraf siapa lagi? Alif Ridho mana? Please read Alif Ridho! Next yang paragraf terakhir nanti Kholida, sekarang Alif Ridho dulu. Ayo Alif bareng saya masih di sini?”	“Ok who’s read the next paragraph? Where is Alif Ridho? Then, the last paragraph will be Kholida, but now is Alif Ridho. Come on Alif are you following?”
Teacher	“Ok Yohana, please. Mbak Kholida siap-siap ya. Ok baca nak!”	“Ok Yohana, please. Kholida be ready! Ok please read!”
Student (Yohana)	“Sampai mana, Sir?”	“Where to begin, Sir?”
Teacher	“Sampai sebelum terakhir.”	“Before the last paragraph”
Teacher (Yohana)	“Prince Kidang Garungan was angry. He realized that Princess Shinta Dewi had tricked on him. Every time he was angry, the earth is shook hard. He tried hard to get out of the well, but it was in vain. People continuously added soil into the well. Being desperated, Prince Kidang Garungan cursed Princess Shinta Dewi.”	
Teacher	“Ok Kholida. Mbak Yohana latihan membaca ya, Kholida please.”	“Ok Kholida, please. Yohana please read English text a lot”
Student (Kholida)	“Princess Shinta Dewi, you don’t keep your promise. You also ask people to hamper my job. Due to your mischief, I	

	<p>curse you. Your children will have dreadlocks hair,” said Princess Kidang Garungan. Since then, the land is called Kawah Sikidang.”</p>	
Teacher	<p>“Ok anak-anak tolong didengarkan cara membacanya, ini harus sudah bisa membaca sudah kelas sepuluh SMA minimal membacanya harus sudah bagus. Ok coba didengarkan, dilihat bukunya digaris bawah yang tidak tahu cara membacanya nanti kalau ketemu di sekolah Mr. Asa tanya. Biasanya kalau langsung ketemu di sekolah, bacanya masih jelek nanti Mr. Asa suruh berdiri ya, karena SMA minimal bacanya sudah bagus, tidak boleh membacanya kaya anak SMP anak SD, apa namanya di sini ada ‘more’ masa dibaca mo-re, tidak boleh seperti itu sudah SMA, mumpung masih kelas sepuluh dan belum bertemu Mr. Asa secara langsung, mumpung masih kelas sepuluh mumpung masih belum bertemu Mr. Asa langsung, nanti kalo sudah bertemu langsung harus sudah bagus cara bacanya. Belajar dengan temannya tidak apa-apa. Ok silahkan dilihat bukunya digaris bawah</p>	<p>“Ok guys, please listen carefully how to read the text, all of you are in the tenth grade so you guys should have a good skill to read an English text. Ok please listen carefully, look at to your book and give underline if you find any difficult word to pronounce, I will ask you if we meet in the school. Usually in the offline meeting at school I ask students to stand up when they have a bad skill in reading English text. In the senior high school you should have good reading skill, don’t read like a junior high school student, you can’t say the word ‘more’ become ‘more’. This is the best time to fix your skill before you going up to the next grade. We should fix this before we meet directly in th school. You guys can learn from your friend. Ok please look at you book and give</p>

	ya, pasti kalian bisa, Mr. Asa yakin kalian bisa, pasti kurang latihan saja, ok.”	underline. I know you can do it guys. Mr. Asa believe you can do it, you just need more practice”
Teacher	<p>Long time ago there lived a princess named Shinta Dewi in Dieng. She was very beautiful, but nobody dared propose her as his wife. One day wealthy prince named Kidang Garungan sent his guard to deliver his marriage proposal for princess Shinta Dewi. The princess had heard that Prince Kidang Garungan was very rich so she received his proposal.</p> <p>A few days later, Kidang Garungan and his royal guard left for princess Shinta Dewi palace. They carried expensive jewels and miraculous gifts, special for the princess. The prince took a seat on his best horse cart. In her palace, Princess Shinta Dewi had prepared everything well. She asked her ladies- in-waiting to prepare delicious food and drinks. The palace was also beautifully decorate. When the prince arrived at the palace, Princess Shinta Dewi welcomed him happily. She asked people to sing and dance. However, she was very shocked when she looked at the</p>	

	<p>prince. His hade was like a male deer.</p> <p>Princess Shinta Dewi was disappointed and wanted to cancel the wedding but she must keep her promise. Then, she had an idea to fail the wedding.</p> <p>“Excuse me, my prince. I demand you of making a big and deep well,” said Princess Shinta Dewi.</p> <p>“Why is it so, my dear princess?” asked Prince Kidang Garungan.</p> <p>“You know, my land is very dry and we need much water,” replied Princess Shinta Dewi.</p> <p>“Ok, I’ll make one for you,” said Prince Kidang Garungan.</p> <p>“One more important thing , nobody’s allowed to help you. You must do it yourself,” asked Princess Shinta Dewi.</p> <p>“All right. It’s not a hard job any way,” replied Prince Kidang Garungan.</p> <p>Then, Prince Kidang Garungan empowered his power strength to make the well. He dug the hole using his powerful hand and it’s almost finished. Princess Shinta Dewi felt worry about it, so she asked her guards to fill in the well</p>	
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	<p>with soil, more and more.</p> <p>Prince Kidang Garungan was angry. He realized that Princess Shinta Dewi had tricked on him. Every time he was angry, the earth is shook hard. He tried hard to get out of the well, but it was in vain. People continuously added soil into the well. Being desperated, Prince Kidang Garungan cursed Princess Shinta Dewi.</p> <p>“Princess Shinta Dewi, you don’t keep your promise. You also ask people to hamper my job. Due to your mischief, I curse you. Your children will have dreadlocks hair,” said Princess Kidang Garungan. Since then, the land is called Kawah Sikidang. (end)”</p>	
<p>Teacher</p>	<p>“Nah, ini juga tentang seseorang yang lama tidak menikah terus ada seorang pangeran yang berusaha untuk melamar dia, tetapi karena pangeran berwajah jelek akhirnya si perempuan tadi atau Shinta Dewi berusaha untuk menggagalkan pernikahannya dengan berbagai macam cara. Nah itu, coba number ten! Contoh soal number ten”</p>	<p>“This story is about a woman that not marriage in a long time, then a prince come to her to propose her, but the prince has ugly face then princess Shinta Dewi try to cancel the wedding by all means. Look at number ten, the exercise number ten”</p>

Teacher	“ 10. Why did Shinta Dewi want to cancel the wedding? Nah ini jawabannya ada diparagraf ke empat, coba siapa yang bisa jawab? Anyone of you want to answer why Shinta Dewi want to cancel the wedding, please siapa tadi? Ok Tatia please read number ten!”	“10. Why did Shinta Dewi want to cancel the wedding? The answer for this question is in the forth paragraph, please anyone can solve it? Anyone of you want to answer why Shinta Dewi want to cancel the wedding, please anyone? Ok Tatia please read number ten!”
Student	“10. Why did Shinta Dewi want to cancel the wedding? B. Kidang Garungan’s head was like a deer.”	
Teacher	“Ok good, Kidang Garungan’s head was like a deer. Ok very good, jawaban number ten B. number eleven, sebelas. What should Kidang Garungan do to marry Shinta Dewi? Nah, untuk menikahi Shinta Dewi apa yang dilakukan oleh Pangeran Kidang Garungan?”	“Ok good, Kidang Garungan’s head was like a deer. Ok very good, the answer number ten is B. Number eleven please. What should Kidang Garungan do to marry Shinta Dewi?”
Students	“Make a well.”	
Teacher	“Ok make a well. Namanya septian ya? Ok Septian dibaca lagi nak soalnya nomor sebelas dan jawabannya, coba!”	“Ok make a well. Are you Septian? Ok Septian please read once again the question number eleven and the answer!”
Student (Septian)	“ 11. What should Kidang Garungan do to marry Shinta Dewi?”	
Teacher	“Jawabannya?”	“What is the answer?”

Student (Septian)	“ Make a well.”	
Teacher	“Good, make a well. Well itu artinya sumur. Tulis ya artinya well itu sumur, makanya bikin sumur dulu baru bisa menikahi. Next, number twelve, nomor dua belas. What happened to Shinta Dewi due to Kidang Garungan’s curse? Curse itu kutukan artinya, Nak. Ditulis ya! Apa yang terjadi pada Shinta Dewi terkait dengan kutukannya Pangeran Kidang Garungan?”	“Good, make a well. Well is sumur in Bahasa Indonesia. Write down the meaning please. Garungan should make a well to marry Shinta Dewi. Next, number twelve. What happened to Shinta Dewi due to Kidang Garungan’s curse? Curse is kutukan in Bahasa Indonesia. Please write down! What happen to Shinta Dewi related to the curse?”
Students	“Saya, Sir”	“Me, Sir”
Teacher	“Ok nomor dua belas Yohana, please!”	“Number twelve Yohana, please!”
Student (Yohana)	“12. What happened to Shinta Dewi due to Kidang Garungan’s curse? E. Her children had dreadlocks hair.”	
Teacher	“Ok betul jawabannya E. Her children had dreadlocks hair. Number thirteen, nomor tiga belas sekarang, From the story we can learn that we should? Nah, ini moral value yang ditanyakan lagi dan teks naratif itu selalu ada nilai pesan moral. Nah, ini pesan moral yang ditanyakan, kalau tadi sudah ada pesan moralnya sekarang ada lagi, kira-kira apa nak yang A coba kita bahas.”	“Good, the answer is E. Her children had dreadlocks hair. Now we go to number thirteen. From the story we can learn that we should? This question is about moral value, as before we found the same question, now it’s the same to this question. You will always find moral value in narratve text.”

