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THESIS

IMPROVING STUDENTS' QUESTIONING SKILL BASED ON TEXTS AT 6TH ELEMENTARY SCHOOL USING INTERNET BASED AND PROBLEM-BASED LEARNING TECHNIQUE

(*A classroom Action Research at PGSD-UNS in 2010/2011*)

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By

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LEGALIZATION

This thesis entitle "IMPROVING STUDENT'S QUESTIONING SKILL BASED ON TEXT AT 6TH ELEMENTARY SCHOOL USING INTERNET BASED AND PROBLEM BASED LEARNING TECHNIQUE (A Classroom Action Research at PGSD-UNS in 2010/2011) has been examined by the Board of Thesis Examiners and Approved as fulfillment of the requirements for obtaining the Graduate Degree in English Education of Sebelas Maret University

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitle "IMPROVING STUDENT'S QUESTIONING SKILL BASED ON TEXT AT 6TH ELEMENTARY SCHOOL USING INTERNET BASED AND PROBLEM BASED LEARNING TECHNIQUE (A Classroom Action Research at PGSD-UNS in 2010/2011)". It is not plagiarism anything related to others' work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept my academic punishment, including the withdrawal or cancellation of my academic degree.

Surakarta, 8 December 2011

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ABSTRACT

Sri Murni. NIM S,890809019"*IMPROVING STUDENTS' QUESTIONING SKILL BASED ON TEXT AT 6TH ELEMENTARY SCHOOL USING INTERNET BASED AND PROBLEM BASED LEARNING TECHNIQUE (A Classroom Action Research at PGSD-UNS in 2010/2011)"*. A Thesis English Education of Graduate School, Sebelas Maret University, Surakarta, 2011.

The objectives of the research are: (1) to identify whether or not and to what extent the internet based and problem based learning can improve the students' questioning skill; (2) to describe the situation when internet and problem based learning are implemented in the English class of PGSD-UNS students; and (3) to analyze the strengths of internet based and problem based when it was used to teach in this research

This research was carried out at PGSD-UNS Surakarta. It was conducted from October 2010 up to June 2011. The subject of the research was the students of class 3B of PGSD-UNS Surakarta in the academic year of 2010/2011. The research method was Classroom Action Research and it was conducted in two cycles. In collecting the data, the writer used interview, observation, diaries, document, and test. Having collected the data, the writer analyzed them both qualitative and quantitative data, the qualitative data were analyzed using Constant Comparative Method: comparing incident applicable to each category, integrating categories and their properties, delimiting the theory, and making question theory. The quantitative data were analyzed by using descriptive statistics to calculate the mean scores of the pre test, test in cycle 1, and test in cycle 2.

The research findings show internet based and problem based learning can improve: (1) The students' questioning skill; the improvement is identified from scores to scores in each cycle. They are: (a) the mean score of types of question patterns increased from 6.54 in pre test, to 7.65 in cycle 1 , and up to 7.84 in cycle 2, (b) the mean score of determine reading indicator 5.17 in pre test, to 6.49 in cycle 1, up to 7.60 in cycle 2, (c) the mean score of accuracy of mechanics 8.40 in pre test, to 8.91 in cycle 1, up to 9.09 in cycle 2, (d) the mean score of determine the level question based on Bloom taxonomy 6.0 in pre test, to 8.47 in cycle 1, up to 8.93 in cycle 2. (2) Classroom situation shows that: (a) The students give attention toward the lesson (b) Students are more active and creative, (c) The English class became more enjoyable.

Based on the analysis result, conclusions are drawn as follows: (1) there is improvement of the questioning skill of the students (based on the score), (2) there is improvement of the quality of teaching learning process. For that reason, it is recommended that the English lecturer should guide the students in exploring internet to improve students' questioning skill

Keywords: internet in education, problem based learning, questioning skill, classroom situation

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MOTTO

When there is a will there is a way

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DEDICATION

With deep profound love, this work is devoted to:

- My beloved " Bapak, Ibu H. Badrin Siswopuspito and Ibu Wiryadi " who always pray for my success

- My beloved Husband who always supports and motivates me

- My beloved Daughters " Cholidah and Arini" who always motivate me

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7. The students in 3b who have been active in joining the research implementation.
8. My beloved father, mother, husband, daughters and friends for their love, pray and never feel tired to support me during this study.

I realize that this thesis is far from being perfect, so I hope and accept every comment and suggestion. I hope and expect that this thesis will be beneficial for those who read it.

Surakarta,

Sri Murni

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CHAPTER I
INTRODUCTION

A. Background of Study

English is the first foreign language taught in Indonesian schools. It is taught from Junior High level up to the university level. At the elementary school English is taught as a local content subject or as an extra curricular subject. The way of teaching English depends on the curriculum applied in the certain educational institutions. In Indonesia, English curriculum is developed in two ways. First, English curriculum is designed by the state government through the ministry of national educational affairs. This curriculum is recognized as the national curriculum. It is *a must* for formal educational institutions (or school) from the elementary schools until senior high schools to adopt this curriculum because this curriculum is a part of government policies. Second, English curriculum is designed by institutions. It is normally found in non-formal institution and advanced level of educational institutions. For examples: universities, diplomas, and colleges. It means that each university has its own responsibility to design appropriate curriculum for teaching and learning process.

Related to English curriculum designing, one of the objectives of English subjectat PGSD (Pendidikan Guru Sekolah Dasar) is to provide the English basic skill (reading, speaking, writing, and listening). Having the English basic knowledge, the students of PGSD are expected to have the ability to teach English at the elementary school when there is not any English teacher. Nowadays the elementary English teachers are freelance teachers, they can move from one to another school.

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The students of PGSD are expected to have questioning skill or to make question in written form. It means that to make question is to write questions. This ability is needed for student teachers to know their students ability in learning process. The questioning aspects are: (1) reading indicators, such as: asking the word's meaning, asking the sentence's meaning, asking the specific information from the text; and asking the detail information from the text; (2) types of questions, such as: yes/no question, wh-question, and question tags; (3) writing skills or correct in mechanics such as: accurate in capital letter, accurate in spelling, accurate in punctuation; and (4) categories or level of question based on Bloom's taxonomy which has been revised by Lorin Anderson such as: remembering, understanding, applying, analyzing, evaluating, and creating.

Based on the observation and information from the English lecturer, it is found that the PGSD students' ability to make questions is still unsatisfying. It can be seen from the test result of preliminary research, the average score is 6,46 with the highest score is 7,60 and the lowest score is 6,08. Supporting the result of preliminary research, students' score viewed from students' making questions are as follows:

Highest score	Lowest score	Mean score
7.60	6.08	6.56

Besides that students have low motivation in joining teaching learning process. It may be caused by students do not recognize the technique that can help them to make questions easily. Dealing with this problem the writer concludes that the attempt to improve questioning skill in PGSD-UNS Surakarta is necessary.

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The writer found some students' difficulties in making questions: (1) students are unable to make correct grammatical questions, (2) students have difficulty to make question based on the indicator of reading competence standard, (3) some students have difficulty to write question in accuracy mechanics and (4) students are unable to determine the question based on the Bloom's taxonomy levels. The mean score of each questioning skill as follows:

Score	**A**. Accurate in pattern	**B.** Relevance to Reading Indicator	**C**. Accurate in Mechanics	**D**. Accurate in taxonomy's level
High	8.44	8.22	9.63	7.50
Lowest	5.44	3.11	6.96	5.16
Mean	6.54	5.17	8.40	6.0

Besides that, based on the classroom observation, it was found (1) some students come to English class reluctantly; when the bell rings, they don't enter the class immediately, (2) most of the students could finish the task (to make questions) longer than the time given by the lecturer; (3) they chat each other in the class, and (4) they have no response when they are asked questions. and (5) some students also rarely finish their homework given by their lecturer.

The problems above could be caused by the students or lecturer. Based on the informal interview, (1) the students' ability to make questions was poor, so they had difficulty to make question, (2) The student lacks of motivation in English class. In the process of teaching learning, the lecturer seldom gives motivation to the students. It made the students unmotivated to join the instructional process, (3) the lecturer still used conventional method in teaching learning process, so the students get bored with teaching method used by lecturer.

To overcome those problems, the writer chooses the appropriate strategies and media are needed to help the students to understand and to increase the

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effectiveness in the communication between lecturer and students in teaching learning process. The writer is interested in investigating using internet based and problem based learning in teaching questioning skill.

Today most schools are connected to the internet. Lecturers or teachers and their students can use the internet in wide variety of ways. The use of internet in the classroom is becoming increasingly important.

Timhoty (2000) claims that:

> *"Available aspect of the internet is its capability of facilitating human interaction and the exchange of data and ideas. You and your students can communicate via the internet with other students, teachers, and experts in a particular field around the world."*

Gavin (2007) states that Using internet mainly as a resource, accessing the internet to download and print out material to use offline with classes.

Lecturer and students can use internet in a wide variety of ways. The common applications can be grouped into three categories: communication, information retrieval, and information publishing. In communication, Electronic mail (e-mail) is the most widely used service on the internet. Anyone with a computer connected to the internet can communicate with anyone else in the world. It is fast, inexpensive, and saves paper. Lecturer or teachers and their students can also discuss problems and share experiences. Nowadays email is familiar. Email offers exciting communication possibilities for students and lecturer. Opening the lines of communication among students makes many innovative activities possible. Lecturer uses email in learning process because it both lecturer and students can exchange information or gives task or ask questions outside of class time. E-mail is commonly used in society; most of PGSD students have e-mail address. They usually use e-mail to do communication with their

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friends. However in this case the writer will use e-mail as media for communication in teaching questioning skill.

By using those activities, the lecturer's problems will be solved, because the lecturer can use variation in teaching learning process. The lecturer can use different techniques by using e-mail and use different media through internet. By internet based activities in teaching learning process, it can reduce the students' problems in teaching learning process. On the other hand teaching by technology or internet based can be affective technique for lecturer in teaching learning process.

Problem based learning (PBL) is learning that result from working with problems. PBL is described as "an instructional strategy in which students confront contextualized, ill-structured problems and strive to find meaningful solutions". David Boud (1997:18) says the aims to use problem based learning as a method that will assist students towards achieving a specific set of objectives, that is to be capable in a set of competence, and it is particularly suitable to support the conditions that influence effective adult learning.

From the discussion above, the writer is interested in carrying out a research dealing with questioning skill using Internet based and Problem Based Learning Technique. This activity can make the students active in learning and motivate them to learn outside the class and develop a critical thinking which requires gathering many facts and more information about the subject that should be known.

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B. Problem Statement

This research concerns with the following problems:

1) Can and to what extent Internet based and Problem based learning, improve the students' questioning skills?
2) How is the classroom situation when internet based and problem based learning are implemented in the English class of PGSD-UNS students?
3) What are the strengths and the weaknesses of Internet based and Problem based learning when it is used in teaching learning process in this research

C. Objectives of the Research

Based on the problem statement above the objectives of the study are:

1) Identify whether or not and to what extent the internet based and problem based learning can improve the students' questioning skill.
2) Describe the situation when Internet based and Problem based learning is implemented in the English class of PGSD UNS students.
3) Analyze the strengths of internet based and Problem based learning when used in teaching learning process.

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D. The Benefit of the Study

Hopefully, the result of the study can be useful to the students, the other teachers and the researcher herself.

1) For the students

The result of the study will help them to make question based on the text better. By implementing internet based and problem based learning, the

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students are able to use internet and make questions according to what is expected. It means that this technique will improve the students' questioning skill. It is also expected that the result of study will make the students interested in learning English and motivated them in using internet as source of information.

2) For the lecturers or teachers.

They will get knowledge about teaching to make question using internet based and problem based learning technique and the result of the research can be a useful input in English teaching learning process, especially for improving the students' questioning skill. Also, it enriches lecturer's techniques to teach English so that the students will be encouraged to learn more how to make question well.

3) For other researchers

It is hoped that the data will help them to do the other research in completing this study. The result of this rsearch can give valuable contribution to the other researchers who want to do research in this area. This research can be used as consideration to enrich their references in improving students' questioning skill. It encourages a researcher as well as a teacher or a lecturer to conduct action reseach in improving teaching learning ativities or getting better of teaching and learning problems.

4) For the researcher herself

By conducting this research, it will give understanding to her on implementation of internet based and problem based learning in teaching making questions. The researcher will know whether internet based and

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problem based learning technique is appropriate used in teaching to make questions or not. The use of internet will give the writer more practical experiences. Besides that, the research method used in this research is classroom action research which allows the researcher to make a reflection to what she has done in the classroom. By doing so, she can evaluate and make a remedial teaching, so that she can improve the way of teaching into perfect one.

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CHAPTER II
LITERATURE REVIEW

Some concepts that relate to this research will be presented in this chapter in order to have better understanding of the research. They include reading, making question, English for the Elementary' students, problem-based learning, the nature of information and communication technology and internet based and problem based learning in learning process.

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A. Reading

1. The Nature of Reading

Nuttall, 1996, states that reading is the activity of perceiving a written text in order to understand its meaning (message). The meaning is not lying in the text waiting to be passively absorbed. On the contrary, the reader is actively involved and often has to work hard to get meaning out. The phenomenon implies that reading is an interactive activity between the writer and the reader. They should have certain things in common if communication is to take place. Firstly, the writer and the reader should use the same language, and both should have "similar" command of the language. If, for example, the reader's vocabulary is far smaller than the writer's, it will be very hard for the reader to understand the text. Secondly, the reader and the writer should share certain assumptions about the world. If, for example, the writer expects the reader to have a basic understanding of chemistry, the text will be difficult to understand by the reader who lacks it

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Hornby (1984: 698) states that reading is the act of one who reads (looks at and is able to understand written or printed material). It means that when the reader interacts with printed materials, the reader's prior knowledge is combined with the visual (written) information. As a result, the messages are achieved. According toTherefore, reading is actually a sort of conversation between a writer and a reader. Author's message will be a means of communication if only the reader can react and interpret what the author actually says or means. According to Nuttall (1996: 4) reading is the process of getting the messages from the text.

Ellen (1985: 166) says that reading is a tremendously valuable basic skill. It allows adult to change careers through independent study. It provides people of all ages with an inexpensive way of finding out about the variety of ideas and landscapes in our world.

From those statements, it can be inferred that reading is valuable basic skill, that is a people thought activity in form of interaction between the reader and the text that is done attentively to understand a meaning of information presented to sense of sight in letters symbol shape and the signs.

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2. Reading Comprehension

Reading can't be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Blomfield taxonomy,(1956's has been revised in 1990's) there is a level of cognitive domain namely comprehension that is a type of understanding such that individual knows what is being communicated.

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Hornby (1984: 173) defines the word “comprehension” as the mind’s act or power of understanding. Therefore reading comprehension means understanding what has been read. Comprehension refers to an active process. It takes place while the person is reading and its needs a set of skills that let him find information and understanding it in terms of what is already known. This idea is supported by Yoakam cited in Smith (1961: 213) who state that” Comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meaning which are suggested in content, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity.

Comprehension is the mind act or power of understanding (Hornby, 1984: 173). Therefore reading comprehension means understanding what has been read. Comprehension refers to an active process. It takes place while the person is reading and its needs a set of skills that let him/her find information and understanding it in terms of what is already known, that depends not only on comprehension skill but also on the reader’s experiences and prior knowledge. Howell (1993: 182) writes that ‘reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. While Adam (in Howel, Fox, Morehead, 1993: 182) states that reading comprehension is an active process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language along with executive-control strategies, to understand the text.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written test, understand it according to

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experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

Herber (1978) identities three levels of reading comprehensions: 1) literal 2) interpretive and 3) applied levels. Literal level comprehension is determining what the writer is saying, what information his or her words convey. To reach such level of comprehension the reader needs linguistic competence such as vocabulary, word formation, sentence formation, and linguistic semantics. At the interpretive level of comprehension the reader determines what the writer means by what he or she says. The reader develops intrinsic concepts from the relationships he or she perceives in the writer's information. The applied level of comprehension is the process of taking what has been known and applying it to what has just been learned, then evolving ideas which encompass both but extend beyond them. These ideas can be called extrinsic concepts, since they are external to the text, although they embrace ideas in the text.

Nuttall (1996) classifies levels of comprehension in the form of question types. There are six levels: 1) questions of literal comprehension, these are questions whose answer are directly and explicitly expressed in the text, 2) questions involving reorganization or interpretation, these are questions which require the student either to interpret literal information or to obtain it from various parts of the text and put it together in a new way, 3) questions of inference, the questions oblige the students to consider what is implied but not explicitly stated. Like type two, they may require the reader to put together pieces of information that are scattered throughout the text, 4) questions of evaluation, evaluative questions ask for a judgment about the text in terms of what the writer

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is trying to do and how far she has achieved it, 5) questions of personal response, these questions require the reader to express his reaction to the text. The last is questions concerned with how writers say what they means, these questions are intended to give students strategies for handling texts in general, rather than simply helping them to understand one particular text.

The general aim of teaching English is to develop student's communicative competence of the four skills or aspects of teaching and learning: listening, speaking, reading, and writing (Depdiknas, 2005:171). At the elementary school, reading is one of essential parts to be able to communicate in target language. The basic competence of reading that should be learned by the students in elementary school is to understand the ideas and information explicitly stated in the passage. Sillabus, Depdiknas (2006:402)

Based on the syllabi of reading in elementary school, students are expected to be able to: 1) identifying word meaning of the text, for discussion purposes, a teacher might ask students to produce as many meanings of a particular word as they can 2) identifying sentence meaning of the text, these may give the students some direction toward the nature of the answer 3) identifying specific information of the text, these check the student's knowledge of the order in which events occurred in the tesxt and 4) identifying details information of the text, these ask for bits of information conveyed by the material. To measure students' ability in reading comprehension is giving question as a task or test. Most formal tests of reading use the written word as a stimulus for test-taker response; even oral interviews may require reading performance for certain task.

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B. Making Question

1. Definitions of question

A question may be either a linguistic expression used to request for information, or else the request itself made by such an expression. This information is provided with an answer. Hornby (1984:686) defines the word "question" as sentence which by word-order, use of interrogative words (who, why, etc) or intonation, request information, an answer, etc".

In order to make a good question, there are some questioning aspects that should be mastered. These aspects are: 1) types of questions and their structures 2) reading indicators, 3) mechanics and 4) category of questions

2. Types of questions and their patterns

2.1. Types of question

In English, question is produced by employs the syntactic approach and distinctive punctuation, such as the question mark and the tonal pattern for common questions. Based on the syntax there are three kinds of questions: 1) Affirmative or Yes/no question; it normally receive a yes or no type of response. The response may be either *long* (a full statement) or *short*. Short responses are very frequently used in conversational English. 2) Wh-questions; they use interrogative words to request information. In some languages Wh-movement may be involved. They cannot be answered with a yes or no. and 3) Tag questions; they are grammatical structure in which a declarative statement or and imperative is turned into question by adding an interrogative fragment. Tag questions can be answered with a *yes or no.*

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2.2. Patterns of Questions

Based on the type of English question, there are three types of the questions pattern:

a. Affirmative or Yes/No question.

There are three basic principles in changing statements to questions.

2.2a1. The verb is placed before the subject.

Compare:

	He	is	a student	
Is	he		a student?	
	Budi	was	late	yesterday
Was	Budi		late	yesterday?
	The children	are	happy	now
Are	The children	happy		Now?

2.2.a2. With simple and past tense forms of verbs other than **be**:

The original verb is first changed to **do** (**does**) or **did** + the simple form of the verb. Then **do** (**does**) or **did** is placed before subject.

Compare:

	He	likes	coffee	
Does	he	like	Coffee?	
	they	study	English	twice a week
Do	they	study	English	twice a week?
	She	studied	English	yesterday
Did	she	study	English	Yesterday?

2.2.a3. With constructions of auxiliary + principle verb:

The auxiliary is placed before the subject.

Compare:

	He	will	be	a doctor
Will	he		be	a doctor?
	Cholid	can	drive	a car
Can	Cholid		drive	a car?
	Arini	has	done	her homework
Has	she		done	her homework?

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2.2b. Wh-questions is questions introduced by interrogatives or word Order, that is called interrogator. “Nelson” divided the interrogators into two groups, they are simple interrogators and interrogative pronouns.

2.2b1. The simple interrogators are “*when, where, why and how*”. These introduce questions consisting of structures of predication with verbs in the interrogative status.

They cannot be answered by yes or no. The interrogator is placed at the beginning of the sentence, followed by to be, subject, predicate (verb), complement and end with question mark.

The simple interrogators:

When/Where/Why/ How + to be + Subject + verb + object +?

Examples:

- When was he doing his homework ?
  Int to be S verb object
- Why are you rolling up the carpets?
  Int to be S verb object
- How were they doing it ?
  Int to be S verb object

2.2b2. The Interrogative pronouns are *who* (with its inflectional variants *whom* and *whose*), *which*, *what*. When one of these comes at the beginning of a sentence, it is not only the signal that the sentence is a question, but also functions within the sentence as subject, complement, modifier or object of preposition:

Who/Whom/Whose + to be/noun/pronoun + verb/complement + ?

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Examples: - Subject : *Who* is there ?
- Direct Object : *Who(m)* did you see ?
- Modifier : *Whose* house is that ?
- Object of Preposition : *Who* did they give the prize to?

2.2b3 The characteristics of Wh-questions:

2.2b31. When "**who, what, which or whose**" as the subject or modifier of the subject of the question, the word order is like that a regular statement. **What, which** and **whose** may appear alone or with a noun. Who refers to persons; what refers to things; which and whose, to persons or things. What may appear before a noun that refers to either persons or things, from the statement "John arrived late" can be made questions likes:

John	Arrived	late
who	arrived	late?
What person	made	this rule?
What	happened	yesterday
Which answer	Is	correct?
Which	is	correct
Whose grade	was	the highest?
Whose	was	the highest

2.2b32. When "**whom, what, which or whose**" is the object of a verb or a preposition or modifies the object, the word order is like that of a regular question

Compare:

	Did you see	Them?
Whom	did you see?	
What plan	do you suggest?	
What	do you suggest	
Which movie	are you going to see?	
Which	are going to see?	
Whose book	did she borrow?	
Whose	did she borrow?	
	Did you go with	them?
Whom	did you go with?	
What	did you go for?	
Which class	did he go to?	
Which	did he go to?	

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2.2b33. After, **when, where, how**, and **why**" the word order of regular questions is also used.

Compare:

	Did you go?
When	did you go?
Where	are you going?
How	have you been?

"**How**" is often used with words like "*much, many* and *far*".

- *How much* does it cost?
- *How many* times have you gone there?
- *How far* is it the post office?

2.2c. Tag question is a special construction in English. It is a statement followed by a mini-question. The whole sentence is "tag question", and the mini question at the end is called a "question tag". We used tag question at the end of statements to ask for confirmation. Tag question can be answered by yes or no. There are three basic principles operate in question tag.

2.2c.1 With simple present and past tense forms of **be**:

An affirmative statement followed by a short negative question: *verb* + **not** (usually contracted) + *subject*. A negative statement is followed by a short affirmative question: *verb* + *subject*. Compare:

John **is** here	**isn't** he?		John **isn't** here	**is** he?
We **are** late	**aren't** we?		We **aren't** late	**are** we?
She **was** here	**wasn't** she?		She **wasn't** here	**was** she?

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2.2c.2 With simple present and past tense forms of verbs other than **be**

An affirmative statement is followed by a short negative question: **do** (**does**) or **did** + **not** (usually constructed) + *subject*. A negative statement is followed by a short affirmative question: **do** (**does**) or **did** + *subject*.

Compare:

He **plays** golf	**doesn't** he?		He **doesn't play** golf	**does** he?
They **went** home	**didn't** they?		They **didn't** go home	**did** he?

2.2.3. With constructions of auxiliary + principle verb:

An affirmative statement is followed by a short negative question: *auxiliary* + **not** (usually contracted) + *subject*. A negative statement is followed by a short affirmative question: auxiliary + *subject.*

Compare:

You can drive a car	can't you?		You can't drive a car	can you?
They are coming	aren't they?		They aren't coming	are they?

The person asking a question that begins with an affirmative statement usually expects the other person to agree with him. For example, if he says: "It is a nice day, isn't it?" he expects a response. "Yes, it is." On the other hand if he says. "It isn't a nice day, is it?" he expects. "No, it isn't."

3. Reading indicators

The questions require the reader to express his reaction to the text. The questions often used at the elementary school are questions of personal response. The last is questions concerned with how writers say and what they mean. These questions are intended to give students strategies for handling texts in general, rather than simply helping them to understand one particular text.

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The general aim of teaching English is to develop student's communicative competence of the four skills or aspects of teaching and learning: listening, speaking, reading, and writing (Depdiknas, 2005:171)

At the elementary school, reading is one of essential parts to be able to communicate in target language. The basic competence of reading that should be learned by the students in elementary school is to understand the ideas and information explicitly stated in the passage.

Based on the syllabi of reading in elementary school (Syllabus, Depdiknas; 2006:402) students are expected to be able to: 1) identifying word meaning of the text, 2) identifying sentence meaning of the text, 3) identifying specific information of the text, and 4) identifying details information of the text. To make the level of comprehension easy to understand, the writer arranges them in a table, as follows:

Table 2.1 Reading indicator

Basic competence	Indicators
Understanding the ideas and information explicitly stated in the passage	1. understanding word meaning
	2. understanding sentence meaning
	3. understanding specific information
	4. understanding detail information

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The heart of reading evaluation in most schools is reading comprehension Most formal tests of reading use the written word as a stimulus for test-taker response; even oral interviews may require reading performance for certain task.

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4. Mechanics.

Based on the research's title, it is improving the student's questioning skill. The students' questioning skill means the students' ability to make questions. There are two kinds of questions written form and orally form. This research is focused in written form. It means that to make question is to write questions. In writing, the students should have the mechanics competence, it means that write words or phrases, put punctuation and capital letter for the question they made correctly.

5. Category of questions

Benyamin Bloom (1956) categorizes the levels of reasoning skills required in classroom' situations, those reflect a person's mastery of learning. The six levels are: 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis, and 6) evaluation. In the 1990's a student of Bloom, Lorin Anderson revised the original six category names, changing nouns into verbs to reflect a sense of action versus a state of being level question focus on to get feedback on whether a learner has attained certain knowledge, and is able to recall, restate and remember learned information. The six levels are: 1) remembering 2) understanding, 3) applying, 4) analyzing, 5) evaluating, and 6) creating.

a. Remembering; is the first level of mastery's learning. Remembering question is to get feed back on whether a student has attained certain knowledge, we can ask questions that request the student to list, tell, name. The common question words are used for remembering such as: Who …? What is …?, How many …? Which is true or false …?

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b. Understanding; in the understanding level, the student grasps the meaning of information by interpreting and translating what has been learned. The questions focus on whether new information is incorporated into previous learning. Request in this category might include asking the students to summarize, describe, interpret, exemplify, compare and classify something.

   The common question words are used for understanding such as: What is meant by …? Can you explain why…? What was the main idea…? Can you write in your own words?

c. Applying; refers to being able to make use of newly acquired information. The learners make use information in a context different from the one in which it was learned. Applying questions are those where learners have to actually apply, or use, the knowledge they have learned. They might be asked to solve a problem with the information they have gained in class being necessary to create a viable solution. Requests in this level take the form of asking the learners to demonstrate, calculate, illustrate and solve, among others. The common question words are used for applying such as: What lesson did you learn from the story? List the places in the text that are important? If you had to … what would you do?

d. Analyzing; in analyzing the learners break learned information into its parts to best understand that information. In this level, learners will be required to go beyond knowledge and application and actually see patterns that they can use to analyze a problem. Questions explore a learner's knowledge in terms of being able to see patterns, to find hidden meaning

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or to organize parts. Questions ask the person to explain, arrange, compose or infer in order to determine understanding. The common question words are used for analyzing such as: What part of the text was funniest or the most exciting or the saddest? How is … similar to…? Find five words in the text which begin with the same sound. What part of the reading was funniest/the most exciting or saddest? List compound words from the text.

e. Evaluating; in evaluating level, the learners make decisions based on in depth reflection, criticism and assessment. The learners are expected to assess information and come to a conclusion such as its value or the bias behind it. The learners are asked to decide, rank, convince, compare or explain an idea. The common question words are used for evaluating such as: Was the main character in this reading good or bad? Why? Is there a better solution to …? What is opinion of …? Do you believe…? How would you feel if …?

f. Creating; in creating level, the learners create new ideas and information using what has been previously learned. The learners are required to use the given facts to create new theories or make predictions. Creating questioning requires the learners to draw on knowledge from several areas, make prediction, draw conclusions or create fresh ideas from old ideas. The common question words are used for creating such as: Can you design a …to…? Can you see a possible solution to...? What would happen if… ?