Teacher	<p>"A. Do an activity sincerely. Melakukan segala sesuatu dengan senang hati. Terus yang B. itu appreciate other people, harus menghargai orang lain. Terus yang C. work hard to reach success, bekerja keras untuk mencapai kesuksesan. Yang D. use our strength and power to do an activity, menggunakan kekuatan untuk melakukan kegiatan. Yang E. think well before doing an activity or making a decision, berpikir dulu sebelum melakukan atau mengambil keputusan. Kira-kira yang mana anak-anak?</p> <p>Tadi kira-kira Princess Shinta Dewi kan belum melihat wajahnya pangeran, nah terus tiba-tiba karena mendengar pangeran itu kaya tiba-tiba di-ok saja ya sudah tidak apa-apa. Kira-kira dia termasuk orang yang berpikir dulu atau tidak, Shinta Dewi ini? Cek?"</p>	<p>"A. Do an activity sincerely. Melakukan segala sesuatu dengan senang hati. Terus yang B. itu appreciate other people, harus menghargai orang lain. Terus yang C. work hard to reach success, bekerja keras untuk mencapai kesuksesan. Yang D. use our strength and power to do an activity, menggunakan kekuatan untuk melakukan kegiatan. Yang E. think well before doing an activity or making a decision, berpikir dulu sebelum melakukan atau mengambil keputusan. Kira-kira yang mana anak-anak?</p> <p>Before Shinta Dewi sees Garungan's face, she accept his proposal, but after see Garungan's face she cancel the wedding. What is Shinta Dewi's characteristic based on the story? Hallo guys? Is she among of those who think twice before doing something?"</p>
Students	"Tidak"	"No"
Teacher	"Berarti mana jawabannya?"	"So what is the answer?"
Students	"E"	

<p>Teacher</p>	<p>“Ok jawabannya E, thankyou Tatia and Zahra. Numbr thirteen jawabannya E. Ok sekarang ada tujuh soal lagi. Coba lihat, soalnya selanjutnya nomor empat belas. Tidak perlu dibaca langsung kalian baca sendiri-sendiri teksnya. Nomor empat belas ini waktunya sisa lima menit lagi kita selesai. Gini aja deh, because we have only fifteen more minutes, sorry five more minutes, kita hanya punya lima menit, sekarang yang ada di Google-meet ini yang gabung sama temannya juga ini, silahkan dikerjakan nak ya nomor empat belas sampai dengan nomor dua puluh ya. Ditulis nomornya dan jawabannya saja ABC-nya, begitu nak ya. Dikirimkan ke Mr. Asa nanti, and don’t forget the students who join this Google-meet siswa yang mengikuti ini silahkan mengisi absen nanti di grup WA, isinya kalau kalian ikut Google-meet langsung nama saja sesuai nomor absen yang tidak ikut nanti boleh mengisi absen juga tetapi harus menambahkan TJ seperti biasa. Ok thankyou, any question anak-anak? Do you have question guys?”</p>	<p>“Ok good, the answer is E, thankyou Tatia and Zahra. Number thirteen is E. Ok now, there are seven questions remain. Look at the next question number fourteen. No need to read the question, you can read the text yourself. We only have five minute left before finish the lesson. because we have only fifteen more minutes, sorry five more minutes, for everyone who join this online meeting please do the exercise number fourteen to twenty. Write down the answer and send to Mr. Asa. Don’t forget the students who join this Google-meet to fill the attendance in WA group. You can fill the attendance by write your name based on your number and word ‘join’ if you join the meeting, if not you can write “Not Join” Ok thankyou, any question guys? Do you have question guys?”</p>
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Students	“No, Sir!”	
Teacher	<p>“Ok good, thankyou. The last kita, mohon maaf tadi ya Mbak Hanin, tadi kalau Mr. Asa suruh membaca jangan guyon dulu nak harus serius, sebenarnya tidak apa-apa guyon tetapi ini kan waktunya hanya singkat kasihan nanti menggunakan kuotanya terbuang kalau tidak serius. Nanti aja guyonnya nak ya saat bertemu langsung. Mohon maaf kalau ada kata-kata yang salah dari Mr. Asa, tetap jaga kesehatan, semoga puasanya berjalan lancar sampai nanti. Akhirul kalam wallahul muwafiq ila aqwamit tariq, wassalamu’alaikum warahmatullahi wabarakatuh.”</p>	<p>“Ok good, thankyou. The last, I say sorry to Hanin. If I choose you to read the text please be serious because the time is so fast, if you don’t be serious your internet quota will wasted. You can make a joke when we meet directly in school. I’m sorry for bad words, stay healthy, may our fasting is goes well until finish. Akhirul kalam wallahul muwafiq ila aqwamit tariq, wassalamu’alaikum warahmatullahi wabarakatuh.)</p>

TRANSCRIPT 2

Meeting 2 (X IPS 1) April 28, 2021

Teacher	<p>“Assalamu’alaikum warahmatullahi wabarakatuh.</p> <p>Good morning everyone. How are you guys?</p> <p>Sebelum memulai pembelajaran hari ini mari kita berdoa ya nak. Minggu ini kita akan melanjutkan kegiatan pembelajaran secara daring di google-meet karena minggu ini adalah minggu untuk pertemuan secara online.”</p>	<p>“Assalamu’alaikum warahmatullahi wabarakatuh. Good morning everyone.</p> <p>How are you guys? Let’s pray together before we start our lesson today. This week we continue to meet in google-meet because its ‘online week’.”</p>
Teacher	<p>“Apakah sudah lengkap dan hadir semua ini? Ok sambil menunggu teman yang lain join ya, kita tunggu. Mr. Asa ingatkan kembali untuk kelas ini jangan lupa mengumpulkan tugas yang saya berikan pada minggu kemarin.”</p>	<p>“Are you all here guys? Ok while waiting all of you join this meeting, I remind you to submit the assignment last week to WA group”</p>
Students	<p>“Yes, Sir”</p>	
Teacher	<p>“Apakah kalian sudah membaca pesan yang saya kirim ke WA group?”</p>	<p>“Do you have read my message in WA group?”</p>
Students	<p>“Sudah, Sir”</p>	<p>“We did, Sir”</p>
Teacher	<p>“Ok anak-anak coba dibuka LKS kalian halaman 83 yang assessment itu. Ok kita mulai dari reading section. Siapa yang mau sukarela membaca untuk teman-teman kelasnya? Sebutkan nama ya nak jangan langsung membaca. Ayo siapa? Jangan malu ya, ini latihan saja kalau ada yang kurang tepat nanti Mr. Asa bantu. Ayo siapa membaca paragraf satu?”</p>	<p>“Ok guys, please open your modul on page 83 which is the assessment. We start from the reading section. Who wants to volunteer yourself to help your friend read the story? Please mention your name before read the story. Who wants to read please? Please paragraph one. Don’t be shy kids, this is just practice if you find any difficulties I will</p>

		help you. Please the first paragraph?"
Student (Akvandi)	"Saya, Sir. Akvandi."	"Me, Akvandi"
Teacher	"Nomer absen berapa nak?"	"What is your student number?"
Student (Akvandi)	"Nomor 4, Sir"	"Number 4, Sir"
Teacher	"Ok nak, silahkan dibaca. Jangan tergesa-gesa."	"Ok kid, please read it, don't rash"
Student (Akvandi)	"Long ago, there lived a king named Raja Wawang and his seven daughters in Bengkulu. The youngest daughter, Putri Serindang Bulan, was the most beautiful among others. Many princes intended to marry her, but she always rejected them."	
Teacher	"Good nak. Selanjutnya siapa mau membaca? Kalau tidak ada yang mau membaca terpaksa saya tunjuk. Saya tunjuk atau sukarela membaca untuk temannya? Ok saya tunjuk saja biar menghemat waktu. Saya tunjuk Citra Ilmi. Do you here Mbak Ilmi?"	"Good. Who want to read the next paragraph? If you don't read I will point you. Pointing or volunteering yourself to read for your friends? Ok I will point you to save the time. I point Citra Ilmi to go next. Do you here Ilmi?"
Student (Ilmi)	"Yes, Sir"	
Teacher	"tolong dibaca paragraf dua sampai empat, kemudian kamu tunjuk temanmu untuk melanjutkan membaca paragraf lima."	"Please read second paragraph to forth paragraph, then you point your friend to read fifth paragraph."
Student (Ilmi)	"Why don't you accept the princes' proposal?" asked Karang Nio, her sister. "I am the youngest daughter in our family and all my sisters haven't got married yet," replied Putri	