Based on the Competence standard of English for SD/MI, there are only four categories of questions which are often used. They are: (1) remembering, (2) understanding, (3) applying and (4) analyzing. Although the others categories,

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evaluating and creating are rarely used, the PGSD' students are expected to be able to make questions in all the categories.

6. Constructs and aspect of Questioning skill

a. Constructs of questioning skill

Questioning skill is the ability to make questions. In this research is focused the students' ability to make questions in written form or to make question. The aspect of question are: (1) the types of questions' pattern: (a) "yes/no" questions, (b) wh questions and (c) question tags, (2) reading indicators based on the basic competence at the elementary school, "Sillabus Bhs. Inggris SD/MI, Depdiknas (2006: 402)" says that one of the basic competence in reading, is understanding the ideas and information explicitly in descriptive text. Tthe elementary students are expected to be familiar with basic reading skill. The indicators of reading or text questions are: asking word meaning; asking sentence meaning; asking specific information; and asking detail information, (3) accuracy in mechanics it means that write words or phrases, put punctuation and capital letter for the sentence question they made correctly, and (4) level of questions based on the Bloom's taxonomy are: remembering, understanding, applying, analyzing, evaluating, and creating.

To make easy to understand, the writer arranges the aspects of questioning skill in Table 2.2.

Table 2.2 The aspect of questioning skill

No	Indicators	Type of questions	Level of bloom taxonomy	Spelling
1	Asking the word meaning	a. Yes/No question b. Wh questions c. Questions tags	C1 up to C4	Accuracy in spelling

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2	Asking the sentence meaning	a. Yes/No question b. Wh questions c. Questions tags	C1 up to C4	Accuracy in spelling
3	Asking the specific information from the text	a. Yes/No question b. Wh questions c. Questions tags	C1 up to C4	Accuracy in spelling
4	Asking the detail information from the text	a. Yes/No question b. Wh questions c. Questions tags	C1 up to C6	Accuracy in spelling

That is why the lecturer should be able to make English class especially to make question as an interesting and enjoyable activity by using internet based as the media in delivering the material.

b. Scoring Rubric of questioning skill

There are four categories or aspects of questioning skill evaluation those consider the technique applied by the lecturer at class.

1) Accurate in question Pattern. Thesis statement, related the English question patterns or the structure of yes/no question, wh-question, and question tags.
2) Accurate in reading indicators and relevant to the text. The sentence question describes or point out the reading indicator and relevant to the text.
3) Accurate in Mechanics. Using meaningful words or phrases, put punctuation and capital letter for the question correctly.
4) Accurate in taxonomy's level. Determining the level of question based on the Bloom's taxonomy. The sentence questions they made describe the level of question such as: remembering, understanding, applying, analyzing, evaluating, and creating.

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The scoring is shown in Table 2.3:

Table 2.3 Scoring Rubric

Score	**A**. *Accurate in types of question Pattern*	**B**. *Accurate in reading indicators and relevant to the text*	**C**. *Accurate in Mechanics*	**D**. *Accurate in taxonomy's level*
3	Almost no grammatical inaccuracies	Accurate in reading indicators and relevant to the text		
2	Some grammatical inaccuracies	Accurate in reading indicators and irrelevant to the text	Almost no inaccuracies in spelling, capital letter, punctuation	Almost no inaccuracies in taxonomy's level
1	Frequent grammatical inaccuracies	Inaccurate in reading indicators and irrelevant to the text	Some inaccuracies in spelling, capital letter, punctuation	Low standard of accuracy in taxonomy's level
0	Almost all grammatical patterns inaccuracies	The question Inaccurate in reading indicators and no relation to the text	Low standard of accuracies in spelling, capital letter, punctuation	

The total score of each item may look like this :

1. Accurate in question patterns : 0-3
2. Accurate in reading indicator : 0-3
4. Accurate in mechanics : 0-2
5. Accurate in taxonomy's level : 0-2 +

Total score : 10

The student individual's score is = total score: total items

C. English for the Elementary students

English is the first foreign language in Indonesia. At the elementary school, English is not the main subject material but the local content subject or as an extra curricular. Based on the Decrees of Minister of national Education No:22 and 23 about Standard of Content and Standard of Graduate Competence, the aim

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of teaching English at elementary school is to develop students' language competence in accompanying action.(Depdiknas:2006). The four language aspects of teaching and learning are: listening, speaking, reading, and writing.

Reading is essentially taught at elementary school. Teaching reading includes speaking, listening and also writing. The general aim of teaching reading based on the *Competence Standard of English for Sekolah Dasar (SD)/Madrasah Ibtidaiyah (MI)* is the students are expected to understand the ideas and information explicitly stated in the passage: word meaning, sentence meaning, specific information and detail information.

As a local content subject, English at elementary school is taught by the English freelance teachers. They graduated from not only English Education Department but also from Foreign Language Academic (ABA), Letters and Art Department and may be someone who feels good at English although they gain English certification from the English course. As freelance teachers they can move from one to another school. When the English teacher is leaving the school, the class teacher must replace her/him to teach English until there is an English teacher at the school. Facing the situation the elementary teacher should have the ability to teach not only all the main subjects but also the local content subjects. One of them is English. It is taught from 4th grade.

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D. Problem-Based Learning

1. What is Problem based learning

Problem–Based Learning is a student-centered instructional strategy in which students collaboratively solve problems and reflect on their experiences.

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Problem based learning is based on the educational theories of Vygotsky, Dewey, and others, and is related to social-culture and constructivist theories of learning and instructional design. The modern history of problem-based learning begins in the early 1970s at the medical school at McMaster University in Canada. It's like discovery-based learning in 1960s. It seems self evident; it is learning that results from working with the problem. In this technique students are encouraged to responsibility for their group and organize and direct the learning process with support from a tutor or instructor. They learn via contextualized problem sets and situations .Because of that, and all that goes with that, namely the dynamics of group work and independent investigation. They achieve higher levels of comprehensions, develop more learning and knowledge forming skills and more social skills as well. Problem-based learning, put students in stimulated real world working and professional contexts which involve policy, process and ethical problems that will need to be understood and resolved to some outcome. By working through a combination of learning strategies to discover the nature of a problem, understanding the constraints and options to its resolution, defining the input variables, and understanding the viewpoints involved, students learn to negotiate the complex sociological nature of the problem and how competing resolutions may inform decision-making.

There are tenets of Problem-based Learning:

a. Requires students to solve authentic, open-ended problems with many correct answers possible.
b. Authentic problems are faced by scientists, doctor, educators, engineers, lawyers, administrators, counselors.

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c. Emphasizes students pre-exiting knowledge, ”start with what you know”

d. Students actively participate by helping plan, organize and evaluate the problem solving process

e. Interdisciplinary connections stressed.

f. Students undertake authentic roles.

Judy Kay (available at The China papers Oct 2002) writes that learning in Problem-based learning has the following characteristics:

1. Learning in Context

   Skills are learnt in order to solve a problem. In this it closely resembles the “real world” situations in which those skills would normally be required.

2. Problems Motivate the Learning

   Unlike conventional approaches to education, in which you are told what to learn and then expected to solve a (usually meaningless) problem in order to test your recollection of the information, Problem-based learning presents students with authentic problems which motivate their learning as needed to address the issues which the problem generates.

3. Integrated Learning

   As learning is motivated by the problem it will therefore not be limited to a rigid curriculum.

4. Self-Directed Learning

   Students will be largely responsible for learning in which they engage. The Problem (plus some additional small risk) provides essential support; however, students will navigate through the material on their own motivation.

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5. Learning about learning, Problem-Based Learning also focuses on the learning process itself. As well as learning through problem solving, students will ask to reflect on the process of learning about problem solving.
6. Collaborative work

   Problem-Based Learning takes advantages of the well-known benefits of group-based work to encourage a stimulating environment for learning.
7. Ill-specified problem

   Problems are authentic in that are not artificially constrained to fit into a small design space. That is, there is not necessarily a single "correct" answer the problem. The problem is left open to interpretation, and expected to be redefined in accordance with a growing familiarity with it.
8. Recognition of Prior Learning

   Students are not blank states, and enter a course with a variety of skills, experiences, and conceptions.

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2. Problem-Based Learning in Class.

Problem-Based Learning can situate language learning. The students can develop their understanding by in the kinds of language activity. In this technique require students to explore resources other than the teacher, including reference materials and community members. During the inquiry process that the students go through to develop solutions, they need to use language to obtain and communicate information, express opinions. They develop vocabulary, learn rules of grammar

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and integrate the use of different sign system. In short, they construct an understanding of language as it is used in real-world contexts.

Problem-based learning as the method of choice is used in this research, because it is particularly suitable to support the conditions that influence effective adult learning. Barrows (1986). This is the only problem-based approach that will consistently support effective adult learning Barrows and Tamblyn, (1980) illustrated the condition for effective adult learning as follows:

- Active learning through posing own question and seeking the respective answer.
- Integrated learning, learning in a variety of subjects or disciplines concurrently through learning in the context in which the learning is to be applied in real-life situations.
- Cumulative learning to achieve growing familiarity through a sequence of learning experiences that are relevant to the student's goals, experiences that become progressively less straightforward but more complex, as well as less non-threatening but progressively more challenging.
- Learning for understanding, rather than for recall of isolated facts, through appropriate opportunities to reflect on their educational experiences, and through frequent feedback, linked with opportunities to practice the application of what has been learned.

There are five steps of the Problem-Based Learning in teaching learning process Fincham et al (1997):

1) Problem is presented and read by group member
2) Students discuss what is known

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3) Students discuss what they think and identify the broad problem
4) Students identify their learning needs (what they need to learn in order to prove or disprove their ideas)
5) Students share research findings with their peers, then recycle steps 2-4

In problem based learning, the instructor acts as facilitator than as a disseminator of information. The purpose is to challenge the students reasoning and to help them consider carefully each step take in their inquiry. By asking such question, facilitators also model critical thinking, with the purpose of stepping back and letting students begin to ask themselves and their peers those same types of question. As facilitators, lecturers also design problems and provide critical resources needed for the inquiry process.

3. The advantages of problem-based learning

From information about problem-based learning we can take the advantages of the problem based learning as follows:

1. Greater recall of knowledge, retention.
2. Interdisciplinary, can require accessing and using information from a variety of subject domains; better integration of knowledge.
3. Development of life-long learning skills; how to research, how to communicate in groups, how to handle problems.
4. Increased motivation, interest in subject areas.
5. Increased students-students interaction, and students-instructor interaction.

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The disadvantages of problem-based learning are:

1. Although problem-based learning tends to reduce initial levels of learning, it improves long-term retention (Farnsworth 1994) .
2. Instructors have not resoundingly supported the movement toward this type of learning (Delafuente, Munyer, Angaranand Doering 1994; Vernon 1995)
3. Many students appear to have lost the ability to: simply wonder about something (Reithlingshorfer 1992).
4. Role of the teachers in problem-based learning as an instructors, they acts more as facilitators; in this case, they may have trouble breaking out their past habits.

E. The nature of Information and Communication Technology

Information and Communication Technology (ICT) are diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. The new digital ICT are not single technologies but combinations of hardware, software, media, and delivery system. (*http://www.standards.dfes.gov.uk/secondary/keystage3/downloads/ict.hardconcepts.en overview.pdf).* Nowadays Information and Technology Information in education developed very rapidly.

1. ICT in Education

Communication and information are at the very heart of educational process, consequently ICT use in education. ICT has potential to be used in

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support of these new educational methods, as tools enabling students' learning by doing. (cf.Strommen&Lincoln: 1992). There are some various terms based on the use of ICT in education, they are: a) e-learning and b) e-education.

a. E-learning is learning which takes place as a result of experiences and interaction in an Internet environment. It is not restricted to a regular school day and can take place in a variety of locations including home, school and community locations e.g. libraries, cafes, etc.
b. E-education involves e-teaching and e-learning along with the various administrative and strategic measures needed to support teaching and learning in an internet environment.

2. The Advantages of Information and Communication Technology in Teaching-Learning

According to cf.Strommen&Lincoln (1992) there are many benefits of the use ICT for teacher and students in teaching-learning process, they are:

a. ICT is used in support of traditional teaching methodologies, teachers or lecturer can use a computer and projector to show slides to illustrate a lecture, students can use laptop computers to take notes.
b. ICT has potential to be used in support of these new educational methods, as tools enabling students 'learning by doing'
c. ICT makes possible for teachers to engage students in self-paced, self-directed problem-based or constructivist learning experiences.

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d. ICT makes possible to engage people in widely dispersed locations in "virtual learning communities". Virtual learning communities are learning groups based on shared purpose

e. Through ICT, learners can be drawn together from almost anywhere, and they can construct their own formal or informal learning groups.

f. ICT that support such efforts can be as simple as email or as sophisticated as desktop videoconferencing system.

Stevenson et al (1997) added the advantages of ICT in education, they are:

g. Planning activities across a number of sessions to allow sufficient time for all pupils to take a part.

h. Helps pupils research topics they are studying using a wide range of sources other than just book from their school library.

i. Using word documents it gives the pupils a chance to present their work in a style that suits them

j. Word and publishing documents available for display work porpuses.

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3. ICT-based Media

ICT based media means using ICT in teaching learning process. The learning process need to use the internet mainly as a source, accessing the internet to download and printe out materials to use offline with classes (Gavin D: 11). ICT base activities we can do by printing off materials include:

a. Using website.

b. Internet-based project work-especially web quests offline

c. Email keypal projects using teacher's email account

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d. A class blog with learners preparing their contributions on paper and the teacher typing them into computer.

e. Using on line reference tools such as concordances on paper.

f. Electronically produced materials printed out for the learners.

Learning using ICT commonly called e-learning; can give students much greater control. E-learning has much to offer it is not a signal for the end of regular classroom learning as we know it now. Classroom learning will continue to have an important role to play. Here the table that shown the comparison between conventional and E- Learning (Layton, 200, Wallhaus, 2000). The comparison between conventional and E-Learning will be shown in table 2.4 below:

Table 2.4 The comparison between conventional and E- Learning

	Conventional learning	**E-learning**
1	Students attend a school in their local community or attend a boarding or correspondence school.	Students participate from a variety of locations and may "attend" multiple learning institutions and/or their local school.
2	Classes are scheduled according to school hours and timetables.	Students may determine the times when they access e-learning opportunities
3	Students are directed to work individually of in group	Students can choose to work individually or collaboratively with people who may not be in their *regular* class.
4	Classes are synchronous. And teachers and students interact in real time	Classes may be synchronous or a synchronous.
5	Students are generally enrolled with one school.	Students may take classes from more than one school.
6	Learning objectives are set by the teacher and institution.	Students may set their own objectives and explore their own learning needs and agendas.
7	Students follow linear pattern influenced by the needs of other class members and teacher's planning	Students can follow a non-linear path at space that meets, i.e. just-in-time learning. The teacher is facilitating the activity.
8	Teachers work in one school.	E-teachers can work in more than one school.

This comparison highlights some day-to-day differences that may become apparent according to how a school chooses to offer e-education and choices which families will make for their children.

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E-mail is one of basic types of internet communication also offers an advantage over typical interaction in a traditional classroom. The teacher's ability to address every student individually via e-mail tends to increase participation. In e-mail supported discussion on a topic of concern, a teacher can require that all students participate and respond via e-mail. By using activities in e-mail for teaching learning process, it can help students for problems in teaching learning process and enabling students' learning by doing.

E-mail can, in these ways, provide equity opportunities for all students and can fully engage everyone in an academic discussion.

When the teacher wants to use e-mail in her/his teaching, she or he should want to first give a questionnaire to students. This questionnaire is used to gauge their level of skill in using e-mail, as well as finding out about how much access to e-mail they have, and what they know about viruses and spam.

Here an example of questionnaire about e-mail questionnaire:

Table 2.5 The types of questionnaire.

No	Question	Yes	No
1	I have my own e-mail account. (What e-mail service do you use?)		
2	I use e-mail at home		
3	I use e-mail at home work/school		
4	I have access to a computer at home		
5	I know how to write, send and read emails		
6	I know how to send and attachment by e-mail		
7	I know how to open an e-mail attachment		
8	I know what is virus is		
9	I know what to do if I receive a virus by e-mail		
10	I know what 'spam' e-mail is		
11	I know how to receive less spam by e-mail		

Before starting to use e-mail with the students, the teacher should check that the students have certain basic skill in place. Students need to be familiar not only with the mechanics of sending and receiving e-mails and attachments, but

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also with the kind of language used in e-mail, as well as the ‘rules of engagement’, or netiquette, required in e-mail use. This skill may be considered in two groups: communication skill and technical skill.

In communication skills, students should know that there are levels of formality in e-mail writing. An e-mail written to require about a job vacancy will have a different level of formality to an e-mail sent to close friend. Before teachers are using e-mail with their students it’s better to apply the same criteria or rules for effective online communication. Here the well known netiquette rules based on Gavin Dudeney $ Nicky Hockly (2007:63):

5) Not using only capital letters, which it is perceived as ‘shouting’ online.
6) Being sure to respect others’ opinions.
7) Avoiding ‘flaming’-ongoing arguments which become increasingly personalized and possibly public.
8) Making sure that files sent as e-mail attachments are not too large, as the person receiving the e-mail may not be able to download them.

Composing an e-mail has advantage for the students because they allow to draft and edit before sending.

Technical skills are included send and receive e-mail, attach and open documents in e-mail, have basic ICT’ skills such as knowledge about viruses sent by e-mail, and spam or unsolicited junk e-mail –what these are, and how to protect themselves from them.

From the information about the advantages of both “problem-based learning and using e-mail”, here the writer will combine Problem-Based Learning and E-mail for teaching of students at PGSD-UNS to make question.

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F. Internet based and Problem-Based Learning in Learning Process

In problem-based learning, the teacher acts as facilitator and mentor rather than a source of "solution". With problem based learning the teacher presents the students with a problem, not lectures or assignments or exercises. Since they are not handed "content" their learning becomes active in the sense that they discover and work with content that they determine to be necessary to solve the problem.

By knowing the opportunities of the problem-based learning for the students, the writer combines this technique with internet in teaching learning process. The activities in implementing internet based and problem-based learning in teaching learning process will be shown in table 2.6.

Table 2.6 The Activities in implementing internet based and problem-based learning in teaching learning process.

No	PBL		Internet based	Cycle/ Meeting
	Steps	Material		
1	Problem is presented and read by group member	Reading indicator based on English syllaby for SD/MI Depdikbud 2006;402; Types of English question, and the internet and email		I/1
2	Students discuss what is known	1. Identify the question dealing with reading indicator (based on English syllaby for SD/MI Depdikbud 2006: 402) 2. Type of English questions		
3	Students discuss what they think and identify the broad problem	1. There are four kids of reading indicators 2. There are three types of English questions		
4	Students identify their learning needs	1. Browsing the English questions pattern	V	
5	Students share research findings with their peers	1. Discussed their result browsing and determined the right result through the lecturer's email		
6	Students discuss what is known (2)	Every group displayed their result browsing (question pattern)	V	I/2
7	Students discuss what they think and identify the	1. Class discussing 2.Every group took the task through		

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	broad problem (3)	email (task has been sent the lecture through email) 3. Every group did the task		
8	Students identify their learning needs (4)	Every group browsed the level of question based on the Bloom's taxonomy	V	
9	Students share research findings with their peers (5)	Every group sent their task to one another through email	V	
10	Students discuss what is known (2)	Every group printed out the task (the task has been sent from another group)	V	I/3
11	Students discuss what they think and identify the broad problem (3)	Every group sent their task result to one another through email	V	
12	Students identify their learning needs (4)	1. One another group checked the task result 2. The task result sent it back to the lecturer (through email)	V	
13	Post test cycle 1			I/4
14	Problem is presented and read by group member (1)	The lecturer gave the text to the students	V	II/1
15	Students discuss what is known (2)	The students made question dealing with the type of question and reading indicator	V	
16	Students discuss what they think and identify the broad problem (3)	Every students sent their task result to one another through email	V	
17	Students identify their learning needs (4)	Students do peer correction to the replay task (identify the mistakes that the other made)		
18	Students share research findings with their peers (5)	Displayed their task result using LCD	V	
19	Students discuss what is known (2)	Every students printed out the task (the task has been sent from the lecturer)	V	II/2
20	Students discuss what they think and identify the broad problem (3)	The students made question dealing with the type of question and reading indicator, and level of question based on Bloom's taxonomy		
21	Students identify their learning needs (4)	Students do peer correction (checked to one another)		
22	Students share research findings with their peers (5)	Displayed their task result using LCD	V	
23	Students discuss what is known (2)	Every students gave task to one another (before the class time) 3. Evaluate the task and sent it to the lecturer through email	V	II/3
24	Students discuss what they think and identify the broad problem (3)	1. Students made question dealing with types of question, reading indicator, and level of question based on the Bloom's taxonomy	V	

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		in mechanics accuracy 2. Sent it back to one another (who sent the task)		
25	Students identify their learning needs (4)	Students do peer correction (checked to one another task)	V	
26	Post tes cycle 2			

These steps are hoped increases the students' ability both in practicing Information and Communication Technologies (ICT) and their skill in this case making question based on the text. Nowadays we know that ICT offers the opportunity to construct powerful learning experiences. It has the potential to be used in support of these educational methods, as a tools enabling students' learning by doing. Internet based can make it possible for lecturer to engage students in self-paced, self-directed problem-based or constructivist learning experiences; and also test student learning in new, interactive, and engaging ways that may better access.

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G. Rationale

The rationale for using internet based and problem based learning in teaching and learning process, especially in teaching to make questions based on text for 6th Elementary school can be described as follows:

There are some difficulties which are faced by the students of PGSD-UNS Surakarta in questioning skills. The difficulties as follows:

(1) Students are unable to make correct questions pattern.

This statement means that students often write inaccuracy question pattern.

(2) Students have difficulty to make question based on the indicator of reading competence standard. It means they have difficulties to describe or determine

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the reading indicator; some of them still confused to determine the question for asking specific information and detail information.

(3) Students have difficulty to write question with accuracy in mechanics, it means that some of them often face difficulty to put punctuation, spelling and capital letter correctly. They often write incorrect punctuation for the English question they made.

(4) Students are unable to determine the question based on the taxonomy levels. They have not yet understood about the level of the question. They have difficulty to determine their sentence questions, and they are also confused with the differences of these levels, such as applying, analyzing, evaluating, and the creating. They have difficulties to write sentence question in correct level based on the Bloom's taxonomy.

On the other side, questioning skill is known as a very tough skill in teaching English. This ability is needed for student teacher to know their students ability in learning process. That is why the lecturer should present the interesting methods, appropriate media and well organized classroom to teach English especially to make question based on text for the elementary school.

Related to the problems of questioning skill that PGSD-UNS' students faced, the writer proposes the internet based and problem based learning to improve the students' questioning skills.

- First, internet is information technology that is very easy to acquire and offers access to rich resource of authentic material. It is possible for teacher to engage students in self-paced, self-directed problem-based or constructivist leaning experiences.

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- Second, through internet, students can be drawn together from almost everywhere, and they can construct their own formal and informal groups.
- Third, internet based as email, can be used by students either in or out of the classroom. This helps students to be more capable with the technology.
- Fourth, using internet based and problem based learning, students are encouraged to take responsibility for their group and organize and direct the learning process with support from teacher. It offers the opportunity to construct powerful learning experiences They are given a problem, they discuss it, then write down what information is known, what information is needed they practice the internet to browse it.
- Fifth, internet and problem based learning has the potential in support of these educational methods, as a tools enabling students' learning by doing.
- Sixth, internet based and Problem based learning development of life-long learning skills how to research, how to communicate in groups, how to handle problems.
- Seventh, the steps of using internet based and problem based learning in teaching learning process was given in computer based assistant, so, data on students' progress are available continually and can be used formatively.
- Eighth, internet based and problem based learning in teaching learning process make students fun, interactive, and the class more alive and interesting.

From the reasons above, it can be concluded that the use internet based and problem based learning will improve students questioning skill because the media is not making bored. Both lecturer and students are more active and

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creative in learning process. This situation will motivate students and their activities to increase of their questioning skill with the enjoyable learning activity.

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CHAPTER III

RESEARCH METHODOLOGY

This chapter involves the research setting, research subjects, research method, research procedure, data and data collecting techniques, and data analysis techniques.

A. Context of the Research

The research will be conducted at class 3b PGSD-UNS that placed at, Surakarta. S1 PGSD (Teacher Training and education for Primary school's teacher) is one department of Teacher Training and Education Faculty. It is located on campus Kerten. This faculty is equipped by internet. Computer laboratory is also available. These give more chances for both teachers and students to learn through technology.

The research will be conducted from October 2010 to June 2011. The following is the plan the writer does:

The Schedule of Research:

Table 3.1 The schedule of Research

No	Activities	Months / Year2010-2011								
1	2	3	4	5	6	7	8	9	10	11
		Oct	Nov	Dec	Jan	Peb	March	Apl	May	June
1	Preliminary - Survey	V								
2	Designing Research proposal		V	V						
3	Conducting proposal seminar				V					
4	Making research Instrument					V				

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5	Giving treatment and collecting the data						V	V		
6	Analyzing the data and discussing the data analysis								V	
7	Writing the research report									V

Related to the time schedule above, the writer also investigated the students' problems, classroom situation, the cause of the problem, indicators of the problem, solution and suitable material to prepare the research implementation. These are shown in table below:

Table 3.2 The Description of initial Reflection

NO	Topics	Description
1	The problem of the research	From the investigated, the writer found that the students of PGSD-UNS have difficulty to make question based on text.
2	The indicators of the Research	The students have difficulty make question based on question's elements, they are: a. reading indicators b. types of questions c. accuracy in spelling d. categories or level of question based on Bloom's taxonomy
3	The classroom situation	a. some students come to English class reluctantly; when the bell rings, they don't enter the class directly b. most of the students could finish the task (to make questions) longer than the time given by the lecturer c. they chat each other in the class d. they have no response when they are asked questions e. some students also rarely finish their homework given by their lecturer
4	The causes of the problem	a. the students' levels in making questions were poor, so they had difficulty to make question b. the students have lack of motivation in English class. In the process of teaching learning, the lecturer seldom gave motivation to the students. It made the students unmotivated to join the instructional process c. the lecturer still used conventional method in teaching learning process, so the students get bored with teaching method used by lecturer.
5	a. Solution b. What is internet based and problem based learning technique.	The writer optimize the use of internet based and problem based learning technique can improve the students' questioning skill. Internet as a resource, available aspect of internet is its capability of facilitating human interaction and data and ideas. And problem based learning technique is as a method that will assist students towards achieving a specific set of objectives, that is become capable in a set of competence, and it is

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	c. Why is internet based and problem learning chosen?	particularly to support the conditions that influence effective adult learning. 1) Students are eager to know something new, information and technology, They are very easy to acquire and offers access to rich resource of authentic material.. 2) Students can be drawn together from almost everywhere, and they can construct their own formal and informal groups. 3) Students are encouraged to take responsibility for their group and organize and direct the learning process. They are given a problem, they discuss it, then write down what information is known, what information is needed they practice the internet to browse it 4) Internet and problem based learning has the potential in support of these educational methods, as a tools enabling students' learning by doing. 5) Internet based and Problem based learning development of life-long learning skills how to research, how to communicate in groups, how to handle problems. 6) Internet based and problem based learning was given in computer based assistant, so, data on students' progress are available continually and can be used formatively. 7) Make students fun, interactive, and engaging ways that may better assess.
6	How to find out materials?	a. The materials are found from internet. b. English' Syllaby for Elementary school. c. English students book for 6th elementary school.

The subjects of the research are the second semester of PGSD-UNS. They are 30 students. Most of them are from out off Surakarta. The position of the writer is their instructor program. The researcher will be the consultant, resource person rather than controller for them.

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B. Why Action Research

This research was conducted as an action research. The writer was assisted by an observer, who is an English lecturer of S1PGSD-UNS. The writer and the observer collaboratively designed, planned, revised the research procedures, and also discussed the research results as reflection.

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1. Definition of Action Research

The definitions of an action research are stated by many experts, they are:

Kemmis and Mc. Taggart (1991:5) state that:

> *"An action research as a form of collective self reflection enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own or educational practices and situation in which these practices are carried out".*

Elliot (1991:69), states:

> "*Action research is the study of social situation with a view to improve the quality of action within it. It aims to feed practical judgment concrete situations and the validity of the "theories" or hypothesis it generates depends not so much on scientific test of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research "theories" are not validated through practice".*

Hopkins (1993:1) defines that:

> *"Action research is an act undertaken by the teachers, to enhance their own or colleague's teaching, to test the assumption of educational theory in practice, or as means of evaluating and implementing whole school priorities".*

From the definitions above action research is carried out in school to get an improvement of teaching and learning process.

Action research is conducted in this study to improve the students' ability to make question based on text. This research is also carried out with one collaborator. She is the PGSD's lecturer who gives the contribution in giving the ideas, opinions, and share experiences in all steps in the classroom action research.

2. The Procedure of Action Research

The action research spiral based on Kemmis and Taggart (in Burns, 1999:32) state that each cycle in action research occurs through a dynamic and

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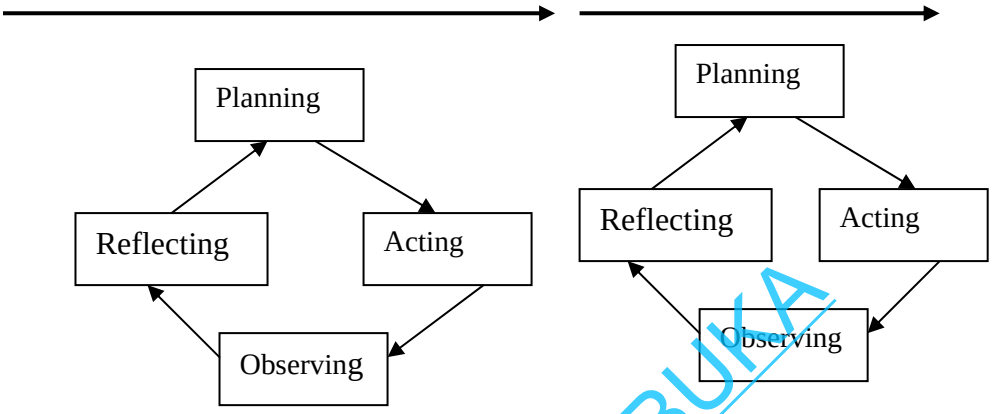
complementary process which consists of four fundamental steps in spiraling process.

They are as follow:



The following are explanations of the steps in each cycle:

1. First cycle

a) Planning

After formulating the problem related to the students' questioning skill and analyzing the causes, it is important to plan solution. The solution should be appropriate and based on the relevant theory. It should be able to improve students' questioning skill. In addition, it is planned that internet based and problem based learning technique in teaching learning process will improve the students' questioning skill. The feasibility of the implementation in this study has to be considered as well.

b. Acting

In this step, internet based as a teaching tool or media and problem based learning as a teaching technique brought into the classroom in form of act. It means that it is conducted here.

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c. Observing

In this step, the effect of implementation of internet based and problem based learning technique in teaching learning process is observed after have been conducted, it is done while or after the action is proceeds. In this step the writer got information through observation, interview, questioner, documents analysis, and test. The observation will be done to cover the events, in teaching learning process. The interview covers the lecturer and the students perception and responses toward implementation of internet based and problem based learning technique as teaching tool, and the students' prior knowledge to make question. The questioner covers the students'respond in written form. Document analysis covers all documents which deals with the implementation of internet based and problem based learning technique such as the students' worksheet, interview transcription, etc. Meanwhile the test covers the effect of internet based and problem based learning technique implementation that can be seen from the students scored in doing the test (students' final test)

d. Reflecting

This step is the end of the cycle, everything in the implementation is analyzed. It covers the process, the effect, the successful plan, and the unsuccessful plan, which can be input for making revised plan for the second cycle.

To describe the procedure of the research implementation easy to understand, the writer arranges them in a table as follow:

Table 3.3 The Description before the Research Implementation.

No	Step	Cycle 1	Cycle 2
1	Planning	Based on the problem, I make a plan to maximize the practice to	After identifying the weaknesses and strengths got in cycle 1, I

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		make question, so they are able to make question based on text when they are teaching.	make effort to overcome those weaknesses and increase those strengths. The result of cycle 1 becomes the consideration of planning of cycle 2
2	Acting/ Implementing	I will use internet based and problem based learning to overcome the problem in English class especially to make question based on text	I carried out the revised activities based on the planning which has been designed
3	Observing/ evaluating	I will observe the teaching learning process and give test to see the effect of using internet based and problem based learning technique in teaching to make question based on text and how the class situation was the internet based and problem based learning technique applied in the class	I do monitoring and evaluating the progress of the students. I describe what happens in teaching process and the achievement of students
4	Reflecting	I will discuss with the collaborator every progress in all activities, find out the weaknesses and strengths, and interview the students, the collaborator after applying the internet based and problem based learning technique in teaching to make question based on text.	I make note how internet based and problem based learning technique can improve the students' questioning skill, note down the class situation when the internet based and problem based learning technique applied in the English class.

Table 3.4 The activities in each cycle.

NO	The Teacher's activities	The Students' activities	Note
1. Pre learning activity	Enforcing the material	- Inquiry - getting new knowledge	The materials are indicator of reading, types of question pattern, and the level of question based on the Bloom's taxonomy.
2. Main learning activity	Monitoring and facilitating	1. Students work in group browsing the material. 2. Discussing their result browsing 3. Doing peer correction for their task. 4. Students exchange their task for peer evaluation through email.	
3. Post learning activity	- Reinforcement - Doing authentic assessment - Computing the data - Revising the plan	Reflecting Do the test	

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Instruments of the Research

1) Questionnaires

According to Arikunto a questionnaire is a number of written questions which are used to gain information from the respondents about themselves or their knowledge, and belief (2002: 128). From this assumption the writer had reasons for choosing questionnaires as her instrument. The reasons are: it could collect information from a large number of students and on the other side, the students as respondents could complete and returned it in certain period.

The alternative questions of questionnaire used in this study are the closed question. Here the questionnaire is used to measure the students' question' skill. The writer needs to know about their questioning skill before starting the research. It helped her to plan the steps in the research. The writer tried to construct the questionnaire which contains ten items. All items hoped can describe the students' questioning skill.

2) Field notes

It used to note finding and improvement during action step in each cycle. The guideline of the field note as follows:

(a) Observation towards the students.

(i) Observed students' activities

The writer is a lecturer who teaches to make questions using internet based and the problem based learning technique in the classroom. In this process, the writer observed the students' activity in teaching learning process every treatment she gave. The writer

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observed the students' activity individually. This observation is done to cover the implementation of internet based and problem based learning technique in teaching learning process. Individual observation is needed to have detail data about what was happened in the classroom when the internet based and problem based learning technique implemented as a teaching media and what extent was the internet based and problem based learning technique can improve the students' questioning skill. The writer also asked the collaborator to observe the teaching learning process. Furthermore, collaborator observed and offered suggestion about the implementation of using internet based and problem based learning in teaching to make questions.

(ii) Observed students' cooperation in their group

The writer observed the group activities, it is done to fulfill the data about situation of the classroom when internet based and problem based learning implemented. The group works are one of the steps in teaching learning process using internet based and problem based learning. She needed to observe whether the activities were done correctly or not. The result of these activities would become strong consideration for the next steps or next cycle and help her to increase the students' achievement and to decrease the students' weaknesses.

(b) Observation towards the lecturer's way of teaching

It can be done by the collaborator, the observer would see whether the lecturer did the teaching learning process appropriate with the steps in

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teaching learning process using internet based and problem based learning technique or not. And how the classroom' situation when the lecturer was teaching using internet based and problem based learning. The observer needed to note down the strengths and the weaknesses of the lecturer's performance. The note would become the important consideration to the next steps and cycles.

3) Test items

There are four activities in this study. First activity, the writer gave test. The purpose is to know how far the students can write or make question based on the text correctly. In the second activity, the writer applied the internet based and problem based learning technique in teaching learning process with the material browsing information through internet.In the third activity, the writer still used internet based and problem based learning technique with the material exchange task through email. In the last activity, students do the post-test such a written test as the instruments for collecting data. It purposes to measure the students, progress and result of teaching learning activities. The writer used the same task in the pre-test (first activity) to last activity (post-test) with the purpose giving kind of illustration about the material which has been taught to students.

4) The Diaries

There is not a rule about how to keep a diary because it is a private document. The writer can confide their thought, feeling, and action in the diary. It helps the writer for exploring affective data. And the other she can

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learn the steps that the writer did in her research; and also learn about the problems that the researcher faces during the research.

C. Techniques of Collecting Data

There are two kinds of data which are uses in this research; they are quantitative and qualitative data.

In finding the quantitative data the writer used questioning skill test as her technique. The quantitative data are in the form of students' scores on questioning skill. The scores gain through the sentence question test. In each cycle there will also be pre test and post test for questioning skill. The data resources are taken from the students of 3B/6th semester of PGSD-UNS Sebelas Maret.

While, the qualitative data are in the form are in the form of information about the implementation of internet based and problem based technique and students' reaction to the technique that used by the teacher. Those data were taken from 6 resources, namely:

a. Event, that happen in teaching learning process that used internet based and problem based learning technique. These are recorded in the teacher's and collaborator's journal.
b. Respondents, there are three respondents in this research; the lecturer who teaches English at PGSD, the students who join in the class, and also the expert.
c. Documents or artifacts. The writer used the text from the English for 6th Elementary school, writing test result.

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d. Observation is an activity to watch and record the action and behavior of research participants. This technique applied to the teaching and learning process that used internet based and problem based learning technique as a teaching tool. The writer used participant observation technique in which she involved as a lecturer and observer.

e. Interview is the activity to ask questions in face-to-face interaction. The writer interviewed some students for getting information about their questioning skill improvement after being taught using internet based and problem based learning technique as a teaching tool and he strength and the weaknesses of the media from student' perspective. In this case, students, lecturer, and the head of unit program PGSD-UNS Surakarta as the object of the interview.

f. Document analysis is form of written information as the evidence of the research such as test result. The analysis did to the reading indicator, type of questions pattern, accuracy mechanics, and the level of question based on the Bloom's taxonomy.

Then, the result of the activities above reported into a field note which would be data for this research.

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D. Techniques of Analyzing Data

There are two techniques in analyzing data; quantitative technique and qualitative technique

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a. Quantitative Technique.

The writer used descriptive statistics to describe the quantitative data. It used to describe students' scores such as the mean, median, mode the highest score and the lowest score. To achieve the aim in analyzing quantitative data, it is applied the following procedure:

(1) In analyzing the product of writing, students' questioning skill is regarded to improve when the score of each student increases for each cycle. So the writer accounts a pre test and post test score individually at the end of each cycle. It is intended to decide whether the cycle has been successful or not. The students' individual scores are computed by using the following simple formula:The student's individual score = total scores: total item

(2) The writer applied a descriptive statistics comprising the following dimension; highest, lowest score, and mean.

(3) After analyzing the students' individual score. She uses statistical technique to find the mean of the students' score. She calculates the students' score to compare the means of the pre test, post test of cycle 2 by using the following formula:

$$X = \frac{\sum X}{n}$$

X = Mean

$\sum X$ = the total score

n = number of student

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2. Qualitative Technique

The qualitative data will be analyzed by using Constant Comparative method as suggested by Strauss and Glaser in Lincoln and Guba (1985:339). They state that there are four stage of constant comparative method in analyzing the data

The four stages can be described as follows:

a) Comparing incidents applicable to each category.

While coding an incident for category, the writer compares it with the previous incidents in the same and different groups coded in the same category. The writer will categories all data of the research into two main categories, including: a) student's making questions skill and b) class situation.

b) Integrating categories and their properties.

In this second step, there was a change from comparing incidents with other incidents classified into same category to comparing incidents to the rule (properties) describing the category.

c) Delimiting the theory.

The writer develops the findings and relates them to the previous theories. Delimiting begins to occur at the level of the theory or construction because fewer and fewer modification will be required as more data are processed.

d) Questioning theory

The writer construct theories based on the result of the research findings. The construction of theories will be better if those are suggested by previous related theories. The questioning theory should relate to the previous main categories, including: a) students' questions skill and b) class situation when the internet based and problem based learning implemented.

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CHAPTER IV

THE RESULT OF STUDY

This research is aimed at finding out whether the applying of internet based and problem based learning in teaching improve the student's questioning skill and to identify to what extent the improvement is. Furthermore, the research describes the teaching learning situation when internet based and problem based learning are implemented in English class. The research was carried out at PGSD UNS Surakarta especially 3B.

This chapter consists of two sections; A. relates to the process of research which includes pre research and research implementation. Section B describes the research findings and discussion of the research findings. The research Implementation can be seen in table 4.1

Table 4.1 The Overall Process of Research

1. Pre-research: Gaining Base line data • Observing: Observing teaching learning process on October to November 2010 • Giving questionnaire: Giving questionnaire to the lecturer and students on April 2011 • Interviewing : Interviewing the lecturer and students on May 12th 2011 • Pre test : Conducting Pre-test on May 13th 2011
2. Research Implementation a. Cycle 1: (a) Meeting 1 :Discussed about types of question, reading indicator, and internet and email technique (on May 19th , 2011) (b) Meeting 2 : Discussed question pattern, browsed the level of question based on Bloom's taxonomy (on May 24th , 2011) (c) Meeting 3 : Discussed the result of the group's task, students in group made question based on text dealing with the aspect of question, every group check the task to one another (on May 26th , 2011) (d) Meeting 4 : Doing post test 1 (on May 31th , 2011 Post-test 1)
b. C ycle 2 : Reply part 1 (a) Meeting 1 : Brainstorming the question based on text, practicing ICT, peer correction to reply task (on June 7th , 2011) (b) Meeting 2 : Practicing making task to one another through ICT dealing with level of question based on Bloom's taxonomy (on June 9th , 2011) (c) Meeting 3 : Individual task (text taken from their email) make question dealing with the element of question based on text (on June 14th , 2011) (d) Meeting 4: Doing post test 2 and answer the questionnaire (on June 16th 2011)

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A. Process of Research

The overall of the research's process as summarized in table 4.1 is described in more detailas in the following. This section has three main parts; the description of previous situation, research implementation and summary of findings during the research. In pre research the writer observed the situation to investigate students' questioning skill and its problem, and how to investigate the problems during the teaching learning process. As the problems were identified, the writer could decide what kind of solution would be used.To reach the purpose, the writer conducted interview to the students, giving questionnaire, and pre test as well. In cycle 1, she discussed about types of question, reading indicator, and internet and email technique in meeting 1. In the second meeting she discussed about sentence question pattern, browsing the level of question base on taxonomy Bloom.The students discussed the correction in small group discussion and id peer correction. She guided them in this activity. In meeting three, she discussed the result of the group's task, students in group make question based on text dealing with the aspect of sentence question, every group check the task each other. The next meeting she conducted the post test 1. Furthermore in cycle 2, meeting 1, she discussed the question based on the text, practicing ICT and peer correction to replay task. In the second meeting, she guided the students to make task and gave it to one another through ICT, this task was dealing with the level of question based on taxonomy Bloom. In the third meeting, she conducted individual task (text taken from their email)"to make question dealing with the element of sentence question based on the text". She guided the students to check their task tone another. In the fourth meeting the writer conducted post test 2.

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1. Pre Research

a. The description of previous Situation

As stated in chapter 1 that the students of class 3B of PGSD UNS Surakarta were lack of questioning skill. The main problems that could be identified are: a) students' problem in questioning skill, b) the classroom situation and c) the causes of the problem. The summary of the result of pre research activities was described in table 4.2 below.

Table 4.2 The Result of Previous condition

Condition
1. Students' questioning skill • Students are unable to make correct grammatical questions. • Students have difficulty to make question based on the indicator of reading competence standard. • Some students have difficulty to write question with accuracy in spelling. • Students are unable to determine the question based on the taxonomy levels.
2. English classroom situation • Some students come to English class reluctantly • Most of the students could finish the task (to make questions) longer than the time given by the lecturer. • They chat each other in the class • They have no response when they are asked questions • Some students also rarely finish their homework given by their lecturer.
3. The causes of the problem • The students' levels in making questions were poor, so they had difficulty to make question. • The students have lack of motivation in English class. In the process of teaching learning, the lecturer seldom gave motivation to the students. It made the students unmotivated to join the instructional process. • The lecturer still used conventional method in teaching learning process.

b) Students' questioning skill

The competence of students of 3B of PGSD- UNS Surakarta was unsatisfying. This condition was identified as their pretest score which was gained in the preliminary research. The pre-test was executed on Friday, May 13th, 2011. The students' scores could be reported that the highest score was 7.60, the lowest score was 6.08, and the average score was 6.56 In brief, the pre-test scores and the

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elaboration of each element could be seen in the table 4.3 and 4.4. students' scores in making questions was as follows:

Table 4.3The Result of Preliminary Research

No	Explanation	Score
1	Highest score	7.60
2	Lowest score	6.08
3	Mean	6.56

There fore, those scores could be analyzed in more details based on the four elements of questioning skill. They were the score of accurate in types of question patterns, relevance to reading indicator, accurate in mechanics and accurate in taxonomy's level. The result of the pre-test average score of each questioning skill could be seen in the table 4.4 below.

Table 4.4 The Result of Preliminary Research viewed from students' questioning skill.

Score	Accurate in pattern	Relevance to Reading Indicator	Accurate in mechanics	Accurate in taxonomy's level
High	8.44	8.22	9.63	7.50
Lowest	5.44	3.11	6.96	5.16
Mean score	6.54	5.17	8.40	6.0

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c) English Classroom situation

The Preliminary study that it is carried out on last March 2011 showed that the teaching learning process was not an inspiring or enthusiastic class. Based on the writer's observation, she found most students of 3B had low interest in English subject. It can be seen that: (1) some students come to English class reluctantly; they don't enter the class directly, (2) most of the students could not finish the task (to make questions) longer than the time given by the lecturer; (3)

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they chat each other in the class, (4) they have no response when they are asked questions; and (5) some students also rarely finish their homework given by their lecturer.

d) Causes of questioning skill problems

Knowing that making question is still difficult for the students, the writer tried to know what caused their difficulties. The difficulties of the questioning skill were based on two aspects. They were from lecturer and the students.

From the lecturer's aspect, the writer saw that the process of teaching learning was not inspiring or enthusiastic. It could be seen, when the English lecturer taught, she applied the conventional method and technique during instructional process. It was uninteresting method and technique; it made students bored. So it made the class run monotonously. The media which she used was uninteresting. The media which she used was text book or task paper. She rarely used internet as a source of information during instructional process. So it made the class run monotonously. In addition, the lecturer seldom gave students motivation during the class, it made the students unmotivated to join the instructional process hence, some students are reluctant to come to the class.

To overcome this problem, the writer should choose the most effective way to teach English especially in making questions. In this case, appropriate strategies and media are needed to help the students to understand and to increase the effectiveness in the communication between lecturer and students in teaching learning process. That is why, the writer is interested in investigating using

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internet based and problem based learning in teaching to make questions. The writer recommended the collaborator to give motivation the students regularly.

2. Research Implementation

In Chapter I stated that the students of PGSD-UNS Surakarta have problem in learning English. They lack of questioning skill. Having identified the problem found in the preliminary research, the writer tried to overcome those problems by implementing internet based and problem based learning in teaching questioning skill. The writer believed that by implementing internet based and problem based learning in teaching making question, she offered one of alternative media that can be used to improve students' questioning skill. Hopefully, internet based can help the students enrich their experiences and stimulus responses for improving their skill in producing written questions.

The research implementation was divided into two cycles; Cycle 1 and Cycle 2. The result of Cycle 1 can be used as consideration of planning of Cycle 2.The Cycle 1 carried out in four meetings. Every meeting had time duration for one hundred minutes. Each cycle consists of four steps. They are: 1) planning the action, 2) implementing the action, 3) observing the action; and 4) reflecting of the observation result.

a. Cycle 1

The summary of the research implementation of cycle 1 can be seen in table 4.5

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Table 4.5 The Summary of the Research Implementation of Cycle 1

DESCRIPTION	
	Cycle 1
1. Planning	a) Sharing ideas with collaborator b) Making lesson plan c) Preparing the suitable material d) Designing post-test.
2. Acting	a) Meeting 1 - Sharing and Explaining about the use internet as a source of information, the questioning indicators, reading indicator, and type of questions. b) Meeting 2 - Browsing the sentence question's pattern and the level of question based on the taxonomy Bloom. Then class discussion. c) Meeting 3 - Grouping task d) Meeting 4 - Post-test "Making question based on the text dealing with the question pattern, reading indicator, level of the question based on the Taxonomy Bloom in accuracy in spelling.
3. Observing	**a)Students:** 1) Were actively involved to teaching learning process. 2) Showed the interest toward the implementation of internet and problem based learning technique. 3) Accuracy in pattern/ grammar, relevance to reading indicator, accuracy in spelling, and some of them are still unsatisfying score in accuracy in taxono0my's level. 4) Understood how to browse the information from the internet, how to use email and how to make written question based on the text. **b)Teacher** 1) Prepared the materials well, technical skills, brainstorming with the students about written question. 2) Divided the students into small groups. 3) Divided the activities into three parts; preparation, main activities, and post activities. 4) Asked the students to learn from the internet not only in the classroom but also out of the classroom. **c) Classroom situation** 1) Alive, crowded in conducting the groups of work and students were nery busy. 2) Having fun with various kinds of activities
4. Reflecting	**a) Strengths**: 1) Internet based and Problem based learning can increase students-students interaction, and improve their communications skills. 2) Internet based and problem based learning gave them motivation to gained the source of informations, the classroom situation was very alive and more active. 3) Implemented Internet based and Problem based learning become more flexible in processing information and meeting obligations. **b) Weaknesses:** 1) Class control was strictly needed because the students worked with electronic equipments. 2) Smart and brave student still dominated the activities of work group or group discussion. 3) Some of the students copied the other student's task. Note: To make sure that internet based and problem based learning is really able

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	to improve the students' questioning skill, the writer plans to give treatment to her students in cycle 2

The students' questioning skill and the classroom situation of the action research implementation as summarized in table 4.5 are described in more details follow:

Cycle 1 was conducted in four meetings. It was held in the nineteenth of May, twenty fourth of May, twenty sixth of May and thirty first of May. The writer used four fundamental steps in an increasing process: planning of the action, implementing the action, observing the action and reflecting the observation result. They will be explained as follows:

1) Planning the Action

The planning action in the first cycle was made based on the identification of the problems on the pre research. The writer had planned some activities to do before carrying out the research. They are: a) sharing ideas with the collaborator, b) making lesson plan, c) preparing the suitable materials, and d) designing post-test.

a) Sharing ideas with the collaborator

The writer needed the collaborator to conduct the research in PGSD-UNS Surakarta. The head of PGSD Sebelas Maret University offered Mrs. Drs. Endang Sri Markamah.MPd. as the collaborator in this research. She is a professional and experienced English lecturer. Therefore, the writer was quite sure she could give big contribution to the success of the research.

There were many things which the writer could share with the collaborator. They were about how to design the lesson plan which could be applied in the classroom, how to observe the students in the classroom.

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Furthermore, the collaborator also gave the writer trick how to control the classroom in certain situation.

There were many things found when the writer discussed ideas with collaborator. First, the collaborator agreed that the writer would implement internet based and problem based learning to improve the students' questioning skill. She said it would be interesting for the students because internet was the latest technology in teaching learning now. Second, the collaborator agreed the element of scoring rubrics. They were accuracy in pattern/grammar, accuracy in reading indicator and relevant to text, accuracy in mechanic, and accuracy in taxonomy's level. The score of accuracy in question pattern ranged from 0 to 3, accurate in reading indicator and relevant to text from 0 to 3, accurate in mechanics, from 0 to 2, and accurate in taxonomy's level from 0 to 2. The total score for each item was 10. To get valid score, the students' written question were scored by two examiners (the writer and the collaborator). To get the average scores, the scores of the writer and the score of collaborator are divided by two. Third, the collaborator suggested the writer to pay attention to some students in the class, observe some other points during the implementation of internet based and problem based learning, response the students to the teaching learning process, participation in the group discussion, attention during the lesson, interest in practicing the internet and problem based learning and unexpected thing that occurred during the teaching learning process.

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b) Making lesson plan,

Lesson Plan is a proposal for actions in teaching activities. Knowing that case, in agreement with the collaborator, the writer designed the lesson plan. The overall implementation of internet based and problem based learning in cycle 1 can be seen in table 4.6.

Table 4.6 The Implementation of Internet based and Problem based learning in Cycle 1

a) Competence Standard: The students will be able to make questions based on text by combining the elements, including all types of questions, level of question based on the Bloom's taxonomy and the reading indicator based on the basic competence at the Elementary school.

b) Basic Competence: The students are able to make questions accurately in the form of written questions, dealing with types of questions, reading indicator and the levels of questions based on the Bloom's taxonomy.

c) Indicator:
At the end of the teaching learning process, the students are expected to be able to:
1. Make question accurate in English question patterns
2. Make question accurate in reading indicator and relevant to the text.
3. Make question accurate in mechanics.
4. Make accuracy level or category of question accurate in level based on the Bloom's taxonomy.

d) Objectives:
1. Students are able to make question which is accurate in question patterns.
2. Students are able to make question which is accurate in reading indicator and relevant to the text.
3. Students are able to make questions which are accurate in mechanics.
4. Students are able to use appropriate level or category of question based on the Bloom's taxonomy.

e) Materials:
- Types of questions patterns
- Reading indicator
- Level of question based on the Bloom's Taxonomy.

c) Methods and technique
- Modeling
- Explaining
- Discussing
- Practicing in browsing and making questions

f) Steps
Meeting 1
1. Pre activities (meeting1-4)
   - Greeting
   - Praying
   - Checking the student's attendance

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- Lecturer set up the goal of the lesson that the students are going to achieve
- Apperception

2. Main Activities

a. Meeting 1

a) Discussed about reading indicator
b) Discussed about types of questions
c) Discussed about internet and email technique
d) Work in group browse the pattern of question through the internet and send it to lecturer's email

b. Meeting 2

a) Discussed about types of question pattern
b) Browsed about levels or categories of question based on the Bloom's taxonomy
c) Discuss about the levels of questions based on the Bloom's taxonomy
d) Work in group to make questions dealing with types of question and the levels of question based on Bloom's taxonomy
e) Every group makes question based on the text which is send from the other group

c. Meeting 3

a) Discussed about the result of the group's task
b) Students in group makes question in all types of question based on the reading indicators and the levels of question based on the Bloom's taxonomy.
c) Discussed and checked the group task
d) The lecturer send task to every group, the result of the group's task sent through lecturer's email.

d. Meeting 4

a) Listened the lecturer reflection about result of three previous meeting before.
b) Discussed about the problem faced in the previous meeting before.
c) Doing the post test

h) Sources and media

1) Sources : "Active English" for Elementary school http//readingtokids org/readingClubs/TipBloomstaxonomy php.
2) Media : Computer and laptop

i) Assasessment

a. Technique : Written test
b. Instrument : Make question based on the text below.
c. Guideline of assessment:
Student's score = Total score : Total items
d. Scoring rubric : each item

Table 4.7

Score	**A.** *Accurate in question Pattern*	**B.** *Accurate in reading indicators and relevant to the text*	**C.** *Accurate in Mechanics*	**D.** *Accurate in taxonomy's level*
3	Almost no grammatical inaccuracies	Accurate in reading indicators and relevant to the text	-	-
2	Some grammatical inaccuracies	Accurate in reading indicators and irrelevant to the text	Almost no inaccuracies in spelling, capital letter, punctuation	Almost no inaccuracies in taxonomy's level
1	Frequent grammatical inaccuracies	Inaccurate in reading indicators and irrelevant to the text	Some inaccuracies in spelling,	Low standard of accuracy in taxonomy's

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			capital letter, punctuation	level
0	Almost all grammatical patterns inaccuracies	The question Inaccurate in reading indicators and no relation to the text	Low standard of accuracies in spelling, capital letter, punctuation	-

The score may look like this:

A. Accuracy in pattern/grammar : 0-3

B. Accurate in reading indicators : 0-3

C. Accuracy in Mechanic : 0-2

D. Accuracy in taxonomy's level : 0-2

Total score (in each item) : 10

c) Preparing the suitable materials

Having made consideration that the last material taught to the students was about written question based on text for 6th elementary school, the writer in agreement with the collaborator decided that the material was taken from internet and the text material was taken from the "Active English" for Elementary school. As the writer got the material, she then proposed the material to the collaborator to get her agreement about them. The materials were listed as follows: (1) the first meeting in which the writer provides students with group activities in discussing about reading indicator, types of questions and how to browse information through internet; (2) the second meeting in which the writer provides students with group activities in browsing the sentence question pattern and the level of question based on Bloom's taxonomy; (3) the third meeting in which the writer provide grouping task (giving task, checking and giving comment in other group

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task and send it to the lecturer's email); and (4) finally, for the last meeting in cycle 1 in which the writer would give post-test 1.

d) Designing post-test

The writer must prepare post-test before applying the cycle 1. Post-test was used to assess the students' achievement after they got special treatment in making question based on text. The result of the post-test was to identify the success of the students and making adjustment in lesson plan for the next meeting. Both writer and collaborator have agreed to conduct the post test in the written form of question.