	<p>Serindang Bulan.</p> <p>“Don’t worry about it, my dear sister. We will get marry soon after you’ve found your husband. We’ll be happy if you get married,” Said Karang Nio.</p>	
Teacher	<p>“Terima kasih Mbak Ilmi, sekarang pilih temanmu untuk membaca paragraf lima.”</p>	<p>“Thank you Ilmi, now point your friend to read the next paragraph.”</p>
Student (Ilmi)	<p>“Izza, Sir.”</p>	
Teacher	<p>“Izza, are you following us?”</p>	
Student (Izza)	<p>“Ya, Sir. Then, Putri Serindang Bulang received a young and handsome prince’s proposal. The king was happy and prepared a big wedding party. However, right before the wedding, Putri Serindang Bulan suddenly had scabies all over her body and her face turned ugly. The prince was disappointed and canceled the marriage. Amazingly, when the prince left the palace, Putri Serindang Bulang’s scabies were disappeared and she got her beauty back.</p> <p>Saya pilih Sindi, Sir.”</p>	<p>“Ya, Sir. Then, Putri Serindang Bulang received a young and handsome prince’s proposal. The king was happy and prepared a big wedding party. However, right before the wedding, Putri Serindang Bulan suddenly had scabies all over her body and her face turned ugly. The prince was disappointed and canceled the marriage. Amazingly, when the prince left the palace, Putri Serindang Bulang’s scabies were disappeared and she got her beauty back. I point Sindi, Sir”</p>
Teacher	<p>“Great Mbak Izza. Silahkan Mbak Sindi dibaca paragraf enam. Nanti ditunjuk yang cowok ya jangan cewek terus.”</p>	<p>“Great Izza. Please for Sindi read the sixth paragraph. Then point your friend but the boy.”</p>
Student (Sindi)	<p>“Then, another prince came to propose Putri Serindang Bulan, but the similar thing happened to</p>	<p>“Then, another prince came to propose Putri Serindang Bulan, but the similar</p>

	<p>her. Her six sisters were so upset that they asked Karang Nio to take Putri Serindang Bulan away from his palace. Karang Nio reluctantly did it as her sister insisted.</p> <p>Saya pilih Yoga, Sir.”</p>	<p>thing happened to her. Her six sisters were so upset that they asked Karang Nio to take Putri Serindang Bulan away from his palace. Karang Nio reluctantly did it as her sister insisted. I point Yoga.”</p>
Teacher	“Mas Yoga, hadir tidak?”	“Yoga, do you here?”
Student (Yoga)	“Hadir, Sir”	“Yes, I am Sir”
Teacher	“Ayo dicoba baca ya. Silahkan.”	“Please read it”
Student (Yoga)	<p>One day Karang Nio asked Putri Serindang Bulan to have a walk. On their arrival at the bank of a river, Karang Nio apologized to Putri Serindang Bulan that she should leave her away from the palace. She then asked Putri Serindang Bulan to get on a raft and leave. Putri Serindang Bulan agreed and asked Karang Nio to return to the palace.”</p>	
Teacher	<p>“Good Mas Yoga. Sekarang saya yang tunjuk. Coba Mas Erik dibaca paragraf delapan sampai sembilan.”</p>	<p>“Good Yoga. Now I will point you. Please Erik read paragraph eight to nine.”</p>
Student (Erik)	“Sampai mana, Sir?”	“Where I begin, Sir?”
Teacher	“Paragraf delapan “After rafting....” Sudah ketemu belum?”	“The eighth paragraph “After rafting....” have you found it?”
Student (Erik)	<p>“After rafting for hours, Putri Serindang Bulan arrived at Muara Setahun, she moored her raft and climbed up the hill. Then, she built a small hut to</p>	

	<p>stay.</p> <p>On year later, a king from Indrapura, Raja Alam, passed the hill where Putri Serindang Bulan lived. From his ship he saw a light on the top the hill. Being wondered, Raja Alam anchored his ship and approached the light. Finally, he arrived at Putri Serindang Bulan's house and knocked on the door. What a surprise! He saw a beautiful princess standing before the door. Then, they introduced to each other. Putri Serindang Bulan told him her story and he listened to the story attentively. Taking pity, Raja Alam asked her to follow him to his palace.”</p>	
Teacher	“Bagus, sekarang tunjuk teman perempuan ya.”	“Good, please point your girls friends”
Student (Erik)	“Saya tunjuk Sylvia”	“I choose Sylvia”
Teacher	“Sylvia hadir tidak? Sepertinya tidak join. Ayo siapa yang sudah siap silahkan membaca. Baca paragraf sepuluh sampai selesai.”	“Sylvia, do you here? I think she doesn't join this meeting. Please who want to read. Read tenth paragraph to the last”
Student (Nurul)	“Saya, Sir. Nurul nomer absen 25.”	“Me, Nurul, Sir. Number 25”
Teacher	“Ok Mbak Nurul silahkan dibaca, yang kerasa suaranya ya.”	“Ok Nurul please read, read aloud please”
Student (Nurul)	“Later, Raja Alam fell in love with Putri Serindang Bulan. He intended to marry her. Putri Serindang Bulan told him what usually happened when she received a man's proposal. They decided to see	

	<p>what would happen in the next three years.</p> <p>Three days passed and nothing happened. Putri Serindang Bulan didn't suffer from any scabies. Soon Raja Alam prepared a big wedding party. Before the wedding, he and Putri Serindang Bulan went to Bengkulu and met Raja Wawang to tell him about their marriage.</p> <p>Putri Serindang Bulan's sisters were very surprised knowing that their sister was still alive. They apologized to her and Putri Serindang Bulan forgave them. They lived happily ever after." (end)</p>	
Teacher	<p>"Good job guys. Sekarang akan Mr. Asa ulang silahkan didengarkan dan jika ada kata yang tidak mengerti artinya silahkan digaris bawah dan tanyakan ke saya ya."</p>	<p>"Good job guys. Now I will re-read the story please listen carefully, if you find any difficult words give an underline and ask me"</p>
Teacher	<p>"Long ago, there lived a king named Raja Wawang and his seven daughters in Bengkulu. The youngest daughter , Putri Serindang Bulan, was the most beautiful among others. Many princes intended to marry her, but she always rejected them.</p> <p>"Why don't you accept the princes' proposal?" asked Karang Nio, her sister.</p> <p>"I am the youngest daughter in our family and all my sisters haven't got married yet," replied Putri Serindang Bulan.</p>	

	<p>“Don’t worry about it, my dear sister. We will get marry soon after you’ve found your husband. We’ll be happy if you get married,” Said Karang Nio.</p> <p>Then, Putri Serindang Bulang received a young and handsome prince’s proposal. The king was happy and prepared a big wedding party. However, right before the wedding, Putri Serindang Bulan suddenly had scabies all over her body and her face turned ugly. The prince was disappointed and canceled the marriage. Amazingly, when the prince left the palace, Putri Serindang Bulang’s scabies were disappeared and she got her beauty back.</p> <p>Then, another prince came to propose Putri Serindang Bulan, but the similar thing happened to her. Her six sisters were so upset that they asked Karang Nio to take Putri Serindang Bulan away from his palace. Karang Nio reluctantly did it as her sister insisted.</p> <p>One day Karang Nio asked Putri Serindang Bulan to have a walk. On their arrival at the bank of a river, Karang Nio apologized to Putri Serindang Bulan that she should leave her away from the palace. She then asked Putri Serindang Bulan to get on a raft and leave. Putri Serindang Bulan agreed and asked Karang Nio to return to the palace.</p>	
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	<p>After rafting for hours, Putri Serindang Bulan arrived at Muara Setahun, she moored her raft and climbed up the hill. Then, she built a small hut to stay.</p> <p>On year later, a king from Indrapura, Raja Alam, passed the hill where Putri Serindang Bulan lived. From his ship he saw a light on the top the hill. Being wondered, Raja Alam anchored his ship and approached the light. Finally, he arrived at Putri Serindang Bulan's house and knocked on the door. What a surprise! He saw a beautiful princess standing before the door. Then, they introduced to each other. Putri Serindang Bulan told him her story and he listened to the story attentively. Taking pity, Raja Alam asked her to follow him to his palace.</p> <p>Later, Raja Alam fell in love with Putri Serindang Bulan. He intended to marry her. Putri Serindang Bulan told him what usually happened when she received a man's proposal. They decided to see what would happen in the next three years.</p> <p>Three days passed and nothing happened. Putri Serindang Bulan didn't suffer from any scabies. Soon Raja Alam prepared a big wedding party. Before the wedding, he and Putri Serindang Bulan went to Bengkulu and met Raja Wawang to tell him about their marriage.</p>	
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	Putri Serindang Bulan's sisters were very surprised knowing that their sister was still alive. They apologized to her and Putri Serindang Bulan forgave them. They lived happily ever after. (end)."	
Teacher	"Apakah kalian menemukan kata yang tidak dimengerti artinya?"	"Do you find any difficult words guys?"
Students	"Ada, Sir. Proposal artinya apa, Sir?"	"I do. What is the meaning of 'Proposal', Sir?"
Teacher	"Proposal artinya lamaran. Ada lagi yang lain?"	"Proposal is lamaran. Any others?"
Students	"Reluctantly itu apa, Sir?"	"What is the translation of reluctantly, Sir?"
Teacher	"Reluctantly itu artinya dengan bermalas-malasan. Jika masih ada yang ingin ditanyakan disimpan dulu ya, nanti bisa dicari sendiri di kamus setelah pembelajaran selesai atau bisa chat saya langsung. Sekarang kita lanjut untuk mengerjakan latihan soalnya. Agak cepat ya nak, karena waktunya singkat. Mr. Asa baca soalnya kalian menjawab ya."	"In Bahasa we say reluctantly as bermalas-malasan. If there is any question please keep it , you can ask me later or look for the translate in the dictionary. Now, we continue to do the exercise. Be fast, kids, because we have limit time, Mr. Asa will read and you answer the question."
Teacher	"6. Why did many princes cancel their marriage with Putri Serindang Bulan? Apa jawabannya nak?"	"6. Why did many princes cancel their marriage with Putri Serindang Bulan? What is the answer, kids?"
Student	"E, Sir. Putri Serindang Bulan always had scabies on her body before her weddings."	

Teacher	“7. What was Putri Serindang Bulan like? Sifat Putri Serindang Bulan dalam cerita tadi bagaimana?”	“7. What was Putri Serindang Bulan like? How was the character of Putri Serindang Bulan in the story before?”
Student	“Kind”	
Teacher	“Ok good guys. Next question number eight 8. What can we learn from the story? Apa yang bisa kita ambil dari cerita tersebut nak? Pelajaran apa yang bisa diambil?”	“8. What can we learn from the story? What can we take from that story? What moral value?”
Students	“C. We should never underestimate other people.”	
Teacher	“Ok bisa jadi, ada jawaban lain nak? C kurang tepat karena di dalam cerita tadi jika Putri Serindang Bulan berubah menjadi jelek banyak laki-laki yang membatalkan lamaran padahal sebenarnya Putri Serindang Bulan berhati baik dan wajahnya akan berubah setelah orang yang tidak tulus melamar dia pergi. Jadi jawaban yang tepat apa?”	“Ok, your answer is incorrect, any other the right answer? In that story Putri Serindang Bulan’s face will turn to ugly and men that propose her will cancel it even though Putri Serindang Bulan is kindhearted her face will automatically turn to ugly to show that the man who propose her is not a kind man. Then her face will turn back to beautiful when the man cancel the proposal. So the answer is?”
Students	“ B. We should never judge a book from its cover.”	
Teacher	“Ya good, jawaban yang tepat adalah B. We should never judge a book from its cover. Next question please.”	“Yes good, the right answer is B. We should never judge a book from its cover. Next question please.”
Teacher	“Karang Nio reluctantly did it as her sister <u>insisted</u> ” (paragraph 6). What is the similar meaning of the underlined word? Kata yang memiliki kesamaan	“Karang Nio reluctantly did it as her sister <u>insisted</u>” (paragraph 6). What is the similar meaning of the underlined

	makna dengan insisted apa nak? Kita artikan satu satu ya.”	word? Word that has similar meaning with insisted guys, ok we will find the meaning one by one.”
Teacher	“Mr. Asa sebutkan artinya kalian tulis di buku kalian masing-masing ya. Urged mendesak, Defended membela, Helped membantu, Motivated memotivasi, threatened mengancam. Jadi jawabannya adalah A. Urged”	“Mr. Asa will mention the words and you write the meaning of each words. Urged mendesak, Defended membela, Helped membantu, Motivated memotivasi, threatened mengancam. So the answer is A. Urged.”
Teacher	“Kalau sudah ditulis, sekarang kita lanjut membaca teks berikutnya. Ayo paragraf satu dan dua siapa mau membaca? Selain yang tadi sudah ya, ayo yang tadi belum silahkan membaca, atau saya tunjuk lagi?”	“If you done with it, now we continue to the next text. please who want to read the first and second paragraph? Please the other students, should I pointing you guys ?”
Student (Indi)	“Saya, Sir. Indi nomer absen 14”	“Me, Indi number 14, Sir”
Teacher	“Ok Indi silahkan dibaca paragraf satu dan dua.”	“Please Indi read the first and second”
Student (Indi)	“Long time ago there lived a princess named Shinta Dewi in Dieng. She was very beautiful, but nobody dared propose her as his wife. One day wealthy prince named Kidang Garungan sent his guard to deliver his marriage proposal for princess Shinta Dewi. The princess had heard that Prince Kidang Garungan was very rich so she received his proposal.”	
Teacher	“Ok good, tolong tunjuk temannya mbak.”	“Ok good, please choose your friend.”
Student	“Faiziah, Sir.”	

(Indi)		
Teacher	“Faiziah join tidak?”	“ Faiziah are you here? ”
Student (Faiziah)	“Hadir, Sir”	“ Yes I am, Sir ”
Teacher	“Nomor absen berapa, mbak?”	“ What is your number? ”
Student (Faiziah)	“Absen 12, Pak. Saya baca paragraf berapa, Sir?”	“ Number 12, Sir. What paragraph, Sir? ”
Teacher	“Paragraf tiga dan empat, mbak.”	“ Third and forth paragraph please. ”
Student (Faiziah)	<p>“A few days later, Kidang Garungan and his royal guard left for princess Shinta Dewi palace. They carried expensive jewels and miraculous gifts, special for the princess. The prince took a seat on his best horse cart. In her palace, Princess Shinta Dewi had prepared everything well. She asked her ladies- in-waiting to prepare delicious food and drinks. The palace was also beautifully decorate. When the prince arrived at the palace, Princess Shinta Dewi welcomed him happily. She asked people to sing and dance. However, she was very shocked when she looked at the prince. His hade was like a male deer.”</p>	
Teacher	“Good Faiziah, sekarang tunjuk temanmu untuk membaca paragraph selanjutnya. Silahkan dibaca paragraf lima sampai sebelas, karena itu cuma sedikit ya.”	“ Good Faiziah, now choose your friend to read the next paragraph. Please read fifth to eleventh, because it just a few words per paragraph. ”
Student (Faiziah)	“Saya tunjuk Ikmal, Sir.”	“ I choose Ikmal, Sir ”

Teacher	“Ikmal hadir ya? Ayo silahkan Ikmal”	“Are you joining this meeting Ikmal? Please.”
Student (Ikmal)	<p>“Princess Shinta Dewi was disappointed and wanted to cancel the wedding but she must keep her promise. Then, she had an idea to fail the wedding.</p> <p>“Excuse me, my prince. I demand you of making a big and deep well,” said Princess Shinta Dewi.</p> <p>“Why is it so, my dear princess?” asked Prince Kidang Garungan.</p> <p>“You know, my land is very dry and we need much water,” replied Princess Shinta Dewi.</p> <p>“Ok, I’ll make one for you,” said Prince Kidang Garungan.</p> <p>“One more important thing , nobody’s allowed to help you. You must do it yourself,” asked Princess Shinta Dewi.</p> <p>“All right. It’s not a hard job any way,” replied Prince Kidang Garungan.</p>	
Teacher	“Great Ikmal. Tolong tunjuk temanmu ya untuk membaca paragraf dua belas.”	“Great Ikmal. Please point your friend to read the twelfth paragraph.”
Student (Ikmal)	“Lelis, Sir”	
Teacher	“Silahkan Lelis, paragraf dua belas, ayo lelis. Jangan malu kita sama-sama belajar ya.”	“Please Lelis, read it. Come on. Don’t be shy we learn together.”
Student (Lelis)	“Yang mana, Sir?”	“Which paragraph, Sir?”
Teacher	“Then, Prince Kidang Garungan itu yang setelah	“After ‘Then, Prince Kidang

	percakapan.”	Garungan....”
Student (Lelis)	<p>“O ya ya Sir sudah ketemu.</p> <p>Then, Prince Kidang Garungan empowered his power strength to make the well. He dug the hole using his powerful hand and it’s almost finished. Princess Shinta Dewi felt worry about it, so she asked her guards to fill in the well with soil, more and more.”</p>	<p>“Ok Sir I found it.</p> <p>Then, Prince Kidang Garungan empowered his power strength to make the well. He dug the hole using his powerful hand and it’s almost finished. Princess Shinta Dewi felt worry about it, so she asked her guards to fill in the well with soil, more and more.”</p>
Teacher	“Ok Leli good, kamu tunjuk temanmu.”	“Ok good Lelis, choose your friend please.”
Student (Lelis)	“Saya tunjuk Isa.”	“I Point Isa”
Teacher	“Isa nomor absen berapa?”	“Isa, what is your number?”
Student (Isa)	“Saya nomor absen 16, Sir.”	“Number 16, Sir”
Teacher	“Ok silahkan membaca lanjutkan dari paragraf tiga belas sampai selesai ya.”	“Ok please read the next paragraph form thirteenth to the last.”
Student (Isa)	<p>“Prince Kidang Garungan was angry. He realized that Princess Shinta Dewi had tricked on him. Every time he was angry, the earth is shook hard. He tried hard to get out of the well, but it was in vain. People continuously added soil into the well. Being desperated, Prince Kidang Garungan cursed Princess Shinta Dewi.</p> <p>“Princess Shinta Dewi, you don’t keep your promise. You also ask people to hamper my</p>	