The instruction of the test was easy to understand, it was written in Indonesian. There were four elements of written question which was used to assess the students' questioning skill: accurate in question patterns, relevance to reading indicator, accurate in mechanics, and accurate in taxonomy's level. The score of accurate in question patterns ranged from 0 to 3, the score of relevance to reading indicator ranged from 0 to 3, the score of accurate in mechanics ranged from 0 to 2, and the score of accurate in taxonomy's level ranged from 1 to 2. The total score in each item was 10. To get valid score of the students' performance was done by two examiners. They were the writer and the collaborator.

2) Acting

The writer came to the acting part. She carried out this activities based on the design of plan has proposed for giving treatment in cycle 1. There were four

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meeting for implementing internet based and problem based learning to improve student's questioning skill.

In meeting 1, the writer gave some treatments as follows: (1) explain about reading indicator, function, check the students' prior knowledge and the writer set the classroom brainstorming about it, (2) divide the students into small group then gave them the task (identify the question dealing with reading indicator and type of question), (3) Students in their group did the task, (4) the lecturer guided the class discussion, (5) the lecturer guided the group of students to browse the question patters, (6) as the home assignment every group sent the text for 6th elementary school to the lecturer through email.

In meeting 2, in the multimedia class : (1) every group of students displayed their result browsing (types of question patterns), (2) the lecturer guided the class discussion, (3) every group of students took the task (identify question dealing with reading indicator and types of question) through email and discussed it, (4) Every group of students displayed their task result, (5) the lecturer guided the group of students in browsing the level of question based on Bloom's taxonomy, and (6) for the home assignment every group sent the task to the lecturer through email.

In meeting 3, grouping task in making questions based on text, here (1) every group of students did their task (the task was sent from another group), (2) through email every group sent their task result to one another, (3) one to another group checked the task result, (4) as the home assignment every students had to take the task from their email (the task was sent the lecturer) and sent the task result to the lecturer email.

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Meeting 4, in this meeting the writer used the time to do reflection. To know more about what the lecturer had done in each meeting, she presented them in the following explanation.

a) The first meeting

1) Opening

It was held on Thursday, 19 May 2011, the collaborator and the writer entered to the classroom at 07.00.The students greeted them after that she checked the student's attendance. On that day, there were two students late. There were 30 students in the class. Then the collaborator introduced the writer as their lecturer in eight meetings, she hoped the students can follow the writer's instructional.

2) Main Activity

In the activity, the writer asked the students some questions about the advantages of English subject for them, "What is the *advantage of English subject for you as an elementary teacher*?" Student (Faiz) answered "*We have the ability to teach English at the elementary school when there is not any English teache*r" The writer answered "Okay, good" The writer asked "*is anybody know what is the function of question for the teaching learning process?"* Student (Dwinita) answered "*To know tingkat kemampuan siswa dalam kegiatan pembelajaran.*" The writer answered "Okay, very good. Then the writer informed the material which the writer would teach, and the media and the technique in teaching learning which would the writer used in her teaching.

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The material was how to make question based on text for 6th Elementary school, the media and technique were internet based and problem based learning.

After informing the material in the previous meeting, the writer asked the students about the element of question. "*Do you know the element of question based on the English text?* Student (Jatmiko) answered "*1) reading indicators, 2) types of questions*. The writer answered," Okay, good" *Who wanted to add*? Student (Hesti) answered *accuracy in spelling*. The writer answered "Okay, good" *Anyone wanted to complete*? Okay if there was nobody wanted to complete, *the last element was categories or level of question*. Here the level or categories of questions based on the Bloom's taxonomy. The writer and the student make conclusion that the elements of question were: 1) reading indicators, 2) types of questions, 3) accurate or correct in mechanics, and 4) the level or categories of question based on the Bloom's taxonomy.

After finding the elements of question, then the writer displayed the reading indicator which taken from the Sillabus Bhs Inggris for elementary school (2006) they are: (a) asking word meaning, (b) asking sentence meaning, (c) asking specific information; and (d) asking detail information. Next, (1) the students are divided into small group, then they were given the task (identify the question dealing with the reading indicator and type of question), (2)the students in their group discussed the task, (3) the lecturer guided the class discussion, (4) the lecturer guided the groups to browse the types of question patterns.

After discussing about the materials, the writer asked the students about information technology, *"What do you know about internet?"* Student (Eko) answered "*Internet is alat untuk search information, bu"*. The writer's answered

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"Okay, good." *How about email?* One of the students answered, "*surat elektronik, mam*" the writer answered, Okay, good, "? Do you know "what is the function of email"? Student (Hesti) "*to send the letter, mum*" the writer answered "Very good."Then the writer and the students discussed about internet and email technique, how to use internet as a source of information and email which would be used in teaching learning process.

3) Closing

In closing activity, the writer reviewed the materials which have been explained. Then, the students in their group were given home assignment to look for the text for 6th elementary school and send it to the writer through email.

b) Second meeting

1) Opening

The second meeting was carried out on Tuesday, 24 May 2011, in the third and fourth periods, it was started at 08.40 am. The writer and the collaborator walked slowly to the multimedia class, while walking they found some students outside the class. Knowing such situation, the writer reminded them to enter the class right away. After reminding the students, then, the collaborator along with the writer entered the classroom. In front of the class, the writer asked the students to pray together, after that, greeted the students by saying "Good morning everybody" and the students answered "Morning, mum", then the writer said: "How are you?" the students replied "We are fine, mum". After greeting the students, the writer checked students; attendance based on the listed. In that day, the writer was happy because all of the students were present.

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2) Main Activity

The writer showed the print out of the group's task, the text for the 6th Elementary school. All the groups have sent their tasks. It means that there was increase of motivation among them. Next; (1) every group displayed the result of their browsing (the question patterns), (2) the writer guided the class discussion and the result as follows:

a. Yes/No question

a. Affirmative or Yes/No question.

There are three basic principles in changing statements to questions.

a.1 The verb is placed before the subject.

Compare:

	He	is	a student	
Is	he		a student?	
	Budi	was	late	yesterday
Was	Budi		late	yesterday?
	The children	are	happy	now
Are	The children	happy		Now?

a.2. With simple and past tense forms of verbs other than **be**:

The original verb is first changed to **do** (**does**) or **did** + the simple form of the verb. Then **do** (**does**) or **did** is placed before subject.

Compare:

	He	likes	coffee	
Does	he	like	Coffee?	
	they	study	English	twice a week
Do	they	study	English	twice a week?
	She	studied	English	yesterday
Did	she	study	English	Yesterday?

a.3. With constructions of auxiliary + principle verb:

The auxiliary is placed before the subject.

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Compare:

	He	will	be	a doctor
Will	he		be	a doctor?
	Cholid	can	drive	a car
Can	Cholid		drive	a car?
	Arini	has	done	her homework
Has	she		done	her homework?

b. Wh-questions (use interrogative words to request information),

They cannot be answered by yes or no. The interrogator is placed at the beginning of the sentence, followed by to be, subject, predicate (verb), complement and end with question mark.

b1. The simple interrogators:

When/Where/Why/ How + to be + Subject + verb + object + ?

Examples:
- When (Int) was (to be) he (S) doing (verb) his homework (object) ?
- Why (Int) are (to be) you (S) rolling up (verb) the carpets (object)?

b2. The Interrogative pronouns are *who* (with its inflectional variants *whom* and *whose*), *which*, *what*.

Who/Whom/Whose + to be/noun/pronoun + verb/complement + ?

Examples:
- Subject : *Who* is there ?
- Direct Object : *Who(m)* did you see ?
- Modifier : *Whose* house is that ?
- Object of Preposition : *Who* did they give the prize to?

c. Tag question is a special construction in English. It is a statement followed by a mini-question. The whole sentence is "tag question", and the mini question at the end is called a "question tag". We used tag question at the end of statements to ask for confirmation. Tag question can be answered by yes or no. There are three basic principles operate in question tag.

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c1. With simple present and past tense forms of **be**:

John **is** here	**isn't** he?		John **isn't** here	**is** he?
We **are** late	**aren't** we?		We **aren't** late	**are** we?
She **was** here	**wasn't** she?		She **wasn't** here	**was** she?

c2. With simple present and past tense forms of verbs other than **be**:

He **plays** golf	**doesn't** he?		He **doesn't play** golf	**does** he?
They **went** home	**didn't** they?		They **didn't** go home	**did** he?

3. With constructions of auxiliary + principle verb:

You can drive a car	can't you?		You can't drive a car	can you?
They are coming	aren't they?		They aren't coming	are they?

(3) every group of students took the task (identify question dealing with reading indicator and types of question) through email and discussed it (4) every group of students displayed their task result, (5) the lecturer guided the group of students to browse the level of question based on Bloom's taxonomy. They are the six levels of questions: a) remembering, b) understanding, c) applying, d) analyzing, e) evaluating, and f) creating.

a) Remembering is the first level of mastery's learning. Remembering question is to get feed back on whether a student has attained certain knowledge, we can ask questions that request the student to list, tell, name. The common question words are used for remembering such as: Who …?, What is …?, How many …? Which is true or false …?

b) Understanding; in this level, the student grasps the meaning of information by interpreting and translating what has been learned. The questions focus on whether new information is incorporated into previous learning.

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Request in this category might include asking the students to summarize, describe, interpret, exemplify, and compare.

The common question words are used for understanding such as: What is meant by …? Can you explain why…? What was the main idea…? Can you write in your own words?

c) Applying refers to being able to make use of newly acquired information. The learners make use information in a context different from the one in which it was learned. Applying questions are those where learners have to actually apply, or use, the knowledge they have learned. They might be asked to solve a problem with the information they have gained in class being necessary to create a viable solution. Requests in this level take the form of asking the learners to demonstrate, calculate, illustrate and solve, among others. The common question words are used for applying such as: What lesson did you learn from the story? List the places in the text that are important? If you had to … what would you do?

d) Analyzing in analyzing the learners break learned information into its parts to best understand that information. In this level, learners will be required to go beyond knowledge and application and actually see patterns that they can use to analyze a problem. Questions explore a learner's knowledge in terms of being able to see patterns, to find hidden meaning or to organize parts. Questions ask the person to explain, arrange, compose or infer in order to determine understanding. The common question words are used for analyzing such as: What part of the text was funniest or the most exciting or the saddest? How is … similar to…? Find five words in the

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text which begin with the same sound. What part of the reading was funniest/the most exciting or saddest? List compound words from the text.

e) Evaluating; in this level, the learners make decisions based on in depth reflection, criticism and assessment. The learners are expected to assess information and come to a conclusion such as its value or the bias behind it. The learners are asked to decide, rank, convince, compare or explain an idea. The common question words are used for evaluating such as: Was the main character in this reading good or bad? Why? Is there a better solution to …? What is opinion of …? Do you believe…? How would you feel if …?

f) Creating; in creating level, the learners create new ideas and information using what has been previously learned. The learners are required to use the given facts to create new theories or make predictions. Creating questioning requires the learners to draw on knowledge from several areas, make prediction, draw conclusions or create fresh ideas from old ideas. The common question words for creating such as: Can you design a …to…? Can you see a possible solution to …? What would happen if …?

3) Closing

In closing activity, the writer reviewed the process of browsing internet and discussion. Since the process of browsing did not run well, the writer reminded the students to participate in process of browsing and discussion. Then the writer asked the students' feeling during the teaching learning process.

Here, some student's opinion:

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A7: *Saya senang, bu, dengan kerja kelompok yang dapat mengerjakan tugas di luar jam belajar.*

A16: *Dengan menggunakan internet ini kemampuan saya bertambah karena saya belum begitu paham dengan internet sehingga dapat bertanya dengan teman dalam kelompok.*

A11: *Bu, dengan browsing di internet informasi pengetahuan yang kita dapat akan lebih akurat ya bu, dan lebih luas uraiannya.*

After asking the students' feeling, then the writer closed the class.

c) Third meting

1) Opening

The third meeting was carried out on Thursday, 26 May 2011. In the third and fourth period, it was started at 07.00.am. The writer and the collaborator walked slowly to the multimedia class, while walking they still found some students outside the class. Knowing such situation, the writer reminded them to enter the class right away. After reminding the students, then, the collaborator along with the writer entered the classroom. In front of the class, the writer asked the students to pray together, after that, greeted the students by saying "Good morning everybody" and the students answered "Morning, mum", then the writer said: "*How are you*?" the students replied "*We are fine, mum*". After greeting the students, the writer checked students; attendance based on the listed. In that day, all of the students were present.

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2) Main activity

The writer distributed the print out of the group's task. All the groups have sent their task, it means that there was increase of motivation among them.(1) Every group did the task, (2) After discussing the task in their group, they sent it back to one another group, (3) One another group checked the task result (lecturer asked the students in group to give the correction towards the types of question pattern, reading indicator, accurate in mechanics, and level of question based on Bloom's taxonomy.

3) Closing

In closing activity, the writer reviewed the process of grouping task through email. Since the process of using internet did not run well, the writer reminded the students to participate in process of using internet and discussion. Then the writer asked the students' feeling during the teaching learning process. Here, some student's opinion:

A15: *Saya senang, bu, dengan menggunakan email ini ternyata lebih menyenangkan dan cepat sampai ke alamat bia ngirin tugas.*

A12: *Bu, kalau boleh usul, besok lagi dalam membagi kelompok yang rata, seimbang gitu lho bu,antara yang pinter Bhs. Inggris dengan yang tidak, sehingga dalam diskusi dapat berjalan lancar.*

After asking the students' feeling, then the writer closed the class.

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d) Fourth meting (PostTest)

1) Opening

The fourth was conducted on Tuesday, 31 May 2011. In the third and fourth period, it was started at 08.40 am. That day, as was informed in the previous meeting, students would have post-test. The test covered making questions based on the text that dealing with the pattern of sentence question, reading indicator, accuracy in spelling and the level of question based on Bloom's taxonomy.

The collaborator along with the writer entered the classroom. In front of the class, the writer asked the students to pray together, after that, greeted the students by saying "Good morning everybody" and the students answered "Morning, mum", then the writer said: "How are you?" the students replied "We are fine, mum". After greeting the students, the writer checked students; attendance based on the listed. In that day, all of the students were present.

2) Main activity

Before doing the test, the writer told the students that they have to be honest. "*You have to be confident and be honest in doing the test. So please don't cheat*". While the students were doing the test, the writer along with the collaborator watched them.

3) Closing

In last activities or post-test, the writer told the students to collect the assignment paper.

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3. Observing/ evaluating

Observing was conducted in order to know the effects of the implementation of internet based and problem based learning to improve the students' questioning skill and was aimed at knowing how effective internet based and problem based learning to improve students' questioning skill. It was also aimed at finding out the strength and weaknesses of internet based and problem based learning to enhance students' questioning skill. In observing, the technique used was observation. The observation was conducted during the making question instructional process using internet based and problem based learning and was done by the writer along with the collaborator in each meeting.

Here, the research's findings:

a. The improvement of students' questioning skill

On Tuesday, 31 May 2011, the writer conducted the post-test of cycle 1. Then, writer scored the students' task of cycle 1. Based on the post-test score of cycle 1, the writer could report that there was improvement on students' questioning skill. There were 30 items that the students made. The highest score gained by the students improved from 7.60 in pre test to 8.87 in post-test cycle 1. The lowest score also improved from 6.08 in pre test to 6.63 in post-test cycle1. The average score between pre-test and post-test cycle 1 also improved from 6.56 to 7.88. In brief the post test score cycle 1 could be showed in table 4.7

Table4.7 Post-test score of cycle 1

No	Explanation	Students' score
1	Highest score	8.87
2	Lowest score	6.63
3	Mean score	7.88

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Supporting to the post-test of cycle 1 in the table 4.7, the following table or table 4.8 Provided the data about the students' score viewed from their skill.

Table 4.8 Post-test score of cycle 1 viewed from students' skill.

Score	Accurate in pattern	Relevance to Reading Indicator	Accurate in mechanics	Accurate in taxonomy's level
High	9.44	8.56	9.66	9.66
Lowest	6.11	4.77	7.0	6.50.
Mean	7.65	6.49	8.91	8.47

It was clear that students' questioning skill improved in cycle 1. The implementation of internet based and problem based learning in cycle 1 improved students' questioning skill: they are types of question pattern, reading indicator, mechanics and level question based on the Bloom's taxonomy. However, the writer found that there were many students had difficulty to determine the reading indicator and the level of question based on the Bloom's taxonomy.

b. Changes in Classroom Situation

Internet based and problem based learning which was implemented by the writer was very helpful for the students to search the information through internet and practice the email. It was able to improve both teaching-learning process and learning progress. The classroom situation when the internet based and problem based learning was implemented as follows:

1. Most all of the students entered the class on time, as the students were interested with new teaching method used by the writer.
2. Almost all of the students could finish the task on time.
3. By studying in group, most of the students talked the material discussed

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4. By studying in group as the problem based learning was implemented, make the students enthusiastic to make question based on text most of the students asked the lecturer about their difficulty.
5. There were more times for the students to practice making question and most of them had done their homework.

4. Reflecting

Based on the observation which was carried out by the writer and the collaborator, and the result of the interview, the writer identified the strengths and the weaknesses of implementation of internet based and problem based learning during the teaching and learning process. Those happened in the first, second, and the third meetings.

a) The strengths

There were some strength when internet based and problem based learning are implemented in the teaching learning process in the classroom: (1) they could improve students' questioning skill, the mean score dealing with accurate in types of question patterns, from 6.54 to 7.65, dealing with accurate in reading indicator from 5.17 increased to 6.49, dealing with the accurate in mechanics from 8.40 to 8.91, accurate in level question based on the Bloom's taxonomy from 6.0 to 8.47, (2) they could the students' attention in making question based on text, (3) they could motivate the students to learn English not only in the class room but also out of the classroom, (4) they could accommodate various kinds of activities that make the students enthusiastic to follow the lesson.These activities could make the students convident to practice making question based on text.

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To implement problem based learning, the writer asked the students to work in small groups. The writer divided a group of five to provide the students more time to share their ideas or knowledge which they had got from internet. Through problem based learning, the students could achieve better result. The students make question more easily and they had enough time to practice writing questions.

b) The weaknesses

Related to the facts that there were many benefits when internet based and problem based learning was implemented, the writer still found problems that students faced: (1) there were only some of students who have computer or laptop at home. So, they couyld not study at home maximally; (2) clever and brave students still dominated the activities of making question based on text in learning process, (3) the groups didn't run as the writer expected as the students did not participate well in their group, besides, the students tend to depend on their partner. There are some weaknesses that could be noted from the students' competence; (1) some students still wrote incorrect of 'to be' in their question, so their question are ungrammatical sentences, (2) some students still ignored the reading indicator, so the content of their question cannot be understandable. The accurate in mechanics element increased but not as high as the other element, so it still becomes a problem to solve. To make sure that internet based and problem based learning are able to improve the students' questioning skill, the writer plans to give treatment to the students in Cycle 2

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5) Summary of findings in Cycle 1

To investigate the improvement of research, the writer compared between the previous conditions of the students' competence and the classroom situation.

a) Comparison between the Preliminary and the Cycle 1

There are two things that the writer wanted to compare between the previous situation and cycle 1. They were the mean of the student's score that the students achieved and the learning that occurred in the classroom. The comparison among the students' score can be described in table 4.13

Table 4.9 The comparison among the students' scores in preliminary research and the post test scores of cycle 1, and the mean of scores.

No	Skills	Preliminary Scores	Post test of Cycle 1
1	The cleverest student	7.60	8.87
2	The Lowest student	6.08	6.63
3	The Mean	6.56	7.88

Based on the table above, it can be seen that there was improvement between preliminary scores and the post test score of the cycle1. The cleverest students' score increased from 7.60 to 8.87, the lowest student's score increased from 6.08 to 6.63 and the average scores increased from 6.56 to 7.88. Furthermore,the comparison of mean score of each aspect of preliminary scores and the post test scores of cycle 1 can be seen in table 4.10.

Table 4.10 The Comparison of average scores of each aspect questioning skill of Preliminary Scores and the post test Scores of Cycle 1

No	Element of question	Preliminary Scores	Post test of Cycle 1
1	Accurate in question pattern	6.54	7.65
2	Accurate in reading indicator and relevant to the text	5.17	6.49
3	Accurate in mechanics	8.40	8.91
4	Accurate in taxonomy's level	6.0	8.47

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Based on the table 4.10, it can be concluded that all scores of each element increased. The average score of accurate in question patterns increased from 6.54 to 7.65. The average score of accurate in reading indicator increased from 5.17 to 6.49. The average of accurate in mechanics increased from 8.40 to 8.91. And the average of accurate in taxonomy level increased from 6.0 to 8.47. However, the scores of question pattern and accurate in reading indicator were still low.

b) Situation in Cycle 1

Based on the post test's result in cycle 1, the writer could say that there was improvement achieved by students. It can be seen that the highest score was 8.87 from 7.60 in pre test, the lowest score was 6.63 from 6.08 in pre test and the average was 7.88 from 6.56 in pre test. It indicated that the students' questioning skill improved. However, they are still inaccurate in question pattern and reading indicator, For those reasons, it was necessary to follow up on the next cycle. Moreover, the writer and the collaborator agreed to focus on the improvement of Accurate in question pattern and accurate in reading indicator, because the students' achievement for those aspects were still low

In addition, the teaching learning process could run more interactively and actively than previous situation. The lecturer gave more opportunity to students to get involved in the classroom activities than the previous situation. They also had more time to learn and practicemaking question based on a text. Being taught using internet based and problem based learning could improve their questions accurate in pattern, reading indicator, mechanics, and level question based on

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Bloom's taxonomy. Teaching to make question based on a text by implementing internet based and problem based learning gave many benefits to the students.

b. Cycle 2

Having identified the weaknesses in cycle 1, the writer tried to overcome those weaknesses and increase their achievement by implementing internet based and problem based learning in teaching making question based on the text. The result of this cycle 1 became the consideration of planning in cycle 2. The cycle was carried out in four meetings. The summary of the research implementation of cycle2 can be seen in table 4.11 below.

Table 4.11 The Summary of the Research Implementation of Cycle 2

DESCRIPTION	
	Cycle 2
1. Planning	a) Sharing ideas with collaborator b) Making lesson plan c) Preparing the suitable material c) Designing post-test.
2. Acting	a) Meeting 1 - Brainstorming about the question based on a text. - Doing peer correction through individually email: Identify the question dealing with the type of question, and reading indicator. b) Meeting 2 - Practicing making task each other through ICT dealing with making questions based on the level of question based on the Bloom's taxonomy c) Meeting 3 - Individual task making question based on the text dealing with the elements of question: accurate in question pattern, reading indicator, spelling, and the level of question based on the Bloom's taxonomy" d) Meeting 4 - Presenting, reflecting the Post-test2.
3. Observing	**a)Students:** 1) Were actively involved to teaching learning process. 2) Showed the interest toward the implementation of internet and problem based learning technique. 3) Accurate in question pattern, relevance to reading indicator, accurate in mechanics, and some of them are still unsatisfying score in accuracy in taxonomy's level. 4) Understood how to browse the information from the internet, how to use email and how to make written question based on a text. **b)Teacher** 1) Prepared the materials well, technical skills, brainstorming with the students

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	about written question. 2) Divided the students into small groups. 3) Divided the activities into three parts; preparation, main activities, and post activities. 4) Asked the students to learn from the internet not only in the classroom but also out time of the classroom. **c) Classroom situation** 1) Alive, crowded in conducting the groups of work and students were very busy. 2) Having fun with various kinds of activities
4. Reflecting	**a) Strengths**: 1) Internet based and Problem based learning, can increase students-students interaction, and improve their communications skills. 2) Internet based and problem based learning gave them motivation to gained the source of information, the classroom situation was very alive and more active. 3) Implemented Internet based and Problem based learning become more flexible in processing information and meeting obligations. **b) Weaknesses:** 1) Class control was strictly needed because the students worked with electronic equipments. 2) Smart and brave student still dominated the activities of work group or group discussion. 3) Some of the students copied the other student's task.

The students' questioning skill, classroom situation, and the activities of action research implementation in Cycle 2 as summarized in table 4.11 are described in more detail as follows:.

1) Planning

In order to get maximum result in the research, the writer had planned some activities to do before carrying the research. Those activities were sharing idea with the collaborator, making lesson plan, preparing the hand out and dividing the main teaching activities into three phases.

a) Sharing idea with collaborator

To make the research run optimally, the writer shared with her collaborator. The collaborator gave two suggestions: about the designing the lesson plan that would be done by the writer in the classroom and how to improve questioning skill. Based on the result of sharing with the collaborator, the format

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of lesson plan was almost the same as the previous lesson plan in cycle1. The writer and the collaborator agreed that would employ the internet based and problem based learning in individually task. After that, the writer and the collaborator agreed that to evaluate students' progress during the treatment, there should be open ended questions that consisted the four question's elements, they were sentence questions' pattern, reading indicator, accuracy in spelling, and the level of question based on the Bloom's taxonomy.

b) Making Lesson Plan

The result of sharing with collaborator was the format of the lesson plan for cycle 2. It was almost the same as the one of cycle 1. In the next cycle, the writer and the collaborator would use internet based and problem based learning in individual task. By using individual task, the students' questioning skill would be improved maximally. In agreement with the collaborator, the writer designed the lesson plan. The overall implementation of internet based and problem based learning in cycle2 can be seen in table 4.12.

Table 4.12 The Overall Implementation of Internet based and Problem based learning in Cycle 2

a) Competence Standard: The students will be able to make questions based on text by combining the elements, including all types of questions, level of question based on the Bloom's taxonomy and the reading indicator based on the basic competence at the Elementary school.
b) Basic Competence: The students are able to make questions accurately in the form of written questions, dealing with types of questions pattern, reading indicator and the levels of questions based on the Bloom's taxonomy
c) Indicator: At the end of the teaching learning process, the students are expected to be able to: 1. Make question accurate in types of question pattern 2. Make question accurate in reading indicator and relevant to the text. 3. Make accuracy level or category of question accurate in level based on the Bloom's taxonomy.
d) Objectives:

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1. Students are able to make question which is accurate in types of question pattern.
2. Students are able to make question which is accurate in reading indicator and relevant to the text.
3. Students are able to determine appropriate level or category of question based on the Bloom's taxonomy.
4. Students are able to make question accurately in mechanics

e) Materials:

- Reading indicator
- Types of questions
- The internet and email
- Browse the type question pattern and the level of question based on the Bloom's taxonomy

f) Methods and technique

- Modeling
- Explaining
- Discussing
- Explaining
- Modeling
- Discussing

f) Steps

Meeting 1

1. Pre activities (meeting1-4)
   - Greeting
   - Praying
   - Checking the student's attendance
   - Lecturer set up the goal of the lesson that the students are going to achieve
   - Apperception
2. Main Activities
   a. Meeting 1
      a) Practicing the ICT
      b) Identifying the question dealing with the type of question and reading indicator.
      c) Peer correction to the replay task (identify the mistakes that the other made)
   b. Meeting 2
      a) Displayed the individual task
      b) Practicing the internet by making question dealing with the level of question based on the Bloom's taxonomy.
      c) Discuss about how to make question based on the levels of questions based on the Bloom's taxonomy
   c. Meeting 3
      a) Students gave task to other students
      b) Students made question in all types of question based on the reading indicators and the levels of question based on the Bloom's taxonomy.
      c) The students discuss and check the task each other
   d. Meeting 4
      a) Listen the lecturer reflection about result of three previous meeting before.
      b) Discuss about the problem faced in the previous meeting before.
      c) Doing the post test

g) Sources and media

a. Sources : "Active English" for Elementary school http//readingtokids org/readingClubs/TipBlooms taxonomy php.
b. Media : Computer and laptop

h) Assasessment

a. Technique : Written test
b. instrument : Make question based on the text below.
c. Guideline of assessment:

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d. Scoring rubric : each item

Score	**A.** *Accurate in question Pattern*	**B.** *Accurate in reading indicators and relevant to the text*	**C.** *Accurate in Mechanics*	**D.** *Accurate in taxonomy's level*
3	Almost no grammatical inaccuracies	Accurate in reading indicators and relevant to the text	-	-
2	Some grammatical inaccuracies	Accurate in reading indicators and irrelevant to the text	Almost no inaccuracies in spelling, capital letter, punctuation	Almost no inaccuracies in taxonomy's level
1	Frequent grammatical inaccuracies	Inaccurate in reading indicators and irrelevant to the text	Some inaccuracies in spelling, capital letter, punctuation	Low standard of accuracy in taxonomy's level
0	Almost all grammatical patterns inaccuracies	The question Inaccurate in reading indicators and no relation to the text	Low standard of accuracies in spelling, capital letter, punctuation	-

The score may look like this:

A. Accuracy in question pattern : 0-3

B. Relevance to reading indicator and adequate of content : 0-3

C. Accuracy in mechanic : 0-2

D. Accuracy in taxonomy's level : 0-2

Total score (in each item) : 10

Individual score = total score: total item

c) Preparing the suitable materials

Having made consideration that tye lst material taught to the students was about written question based on the text for 6th elementary school, the writer in her agreement with the collaborator decided that the material was taken from internet and text material was taken from the English book for elementary school.