	job. Due to your mischief, I curse you. Your children will have dreadlocks hair,” said Princess Kidang Garungan. Since then, the land is called Kawah Sikidang. (end)”	
Teacher	“Ok good job guys, kita bahas latihan soalnya ya. Saya yang baca kalian yang jawab seperti tadi ya. O ya perlu saya baca lagi ceritanya?”	“Ok good job guys, we will discuss the exercise after the story. I read the question and you mention the answer. Should I re-read the story?”
Student	“Tidak, Sir”	“You don’t need to, Sir.”
Teacher	“Nomer 10. Why did Shinta Dewi want to cancel the wedding? Mengapa Putri Shinta Dewi membatalkan pernikahan nak?”	“Number 10. Why did Shinta Dewi want to cancel the wedding?”
Students	“Karena melihat wajah Prince Kidang Garungan seperti Kijang.”	“Because Kidang Garungan’s head like deer.”
Teacher	“Berarti dari ke-empat pilihan itu yang mana nak? Sebutkan nama sebelum menjawab jangan bareng-bareng.”	“So, from the answer choices what is the best? Please mention your name before answer the question.”
Student (Lelis)	“Lelis, Sir, jawabannya B. Kidang Garungan’s head was like a deer.”	“Lelis, Sir. The answer is B. Kidang Garungan’s head was like a deer.”
Teacher	“Yes nak benar. Nomor 11. What should Kidang Garungan do to marry Shinta Dewi? Ayo yang cowok mana suaranya ini?”	“Yes right. Number 11. What should Kidang Garungan do to marry Shinta Dewi? Where is the boy?”
Student (Isa)	“Saya mau menjawab, Sir.”	“I want answer the question, Sir.”
Teacher	“Ya nak apa jawabannya nomor sebelas. Apa yang harus dilakukan oleh Kidang Garungan untuk menikahi Shinta Dewi?”	“Yes kid, what is the answer of number 11? What should Kidang Garungan do to marry Shinta Dewi?”

Student (Isa)	“B. Make a well”	
Teacher	<p>“Yes right, make a well. Well itu sumur nak. Jadi Kidang Garungan harus membuat sumur untuk menikahi Shinta Dewi. Selanjutnya nomor 12.</p> <p>What happened to Shinta Dewi due to Kidang Garungan’s curse? Apa yang terjadi kepada Shinta Dewi akibat kutukan dari Kidang Garungan? Siapa bisa menjawab? Jawaban ada di paragraf terakhir, seharusnya masih ingat. Ayo.”</p>	<p>“Yes right, make a well. Well is sumur. Kidang Garungan should make a well as requirements to marry Shinta Dewi.</p> <p>Next, number 12. What happened to Shinta Dewi due to Kidang Garungan’s curse? Who will answer this question?</p> <p>The answer is in the last paragraph, you should remind it guys.”</p>
Student	“Her children had dreadlocks hair.”	
Teacher	“Ya betul nak. Siapa itu tadi yang menjawab Ikmal ya?”	“Yes right. Who is that answer this question?”
Student (Ikmal)	“Ya ,Sir.”	
Teacher	“Ayo ikmal baca soal selanjutnya nomor 13.”	“Please Ikmal read the next question.”
Student (Ikmal)	“13. From the story we can learn that we should?”	
Teacher	“Begini nak, jika kalian menemukan model soal yang seperti ini itu artinya yang ditanyakan adalah moral value atau pesan moral yang terkandung dalam narrative text tersebut ya. Jadi apa jawabannya? Coba Izza jawabannya apa?”	“If you find a question like this it means asking about moral value of the story, its always to ask the moral value in narrative text. So the answer is? Please Izza?”
Student (Izza)	“E sir. Think well before doing an activity or making a decision.”	
Teacher	“Good. Jawabannya E ya. Kita lanjut ke teks untuk nomor 14 sampai 16. Saya yang baca paragraf 1	“Good, the answer is E. We go to the next text to answer number 14 to 16. I

	kalian dengarkan. Setelah itu giliran kalian, langsung baca ya tidak perlu ditunjuk, biar menghemat waktu karena waktunya tersisa 12 menit.”	wil read the first paragraph. Then your turn, read directly without any pointing friends, to save the time because we just have 12 minute left.”
Teacher	Once there lived a wise king whose wife had passed away when she delivered her latest daughter. The king had ten beautiful daughters and named them kinds of colors. The first daughter was named Putri Jambon and the latest one was named Putri Kuning.	
Teacher	“Ayo Erik dibaca paragraf dua sampai tiga.”	“Please Erik read the second and third paragraph.”
Student (Erik)	<p>“The king’s daughter were spoiled and selfish, except Putri Kuning who was kindhearted and friendly. Different from her sisters, she often helped ladies-in-waiting to d their tasks. Due to her kindness, her sister often mocked her.</p> <p>One day the king was going to travel to a faraway place. Before leaving the palace, he gathered all his daughters.”</p>	
Teacher	“Ayo langsung baca selanjutnya, paragraf tiga sampai tujuh karena itu cuma percakapan jadi sedikit. Ok yuk langsung baca.”	“Read the next paragraph directly, paragraph three to seven because it have few words per paragraph.”
Student (Nurul)	<p>“Nurul, Sir.</p> <p>“My all dearest daughters, I am going to travel for several days. I hope you take care of each other. Anyway, do you have any requests while I am traveling?” asked the king.</p>	

	<p>“Please buy me expensive jewels,” said Putri Jambon.</p> <p>“I’d like to have glittering silk,” said Putri Biru.</p> <p>“OK, dear. I’ ll bring everything you want,” promised the king.</p> <p>All the princess mentioned the gifts they wanted, but Princess Kuning,</p> <p>“Why don’t you ask something, my princess?” asked the king.</p>	
Teacher	<p>“Mbak Nia tadi sudah baca belum ya? Nia hadir? Ayo Mbak baca, paragraf delapan sampai dua belas.”</p>	<p>“Have you had read yet Nia? Nia are you here? Please read the eighth to twelfth paragraph.”</p>
Student (Nia)	<p>“Well, if you ask me my wish, I’ll tell you that I only wish you safe and lucky. You’re the best gift for me,” said Putri Kuning.</p> <p>Having heard Putri Kuning’s words, all her sisters laughed and mocked her.</p> <p>“My daughter. I’m really touched by your words. Trust me, I’ll be back safely and I’ll bring a gift for you,” said the king.</p> <p>After traveling for several days, the king returned to his palace. He brought the gitfs as his daughter requested.</p> <p>“Princess Kuning. I give this green necklace for you. I am sorry it’s not yellow, your favorite color,” said the king.</p>	

	“Don’t worry, my father. This necklace is very beautiful. Thank you,” said Putri Kuning.”	
Teacher	“Tolong Nia tunjuk temannya membaca sisa cerita.”	“Please for Nia choose your friend to the remaining paragraph.”
Student (Nia)	“Saya pilih Yoga, Sir.”	“I choose Yoga, Sir”
Teacher	“Ayo Mas Yoga dibaca paragraf tiga belas sampai selesai.”	“Please Yoga, read thirteenth to last paragraph.”
Student (Yoga)	<p>“Princess Hijau knew that Princess Kuning received a beautiful green necklace. She was jealous and tried to seize it. She took the necklace from Princess Kuning’s neck by force, Putri Kuning fell and her head hit a stone. She then died.</p> <p>The king was very sad and he buried her in a beautiful garden. One day, the king saw a plant growing on her daughter’s tomb. The leaves were green and round like a green necklace. The flowers were yellowish white and very fragrant.”</p> <p>“This plant reminds me of Princess Kuning, so I name it <i>Kemuning</i>,” said the king.”</p>	
Teacher	“Karena waktunya sudah habis jadi soal nomor 14 sampai 20 kalian kerjakan di rumah ya. Kalian tulis jawabannya saja tidak perlu menulis ulang soalnya, hanya ABC saja. Pahami ya? Kalian kumpulkan ke WA group kelas. Jangan lupa untuk absen sesuai nomor absen ya, seperti biasa jika tidak join kelas hari ini silahkan beri tanda “TJ” atau tidak join. Jika	“Because the time is over, so question number 14 to 20 is for homework. Write the answer, no need to re-write the question. Submit it to WA group. Don’t forget to fill the attendance, if you not join this meeting give “TJ” code or ‘Not join’. If you have any question just ask