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As the writer got the material, she then proposed the material to the collaborator to get her agreemeny about them. The material were listed as follow: (1) the first meeting in which the writer provides students activities in practicing ICT (peer correction to the replay task; (2) the second meeting in which the witer provides students activities in display the individual task; (3) the third meeting in which the writer provides individual task (giving comment in to another srydent's task and send it to the lecture's email); and (4) finally, for the last meeting in cycle 2 in which the writer would give pos test 2

d) Designing post-test

Post-test was designed to assess the students' achievement after they had sufficient opportunities for learning. The result of the post test was for assessing the success of the students and making adjustment in the lesson plan for next day. The collaborator and the writer agreed that the post-test was conducted in the written form.

The sentence question's elements which were used to assess the students' questioning skills are: accuracy in question pattern, relevance to reading indicator, accurate in mechanics, and accurae in taxonomy's level. The score of accurate in question pattern ranged from 0 to 3, the score of relevance to reading indicator ranged from 0 to 3, the score of accurate in mechanics ranged from 0 to 2, and the score of accurate in taxonomy's level ranged from 1 to 2. The total score in each item was 10. To get valid score of the students' performance was done by two examiners. They were the writer and the collaborator.

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2) Acting

The writer carried out the activities based on the planning which had been designed. There were four meetings for implementing internet based and problem based learning in teaching to make question. The last meeting is used for evaluated the students' questioning skill (post test). Each meeting consists of three activities (opening, main activity and the closing) and lasted for one hundred minutes.

In meeting 1, in the multimedia class, the writer gave some treatments as follows: (1) Brainstorming about the question based on a text. 2) Practicing ICT to identify about types of questions dealing with the type of question and reading indicator and how to make it. (3) Students do peer correction through email.

In meeting 2, in the multimedia class every group of students display their task. Then (1) the writer and the students discuss about their task which has been sent the writer before. (2) the students make question dealing with question patterns and the level of question based on Bloom's taxonomy, (3) The writer leaded the students discussing about the their task.

In meeting 3, individual task in making questions based on a text, here (1) every students gave the task to another one, (2) the students check the task each other, (3) making question based on a text dealing the: sentence question pattern. reading indicator, mechanics, and the level of question based on the level of Bloom's taxonomy.

Meeting 4, in this meeting the writer used the time for post-test cycle 2.

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a) First meeting

1) Opening

It was held on Tuesday, 7 June 2011, it was started at 08.40 am. The collaborator and the writer entered to the multimedia class. The students greeted them after that she asked the students to pray together, checked the student's attendance. In that day, all the students were present.

2) Main Activity

In the activity, the writer displayed the text and its question in her email, the students copied the writer's text, then identified the questions dealing with type of question and reading indicator, then sent the task to the writer's email. The writer sent the student's task to another student and they checked each other.

3) Closing

In closing activity, the writer reviewed the materials which have been explained. Then, the students were given home assignment to print out the task from their email. (One to another student sent the text)

b) Second meeting

1) Opening

The second meeting was carried out on Thursday, 9 June 2011, it was started at 07.00 am. The collaborator along with the writer entered the classroom. In front of the class, the writer asked the students to pray together, after that, greeted the students by saying "*Good morning everybody*" and the students

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answered "*Morning, mum*", then the writer said: "*How are you*?" the students replied "*We are fine, mum*". After greeting the students, the writer checked students; attendance based on the listed. In that day, the writer was happy because all of the students were present.

2) Main Activity

The writer asked the students showed their print out of the task, it was the text for the 6th Elementary school. All the students have sent their task one to another ones, it means that there was increase of motivation among them. After discussing the homework, the writer asked the students to make question dealing with the level of question based on the Bloom's taxonomy.

3) Closing

In closing activity, the writer reviewed the materials which have discussed. Then, the students were given home assignment to print out the task from their email. (One to another student sent the text through email)

c) Third meting

1) Opening

The third meeting was carried out on Tuesday, 14 June 2011, it was started at 08.40 am. The writer and the collaborator walked slowly to the multimedia class, while walking they found some students outside the class. Knowing such situation, the writer reminded them to enter the class right away. After reminding the students, then, the collaborator along with the writer entered the classroom. In front of the class, the writer asked the students to pray together, after that, greeted

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the students by saying "*Good morning everybody*" and the students answered "*Morning, mum*", then the writer said: "*How are you*?" the students replied "*We are fine, mum*". After greeting the students, the writer checked students; attendance based on the listed. In that day, there were two students late, but all of the students were present.

2) Main activity

The students showed the print out of the text and the question based on its text for the 6th Elementary school which was taken from the email. The text was sent from the other student. Every students did the task (make question based on the text dealing with the elements of the English question). After doing the task the writer asked the students to check the other student's task, toward the types of the sentence question's pattern, reading indicator, spelling, and level of question based on the Bloom's taxonomy.

3) Closing

In closing activity, the writer reviewed the process of checking the task. The writer informed the students that they would have post-test for the next meeting. She hoped all the students would present and prepare the material well. Then the writer asked the students' feeling during the teaching learning process. Here, some student's opinion:

A9: *Saya senang, bu, dengan menggunakan email ini ternyata lebih menyenangkan dan cepat sampai ke alamat tujuan.*

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A18: *Bu, kalau boleh usul, tidak hanya Bhs. Inggris saja yang menggunakan ICT sebagai media sekaligus sumber informasi.*

A20: *Saya senang belajar dengan menggunakan internet, tapi saya rasa waktunya kurang karena browsing itu belum tentu cepat.*

After asking the students; feeling, then the writer closed the class.

d) Fourth meting

1) Opening

The fourth was conducted on Thursday, 16 June 2011. That day, as was informed in the previous meeting, students would have post-test. The test covered making questions based on a text that dealing with the: pattern of sentence question, reading indicator, accuracy in spelling and the level of question based on the Bloom's taxonom

2) Main activity

The writer and the collaborator walked slowly class. The collaborator along with the writer entered the classroom. In front of the class, the writer asked the students to pray together, after that, greeted the students by saying "*Good morning everybody*" and the students answered "Morning, mum", then the writer said: "How are you?" the students replied "*We are fine, mum*". After greeting the students, the writer checked students; attendance based on the listed. In that day, all of the students were present.

Before doing the test, the writer told the students that they have to be honest. "*You have to be confident and be honest in doing the test. So please don't*

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cheat". The students did the test while the writer along with the collaborator watched them.

3) Closing

In last activities, the writer told the students to collect the task paper.

3. Observing/ evaluating

There were two things that the writer and the collaborator had to observe in cycle 2 in implementing internet based and problem based learning in teaching to make question based on text for 6^{th} of elementary school. They were (a) learning progress that the students had achieved, the teaching (b) learning process in the classroom. Based on the writer and collaborator's observation and interview with the students, the writer can describe the result as follows:

(a) Learning Progress

The implementing of internet based and problem based learning in teaching to make question based on text were able to improve the learning progress. Internet based which the writer implemented as media was very helpful for the students to help them enrich their question pattern competence, develop their sentence correct in mechanics, develop their ability in determine the level question based on the Bloom's taxonomy.

Problem based learning technique which the writer implemented was very helpful. By studying in groups, the students could study better because they could share their idea and knowledge one another. They could produce the question into

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good sentence; and they had more time to practice their English because they could compare their ideas with their friends.

The writer was conducted post test in cycle 2 on Tuesday, 16 June 2011. The result of post test 2 was showed that the students' achievement was better than the post test in cycle 1. The result of Post test cycle 2 could be reported that the highest score was 9.37, the lowest score was 7.02 and the mean score was 8.45. In brief the post test score cycle 2 could be showed in table 4.13;

Table 4.13 Post-test score of Cycle 2

No	Explanation	Students' score
1	Total item	40
2	Highest score	9.37
3	Lowest score	7.02
4	Average	8.45

Supporting to the post-test of cycle 2, the following table or table 4.14, provided the data about the students' score viewed from their skill.

Table 4.14 Post-test score of Cycle 2 viewed from students' skill.

Score	Accurate in question pattern	Relevance to reading indicator	Accurate in mechanics	Accuracy in taxonomy's level
Highest	9.75	9.83	10	9.75
Lowest	6.33	5.83	7.0	7.0
Mean	7.84	7.60	9.09	8.93

b. Teaching Learning process

The implementation of internet based and problem based learning in teaching to make question changed teaching learning process at PGSD-UNS Surakarta. Fundamentally, the teaching learning process in the first meeting could run well like the writer planned. They didn't come reluctantly and late any longer. Because they were interested in the new teaching media and technique used by the writer. They were more enthusiastic to join the class since they were motivated

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with the new teaching method applied by the writer. Besides, the writer always gave motivation to the students during the process of teaching learning.

After discussing their take home assignment, the writer implemented the internet to improve the students' questioning skill. Computer can help the students with mechanics sucs as punctuation, spelling, and simple grammar. It hoped that the students could develop their ideas to make question based on a text and increase their motivation to write because computer could do editing fast and perfect. The writer let the students ask some difficult aspect of question which they face. This activities purposed to make the students could finish the task on time.

The students began to be more active when the writer asked the students to work in groups. They could study better in practicing the internet and share their idea. All of students did it, there were no students talked one another out of the topic. No students yawn and looked sleepy. When they asked to display the task in front of the class, they were enthusiast to do it. In this occasion the writer choosed the low students to do the task; it means to help them with low achievement to improve their ability.

The process of teaching learning was inspiring as the writer mixed internet based and problem based learning. By so doing, the students paid more attention during the class. The students' respose in answering question was high during the teaching learning process. So it is clear that the use of internet based and problem based learning in teaching to make question based on a text increased stidents' participantion in the process of teaching learning.

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The writer gave the students reward and reinforcement during the class lesson. Those made the students relax and did not afraid and awkward at her.What the writer had done made the students feel confident to make question based on a text. Confident made the students feel easy to finish their task

4. Reflecting

Based on the result of the observation, interview and questionnaire the writer could identify some strength and weaknesses of the implementation of internet based and problem based learning in teaching learning process.Those happened in the first, second and the third meetings.

a) The strengths

There were the strengths in Cycle 2 whe internet basedand problem based learning were implemented in the classroom: (1) internet based and problem based learning could improve students' achievement, the mean score (a) in question pattern from 7.65 in Cycle 1 to 7.84 in Cycle 2, (b) accurate in reading indicator increased from 6.49 to 7.60, (c) accurate in mechanics increased from 8.91 to 9.09 and (d) the level of question based on Bloom's taxonomy also increased from 8.47 to 8.96 (more detail see Table 4.17); (2) internet based and problem based learning could increase students' attention during the lesson; (3) they could accommodate various kinds of activities that can interact the interest; (4) internet based can influence the students to make question based on a text not only in the classroom but also out of the classroom such as when they open the internet line send email to their friends out of the school.they learned about question pattern, reading indicator, grammatical sentences and corret mechanics, and the level of

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question based on the Bloom's taxonomy.These activities could make them confident to make English question based on a text with their friends. They also enjoyed English class very much. The students who did not have the computer and internet line at home were visited internet café out of the school or came to school in the afternoon to work in internet area. The intensity of the students' using internet services became higher than before. Fortunately, they were exciting with the technology. It guided them to finish their task and did it happily.

The writer asked the students to work in small groups to implement problem based learning. The writer divided the students in the groups of five students to provide them more time to share their knowledge and information which they had got from the internet. Through problem based learning technique, the students could increase their questioning skill better. The students could make question more detail and the students who weak in computer skill were taught by the other students who had capable in it. The students have enough time to practice in making question based on a text.

The reflection appeared when the third meeting ended. The writer asked the students to tell the impression and suggestion about the learning process they just had. Student EF said " *Wah kalau semua dosen menggunakan media internet menyenangkan ya bu*". While student IP said," *Iya bu kan tidak membuat bosan atau jenuh gitu"*. From the statements above, the writer can concluded that they wanted other lecturer to teach them at the same and they liked eaching using internet based and problem based learning.

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b) The weaknesses

There were weaknesess when implemented internet based and problem based learning in teaching learning process.The writer still found problems that the students faced. The sudents' grade in quetioning skill especially in accuracy types of question pattern increased but not as high as the writer's target. The increase was lower than the other question elements. Actually, a few students were still confused to determine 'to be" and "types of verb" accuracy in their question; as a result they cheated or ask their friend. To encourage students to practice in making question based on a text was not easy. They were not familiar with the English question pattern, especially for low students. The low students looked active but they preferred keeping silent and smile when the writer asked them about their difficulties, whereas they did not finish their task When the writer gave the low students chance to practice making question based on text by themselves, they still lack in correct question pattern (6.33), accurate in reading indicator (5.83), accurate in mechanics (7.0), and the level question based on Bloom's taxonomy (7.0), although they had practice maximally.

5. Research findings in Cycle 2

To investigate the improvement of research, the writer compared between the situation and the conditions of the students competence in cycle 1 and the the situation and the conditions of the students competence in cycle 2. The result of the comparison can be described in table 4.15

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Table 4.15 The comparison between situation of Cycle 1 and Cycle2

Data source	Situation of Cycle 1	Situation of Cycle 2	Indicator
Test	The mean score of post test = 7.88	The mean score of post test = 8.45	
	1.Students' questioning skill a. Some of students knew the elements of English question.	**1.Students' questioning skill** a. Most of the students could determine the reading indicator in their question	a. The low students could not know the element of English sentence question
	b. The students' ability to determine "to be" in question improved.	b. Most of the students have known the element of English sentence question	b. Only some of the low students could not determine "to be" in their question
	c. The students' ability to determine the reading indicator in their question well	c. The students could determine "to be" in their question correctly	c. Some of the low students could not to determine the reading indicator in their question
	d. Some of the students could make written question accurate in spelling	d. Students could make written question accurate in spelling	d. Some of low students could not make written question accurate in spelling
	e. Some of students could determine the level of question based on the Bloom's taxonomy	e. Most of the students could determine the level of question based on the Bloom's taxonomy	e. The low students could not determine the level of question based on the Bloom's taxonomy
	f. Some of the students could make question dealing with the element of English question	f. Most of the students could make question dealing with the element of English question correctly	f. Some of low students could not make question dealing with the element of English question correctly
	2. Class room Situation a. The students talked the material discussed	**2. Classroom Situation** a. Almost all the students still talked the material discussed	**2.Classroom Situation** a. All of the students involve in the discussion actively
	b. They know what they did not know	b. Almost all of the students know what they did not know	b. Some of the students asked question if they did not know something. Only a few students did not know what they had to do
	c. They were enthusiastic	c. Almost all of the students were very enthusiastic	c. Only a few students did not have courage to make question based on the text
	d. They have courage to make question based on the text	d. Most of the students courage to make question based on the text	c. Most all the students looked happy to do their task

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	e. Most of the students were finished their task f. They have courage to do their task themselves	e. Most of all the students were finished their task f. All of the students have courage to do their task themselves	d. Most all the students looked happy to do their task

After implementing the research and collecting the data, there were many things which the writer would like to summarize. They were: a) situation of cycle 2, b). condition in cycle 2, c) the improvement on students' questioning skill, and d) teaching learning process which had been done.

a) Situation of Cycle 2

To optimize the using of internet based and problem based learning the writer did many steps like in cycle 1. They were: (1) the writer began with brainstorming about the element of English question. Most of the students have known the element of English question; (2) the writer asked the students to practice the internet by identify the question dealing with the types of question pattern and reading indicator through email. Most of the students could do correctly; (3) the writer lead students to do peer correction about the question dealing with type of question pattern and reading indicator. Most of students could identify the mistakes that the other made (4) Writer asked the students to display the result of the task which has been sent the lecturer before, most of the students cloud do it; (5) the writer asked the students to make question dealing with the level of question based on the Bloom's taxonomy. Most of the students could determine the level of question based on the level Bloom's taxonomy in their tasks; (6) the students to sent task to other student through email. Most of the students could make question based on text which had sent from other student (7)

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every students corrects the task one another. Most of the students could make question dealing with the element of English question.

Based on the post-test result in cycle 2, the writer could certainly say that there were improvements achieved by the students. The total item that they made from 30 to 40, the highest score was 8.87 in cycle 1 up to 9.37 in cycle 2, the lowest score was 6.63 in cycle 1 to 7.02 in cycle 2, and the average score was 7.88 to 8.45. It indicated that the students questioning skill improved.

b) Comparison between Cycle 1 and Cycle 2

In this activity the writer wanted to compare between the Cycle 1 and Cycle 2. There were two sets of scores that the writer would like to compare: the mean score of post test Cycle 1 and post test Cycle 2 and the score of specific skill in making written question measured in this research. The mean score are described in the table 4.16 below:

Table 4.16 The Comparison among the students' score of post test Cycle 1 and Cycle 2

No	Explanation	Post test Score of Cycle1	Mean score of Cycle2
1	Highest Score	8.87	9.37
2	Lowest Score	6.63	7.02
3	Mean Score	7.88	8.45

Based on the table above, it can be seen that there was improvement between the post tes scores of Cycle 1 and the post test score of the cycle2. The cleverest students' score increased from 8.87 to 9.37, the lowest student's score increased from 6.63 to 7.02 and the mean scores increased from 7.88 up to 8.45.

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Furthermore, the comparison of mean score of each aspect of post test scores of cycle 1and the post test scores of cycle 2 can be seen in table 4.17.

Table 4.17 The Comparison of average scores of each aspect questioning skill of post test Scores of Cycle 1 and the post test Scores of Cycle 2

No	Element of question	Post test of Cycle 1	Post test of Cycle 2
1	Accurate in question pattern	7.65	7.84
2	Accurate in reading indicator and relevant to the text	6.49	7.60
3	Accurate in mechanics	8.91	9.09
4	Accurate in taxonomy's level	8.47	8.93

Based on the table 4.17, it can be concluded that all scores of each element increased. The average score of accurate in question patterns increased from 7.65 to 7.84. The average score of accurate in reading indicator increased from 6.49 to 7.60. The average of accurate in mechanics increased from 8.91up to 9.09. And the average of accurate in taxonomy level increased from 8.47 up to 8.93. However, the score of question pattern was still low. It was because some of the students had difficulties to determine the correct of "tobe and appropriate verb" in their question.

Teaching learning process was very influence by the students. They were successful in learning to make question because they were motivated to make question based on a text. They were eager to make question based on a text. Beside, the role of teacher in the classroom was also determined the success of students' learning process. Especially for improve their questioning ability the role of teacher managing the classroom and the use of appropriate media was very important. Internet based as media can be used to improvre the students' questioning skll; this media cheap, helpful to promote interaction among the leacturer and students, students and the students, the class situation could be relax,

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enjoyable.The relax situation around the class made the students fell free, felt confident to make question based on a text.

B. Research Findings and Discussion of the research findings

1) Summary of all research Findings

In the summary of research findings, the writer would like to give description of the improvement of students' competence and classroom situation in table 4.18.

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IMPROVING STUDENT'S QUESTIONING SKILL USING INTERNETBASED AND PROBLEM BASED LEARNING`

TABLE 4.18 The Improvement of Research Findings

Indicator	Situation before research	Cycle 1				Cycle 2		
		Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 1	Meeting 2	Meeting 3
a. The students are unable to make correct in question pattern	The students often write inaccurate in questions pattern	The improvement of students' competence and classroom situation did not appear because the researcher had not taken the score	More than half of students knew the pattern of English question sentence patterns	More than half of students are able to make question sentence correctly in grammatical pattern	Most of them are able to make correct grammatical question sentence	Just like in cycle 1. The Improvement of students competence and classroom situation did not appear because the researcher focus on checking work grouping	Some of the low students could not put 'to be' in the question sentence correctly	All of the low students could put 'to be' in the question sentence correctly
b. Students had difficulty to make question based on the reading competence standard.	1.They have difficulty to describe or determine the reading indicator 2.They still confused to determine the question for asking specific information and the detail information		Some of the students could determine the reading indicator and determine the reading competence standard in their question sentence	More than half of students are able to make question sentence based on the reading indicator	Most of them are able to make question sentence based on the reading indicator		Some of the low students could not determine the reading indicator in their question sentence	All of the students could not determine the reading indicator in their question sentence
c. Students had difficulty to write question	The students often face difficulty to put capital letter,		Half of the students could write question sentence	More than half of students are able make question	Most of them are able to make question sentence		Some of the low students could not make	All of the students able to make sentence question accurate in

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with accurate in mechanics	spelling and punctuation correctly		accurate in mechanics (writing skill)	sentence accurate in mechanics (writing skill)	accurate in mechanics (writing skill)		question sentence accurate in mechanics (writing skill)	mechanics (writing skill)
d. Students are unable to determine the level question based on the Bloom's taxonomy	1.The students have not yet understood about the level of question based on the Bloom's taxonomy 2. They have difficulties to write question in correct level based on the Bloom's taxonomy		1. Some of the students understood about the level of question based on the Bloom's taxonomy 2. Some of the students able to determine their question based on the Bloom's taxonomy	More than half of students are able determine their question sentence based on the Bloom's taxonomy	Most of them are able determine their question sentence based on the Bloom's taxonomy		Some of the low students determine their question sentence based on the Bloom's taxonomy	All of the students determine their question sentence based on the Bloom's taxonomy
Score of test	The mean of pre test = 6.78				The mean of test cycle 1=7.99			The mean of test cycle 2 = 8.52
Classroom Situation								KKM = 7.50 in all aspect
a. Some students come to English class reluctantly	Some of the students do not enter the class when the bell rings	1. Explaining the advantages of English subject for them as the elementary	Most of the reluctant students come the English class on time	Some of the students entered the class on time	Most all of the students entered the class on time	Discussed 1. Task 1 the result browsing from	All most all of the students entered the class on	English class was more interesting and alive

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		teachers 2. Explaining the function of question in learning process 3. Explaining how to make English question sentence correctly				internet, 2. task 2 the email replay about the task group from the lecturer. 3. Task 3 the task group to one another group	time	
b. Most of the students could finish the task longer than the time given	They did not know what they had to do		Some of the students could finish the task on time	Most of the students could finish the task on time	Almost all of the students could finish the task on time		Most of the students eager to finish the task on time	All of the students finish the task on time
c. Some students chat each other in the class	They do not give their full attention toward the lesson		Half of the students talked the material discussed	More than half of the students talked the material discussed	Most of the students talked the material discussed		All most of the students talked the material discussed	All of the students looked very enthusiastic
d. Some students have no response when they are asked questions	They do not try to ask the lecturer about their difficulties in making questions		Only half of the students gave their attention by asking a question	More than half of the students tried to ask the lecturer about their difficulty	Most of the students asked the lecturer about their difficulty		Most of the students eager to asked question to the lecturer	All of the students looked very enthusiastic
e. Some students rarely finish their homework given by their lecturer	They had not done their homework		Some of the students had done their homework	More than half of the students had done their homework	Most of the students had done their homework		Some of the low students had not done their home work	Most of them had done their homework

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2) Improvement on students' questioning skill

a) Improvement on students' questioning skill

To know the students improvement, the writer gave the students pos-test after each cycle and compared the score of the previous condition, post test Cycle 1 and post test Cycle 2. There were two sets of scores that the writer would like to compare among of the previous condition, post test Cycle 1 and post test Cycle 2; there were the written question score of each and the score of specific skill in making written question measured in this research. The complete comparisons of questioning skill score could be describe in the table 4.19.

Table 4.19 The Comparison among students' questioning skill scores in Preliminary research, cycle 1, and Cycle 2.

No	Explanations	Preliminary Research Score	Post test Score of cycle 1	Post test score of cycle 2
1	Total item	30	30	40
2	The Highest	7.60	8.87	9.37
3	The Lowest	6.08	6.63	7.02
4	The Mean	6.56	7.88	8.45

Based on the table above, it can be concluded that there was improvement among students' questioning skill scores in preliminary research, Cycle 1 and Cycle 2. The highest score increased from 7.60 in Preliminary, to 8.87 in Cycle 1, and up to 9.37 in Cycle 2. The lowest score increased from 6.08 in Preliminary, to 6.63 in of Cycle 1, and to 7.02 in Cycle 2. The average score increased from 6.56 in Preliminary, to 7.88 in Cycle 1, and up to 8.45 in Cycle 2.

The comparison among the score of specific skills in questioning skill measured in this research could be shown in table 4.20, to 4.23 below.

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Table 4.20 The Comparison among the Scores of Question Pattern in Preliminary research, post test of Cycle 1, and post test of cycle 2.

No	Score	Preliminary Research	Post test Score of cycle 1	Post test score of cycle 2
1	Highest	8.44	9.44	9.75
2	Lowest	5.44	6.11	6.33
3	Mean	6.54	7.65	7.84

Based on the table above, it can be concluded that there was improvement among students' scores of question pattern in Preliminary research, Cycle 1, and Cycle 2. The improving skill is not only in the students' score but also in achievement students in making item test. The total item from 30 in Preliminary and Cycle 1 increased to 40 items in Cycle 2. The highest score increased from 8.44 in Preliminary to 9.44 in Cycle 1, and up to 9.75 in Cycle 2. The lowest score increased from 5.44 in Preliminary, to 6.11 in Cycle 1, and up to 6.33 in Cycle 2. The average score increased from 6.54 in preliminary, to 7.65 in Cycle 1, and up to 7.84 in Cycle 2.

Table 4.21 The Comparison among the scores of Determine Reading Indicator in Preliminary Research, post test of Cycle 1, and post test of Cycle 2.

No	Score	Preliminary Research	Post test Score of cycle 1	Post test score of cycle 2
1	Highest	8.22	8.56	9.83
2	Lowest	3.11	4.77	5.83
3	Mean	5.17	6.49	7.60

Based on the table above, it can be concluded that there was improvement among students' scores of determine Reading indicator in Preliminary research, Cycle 1, and in Cycle 2. The highest score increased from 8.22 in Preliminary, to 8.56 in Cycle 1, and up to 9.83 in Cycle 2. The lowest score increased from 3.11

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in Preliminary, to 4.77 in Cycle 1, and to 5.83 in Cycle 2. The average score increased from 5.17 in Preliminary, to 6.49 in Cycle 1, and up to 7.60 in Cycle 2.

Table 4.22 The Comparison among the scores of question based on the Accuracy of Mechanics in Preliminary Research, post test of Cycle 1, and post test of Cycle 2.

No	Score	Preliminary Research	Post test Score of cycle 1	Post test score of cycle 2
1	Highest	9.63	9.66	10
2	Lowest	6.96	7.0	7.0
3	Mean	8.40	8.91	9.09

Based on the table above, it can be concluded that there was improvement among students' scores of sentence question Accuracy in Mechanics in Preliminary, Cycle 1, and Cycle 2. The highest score increased from 9.63 in Preliminary, increased to 9.66 in Cycle 1, and 10 in post test of Cycle 2. The lowest score increased from 6.96 in Preliminary research, increased to 7.0 in Cycle 1, and Cycle 2. The average score increased from 8.40 in Preliminary research, to 8.91 in Cycle 1, and up to 9.09 in post test of Cycle 2.

Table 4.23 The Comparison among the scores of Level question based on Taxonomy Bloom in Preliminary Research, post test of Cycle 1, and post test of Cycle 2.

No	Score	Preliminary Research	Post test Score of cycle 1	Post test score of cycle 2
1	Highest	7.50	9.66	9.75
2	Lowest	5.16	6.50	7.0
3	Mean	6.0	8.47	8.93

Based on the table above, it can be concluded that there was improvement among students' scores of the level question based on the Taxonomy Bloom in Preliminary research, post test of Cycle 1, and post test of Cycle 2. The highest

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score increased from 7.50 in Preliminary, to 9.66 in Cycle 1, and up to 9.75 in Cycle 2. The lowest score increased from 5.16 in Preliminary research, to 6.50 in Cycle 1, and up to 7.0 Cycle 2. The average score increased from 6.0 in Preliminary research, to 8.47 in Cycle 1, and up to 8.93 in Cycle 2.

b) Teaching learning Process

The students were successful in learning making question based on the text to have they were motivated to make question in written form. They were enthusiastic to access the internet to browse the detail information about what they want to know. Teaching and learning process were very influenced by the students' interest. Beside, the role of lecturer in the classroom was also determined the success of students' teaching learning process. Especially for making question based on the text class and use of appropriate media were very important. Internet based and Problem based learning were teaching media and technique which can be used to improve students' questioning skill, this media also helpful to promote interaction among the students in the class activity. The relax situation around the class made the students feel fun and can increase their self confident.

In addition, teaching learning process could run interactively and actively than previous situation. The writer gave more relax atmospheres in the class by giving more opportunities to the students to increase their creativity, develop their accurate in sentence question pattern, develop their accurate in reading indicator, develop their accurate in mechanics, and develop their accurate in the level of question based on the Bloom's taxonomy. So they were felt confident to practice

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the internet and make question based on a text. Using internet based and problem based learning gave many benefits to the students and the lecturer in teaching learning process.

2. Discussion of the Reseach Findings

a. Internet based and problem learning can improve students' questioning skill

Based on the findings, we know that implementing of internet based and problem based learning could improve the students' questioning skill. The improvement is identified from scores to scores in each cycle. The proving of this action research are follows:

a) The students' achievement in making questions item improved, from 30 items in Cycle 1 to 40 items in Cycle 2
b) The students' sentence question pattern improved. Because the students in their group or individually accessed the internet both in class and out class time to learned a lot of information. The average score of sentence based on the tyes of question pattern increased from 7.65 to 7.84
c) The students' determine the reading indicator improved. The students learned and in teaching learning process and have taken from the SD/MI Sillaby. The average score of accurate in reading indicator increased from 6.49 up to 7.60
d) The students' sentence accuracy of the mechanics also improved. The average scores of accuracy of the mechanics increased from 8.91 increased to 9.09.

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e) The students' question accuracy of the level question based on Bloom's taxonomy increased too. Because the students accessed the internet both in class and out class time learned a lot of information about level of the question based on taxonomy Bloom. The average of the level question based on Bloom's taxonomy Bloom increased from 8.47 up to 8.93

The highest and the lowest score of the students also improve; we can see it from the explanation below.

a) The highest score of the students improved. It can be seen from the data. The highest score in cycle 1 8.87 up to 9.37 in cycle 2

b) The lowest score also increased from 6.63 in cycle 1 up to 7.02 in cycle 2

c) The average score of the students increased from 7.88 increased to 8.45

The students' questioning skill improved because they were not only practice making question based on a text in a true situation but also they learn by doing.

b. Implementing Internet based and Problem based learning can improve classroom situation

The application of internet based and problem based learning on teaching making question based on a text brings benefits for the students. The benefits are related to workgroup activity and independent activity. In the process of teaching learning, internet based and problem based learning assigned the students with group work activity and independent activity. Internet based and problem based learning emphasizes students' active learning. They can do various kinds of activities such as: (1) students can practice with their group browse information

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from the internet; (2) students can determine the suitable material on the internet information; (3) students can share their sentence question based on the text dealing with the elements of question; (4) students shared their sentence question with their friends to fix together; (5) students worked in groups to discuss the email replay from keypals; (6) students can practice making question based on text by drafting their email before sending; (7) students can practice browsing internet to make question based on text better either in or out of the classroom; because they wanted increase their knowledge in making question based on text. In short, students are actively involved in teaching and learning process.

Internet based and problem based learning as the new technique provides students with different option of interest. This condition generates students' eagerness to ask and respond question. Internet based and problem based learning provide more chances for students to actively develop themselves. This condition helps them in participating during the class. Internet based and problem based learning can improve the classroom situation.

It can be seen as follows:

1. The English class was more interesting and alive
2. All of the students finished their task on time.
3. During making question based on text class all of the students looked very enthusiastic
4. They had courage to express their sentence questions, most of them had done their homework

The experience above described how internet based and problem based learning is very useful for the students and lecturer in teaching learning process as well.

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c. The strengths of Internet based and Problem based learning when used in teaching learning process.

Timhoty (2000:193) said that a valuable aspect of the internet is its capability of facilitating human interaction and exchange of data and ideas. This situation made the students had high motivation and felt fun to make question based on the text. Computer also helps the students with simple grammar, spelling and also punctuation. Beside, technology is relatively simple to use, even not all the students did not capable in using technology, and it is not difficult to teach them. Email which the writer was used which very helpful for the writer and the students to save document or the task. These documents would help the writer in assessment. The students could use the document to see their progress in making question based on the text and they can do self correction and peer editing. Murtado (2010: 1550) states that teachers use the internet for gathering information and discussing teaching issues and students use internet as source of material and to discuss their problems. Kitao and Kitao (1997) also say in the process of learning, students can exchange their ideas to write school projects, such as doing group tasks and writing papers. In other word, email provides the students with an excellent opportunity for real and natural communication, and supplies opportunities for independent learning and it is supplying the teacher with more effective and enjoyable teaching situation.

Doing group tasks is one of the characteristics of problem based learning which the writer has been used supported the class situation and suitable for the class condition. In this technique students are encouraged to responsibility for their group and organize and direct the learning process with support from a tutor

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or instructor. They learn via contextualized problem sets and situations. They achieve higher levels of comprehensions, develop more learning and knowledge forming skills and more social skill as well. Problem based learning puts students in stimulated real world working and professional context which involve policy, process and ethical problems that will need to be understood and resolved to some outcome. By working through a combination of learning strategies to discover the nature of a problem, understanding the constraints and options to its resolution, defining the input variables, and understanding the viewpoints involved, students learn to negotiate the complex sociological nature of the problem and how competing resolutions may inform decision-making.

David Boud (1997: 18) said the aims to use problem based learning as a method that will assist students towards achieving a specific set of objectives. That is become capable in a set of competence, and it is particular suitable to support the conditions that influence effective adult learning.

Internet based and problem based learning which is used in this research, as media and the technique in teaching learning process. By using internet based and problem based learning are hoped can increase the students' ability both in practicing ICT and their skill in this case making question based on a text. ICT offers the opportunity to construct powerful learning experiences. It has the potential to be used in support of these educational methods, as a tools enabling students' learning by doing. Internet based can make it possible for lecturer to engage students in self-paced, self-directed problem-based or constructivist learning experiences; and also test student learning in new, interactive, and engaging ways that may better access.

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CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Applying internet based and problem based learning is just the same as giving some responsibility to the students to teach their own friends for most of the students prefer asking to their friend to asking their own lecturer. After the writer carried out the action research by implementing internet based and problem based learning to improve the students' questioning skill at PGSD-UNS Surakarta, it is found that there was improvement in students' questioning skill. The scores of all the questioning aspect such as, accurate in types of question pattern, accurate in reading indicator, accurate in mechanics, and accurate in Bloom's taxonomy level were improve. For those reasons, the writer would like to say that by implementing internet based and problem based learning could improve the students' questioning skill. Some problems that the students faced in making question based on a text before the research was implemented such as, (1) students are unable to make question accurate in question pattern; (2) students have difficulty to determine their question based on the indicator of reading competence standard (3) some students have difficulty to write question with accurate in mechanics, and (4) students are unable to determine the question based on the Bloom's taxonomy levels. The eagerness of the students to make written question based on the text freely, make the teaching learning process became fun,

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interesting, and easy for the students. For the lecturer, the teaching learning process ran smoothly.

When the steps and activities of implementing internet based and problem based learning were carried out in questioning skill, the teaching and learning process could run more lively and creatively. The problems of classroom management before action as; (1) some students come to English class reluctantly; when the bell rings, they don't enter the class immediately, (2) most of the students could finish the task (to make questions) longer than the time given by the lecturer; (3) they chat each other in the class, (4) they have no response when they are asked questions; and (5) some students also rarely finish their homework given by their lecturer. All the problems above became decrease step by step. The situation of the classroom also improved. The lecturer did not dominate the class anymore, but gave more opportunity to the students to involve and sometimes plans their activities and also be active in the class activities. By implementing internet based and problem based learning in her class, the writer tended to be facilitator. She was always ready to give necessary assistance when the students needed her helps. Being taught using internet based and problem based learning, the students erase their ashamedness and afraid of to make mistakes in practicing questioning skill. Before the action, the low students sometimes did not finish their assignment when were asked to do the task, and during the action they were finished the task on time. The students had been active to do group's assignment. They talk about their problem in questioning skill. It can be concluded that the students showed their interest in questioning skill class.

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B. Implication

Related to the fact that the writer found when implemented internet based and problem based learning in teaching questioning skill, there were many benefits for students and lecturer. It implied that internet based and problem based learning is urgently needed to improve students' questioning skill at PGSD-UNS Surakarta. For other English lecturer who wants to improve their students' achievement, they may try to implement internet based and problem based learning. The effective teaching learning process by using internet based and problem based learning are: (1) they can make students are encouraged to take responsibility for their group and organize and direct the learning process, (2) they have the potential in support of these educational methods, as a tools enabling students' learning by doing, (3) The lecturer can create new atmosphere in the classroom,(4) both lecturer and students are more active and creative, and (5) This situation will motivate students and their activities to increase of their questioning skill with fun and the enjoyable. The effective teaching learning process by using internet based and problem based learning above can make the optimum questioning skill of the students and the class situation became interest, achieve, alive and happy.

The result showed that both of the students' questioning skill was improve; it showed that their score increased from the preliminary research to the post test of cycle 2, and the classroom situation were improved, it was showed that their interest in discussing, motivation in studying, and questioning skill practice, so the classroom became more creative and alive.

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C. Suggestion

Having finished conducting research, the writer proposes some suggestions to those who are involved in the process of teaching-learning English especially teaching questioning skill:

1. For the English lecturer

It is recommended that the teachers or lecturers do action research. This research is focused in problems, the daily problems faced by the teachers and lecturers. By doing action research, a lecturer will know the real case of the problem and after that he or she can overcome the problem.

For the improvement of students questioning skill, the English lecturer and the English teacher are suggested to:

a) Do action research by trying various way of teaching for a certain method in a certain condition.

b) Implement internet based and problem based learning technique. It can increase student to learn questioning skill creatively.

c) Improve the questioning aspects such as types of question and their patterns, reading indicator, mechanics and the category or level of questions.

d) Select and present material which relate to their need and made the students more interested and eager to learn and avoid the boredom.

e) Provide the students more opportunity to practice their questioning skill in or out of school. Having more practice enables students to make written question based on the text freely and creatively.

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2. For the students

Students of PGSD should realize one of the objectives of English subject at PGSD is to provide the English basic skill knowledge. They are expected to have the ability to teach English and have questioning skill based on the text at the elementary school when there is not any English teacher. For improvement of students' questioning skill, the students are suggested:

a) Do the lecturer's instruction seriously.

b) Should be brave to access the internet or browse the sources of knowledge

c) Consult with the lecturer or the expert one when they got difficulties.

d) Study diligently both in the classroom and out of the classroom.

e) Practice questioning skill as much as possible in or out the school.

3. For the institution.

Due to the professional development, the institution should encourage the lecturers to do action research. As we know that the development of the lecturer is the development of institution. Furthermore, the institutions should facilitate each classroom with modem media like computer, LCD or laptop. Nowadays, the PGSD-UNS has one multimedia class which is completed with those tools.

4. For the other researcher

a) This research can be used as a starting point for further research in the same field.

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b) This research can be used as an additional reference for further research, especially in questioning skill.

c) Hopefully, those researchers will continue this research by exploring internet based and problem based learning technique for teaching learning process in different point of view.

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Appendix 1.

INTERVIEW PROTOCOL (PRE-ACTION)
OF 3B LECTURER OF PGSD-UNS SURAKARTA

List of questions

1. Berapa lama anda mengajar Bahasa inggris di PGSD-UNS Surakarta?
2. Apa tujuan pengajaran Bahasa Inggris di PGSD-UNS ?
3. Dalam satu minggu ada berapa pertemuan dengan durasi waktu berapa lama?
4. Berapa jumlah siswa di kelas 3B?
5. Bagaimana kemampuan bahasa inggris mereka?
6. Menurut anda apakah kemapuan dalam membuat pertanyaan berdasarkan teks penting bagi mereka?
7. Indikator atau aspek apa saja yang dinilai dalam membuat pertanyaan itu bu?
8. Metode pengajaran seperti apa yang anda gunakan dalam pembelajaran?
9. Hambatan apa yang anda temukan pada mahasisa dalam membuat pertanyaan berdasarkan teks untuk SD?
10. Apa yang anda lakukan untuk meningkatkan kemampuan siswa dalam membuat pertanyaan untuk SD?
11. Apa pendapat anda tentang penerapan Internet based dan teknik problem based learning?

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Appendix 2

TRANSCRIPT OF INTERVIEW (Pre Action)
THE LECTURER OF PGSD-UNS SEBELAS MARET SURAKARTA

Peneliti: Selamat siang bu, bagaimana kabarnya?

Dosen : Selamat siang, Alhamdulliah baik bu, ada yang dapat kubantu?

Peneliti: Sebelumnya saya minta maaf mengganggu waktu ibu, melanjutkan apa yang telah saya sampaikan sebelumnya. bahwa dalam beberapa waktu kedepan saya akan mewawancarai ibu dan beberapa mahasiswa ibu di kelas 3B dalam rangka pelaksanaan penelitian saya.

Dosen : Yap, baiklah sekarang saja ya senyampang saya sudah selesai mengajar.

Peneliti: Aduh terima kasih banyak bu, ada beberapa pertanyaan yang ingin saya ajukan kepada ibu.

Dosen : Baiklah bisa dimulai , monggo.

Peneliti: Pertama, sudah berapa lama ibu member kuliah Bahasa inggris di PGSD-UNS ini?

Dosen : Sejak SPG bubar tahun 1991 jadi ya kira-kira sudah 20 tahunan gitu.

Peneliti: Kedua, apa tujuan matakuliah bahasa inggris di PGSD-UNS bu?

Dosen : Tujuannya ya memberikan bekal kemampuan dasar bahasa pada umumnya, yaitu empat ketrampilan berbahasa: mendengarkan, membaca, menyimak, dan menulis. Dengan bekal ini diharapkan mahasiswa lulusan PGSD-UNS dapat mengajar bahasa Inggris di SD apabila guru bahasa Inggris yang berstatus wiyata bakti pindah dan belum ada penggantinya. Seperti kita ketahui kan bu, Bahasa inggris merupakan salah satu muatan local di SD dan pengajarnya biasanya hanya guru bantu atau wiyata bakti yang sewaktu-waktu dapat pindah.

Peneliti: Ketiga, ada berapa pertemuan dalam satu minggu dengan durasi berapa menit ?

Dosen : Karena termasuk MKDU maka hanya sekali dalam I minggu dengan durasi 100 menit.

Peneliti: Keempat, ada berapa jumlah murid di kelas 3B ini bu?

Dosen : Ada 30 bu.

Peneliti: Kelima, lalu untuk tingkat kemampuan bahasa Inggris mereka bagaimana?

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Dosen : Kemampuan mereka biasa-biasa saja bahkan untuk menulis terutama yang berhubungan dengan pembelajaran di SD yaitu membuat pertanyaan yang berdasarkan teks masih perlu di tingkatkan.

Peneliti: Keenam, sejauh mana pentingnya dalam membuat pertanyaan berdasarkan teks untuk SD?

Dosen : Lho gimana to bu, mahasiswa ini kan dipersiapkan jadi guru SD yang mumpuni gitu, jadi selain mengajar materi pokok yang di SD, mereka diharapkan mampu mengajarkan pelajaran untuk muatan local, nah kemampuan membuat pertanyaan ini sangat dibutuhkan bagi seorang guru, karena hal ini dapat digunakan sebagai tolok ukur keberhasilannya dalam mengajar.

Peneliti: Ketujuh, Indikator atau aspek apa saja yang dinilai dalam membuat pertanyaan itu bu?

Dosen : Ya ketepatan kalimat sesuai dengan "pattern" dari tiap jenis kalimat tanya, indicator pertanyaan sesuai dengan silabus bhs. Inggris untuk SD/MI (2006), kalimatnya akurat (based on mechanics) gitu lho, dan satunya yaitu tingkat pertanyaan berdasarkan taksonomi Bloom ya meskipun pertanyaan untuk SD itu hanya berkisar dari tinkatan1 ke 4, tapi tidak ada masalah mereka dibekali dengan model pertanyaan tingkat 5 dan 6

Peneliti: Kedelapan, metode seperti apa yang telah anda gunakan dalam pembelajaran?

Dosen : Metode ya seperti biasa aja gitu lah, ada tugas kelompok, perseorangan, karena dalam 1 semester mereka harus mengumpulkan 4 nilai tugas.

Peneliti: Kedelapan, apakah hambatan utama bagi mahasiswa dalam membuat pertanyaan berdasarkan teks SD?

Dosen : Sebagian besar kesulitan mereka pada 'reading indicator dan kategori atau tingkat pertanyaan berdasarkan tingkatannya Taxonomy Bloom.

Peneliti: Untuk selanjutnya, apa yang anda lakukan untuk mengatasi kesulitan mahasiswa itu, bu?

Dosen : Ya tak suruh mereka saling kerja kelompok, mencari sumber pengetahuan di perpustakaan.

Peneliti: Apa pendapat ibu tentang internet based dan problem based learning technique dalam pembelajaran?

Dosen : Wah kalau untuk penggunaan internet memang di fakultas ini dah ada dan mereka ada mata kuliah di ruang multi media, selanjutnya mereka dapat menggunaka area hot spot secara gratis di luar kelas itu bu dibekas tempat motor dosen. Sedang untuk problem based learning saya dah pernah membaca tetapi sampai saat ini terus terang belum pernah saya cobakan di kelas saya ini. Tetapi kalau teknik ini mampu untuk mengatasi kesulitan mahasiswa, saya akan gunakan bu.

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Appendix 3

INTERVIEW PROTOCOL (PRE-Action)
THE 3B STUDENTS OF PGSD-UNS SURAKARTA

1. Apakah anda menikmati mata kuliah bahasa Inggris d kelas?
2. Apakah kemampuan dalam membuat pertanyaan untuk Siswa SD berdasarkan bacaan penting bagi anda?
3. Apakah anda telah menguasainya?
4. Apakah hambatan utama dalam membuat pertanyaan?
5. Faktor-faktor berikut ini mana yang dapat menghambat kemampuan anda dalam membuat pertanyaan?
   a. Penguasaan sentence pattern?
   b. Menentukan reading indicator dalam setiap pertanyaan?
   c. Mechanics seperti: ejaan, penggunaan huruf besar, tanda baca, dsb.?
   d. Menentukan tingkat kesulitan pertanyaan berdasarkan tingkatan Taxonomy Bloom?
6. Dalam perkuliahan membuat pertanyaan, apakah metode yang digunakan dosen anda menarik?

   dan cenderung membosankan?
7. Apakah media yang digunakan oleh dosen pengampu dapat meningkatkan motivasi dan menarik bagi anda?
8. Apakah anda sering menghadapi kesulitan dalam memahami materi membuat pertanyaan dengan metode dan media yang diterapkan oleh dosen pengampu?
9. Apakah dosen pengampu mata kuliah selalu memberikan motivasi kepada anda didalam kelas?
10. Apakah saran atau himbauan anda untuk perkuliahan membuat pertanyaan untuk masa yang akan datang?

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Appendix 4

TRANSCRIPT OF INTERVIEW (Pre Action)
THE 3B STUDENTS OFPGSD-UNS SURAKARTA

A.7

1. Kurang bu, saya kurang menikmatinya kurang menantang.
2. Ya penting itu bu, soalnya Bahasa Inggris kan telah menjadi mulok di SD jadi ya sedikitnya kita nanti dapat membantu mengajarkan materi itu bila guru mulok kebetulan sedang ada halangan.
3. Masih kurang saya rasa bu.
4. Ya itu bu, dalam membuat pertanyaan kan ada beberapa aspek dan saya masih agak kurang menguasainya.
5. Ya bu kalau saya kurang memahami tentang reading indicator dan tingkat kesulitan pertanyaan berdasarkan taxonomy Bloom itu.
6. Ya agak gitu bu, soalnya ya begitulah agak monoton jadi saya bosan dan sering mengantuk .
7. Medianya … hem kurang menarik sehingga kurang memotivasi kami untuk mengikuti perkuliahan.
8. Lha ya bu, seperti saya katakan saya ya sering menghadapi kesulitan tapi kadang –kadang dalam kerja kelompok kan dapat Tanya teman aja.
9. Jarang bu.
10. Metode dan media yang digunakan dalam perkuliahaan yang lebih menarik dan menantang tidak monoton sehingga kita dalam belajar ada sedikit tantangan untuk dapat lebih giat.

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Appendix 5

RECAPITULATION OF THE QUESTIONAIRRE RESULT
(Before the Implementation)

No	Questions	Student's Responds	
		Yes	No
1	Apakah seorang guru SD sebaiknya juga mampu mengajarkan Bahasa inggris di SD ?	18 orang 60%	12 orang 40%
2	Apakah kemampuan membuat pertanyaan dibutuhkan bagi seorang guru?	21 orang 70%	9 orang 30%
3	Apakah anda merasa kesulitan dalam membuat pertanyaan berdasarkan teks dalam bahasa Inggris untuk siswa SD?	20 orang 66.7 %	10 orang 33.3 %
4	Apakah anda dapat mengikuti perkuliahan untuk materi membuat pertanyaan dengan metode yang digunakan dosen anda?	14 orang 46,7 %	16 orang 57.89 %
5	Apakah penggunaan metode yang yang digunakan dalam pengajaran membuat pertanyaan, membuat anda bersemangat untuk mengikuti proses perkuliahan?	14 orang 46,7 %	16 orang 57.89 %
6	Apakah penggunaan metode yang yang digunakan dalam pengajaran membuat pertanyaan, tidak membuat anda terbebani?	12 orang 40 %	18 orang 60 %
7	Apakah media yang digunakan dosen menarik dan sesuai dengan selera anda?	14 orang 46.7 %	16 orang 53.3 %
8	Apakah penggunaan media yang yang digunakan dalam pengajaran memudahkan anda dalam membuat pertanyaan berdasarkan teks untuk siswa SD?	12 orang 40 %	18 orang 60 %
9	Apakah mencari sumber atau referensi lewat internet menyenangkan bagi anda?	20 orang 66.7 %	10 orang 33.3 %
10	Apakah dosen selalu memberikan motivasi kepada anda ketika memberikan kuliah?	13 orang 43.3 %	17 orang 56.7 %

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Appendix 6

LESSON PLAN

Cycle 1

School : PGSD-UNS

Subject : English

Grade/semester : 3B/II

Time : 4 meetings (@100 minutes)

Competence Standard: The students will be able to make questions based on the text by combining the elements, including all types of questions, level of question based on the Bloom's taxonomy and the reading indicator based on the basic competence at the Elementary school.

Basic Competence: The students are able to make questions accurately in the form of written questions, dealing with types of questions, reading indicator and the levels of questions based on the Bloom's taxonomy.

Indicator: At the end of the teaching learning process, the students are expected to be able to:

1. Make question accurate in English question patterns
2. Make question accurate in reading indicator and relevant to the text.
3. Make question accurate in mechanics
4. Make accuracy level or category of question accurate in level based on the Bloom's taxonomy.

Objectives:

1. Students are able to make question which is accurate in question patterns.
2. Students are able to make question which is accurate in reading indicator and relevant to the text.
3. Students are able to make questions which are accurate in mechanics.
4. Students are able to use appropriate level or category of question based on the Bloom's taxonomy

Methods and technique

- Modeling
- Explaining
- Discussing

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Steps (Teaching and Learning Activity):

Meeting 1

1. Opening (5 minutes**)**
    a. Greeting
    b. Praying
    c. Checking student's attendance
    d. Making group
    e. Lecturer sets up the goal of the lesson that the students are going to achieve. In the last of the lesson or the fourth meeting, they are hoped to be able to make question in accurately in the form of written questions, dealing with types of question pattern, reading indicators and the levels of questions based on the Bloom's taxonomy

2. Main Activity (80 minutes)
    a. The writer displayed the text and its questions
    b. The students group identified the question dealing with reading indicator and type of question.
    c. Discuss and share how to send the information or task through email

3. Post-Activity (15 minutes)
    a. The students were divided into small group
    b. The students in their group are instructed to browse the pattern of question through the internet (out of class)
    c. The students in their group are instructed to send the result of their browse to the lecturer's email

Meeting 2

1. Opening (5 minutes)
    a. Greeting
    b. Praying
    c. Checking student's attendance
    d. Lecturer sets up the goal of the lesson that the students are going to achieve. In the last of this lesson, they are hoped to be able to browse the types of questions pattern and the levels or categories of question based on the Bloom's taxonomy .

2. Main Activity (80 minutes)
    a. Displayed the group's task
    b. Discussing how to make question based on the English question pattern
    c. Browsing about the levels or categories of question based on the Bloom's taxonomy

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d. Discussing the levels or categories of question based on the Bloom's taxonomy
e. Discussing the levels or categories of question based on the levels of Bloom's taxonomy

3. Post-Activity (15 minutes)
   a. The students in their group instructed to identify questions based on text dealing with type of question, reading indicator and level of question based on the Bloom's taxonomy
   b. Text was taken from the writer's email.

Meeting 3

1. Opening (5 minutes)
   a. Greeting
   b. Praying
   c. Checking student's attendance
   d. Lecturer sets up the goal of the lesson that the students are going to achieve. In the last of this lesson, they are hoped to be able to make question on the reading indicator and the levels or categories of question based on the Bloom's taxonomy in the all type of questions

2. Main Activity (80 minutes)
   a. Discussing the result of the group's task
   b. Every group made question dealing with type of question, reading indicator, accurately in mechanics and based on the level of Bloom's taxonomy
   c. Students doing peer correction in their group's task

3. Post-Activity (15 minutes)
   a. One to another group sent task
   b. Every group took the material from other group's email did it in their group and then sent it to the lecturer's email

Meeting 4

1. Opening (5 minutes)
   a. Greeting
   b. Praying
   c. Checking student's attendance
   d. Lecturer sets up the goal of the lesson that the students are going to achieve. In the last of this lesson, they are hoped to be able to make question based on the reading indicator and the levels or categories of question based on the Bloom's taxonomy in the all type of questions

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2. Main Activity (80 minutes)
   a. Discussed about the problem faced in the previous meeting
   b. Doing post test

3. Post-Activity (15 minutes)
   a. Asking students' difficulty
   b. Asking students feeling during the class.

Evaluation :

a. Technique : written test
b. Kind : essay
c. Scoring : individually score = score of grammar + score of content (reading indicator) + score of mechanics + score of level based on Bloom's taxonomy

Scoring rubric : (each item)

The element of question below based on the collaborator (the result of interview with the collaborator in appendic 1.7)

Score	**A**. *Accurate in Question Pattern*	**B**. *Accurate in reading indicators*	**C**. *Accurate in Mechanics*	**D**. *Accurate in taxonomy's level*
3	Almost no question pattern inaccuracies	Accurate in reading indicators and relevant to the text	-	-
2	Some question pattern inaccuracies	The question set, though there may be some gaps or redundant information	Almost no inaccuracies in mechanics (spelling, capital letter, punctuation)	Almost no inaccuracies in taxonomy's level
1	Frequent question pattern inaccuracies	Question of limited relevance to the text	some inaccuracies in mechanics (spelling, capital letter, punctuation)	Low standard of accuracy in taxonomy's level
0	Almost all question patterns inaccuracies	The question almost no relation to the text. (inadequate question	Low standard of accuracy in mechanics (spelling, capital letter, punctuation)	-

These element above based on the collaborator (based on the the interview with the collaborator in appendic 1.7)

The score may look like this :

A. Accurate in question pattern : 0-3
B. Accurate in reading indicator : 0-3
C. Accurate in mechanic : 0-2
D. Accurate in Bloom's taxonomy : 0-2
Total score (in each item) : 10
Individual score = total scores: total item

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Appendix 7

Preliminary test

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasarkan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:1. Pertanyaan dapat berbentuk:

1. YesNo question, 2.Wh-question, dan/atau 3.Question tags.
2. Isi pertanyaan dapat mengacu pada: a. *arti kata, b. arti kalimat, c. informasi umum, atau d. informasi detail*
   yang ada dalam bacaan
3. Jenjang kemampuan berfikir meliputi kategori berikut ini:

Jenjang	Deskripsi	Kata Kerja Operasional	Contoh
C1: Remembering	Menyebutkan, mengulang dan mengingatkembali informasi yang dipelajari	• What is …? • How many..? • Who was it that …?	• Who is her father? • What day was it?
C2: Undestanding	Memahami informasi dengan menginterpretasi-kan dan menterjemahkan	• What is meant by …? • Can you explain why …? • What was the main idea …?	• What is meant by "driver"? • Why did they come early?
C3: Applying	Menerapkan, menggunakan informasi yang ada dalam context yang berbeda	• How would you do …? • Do you know of another instance …? • If you had to … what would you do?	• What would happen if rain everyday? • If you had to be smart what would you do?
C4: Analyzing	Menganalisa, membagi atau menstrukturkan informasi ke bagian yang mendasar (penting)	• What part of the text was funniest, exciting, saddest? • How is … similar to …? • Can you distinguish between?	• What part of the reading was exciting? • Distinguish between rainy and dry season?
C5: Evaluation	Membuat keputusan berdasarkan pemikiran yang dalam, kritiksn dan penilaian.	• Do you think … is good or bad thing? • Is there a better solution to …? • What is opinion of …? • How would you feel if …?	• Santi always comes on time. (Is she good or bad girl? Why) • What is the text telling about?
C6: Creating	Membuat, menciptakan ide, informasi baru berdasarkan pengetahuan atau informasi yang ada.	• Can you design a … to…? • Can you see a possible solution to …? • What would happen if …?	• Which season do you like? Why? • Which is the better character in the text?