	<p>ada yang ingin ditanyakan bisa chat saya langsung.</p> <p>Tetap jaga kesehatan dan semoga puasa kita lancar hingga akhir. Kalian latihan membaca ya di rumah, kalian bisa download aplikasi google translate di hp kalian jika kalian kesulitan mengucapkan kata dalam bahasa inggris. Cukup ya, terima kasih.</p> <p>Thanks for your attention. <i>Akhirul kalam wallahul muwafiq ila aqwamit tariq, wassalamu'alaikum warahmatullahi wabarakatuh."</i></p>	<p>me freely. Keep healthy and may our fasting is go well to last day. Please do practice reading English text in your home, if you find any difficult word to pronounce you can download Google Translate in your smart phone to help you. That's all, thank you for your attention. Akhirul kalam wallahul muwafiq ila aqwamit tariq, wassalamu'alaikum warahmatullahi wabarakatuh."</p>
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APPENDIX V. Transcript Interview

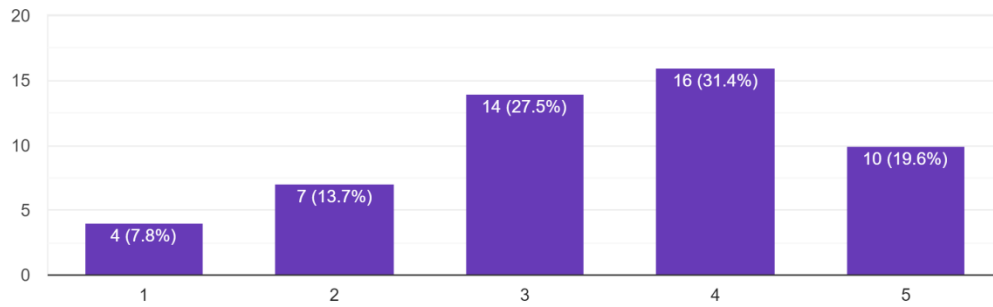
Researcher	Jelaskan seperti apa kegiatan pembelajaran daring di sekolah anda? (Please tell me about a typical school day with your online program? How many hours do you spend online on one course?)
Informant	Untuk pertanyaan nomor satu kegiatan pembelajaran daring di MA Bilingual Batu sebenarnya hampir sama dengan pembelajaran tatap muka, bedanya siswa tidak hadir di sekolah untuk ini juga ada pengurangan jam pembelajaran yang biasanya untuk satu jam pelajaran itu empat puluh lima menit untuk selama daring ini satu pelajaran kami hanya tiga puluh menit jadi ada pemotongan sepuluh menit berdasarkan keputusan yang diberikan oleh kepala madrasah. (For the first question, online learning at MA Bilingual Batu are almost the same as face-to-face learning, the difference is that students are not attend at school, also the reducing in learning time allotment which is usually for one hour of one course it is forty-five minutes become thirty minutes so there is ten minute reduction based on the decision given by the head master.)
Researcher	Menurut anda, seperti apa penyampaian materi dalam pembelajaran daring yang ideal? (Please describe what you think the ideal online course delivery process would be like, considering the current delivery process in your school?)
Informant	Selama pembelajaran daring materi khususnya materi Bahasa Inggris kami melakukan berbagai macam cara dan berbagai macam platform yang kami gunakan untuk memudahkan siswa karena intinya pembelajaran daring ini bagaimana siswa merasa lebih mudah dan merasa tidak dibaratkan dengan adanya pembelajaran daring salah satu yang membuat mereka mudah adalah penggunaan platform pembelajaran yang selama ini kita pakai adalah saya Google Classroom dan Youtube untuk video channel Youtube dan selebihnya kita menggunakan Whatsapp dan Google Meet untuk tatap muka. (During online learning, especially English lesson, we (teachers) use various methods and platforms that we use to make it easier for students because the points of online learning is how students feel less burdened. One of the things that makes it easy for them is using platform. The lessons that we have used so far are Google Classroom and Youtube Channel for videos and the rest we use Whatsapp and Google Meet for face-to-face.)
Researcher	Bagaimana interaksi yang terjadi saat pembelajaran daring antara siswa dengan siswa dan guru dengan siswa? (Tell me about the interaction that occur between student-student and teacher-student?)
Informant	Untuk memastikan siswa berinteraksi dengan guru selama pembelajaran pada saat kami menggunakan Google Meet maka seorang guru khususnya saya di sini selalu mengecek kehadiran siswa mereka harus menggunakan atau on kamera 'on cam' dan biasanya siswa selalu ditanyakan satu per satu khususnya seandainya ada skill yang berhubungan dengan reading maka guru akan meminta siswa untuk membaca perparagraf ini untuk meyakinkan bahwa mereka mengikuti pembelajaran dan tidak hanya on screen Google Meetnya tetapi faktanya tidak ada di lapangan ini interaksi yang dilakukan selama daring. (To ensure students interact with teachers during learning when we use Google Meet, a teacher especially me (teacher) always checks the students attendance, they (students) must turn the camera on and usually students are always ask one by one, especially if the skill being taught is reading skill, the teacher will ask students to read the paragraph to make sure that they are following the lesson and not only turned the camera on but in fact they are exist.)
Researcher	Jelaskan tantangan yang anda temui selama mengajar secara daring? (Let us talk about the challenges you encounter in your online courses?)
Informant	Untuk tantangan selama mengajar daring banyak sekali, pertama adalah waktu yang dikurangi ini tidak terlalu efektif karena mengingat pada saat kita menggunakan Google

	<p>Meet siswa tidak bersamaan ikutnya atau login yang tidak bersamaan ini karena mungkin ada kendala sinyal di beberapa tempat yang di rumah masing-masing siswa itu yang pertama, yang kedua adalah kendala kuota untuk kami yang di bawah Kementerian Agama jarang sekali mendapatkan kuota sehingga ini menjadi masalah yang lumayan besar terkadang mereka hanya mempunyai kuota chat untuk pembelajaran.</p> <p>(There are many challenges occur during the online learning, first the reduced of time is not very effective because the considering that the use of Google Meet students do not participate or log in at the same time, because there might be signal problems in several places such their home. The second is the quota constraint for those of us under the Ministry of Religion rarely to get quota so this is a big problem sometimes they only have a chat quota for learning.)</p>
Researcher	<p>Upaya apa yang dilakukan sekolah untuk menanggulangi tantangan tersebut?</p> <p>(What efforts are made by the administrators and faculty to resolve the challenges?)</p>
Informant	<p>Upaya sekolah untuk menanggulangi masalah tersebut adalah jika siswa memang dekat dengan sekolah maka mereka bisa menggunakan wifi di sekolah dengan catatan tetap menjaga protokol kesehatan dan itupun diawasi dan tidak semua siswa yang diperbolehkan ke sekolah, jadi intinya siswa hanya ke sekolah untuk siswa-siswa yang dekat dengan sekolah saja rumahnya dan benar-benar mereka tidak punya kuota dan benar-benar mereka bermasalah dalam hal keuangan untuk membeli kuota.</p> <p>(The school's effort to overcome this problem is if students are indeed close to the school then they can use wifi at the school with a note while maintaining the health protocols and even being monitored and not all students are allowed to go to school, so basically students only go to school for who are close with school and really they don't have any quota and they have problem in terms of finances.)</p>
Researcher	<p>Menurut anda apakah strategi mengajar yang anda gunakan efektif digunakan dalam pembelajaran daring?</p> <p>(Do you think that the teaching strategy you use is effective in online courses?)</p>
Informant	<p>Strategi yang saya pakai tidak sepenuhnya menggunakan PQRST dan PQ4R namun saya menambahkan strategi Problem Based Learning jadi di sini siswa tidak setiap hari atau tidak setiap pertemuan menggunakan Google Meet jadi mungkin meeting pertama kita menggunakan Google Meet selanjutnya adalah penugasan untuk mengantisipasi mereka yang tidak punya kuota, (The strategy I use does not fully use PQRST and PQ4R but I add a Problem Based Learning strategy so the students don't use Google Meet every day or every meeting so maybe our first meeting using Google Meet the next meeting is an assignment to anticipate those who don't have a quota.)</p>
researcher	<p>Menurut anda apakah strategi mengajar yang anda gunakan dapat meningkatkan interaksi siswa di kelas? Ya/Tidak, berikan penjelasan!</p> <p>(Do you think the teaching strategies you use can improve students' interaction in the classroom? YES/No, please explain!)</p>
Informant	<p>Selama ini penggunaan beberapa strategi yang saya gunakan membantu siswa juga membantu guru, membantu siswa dalam hal efisiensi kuota dan membantu guru juga tidak setiap hari menggunakan Google Meet jadi guru merasa</p> <p>(So far, the use of several strategies that I use to helps students also help teachers, help students in terms of quota efficiency and help teachers also don't use Google Meet every day so teachers feel helped because they use strategies.)</p>

APPENDIX VI. The Result of Questionnaire

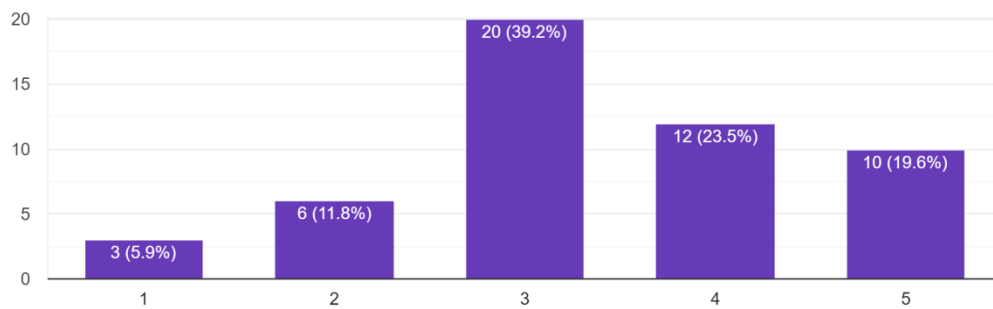
Saya merasa saya belajar lebih banyak saat kegiatan pembelajaran ketika saya memiliki kesempatan untuk terlibat dengan teman-teman saya.