Buatlah pertanyaan berdasarkan Teks 1 s/d Teks 6, dengan menuliskannya di kolom yang tersedia sesuai dengan penjelasan di atas.

Text 1. Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet

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season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

2. Sports

He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well-dressed man. The man shook his hand and introduced himself. He was the man who The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volleyball, badminton, and basketball.

I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.

My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton. Every Sunday we play badminton together. My father is a good badminton player.

Sports are very interesting and very important. It is also very helpful to our health.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 3. Having Lunch in a Restaurant

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is sitting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle,

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Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice, his wife also has fried rice, too. Mr. Hasan's nephew, Jimmy has meatballs soup, and Iwan has chicken sate. They love their food.

Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 4. Boni, the Scavenger

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 5. Kalimantan

Kalimantan is one of the biggest islands in Indonesia. The island is rich for its forests, pearls, and precious stones. There are four provinces in this island. They are Central Kalimantan in the south of Kalimantan, East Kalimantan in the north-east, East Kalimantan in the north-east, South Kalimantan in the south-east of Kalimantan, and West Kalimantan in the west of Kalimantan.

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The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many migrants from other parts of the region, such as Bugis, Javanese, Maduranese, and Chinese (in West Kalimantan)

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 6. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells more vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. They are a basket of potatoes; we got half a kilo of bean for Rp2000.00 and one kilo of carrots. We spent Rp.4000.00 for the carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

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Terimakasih atas bantuan dan kerjasama yang baik

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A. 76
B. 49
C. 58
D. 45
228 : 30
7.6

Nama : .....
NIM : 7.1.0.9.0.7.1.....
Kelas : .....
Tanggal: .....

30

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasarkan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk:: *1.YesNo question, 2.Wh-question, dan/atau 3.Question tags.*
2. Isi pertanyaan dapat mengacu pada: a. *arti kata, b. arti kalimat, c. informasi umum, atau d. informasi detail yang ada dalam bacaan*
3. Jenjang kemampuan berfikir meliputi kategori berikut ini:

Jenjang	Deskripsi	Kata Kerja Operasional	Contoh
C1: Remembering	Menyebutkan, mengulang dan mengingatkembali informasi yang dipelajari	• What is ...? • How many..? • Who was it that ...?	• Who is her father? • What day was it?
C2: Undestanding	Memahami informasi dengan menginterpretasi-kan dan menterjemahkan	• What is meant by ...? • Can you explain why ...? • What was the main idea ...?	• What is meant by "driver"? • Why did they come early?
C3: Applying	Menerapkan, menggunakan informasi yang ada dalam context yang berbeda	• How would you do ...? • Do you know of another instance ...? • If you had to ... what would you do?	• What would happen if rain everyday? • If you had to be smart what would you do?
C4: Analyzing	Menganalisa, membagi atau menstrukturkan informasi ke bagian yang mendasar (penting)	• What part of the text was funniest, exciting, saddest? • How is ... similar to ...? • Can you distinguish between?	• What part of the reading was exciting? • Distinguish between rainy and dry season?
C5: Evaluation	Membuat keputusan berdasarkan pemikiran yang dalam, kritiksn dan penilaian.	• Do you think ... is good or bad thing? • Is there a better solution to ...? • What is opinion of ...? • How would you feel if ...?	• Santi always comes on time (is she good or bad girl? Why) • What is the text telling about?
C6: Creating	Membuat, menciptakan ide, informasi baru berdasarkan pengetahuan atau informasi yang ada.	• Can you design a ...to...? • Can you see a possible solution to ...? • What would happen if ...?	• Which season do you like? Why? • Which is the better character in the text?

Buatlah pertanyaan berdasarkan Teks 1 s/d Teks 6, dengan menuliskannya di kolom yang tersedia sesuai dengan penjelasan di atas.

Text 1. Seasons in Indonesia 5

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1	How many season in Indonesia ? 1 1 2 2
	2	
	3	
C2	1	When the rainy season happen? 1 1 2 1
	2	
	3	
C3	1	Do you need umbrella in rainy season? 3 1 2 1
	2	
	3	
C4	1	
	2	
	3	

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7

C1	1	How many provinces in Kalimantan? 1 / 2 2
	2	
	3	
C2	1	Is the island rich of forest? 3 / 2 1
	2	
	3	
C3	1	
	2	Are there many migrants in Kalimantan? 3 / 2 1
	3	
C4	1	
	2	
	3	
C5	1	What is the text tell about? 3 / 2 1
	2	
	3	
C6	1	Which is the better character in the text? 3 / 2 1
	2	
	3	

Text 6. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells many vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. They are a basket of potatoes; we got half a kilo of bean for Rp2000.00 and one kilo of carrots. We spent Rp.4000.00 for the carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

C1	1	When did mother go yesterday? 3 / 2 2
	2	
	3	
C2	1	Were there many discount 1 / 1 2
	2	
	3	
C3	1	
	2	
	3	
C4	1	
	2	
	3	
C5	1	What is the text tell about? 3 / 2 1
	2	
	3	
C6	1	Which is the better character in the text? 3 / 2 1
	2	
	3	

Terimakasih atas bantuan dan kerjasama yang baik

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A 44
B 23
C 46
D 27
140 : 6.08

Nama
NIM 7109103
Kelas
Tanggal

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasarkan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk:: *1.YesNo question, 2.Wh-question, dan/atau 3.Question tags*.
2. Isi pertanyaan dapat mengacu pada: a. *arti kata*, b. *arti kalimat*, c. *informasi umum, atau d. informasi detail yang ada dalam bacaan*
3. Jenjang kemampuan berfikir meliputi kategori berikut ini:

Jenjang	Deskripsi	Kata Kerja Operasional	Contoh
C1: Remembering	Menyebutkan, mengulang dan mengingatkembali informasi yang dipelajari	• What is ...? • How many...? • Who was it that ...?	• Who is her father? • What day was it?
C2: Undestanding	Memahami informasi dengan menginterpretasi-kan dan menterjemahkan	• What is meant by ...? • Can you explain why ...? • What was the main idea ...?	• What is meant by "driver"? • Why did they come early?
C3: Applying	Menerapkan, menggunakan informasi yang ada dalam context yang berbeda	• How would you do ...? • Do you know of another instance ...? • If you had to ... what would you do?	• What would happen if rain everyday? • If you had to be smart what would you do?
C4: Analyzing	Menganalisa, membagi atau menstrukturkan informasi ke bagian yang mendasar (penting)	• What part of the text was funniest, exciting, saddest? • How is ... similar to ...? • Can you distinguish between ...	• What part of the reading was exciting? • Distinguish between rainy and dry season?
C5: Evaluation	Membuat keputusan berdasarkan pemikiran yang dalam, kritiksn dan penilaian.	• Do you think ... is good or bad thing? • Is there a better solution to ...? • What is opinion of ...? • How would you feel if ...?	• Santi always comes on time (Is she good or bad girl? Why) • What is the text telling about?
C6: Creating	Membuat, menciptakan ide, informasi baru berdasarkan pengetahuan atau informasi yang ada.	• Can you design a ... to ...? • Can you see a possible solution to ...? • What would happen if ...?	• Which season do you like? Why? • Which is the better character in the text?

Buatlah pertanyaan berdasarkan Teks 1 s/d Teks 6, dengan menuliskannya di kolom yang tersedia sesuai dengan penjelasan di atas.

Text 1. Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1	How many season a in Indonesia ? 1 / 2 2
	2	
	3	
C2	1	what are there season ? 3 / 2
	2	
	3	
C3	1	do you need to bright on umbrella rainy season ?
	2	3 / 2 1
	3	
C4	1	what is they bigest island in Indonesia ? 1 / 2 1
	2	

14 6 127

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C5	1	When does raing season usually happen?	3 1 2 1
	2		
	3		
C6	1	When does dry season usually happen?	3 1 2 1
	2		
	3		

2. Sports 5

The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volleyball, badminton, and basketball.
I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.
My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton.
Every Sunday we play badminton together. My father is a good badminton player.
Sports are very interesting and very important. It is also very helpful to our health.

12 5 10 6

C1	1	What are your school's students hobby?	3 1 2 2
	2		
	3		
C2	1	when do they do sport ?	3 1 2
	2		
	3		
C3	1	What is your brother hobby?	3 1 2
	2		
	3		
C4	1	Why do they like to play badminton sport ? 2 1 2 1	
	2		
	3		
C5	1	What kind of their hobbies in sport ? 1 1 2 1	
	2		
	3		
C6	1		
	2		
	3		

Text 3. Having Lunch in a Restaurant 5

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is sitting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice, his wife also has fried rice, his Mr. Hasan's nephew, Jimmy has meatballs soup, and Iwan has chicken sate. They love their food.
Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

C1	1	What are they having lunch a restauren ? 3 1 2 2	
	2		
	3		
C2	1	What kind of food that they order in they restaurant?	
	2	1 1 2 1	
	3		

9 5 10 6

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C3	1	are they very happy having lunch in the restaurant ? 3 1 2
	2	
	3	
C4	1	what kind of food that Mr Hasan order ? 1 1 2
	2	
	3	
C5	1	What kind of food that I want order ? 1 1 2
	2	
	3	
C6	1	
	2	
	3	

Text 4. Boni, the Scavenger 3

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well-dressed man. The man shook his hand and introduced himself. He was the man who lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1	what is the characteristic of Boni 3 1 2
	2	
	3	
C2	1	Did he go to the school in the morning ? 3 2 1
	2	
	3	
C3	1	How did he do when he found wallet ? 3 1 2
	2	
	3	
C4	1	
	2	
	3	
C5	1	
	2	
	3	
C6	1	
	2	
	3	

Text 5. Kalimantan 4

Kalimantan is one of the biggest islands in Indonesia. The island is rich for its forests, pearls, and precious stones. There are four provinces in this island. They are Central Kalimantan in the south of Kalimantan, East Kalimantan in the north-east, East Kalimantan in the north-east, South Kalimantan in the south-east of Kalimantan, and West Kalimantan in the west of Kalimantan.

The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many migrants from other parts of the region, such as Bugis, Javanese, Maduranese, and Chinese (in West Kalimantan)

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1248 5

C1	1	What is the bigest island in Indonesia? 3 1 2 2
	2	
	3	
C2	1	How many provinces are in Indonesia? 3 1 2 1
	2	
	3	
C3	1	what are the ethnic group of kalimantan? 3 1 2 1
	2	
	3	
C4	1	what are the population of kalimantan? 3 1 2 1
	2	
	3	
C5	1	
	2	
	3	
C6	1	
	2	
	3	

Text 6. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells more vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. There are a basket of potatoes; we got half a kilo of bean for Rp2000.00 and one kilo of carrots. We spent Rp.4000.00 for the carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

C1	1	
	2	
	3	
C2	1	
	2	
	3	
C3	1	
	2	
	3	
C4	1	
	2	
	3	
C5	1	
	2	
	3	
C6	1	
	2	
	3	

Terimakasih atas bantuan dan kerjasama yang baik

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Appendix 8

Student's task 1

Students in their group browsed the "Type of question Pattern"
Here is the example of the result

Kelompok 2 :
1. Eko Paryono
2. Eka Mestiani
3. Erfana. B.Y
4 Esti Puji A
5 Fitri Nur Jayani
6 Herlina Umi K

Basic Question Types

There are 3 **basic types** of question:

1. **Yes/No Questions** (the answer to the question is "Yes" or "No")
2. **Question Word Questions** (the answer to the question is "Informa
3. **Choice Questions** (the answer to the question is "in the question")

1. Yes/No Questions

auxiliary verb	subject	main verb		Answer Yes or No
Do	you	**want**	dinner?	Yes, I do.
Can	you	**drive**?		No, I can't.
Has	she	**finished**	her work?	Yes, she has.
Did	they	**go**	home?	No, they didn't.
Exception! verb **be** simple present and simple past				
	Is	Anne	French?	Yes, she is.
	Was	Ram	at home?	No, he wasn't.

2. Question Word Questions

question word	auxiliary verb	subject	main verb		Answer Information
Where	**do**	you	**live**?		In Paris.
When	**will**	we	**have**	lunch?	At 1pm.
Who	**did**	she	**meet**?		She met Ram.
Why	**hasn't**	Tara	**done**	it?	Because she can't.
Exception! verb **be** simple present and simple past					
Where		**is**	Bombay?		In India.
How		**was**	she?		Very well.

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3. Choice Questions

auxiliary verb	subject	main verb		OR		Answer In the question
Do	you	**want**	tea	or	coffee?	Coffee, please.
Will	we	**meet**	John	or	James?	John.
Did	she	**go**	to London	or	New York?	She went to London.
Exception! verb **be** simple present and simple past						
	Is	your car	white	or	black?	It's black.
	Were	they	$15	or	$50?	$15.

Tag Questions

You speak English, *don't you*?

A tag question is a special construction in English. It is a statement followed by a mini-question. The whole sentence is a "tag question", and the mini-question at the end is called a "question tag".

A "tag" is something small that we add to something larger. For example, the little piece of cloth added to a shirt showing size or washing instructions is a tag.

We use tag questions at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" They are very common in English.

The basic structure is:

+ Positive statement,	– negative tag?
Snow is white,	isn't it?
– Negative statement,	+ positive tag?
You don't like me,	do you?

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In some languages, people answer a question like "Snow isn't black, is it?" with "Yes" (meaning "Yes, I agree with you"). This is the **wrong answer** in English!

Here are some more examples, with correct answers:

- The moon goes round the earth, doesn't it? Yes, it does.
- The earth is bigger than the moon, isn't it? Yes.
- The earth is bigger than the sun, isn't it? **No**, it **isn't**!
- Asian people don't like rice, do they? **Yes**, they **do**!
- Elephants live in Europe, don't they? **No**, they **don't**!
- Men don't have babies, do they? No.
- The English alphabet doesn't have 40 letters, does it? **No**, it **doesn't**.

Question tags with imperatives

Sometimes we use question tags with imperatives (invitations, orders), but the sentence remains an imperative and does not require a direct answer. We use *won't* for invitations. We use *can, can't, will, would* for orders.

	imperative + question tag	*notes:*
invitation	Take a seat, won't you?	polite
order	Help me, can you?	quite friendly
	Help me, can't you?	quite friendly (some irritation?)
	Close the door, would you?	quite polite
	Do it now, will you?	less polite
	Don't forget, will you?	with negative imperatives only *will* is possible

Same-way question tags

Although the basic structure of tag questions is positive-negative or negative-positive, it is sometime possible to use a positive-positive or negative-negative structure. We use same-way question tags to express interest, surprise, anger etc, and not to make real questions.

- So you're having a baby, are you? That's wonderful!
- She wants to marry him, does she? Some chance!
- So you think that's amusing, do you? Think again.

Negative-negative tag questions usually sound rather hostile:

- So you don't like my looks, don't you?

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Look at these examples with positive statements:

positive statement [+]				**negative tag [-]**			*notes:*
subject	auxiliary	main verb		auxiliary	not	personal pronoun (same as subject)	
You	are	coming,		are	n't	you?	
We	have	finished,		have	n't	we?	
You	do	like	coffee,	do	n't	you?	
You		like	coffee,	do	n't	you?	You (do) like...
They	will	help,		wo	n't	they?	won't = will not
I	can	come,		can	't	I?	
We	must	go,		must	n't	we?	
He	should	try	harder,	should	n't	he?	
You		are	English,	are	n't	you?	no auxiliary for main verb **be** present & past
John		was	there,	was	n't	he?	

Look at these examples with negative statements:

negative statement [-]					**positive tag [+]**	
subject	auxiliary		main verb		auxiliary	personal pronoun (same as subject)
It	is	n't	raining,		is	it?
We	have	never	seen	that,	have	we?
You	do	n't	like	coffee,	do	you?
They	will	not	help,		will	they?
They	wo	n't	report	us,	will	they?

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I	can	never	do		it right,	can	I?
We	must	n't	tell		her,	must	we?
He	should	n't	drive		so fast,	should	he?
You			are	n't	English,	are	you?
John			was	not	there,	was	he?

Some special cases:

I **am** right, **aren**'t I?	aren't I (*not* amn't I)
You **have** to go, **don**'t you?	you (do) have to go...
I **have been** answering, **haven**'t I?	use first auxiliary
Nothing came in the post, **did** it?	treat statements with nothing, nobody etc like negative statements
Let's go, shall we?	let's = let us
He**'d** better do it, **had**n't he?	he had better (no auxiliary)

Here are some mixed examples:

- But you don't really love her, do you?
- This will work, won't it?
- Well, I couldn't help it, could I?
- But you'll tell me if she calls, won't you?
- We'd never have known, would we?
- The weather's bad, isn't it?
- You won't be late, will you?
- Nobody knows, do they?

Notice that we often use tag questions to ask for information or help, starting with a negative statement. This is quite a friendly/polite way of making a request. For example, instead of saying "Where is the police station?" (not very polite), or "Do you know where the police station is?" (slightly more polite), we could say: "You wouldn't know where the police station is, would you?" Here are some more examples:

- You don't know of any good jobs, do you?
- You couldn't help me with my homework, could you?
- You haven't got $10 to lend me, have you?

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Intonation

We can change the meaning of a tag question with the musical pitch of our voice. With rising intonation, it sounds like a real question. But if our intonation falls, it sounds more like a statement that doesn't require a real answer:

	intonation		
You don't know where my wallet is,	do you?	/ rising	real question
It's a beautiful view,	isn't it?	\ falling	not a real question

Answers to tag questions

A **question tag** is the "mini-question" at the end. A **tag question** is the whole sentence.

How do we answer a tag question? Often, we just say Yes or No. Sometimes we may repeat the tag and reverse it (..., do they? Yes, they do). Be very careful about answering tag questions. In some languages, an oposite system of answering is used, and non-native English speakers sometimes answer in the wrong way. This can lead to a lot of confusion!

Answer a tag question according to the **truth** of the situation. Your answer reflects the real facts, not (necessarily) the question.

For example, everyone knows that snow is white. Look at these questions, and the correct answers:

tag question	correct answer		
Snow is white, isn't it?	Yes (it is).	the answer is the same in both cases - because snow IS WHITE!	but notice the change of stress when the answerer does not agree with the questioner
Snow isn't white, is it?	**Yes** it **is**!		
Snow is black, isn't it?	**No** it **isn't**!	the answer is the same in both cases - because snow IS NOT BLACK!	
Snow isn't black, is it?	No (it isn't).		

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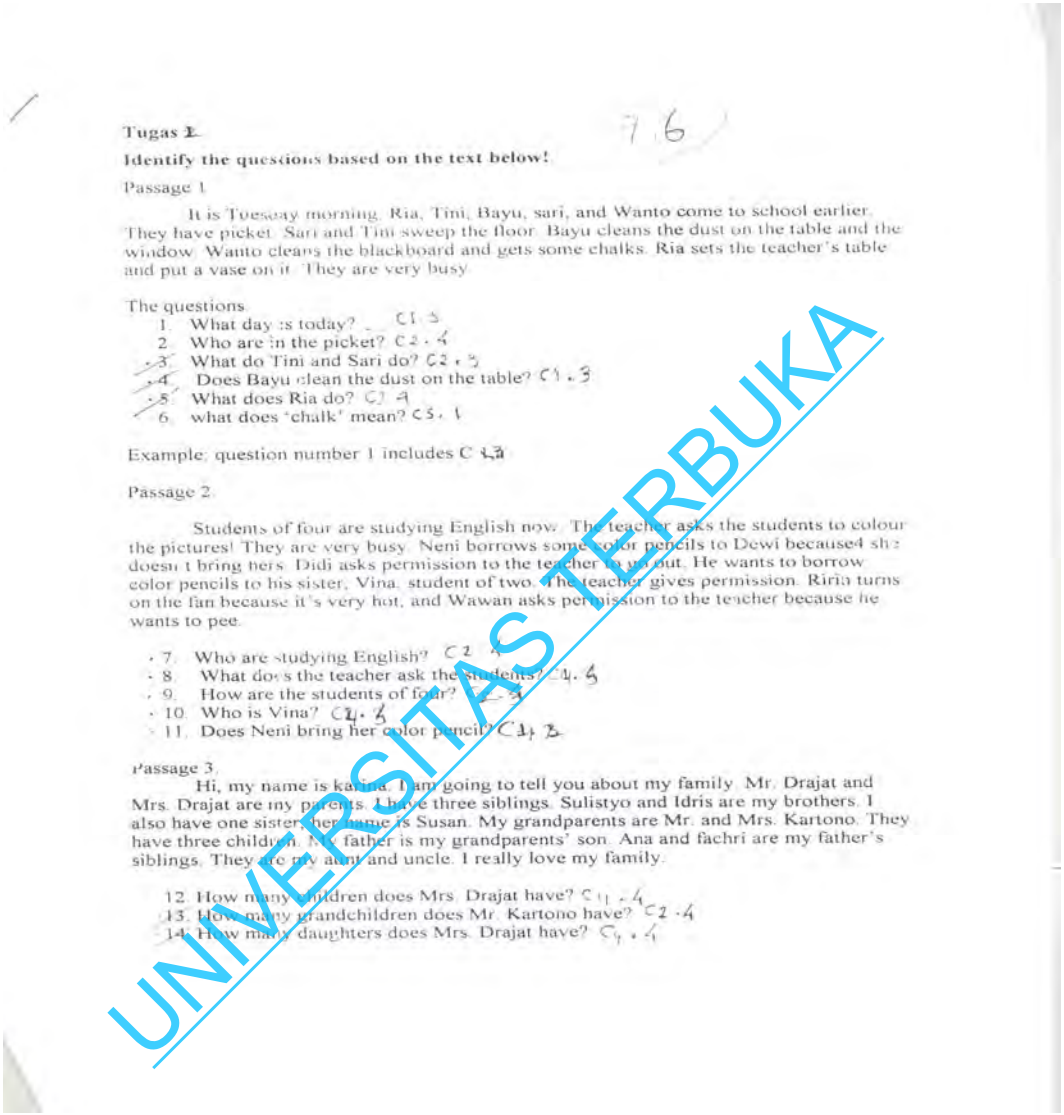
Appendix 9

Student's task 2

Students in their group identify the question based on text dealing with Bloom's taxonomy and reading indicator.
Here is the example of the result.



Tugas 1

Identify the questions based on the text below!

Passage 1

It is Tuesday morning. Ria, Tini, Bayu, sari, and Wanto come to school earlier. They have picket. Sari and Tini sweep the floor. Bayu cleans the dust on the table and the window. Wanto cleans the blackboard and gets some chalks. Ria sets the teacher's table and put a vase on it. They are very busy.

The questions

1. What day is today? C1 . 5
2. Who are in the picket? C2 . 4
3. What do Tini and Sari do? C2 . 5
4. Does Bayu clean the dust on the table? C1 . 3
5. What does Ria do? C1 . 4
6. what does 'chalk' mean? C5 . 1

Example: question number 1 includes C 4,3

Passage 2

Students of four are studying English now. The teacher asks the students to colour the pictures! They are very busy. Neni borrows some color pencils to Dewi because4 she doesn t bring hers. Didi asks permission to the teacher to go out. He wants to borrow color pencils to his sister, Vina, student of two. The teacher gives permission. Riria turns on the fan because it's very hot, and Wawan asks permission to the teacher because he wants to pee.

7. Who are studying English? C2 4
8. What does the teacher ask the students? C4. 5
9. How are the students of four? C2 4
10. Who is Vina? C2. 5
11. Does Neni bring her color pencil? C1 2

Passage 3

Hi, my name is karina. I am going to tell you about my family. Mr. Drajat and Mrs. Drajat are my parents. I have three siblings. Sulistyo and Idris are my brothers. I also have one sister, her name is Susan. My grandparents are Mr. and Mrs. Kartono. They have three children. My father is my grandparents' son. Ana and fachri are my father's siblings. They are my aunt and uncle. I really love my family.

12. How many children does Mrs. Drajat have? C1 . 4
13. How many grandchildren does Mr. Kartono have? C2 . 4
14. How many daughters does Mrs. Drajat have? C1 . 4

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Passage 4

Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season is from November to April. It rains almost everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. The dry season is from May to October. The sun shines brightly everyday. The weather is hot and dry. You need to put on cap or hat.

17. How many seasons are there in Indonesia? C1. 3
18. When is rainy season? C2. 2
19. When is dry season? C2. 2
20. How is the weather in the rainy season? C4. 3
21. How is the weather in the dry season? C4. 3
22. What do you need to bring on the dry season? C3. 4
23. Wnat season is in your town now? C6. 3
24. Which season do you like? C6. 3
25. When does the sun shine brightly? C2. 4
26. Do we need an umbrella in rainy season? C6 2

Kelompok 6

1. Eka [illegible] (10)
2. Eka [illegible] (11)
3. [illegible] (14)
4. [illegible] (15)
5. Fitri Nur Jannah (22)
6. Kherlina Umi K (29)

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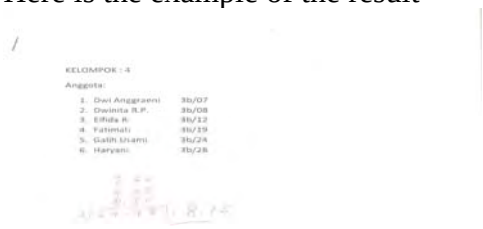
Appendix 10

Student's task 3

Students in their group determined the questions based on text dealing with types of question, Bloom' taxonomy and reading in dicator. (the text was sent from the other group)
Here is the example of the result


KELOMPOK : 4

Anggota :

1. Dwi Anggraeni 3b/07
2. Dwinita R.P. 3b/08
3. Elfida R. 3b/12
4. Fatimah 3b/19
5. Galih Shiami 3b/24
6. Haryani 3b/28

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Text 1 :

It has been two years, Nina has not met her friend, Vito. And that day she meet Vito on her way home from Supermurah Store.

"Hi, are you Vito?" Nina asked.

"Yes, I am. And may I know who you are?" Vito answered.

"I am Nina. I was your friend at Semangat Pagi Elemantary School." Nina answered.

"Oh, yes. Now I remember you. How is everyting, Nina?" Vito asked.

"Pretty good. I still a student at Semangat Pagi elementary school. And how are you now ?" Nina asked.

" Everything is fine. I only visit my grandparents for a while. Would you like to come by, Nina ?" Vito answered.

" I can't, I'm sorry. My mother waits for me at home. Maybe some other time," Nina explained.

" It's OK! So long, Nina!" said Vito.

"Bye!" Nina replied

Question :

1. How many years has Nina not met her friend?
2. Does Vito recognize Nina when they meet?
3. Where is Nina's school?
4. How is Vito?
5. Who does Vito want to visit?
6. Does Nina come by to Vito's house?
7. What does so long mean?
8. How does Nina reply Vito's parting expression

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Text 2

Arjuna lives at Jambu Street number one hundred and thirty. He is in the living room right now. He is cleaning his toy cars. He has twenty five toy cars. Arjuna also loves collecting comics. He has thirty five comics. Sometimes he spends his time reading comics. He also often plays to cars with his friend too.

Suddenly, someone is knocking at door. It is Mrs. Alinda. She brings a jar of cookies. Arjuna thanks her. There are about fifty cookies in the jar. Arjuna does not really like cookies. He only eats two cookies, ten minute later his mother come home. She brings many rambutans. There are fifty six rambutans. And do you know what fruit he likes most? Yes, he likes rambutan very much.