51 responses



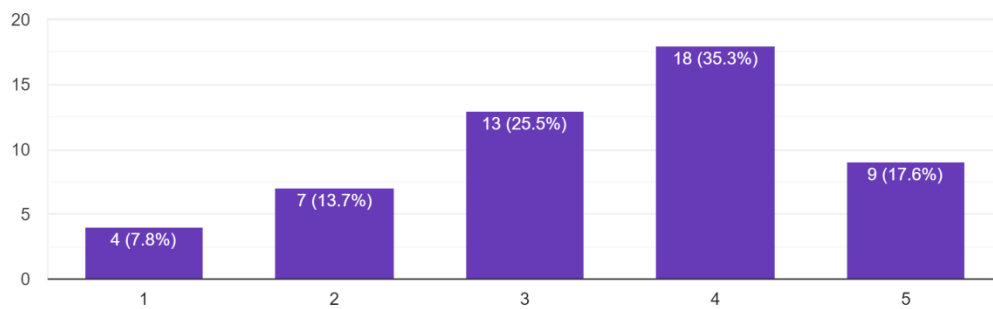
Saya peduli dengan siswa lain saat kegiatan pembelajaran dalam kegiatan pembelajaran jarak jauh.

51 responses



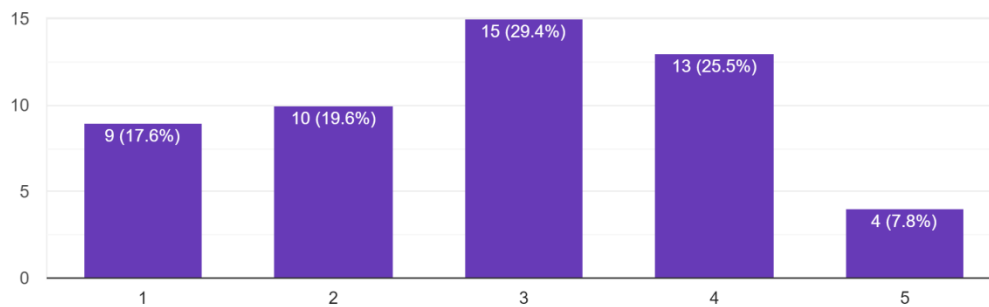
Interaksi dengan siswa lain meningkatkan pembelajaran saya dalam memahami materi pada kegiatan pembelajaran jarak jauh.

51 responses



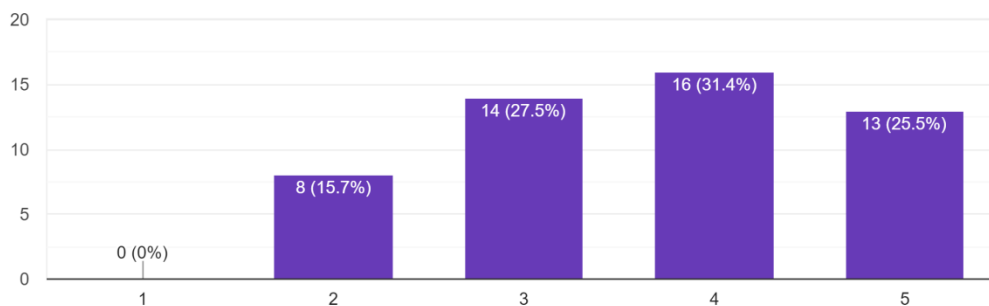
Saya memiliki banyak kegiatan untuk dilakukan daripada saya menghabiskan waktu untuk berinteraksi dengan siswa lain di kelas.

51 responses



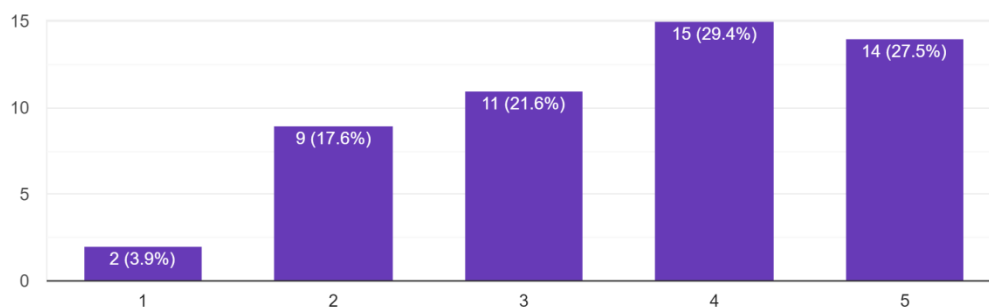
Saya pikir interaksi siswa dengan siswa harus menjadi prioritas tinggi dalam kegiatan pembelajaran jarak jauh.

51 responses



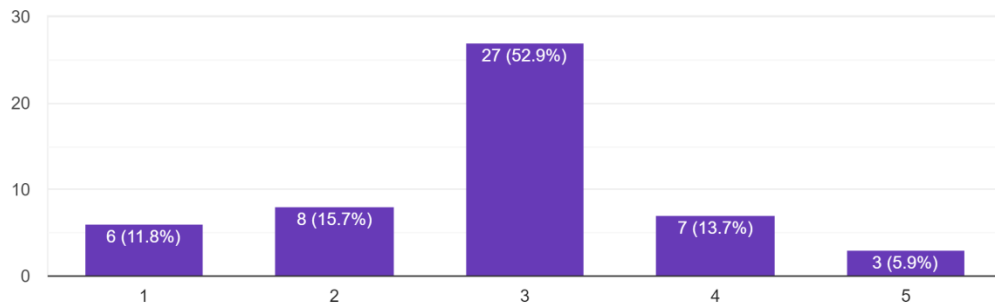
Saya mendapatkan banyak hal dari berinteraksi dengan teman sekelas saya.

51 responses



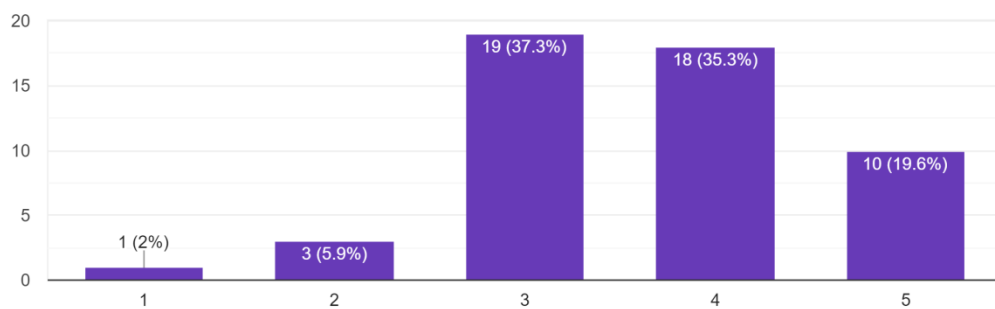
Saya pikir siswa dalam kelompok kecil belajar dari satu sama lain berlebihan di kelas pembelajaran jarak jauh.

51 responses



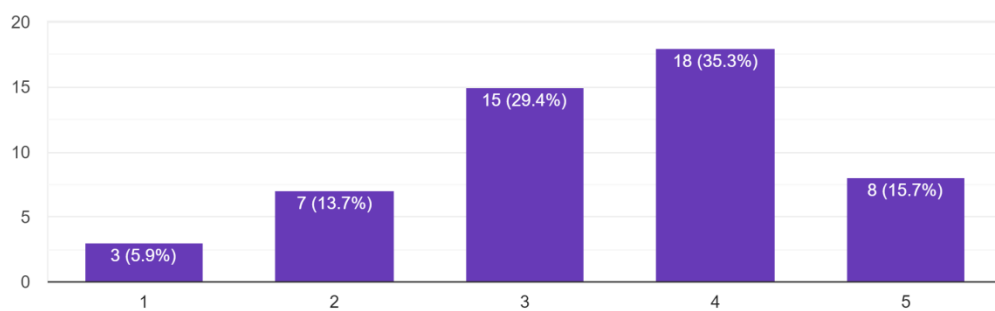
Penting bagi saya untuk merasa seolah-olah saya termasuk dalam komunitas kelas saya.

51 responses



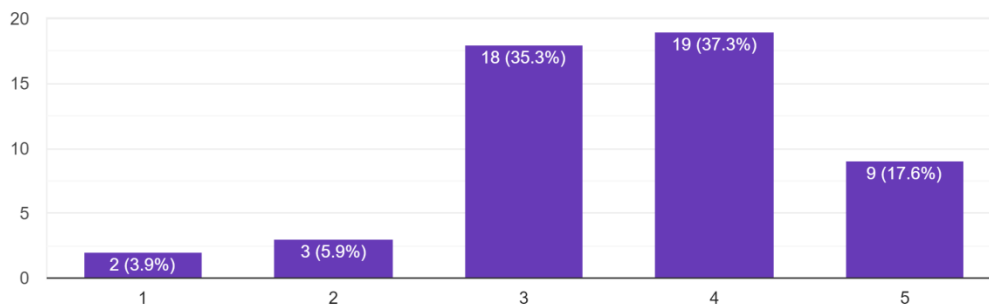
Penting bagi saya untuk mengetahui tentang siswa lain di kelas.

51 responses



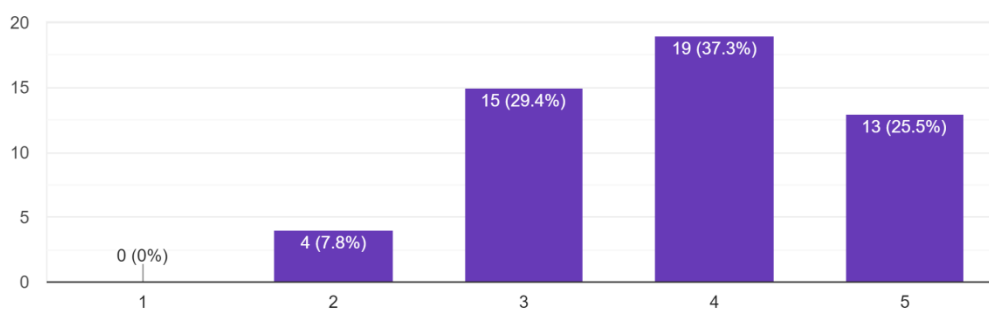
Saya senang berpartisipasi dalam kelas online seperti Google-meet dan aplikasi lain yang mendukung interaksi siswa-ke-siswa.

51 responses



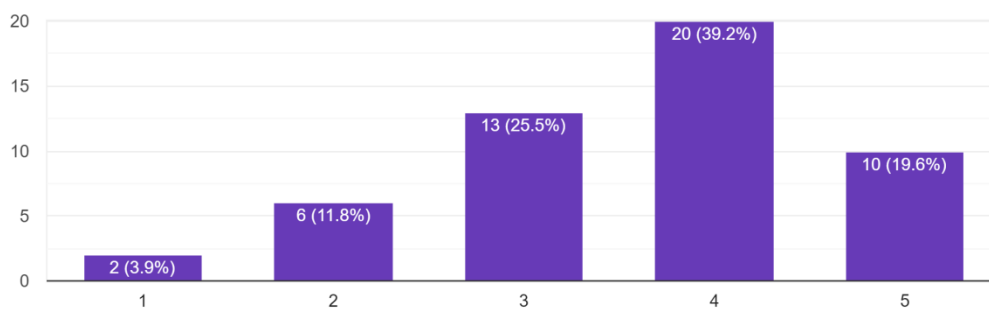
Penting bagi saya untuk merasa terhubung dengan orang lain dalam kegiatan pembelajaran jarak jauh.

51 responses



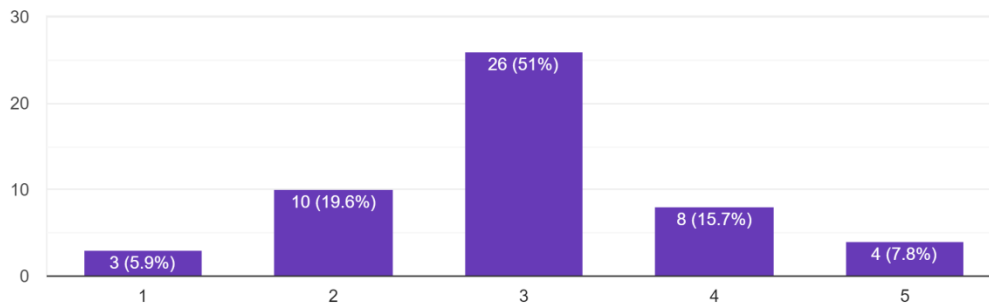
Saya menginginkan banyak interaksi siswa-ke-siswa yang terjadi dalam pembelajaran jarak jauh.

51 responses



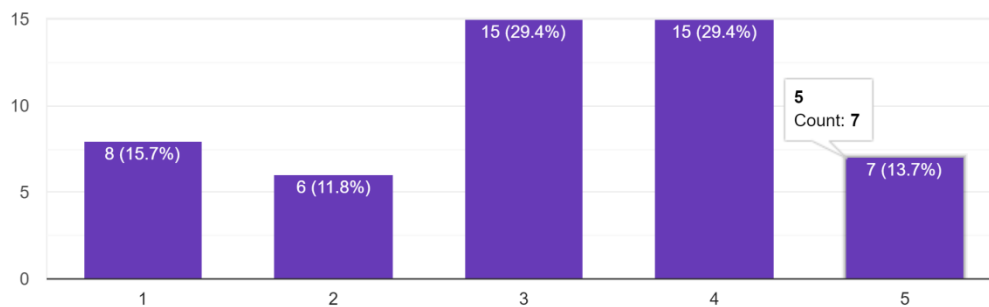
Saya lebih peduli dengan materi pembelajaran daripada berpartisipasi dalam kelas.

51 responses



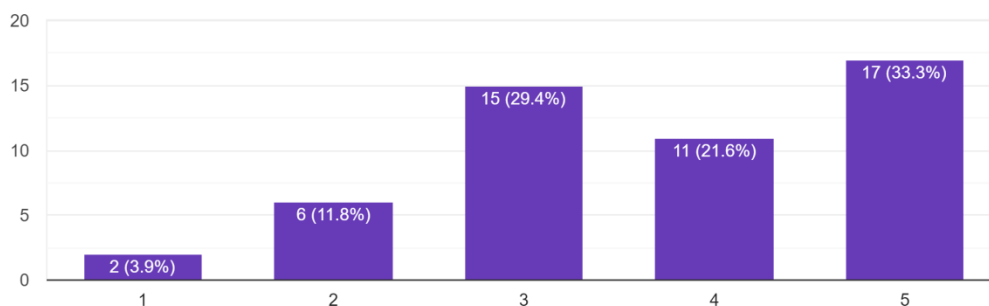
Saya lebih suka bekerja sendiri dalam mengerjakan tugas.

51 responses

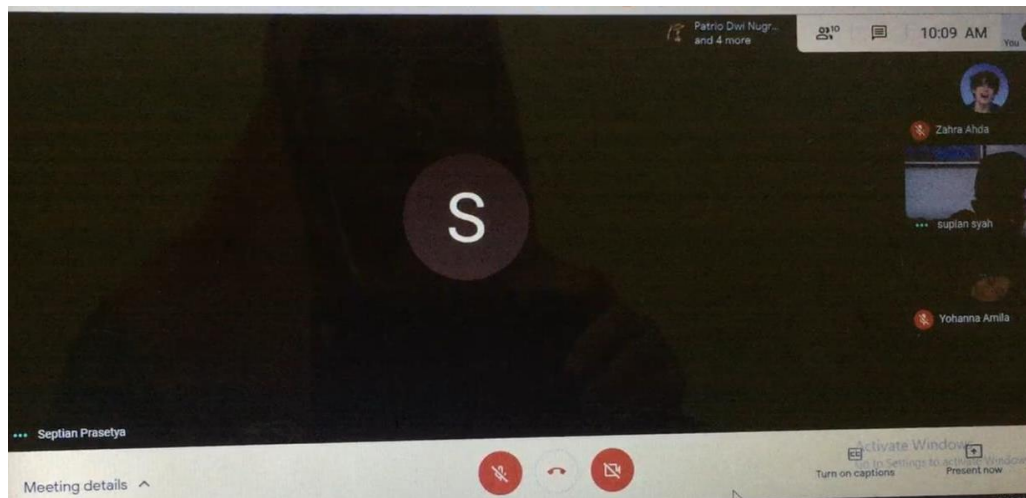


Hubungan yang saya jalin dengan siswa lain dalam pembelajaran jarak jauh akan tetap berlanjut setelah kelas selesai.

51 responses



APPENDIX VII. Documentation



APPENDIX VIII. Students Identity



Name : Nabila Al-Haq
Student ID Number : 17180020
Place/date of birth : Rembang, 12 April 1999
Faculty/Department : FITK/ English Education Department
Entry Year : 2017
Address : H. Abdul Mana St., Punjulharjo RT 02 RW 01, Rembang,
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Malang, July 25th, 2021

Student,

Nabila Al-Haq

17180020