Questions :

1. Where does arjuna live ?2C1,2
2. What does Arjuna like to collect ?2C4,4
3. How many toy cars does Arjuna have ?2C3,2
4. Does Arjuna like cookies ?1C2,2
5. Does Arjuna love collecting comics ?1C2,2
6. How does Arjuna do in his spare time ?2C4,4

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Text 3

Nina is in the family room. She is helping her mother cleaning the carpet. They want to wash it. Their red carpet is dirty. Nina uses the brown brush to clean it. Then mother takes the blue hose to wash it. When they finish, they dry in the yard.

It is still 09.00 o'clock in the morning. Someone is knocking at the door. It is Mrs Belinda. She brings a box of donut. There are about ten donuts in it. Mrs. Belinda lives in front of us. Her house is number 119. she is a very nice woman.

Question :

1. Who does Nina help ? 2C1, 2
2. What do they do ? 2C1, 2
3. What is the colour of the carpet ? 2C2, 1
4. What is the colour of the brush ? 2C2, 1
5. What is the colour of the hose ? 2C2, 1
6. Who is Mrs. Belinda ? 2C5, 4

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Appendix 11

Post test 1

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasarkan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk: *(1)Yes/No question, (2) Wh-question, dan (3) Question tags.*
2. Indikator pertanyaan mengacu pada: (a) *arti kata, (b) arti kalimat, (c) informasi umum, dan (d) informasi detail yang ada dalam bacaan*
3. Jenjang kemampuan berfikir meliputi kategori : C1 (remembering), C2 (understanding), C3 (aplying), C4 (analyzing), C5 (evaluating) dan C6 (creating)

Text 1. Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

2. Sports

The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volleyball, badminton, and basketball.

I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.

My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton. Every Sunday we play badminton together. My father is a good badminton player.

Sports are very interesting and very important. It is also very helpful to our health.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		

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C6	1		
	2		
	3		

Text 3. Having Lunch in a Restaurant

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is sitting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle, Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice, his wife also has fried rice, too. Mr. Hasan's nephew, Jimmy has meatballs soup, and Iwan has chicken sate. They love their food.

Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

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Text 4. Boni, the Scavenger

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well-dressed man. The man shook his hand and introduced himself. He was the man who lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		

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	3		

Text 5. Kalimantan

Kalimantan is one of the biggest islands in Indonesia. The island is rich for its forests, pearls, and precious stones. There are four provinces in this island. They are Central Kalimantan in the south of Kalimantan, East Kalimantan in the north-east, East Kalimantan in the north-east, South Kalimantan in the south-east of Kalimantan, and West Kalimantan in the west of Kalimantan.

The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many migrants from other parts of the region, such as Bugis, Javanese, Maduranese, and Chinese (in West Kalimantan)

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 6. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells more vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. They are a basket of potatoes; we got half a kilo of bean for Rp2000.00 and one kilo of carrots. We spent Rp.4000.00 for the carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Terimakasih atas bantuan dan kerjasama yang baik

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Koleksi Perpustakaan Universitas Terbuka

A 56
B 55
C 62
D 62
275.31

887

Nama : Esti Puji Astuti
NIM : K7109079
Kelas : A3
Tanggal : 31-05-11

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasarkan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk: *(1) Yes/No question, (2) Wh-question, dan (3) Question tags.*
2. Indikator pertanyaan mengacu pada: (a) *arti kata, (b) arti kalimat, (c) informasi umum , dan (d) informasi detail yang ada dalam bacaan*
3. Jenjang kemampuan berfikir meliputi kategori : C1 (remembering), C2 (understanding), C3 (aplying), C4 (analyzing), C5 (evaluating) dan C6 (creating)

Text 1. Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1		
	2	what is the rainy seasons ? A3 B3 C2 D2	d
	3		
C2	1	what was the main idea of season in indonesia ? A3 B1 C2 D3	c
	2	why did we need to bring rain coat ? A3 B3 C2 D2	d
	3		
C3	1	if you had to go in rainy season what do you need ? A3 B3 C2 D2	d
	2		
	3		
C4	1	what part of the reading was exciting ? A3 B3 C2 D2	d
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

2. Sports

The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volley ball, badminton, and basketball.
I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.
My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton.
Every Sunday we play badminton together. My father is a good badminton player.
Sports are very interesting and very important. It is also very helpful to our health.

C1	1		
	2	when was the students doing in the afternoon ? A1 B1 C2 D2	d

11/11/12 1

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	3		
C2	1	what was the main idea of paragraph 1? A3B1C2D2	c
	2		
	3		
C3	1	If you had to hobby sport, what would you do? A1B3C2D2	d
	2		
	3		
C4	1	what part of the text was funniest the most exciting, the	
	2	saddest? A1B3C2D2	
	3		
C5	1	what is the text tell about? A2B3C2D2	
	2		
	3		
C6	1	what is the positive form of the last sentence in the paragraph 1?	
	2	A3B0C2D2	
	3		

Text 3. Having Lunch in a Restaurant

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is sitting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice, his wife also has fried rice, too. Mr. Hasan's nephew, Jimmy has meatball soup, and Iwan has chicken sate. They love their food.

Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

8 9 10 40

C1	1		
	2	who is Iwan's brother? A1B3C2D2	d
	3		
C2	1		
	2	Can you explain where Mr Hasan sitting? A1B3C2D2	d
	3		
C3	1	what sort of glasses could the waiter is carring? A1B1C2D2	d
	2		
	3		
C4	1		
	2		
	3		
C5	1	what is the text tell about? A2B1C2D2	c
	2		
	3		
C6	1	Explain how cronologise of having lunch's Iwan and family?	
	2	A1B1C2D2	
	3		

2

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Text 4. Boni, the Scavenger

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well dressed man. The man shook his hand and introduced himself. He was the man who lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1	what is young scevenger ? A3 B1 C2 D2	a
	2		
	3		
C2	1	what is meant by "traffic police"? A3 B3 C2 D2	a
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2	what part of the reading was exiting? A3 B3 C2 D2	d
	3		
C5	1	what is your opinion of Boni? A3 B3 C2 D2	d
	2		
	3		
C6	1		
	2	what would happen if Boni can't a scholarship? A2 B2 C2 D2	d
	3		

Text 5. Kalimantan

Kalimantan is one of the biggest islands in Indonesia. The island is rich for its forests, pearls, and precious stones. There are four provinces in this island. They are Central Kalimantan in the south of Kalimantan, East Kalimantan in the north-east, East Kalimantan in the north-east, South Kalimantan in the south-east of Kalimantan, and West Kalimantan in the west of Kalimantan.

The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many immigrants from other parts of the region, such as Bugis, Javanese, Madurenese, and Chinese (in West Kalimantan).

C1	1	is kalimantan one of the biggest island in indonesia? 3 3 2 2	c
	2		
	3		
C2	1	what is meant by "South-east" ? 3 3 2 2	A
	2		
	3		
C3	1	can you explain about kalimantan? 3 3 2 2	D
	2		
	3		
C4	1	there are four provinces in this island, this refers to 3 3 2 2	D

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C5	2		
	1		
	2	what is your opinion of kalimantan island? 3322	D
	3		
C6	1		
	2		
	3		

3322

Text 6. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells more vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. They are a basket of potatoes, we got half a kilo of bean for Rp.2000.00 and one kilo of carrots. We pay Rp.40 0.00 for it. Carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

C1	1	How many people characters in the text 1 3 2	D
	2		
	3		
C2	1	what is meant by "one kilo of tarrots"? 3 3 2 2	A
	2		
	3		
C3	1		
	2	If you had to supermarket what [illegible] you buy? 3 3 2 2	D
	3		
C4	1		
	2		
	3		
C5	1	what is your opinion of the characters mother? 3 3 2 2	C
	2		
	3		
C6	1	can you tae aposible [illegible] to save discounts 3 3 2 2	D
	2		
	3		

13 / 5101 0

Terimakasih atas bantuan dan kerjasama yang baik

UNIVERSITAS TERBUKA

4

Koleksi Perpustakaan Universitas Terbuka

A. 56
B. 50
C. 51
D. 42
199 30

6.63

30

Nama : Galih Utami
NIM : K7109086
Kelas : 2B
Tanggal: 31 mei 2011

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasarkan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk: *(1) Yes/No question, (2) Wh-question, dan (3) Question tags.*
2. Indikator pertanyaan mengacu pada: (a) *arti kata, (b) arti kalimat, (c) informasi umum, dan (d) informasi detail yang ada dalam bacaan*
3. Jenjang kemampuan berfikir meliputi kategori : C1 (remembering), C2 (understanding), C3 (aplying), C4 (analyzing), C5 (evaluating) dan C6 (creating)

Text 1. Seasons in Indonesia

6

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1		
	2	How many Seasons are In Indonesia ? 3 3 2	c
	3		
C2	1		
	2	what does the wold "Last" In Paragraph 2 refer to ? 3 3 2 2	a
	3		
C3	1		
	2	What shall you wear when you have to go out In a rainy Seasons	b
	3	0 / 2 1	
C4	1	3 / 2 1	
	2	what will we Feel is we dont wear raincoat In the rainy Seasons	(b?)
	3	there is no rain In the dry Seasons isn't It? 3 / 2 1	b
C5	1		
	2		
	3	the raincoat is an important thing In a rainy Season isn't It. ?	
C6	1	3 3 2 2	
	2		
	3		

2. Sports

5

The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volleyball, badminton, and basketball.
I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.
My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton.
Every Sunday we play badminton together. My father is a good badminton player.
Sports are very interesting and very important. It is also very helpful to our health.

C1	1	3 3 1 2 Do they practice their gymnastics before the Lessons ?	c
	2	When the students do sports ? 1 3 2 2	c

1 / 11 8 7

1

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	3	they do Sports on the morning don't they? 2 3 1 1	C
C2	1	so the do Sports in the night? 1 1 2 1	
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2	who is a good badminton player? 3 1 2 1	
	3		
C6	1		
	2		
	3		

Text 3. Having Lunch in a Restaurant

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is sitting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice. His wife also has fried rice, too. Mr. Hasan's nephew, Jimmy has meatball soup, and Iwan has chicken sate. They love their food.

Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

C1	1		
	2	where is Iwan having lunch? 3 3 2 2	C
	3		
C2	1	is Jimmy having lunch with his uncle? 3 1 1 1	3 1 1 1
	2	How many People are having lunch in a restaurant based in the text (B)	
	3	there are for People who having lunch in a restaurant main the 7 (B)	
C3	1	0 1 1 1	
	2		
	3		
C4	1		
	2	what get From the waiter before the food? 0 1 1	B
	3		
C5	1		
	2		
	3	each in From has disteren Job For the User doesn't it	b
C6	1	0 1 1 1	
	2		
	3		

9 7 7

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Koleksi Perpustakaan Universitas Terbuka

Text 4. Boni, the Scavenger

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well-dressed man. The man shook his hand and introduced himself. He was the man who lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1	Was boni diligent and kindhearted?	c
	2	who his Boni ?	c
	3	Boni was a Scavenger't he	c
C2	1	Did Boni find an empty wallet on his way home from	b
	2	Scavenging ?	
	3		
C3	1		
	2	What dall we do when we find a wallet like Boni	
	3		
C4	1	And Boni done a good activities?	b
	2		
	3		b
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 5. Kalimantan

Kalimantan is one of the biggest islands in Indonesia. The island is rich for its forests, pearls, and precious stones. There are four provinces in this island. They are Central Kalimantan in the south of Kalimantan, East Kalimantan in the north-east, East Kalimantan in the north-east, South Kalimantan in the south-east of Kalimantan, and West Kalimantan in the west of Kalimantan.

The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many migrants from other parts of the region, such as Bugis, Javanese, Madurenese, and Chinese (in West Kalimantan).

C1	1		
	2	How many Provinces are in kalimantan ?	c
	3	Kalimantan is the Giggest Island in Indonesia isn't it.?	c
C2	1		
	2	How many Population of kalimantan consists of ?	b
	3		
C3	1		
	2		
	3		
C4	1		

6875 3

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Appendix 12

Lesson Plan
Cycle 2

School : PGSD-UNS
Subject : English
Grade/semester : 3B/II
Time : 4 meetings (@100 minutes)

Competence Standard: The students will be able to make questions based on the text by combining the elements, including all types of questions, level of question based on the Blom's taxonomy and the reading indicator based on the basic competence at the Elementary school.

Basic Competence : The students are able to make questions accurately in the form of written questions, dealing with types of questions, reading indicator and the levels of questions based on the Blom's taxonomy.

Indicator :
1. Making accuracy question in grammatical pattern
2. Making appropriate question which is relevant and adequate to reading indicator of the text
3. Making accuracy level or category of question based on the Blom's taxonomy

Objectives :
1. Students are able to make question which is accuracy in grammatical pattern
2. Students are able to make question accurate in reading indicator and relevant to the text
3. Students are able to determine the level or category of question based on the Blom's taxonomy
4. Students are able to make question accurately in the form of written questions, dealing with types of question, reading indicators, and the levels of questions based on the Blom's taxonomy

e) Materials :
a. Types of question pattern
b. Reading indicator
c. The level of question based on the Blom's taxonomy

f) Methods and technique

- Modeling
- Explaining
- Discussing

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g)Teaching and Learning Activity:

Meeting 1

1. Opening (5 minutes)
    a. Greeting
    b. Praying
    c. Checking student's attendance
    d. Lecturer set up the goal of the lesson that the students are going to achieve
    e. Apperception
2. Main Activity (80 minutes)
    a. Discussed about the question based on text
    b. Doing peer correction through individually email (to make question dealing with types of question)
3. Post-Activity (15 minutes)
    a. One to another student sent the text
    b. After making question based on text dealing with reading indicator and type of question, they sent it to the lecturer's email.

Meeting 2

1. Opening (5 minutes)
    a. Greeting
    b. Praying
    c. Checking student's attendance
    d. Lecturer set up the goal of the lesson that the students are going to achieve
    e. Apperception

2. Main Activity (80 minutes)
    a) Discuss about the task result
    b) To make question dealing with the level of question based on the Bloom's taxonomy

3. Post-Activity (15 minutes)
    a) Each student printed out the task 3 from the lecturer, (make question based on text dealing with the aspect of question (type of question, reading indicator and level of question based on Bloom's taxonomy
    b) Sent their task to the lecturer's email

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Meeting 3

1. Opening (5 minutes)
   a. Greeting
   b. Praying
   c. Checking student's attendance
   d. Lecturer set up the goal of the lesson that the students are going to achieve
   e. Apperception

2. Main Activity (80 minutes)
   a. Every student made question based on text which has printed out from their email (the text is sent from other student)
   b. The students check their task one another

3. Post-Activity (15 minutes)
   a. The lecturer reviewed the process of checking the task
   b. The lecturer informed that they would have post-test for the next meeting

Meeting 4

1. Opening (5 minutes)
   a. Greeting
   b. Praying
   c. Checking student's attendance
   d. Lecturer set up the goal of the lesson that the students are going to achieve
   e. Apperception

2. Main Activity (60 minutes)
   a. Discuss about the problem faced in the previous meeting
   b. Doing the test

3. Post-Activity (35 minutes)
   a. Reflecting the post test 2
   b. Answer questionnaire

h) Sources and media

1. Sources : "Active English" for Elementary school http//readingtokids org/readingClubs/TipBlooms taxonomy php.
2. Media : Computer and laptop

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Assessment

a. Technique : Written test
b. instrument : Make question based on the text below.
c. Guideline of assessment: (scoring rubric)

Score	**A**. *Accurate in Question Pattern*	**B**. *Accurate in reading indicators*	**C**. *Accurate in Mechanics*	**D**. *Accurate in taxonomy's level*
3	Almost no question pattern inaccuracies	Accurate in reading indicators and relevant to the text	-	-
2	Some question pattern inaccuracies	The question set, though there may be some gaps or redundant information	Almost no inaccuracies in mechanics (spelling, capital letter, punctuation)	Almost no inaccuracies in taxonomy's level
1	Frequent question pattern inaccuracies	Question of limited relevance to the text	some inaccuracies in mechanics (spelling, capital letter, punctuation)	Low standard of accuracy in taxonomy's level
0	Almost all question patterns inaccuracies	The question almost no relation to the text, (inadequate question	Low standard of accuracy in mechanics (spelling, capital letter, punctuation)	-

The score may look like this :

1. Accurate in pattern/grammar : 0-3
2. Accurate in reading indicator : 0-3
3. Accurate in Spelling : 0-2
4. Accurate in taxonomy level : 0-2

Total score (in each item) : 10

Individual's score = Total scores : total item

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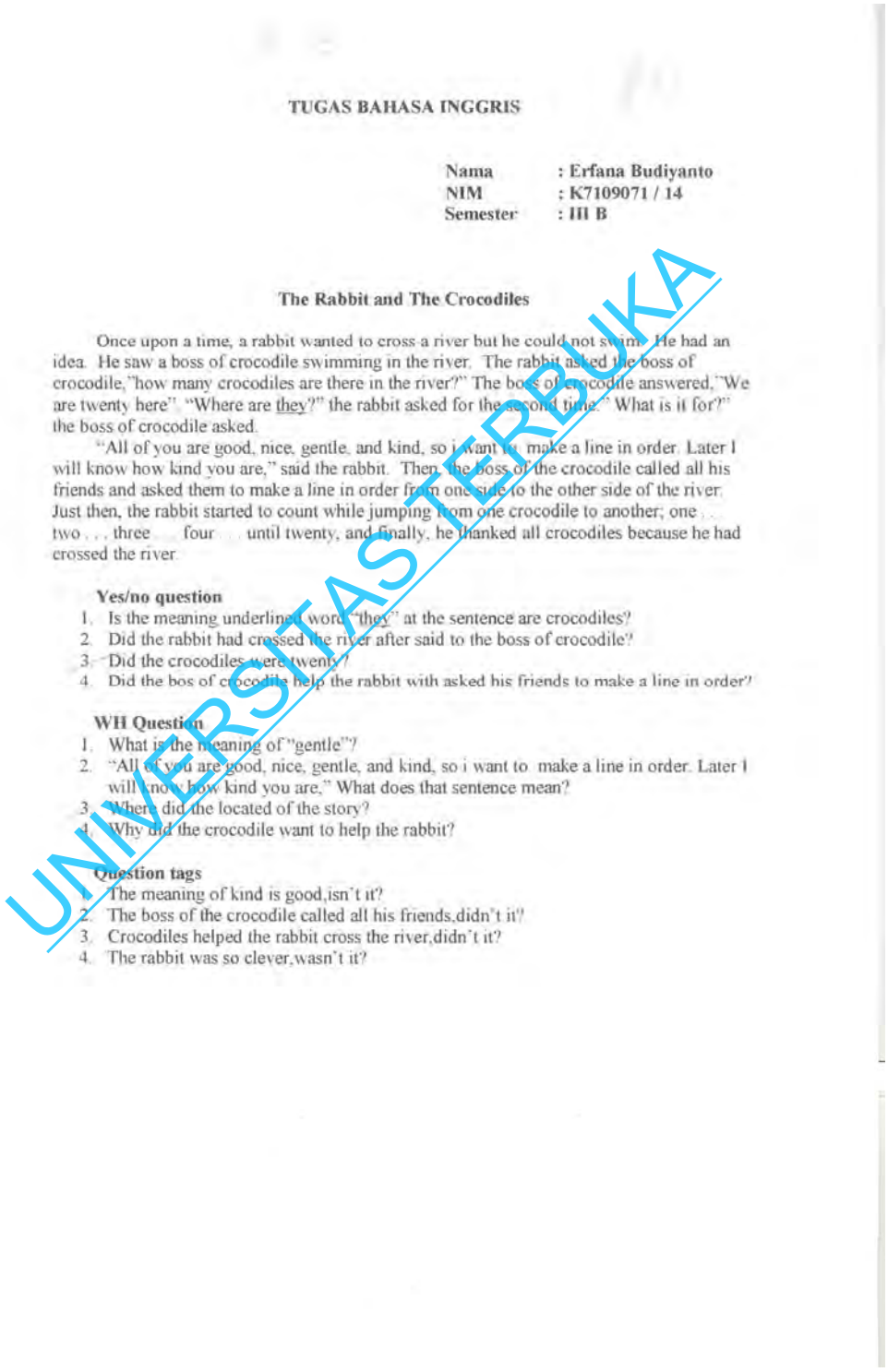
Appendix 13
Student's task 1/2

Peer correction through individually email (to make question dealing with the type of question)
Here is the example of the result



TUGAS BAHASA INGGRIS

Nama : Erfana Budiyanto
NIM : K7109071 / 14
Semester : III B

The Rabbit and The Crocodiles

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "how many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here". "Where are they?" the rabbit asked for the second time." What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle, and kind, so i want to make a line in order. Later I will know how kind you are," said the rabbit. Then the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another; one . . . two . . . three . . . four . . . until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Yes/no question
1. Is the meaning underlined word "they" at the sentence are crocodiles?
2. Did the rabbit had crossed the river after said to the boss of crocodile?
3. Did the crocodiles were twenty?
4. Did the bos of crocodile help the rabbit with asked his friends to make a line in order?

WH Question
1. What is the meaning of "gentle"?
2. "All of you are good, nice, gentle, and kind, so i want to make a line in order. Later I will know how kind you are," What does that sentence mean?
3. Where did the located of the story?
4. Why did the crocodile want to help the rabbit?

Question tags
1. The meaning of kind is good,isn't it?
2. The boss of the crocodile called all his friends,didn't it?
3. Crocodiles helped the rabbit cross the river,didn't it?
4. The rabbit was so clever,wasn't it?

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Alit is sitting on a new sofa. The colour is brown. It is mother's favourite colour. She thinks brown is a soft colour. Alit loves watching TV while lying on the sofa. Then, his mother calles him. She asks Alit to change his bedsheet. His bedsheet is green. He wants to change it with the yellow bedsheet.

A half hour later, his cousin comes. She is Nana. Nana is a girl who loves to wear purple dress. Today, she wears purple dress with black trousers. She never forget to wear her watch. The colour is blue. Alit often plays with Nana. Because Nana lives near with him.

YES/NO QUESTIONS

1. Does 'warna yang lembut' is mean of 'soft colour'?
2. Does Alit want to change his bedsheet?
3. Does Nana love to wear purple dress?
4. Does Nana wear purple dress with black trousers?
5.

WH QUESTIONS

1. What is the mean of 'brown'?
2. What is his cousin favourite dress?
3. Why is his mother love brown colour?
4. What does his cousin wear today?
5.

TAG QUESTIONS

1. Brown is refer to coklat, isn't it?
2. The favourite colour of his mother is brown, isn't it?
3. Alit often plays with nana, doesn't he?
4. Nana wears purple dress with black trousers. Doesn't she?

Nama : HARYANI
Kelas : 3B
No.Absen : 28
NIM : K7109090

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Koleksi Perpustakaan Universitas Terbuka

Appendix 14

Student's task 2/2

To make question dealing with the, types of question and reading indicator Here is the example of the result

Nama : Fatimah

NIM : k7109079

Arjuna lives at jambu Street number one hundred and thirty. He is in the living room right now. He is cleaning his toy cars. He has twenty five toy cars. Arjuna also loves collecting comics. He has thirty five comics. Sometimes he spends his time reading comics. He also often plays toy cars with friends too.

Sunddenly, someone is knocking at door. It is Mrs. Alinda. She brings a jar of cookies. Arjuna thanks her. There are about fifty cookies in the jar. Arjuna does not really like cookies. He only eats two cookies. Ten minutes later, his mother come home. She brings many rambutans. There are fifty six rambutans. and do you know what fruit he likes most? yes, he likes rambutans very much.

Wh questions

1. What is the meaning of toy car ? arti kata
2. He is in the living room right now. What does the sentence mean ? arti kalimat
3. Where does Arjuna live ? informasi khusus
4. What does arjuna like to collect ? informasi detail

yes or no questions

1. Is the word living room mean " ruang tamu"? arti kata
2. Does Arjuna often reading his comics ? arti kalimat
3. Are there fifty cookies in jar ? informas khusus
4. Does Arjuna live at Jambu Street number one hundred and thirty ? informasi detail

Questions tag

1. Cookies is mean " roti kering". Isn't it ? arti kata
2. Arjuna's mother brings many Rambutans. Doesn't she ? arti kalimat
3. There are fifty six rambutans. Aren't they ? informasi khusus
4. Arjuna lives at jambu street number one hundred and thirty. Doesn't he? informasi detail

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Appendix 15

Student's task 3/2

To make question dealing with the aspect of question (types of question, reading indicator, accuracy of the mechanics and level of Bloom's taxonomy} Here is the example of the result

Nama : Erfana Budi Y

Tugas 3.

Buatlah pe3rtanyaan berdasarkan teks dibawah ini sesuai penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk : *(1) Yes/No question, (2) Wh-question, (3) Question tags*
2. Jenjang kemampuan berfikir meliputi kategori: *C1 (remembering), C2 (understanding), C3 (applying), C4 (analyzing), C5 (evaluating), dan C6 (creating)*
3. Indikator pertanyaan mengacu pada: *(a) arti kata, (b) arti kalimat, (c) informasi umum dan (d) informasi detail yang ada dalam bacaan.*

1. Hendra's Room

This is Hendra's room. It is very clean. Hendra's always cleans it everyday. In the room there is a bed with pillow and blanket on it. Near the bed there are a desk,a chair, and a cupboard. There is a bag on the chair. On the desk there are some books, a ruler, a rubber eraser, compasses, a protractor, and a pencil. There are a calendar, mirror, and a clock on the wall.

Questions

1. Is Hendra's room very clean ? (1,C1,4)
2. Who clean his room? (2,C1,3)
3. Where are the pillow and the blanket? (2,C1,3)
4. Is there a bag on the desk? (1,C2,3)
5. What are there on the wall? (2,C1,4)

2. In the afternoon

The school is over at twelve o'clock. Ihsan and Helmi are going home together. Their house is not far from school, so they go home on foot. When Ihsan gets home he says,"good afternoon Helmi." "Good afternoon Ihsan, see you tomorrow." Helmi answer.

Questions

6. What time is the school over ? (2,C1,3)
7. Are Ihsan and Helmi going home together? (1,C1,4)
8. Why do they go home on foot? (2,C1,4)
9. What does Ihsan say when he gets home? (2,C1,3)
10. What is Helmi's answer? (2,C1,3)

3. Shopping

It is Sunday I go to the market with my mother. My mother buys vegetables, meat and fruit. She buys me candies and two boxes of small biscuits, she also buys one chocolate for my sister. I am happy to go shopping with my mother, we go home at ten o'clock.

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Question

11. what day is today ? (2,(C1,3)
12. where do you go ? (2,C1,3)
13. What does yor mother buy for you? (2.C1,3)
14. does she buy one chocolate for your sister? (1,C1,4)
15. what time do you gohome? (2,C1,3)

4. Birthday

Today is Sunday. There is a party in Wanda's house. Today is her birthday, she invites a lot of friends. Her house is beautifully decorated. There are some balloons in the living room. There are red balloons, white balloons, pink balloons, and so on.

Question

16. What day is it today? (2,C1,3)
17. Is there a party in Wanda's house? (1,C1,4)
18. Who does she invite? (2,C1,3)
19. What are there in the living room? (2,C1,3)
20. What colors are the balloons? (2,C1.3)

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Appendix 16

Post test 2

Text 1. Kalimantan

Kalimantan is one of the biggest islands in Indonesia. The island is rich for its forests, pearls, and precious stones. There are four provinces in this island. They are Central Kalimantan in the south of Kalimantan, East Kalimantan in the north-east, East Kalimantan in the north-east, South Kalimantan in the south-east of Kalimantan, and West Kalimantan in the west of Kalimantan.

The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many migrants from other parts of the region, such as Bugis, Javanese, Maduranese, and Chinese (in West Kalimantan)

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 2. Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

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Text 3. Having Lunch in a Restaurant

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is sitting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle, Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice, his wife also has fried rice, too. Mr. Hasan's nephew, Jimmy has meatballs soup, and Iwan has chicken sate. They love their food.

Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 4. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells more vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. They are a basket of potatoes, we got half a kilo of bean for Rp2000.00 and one kilo of carrots. We spent Rp.4000.00 for the carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

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Text 5. Sports

The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volleyball, badminton, and basketball.

I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.

My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton. Every Sunday we play badminton together. My father is a good badminton player.

Sports are very interesting and very important. It is also very helpful to our health.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 6. Boni, the Scavenger

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well-dressed man. The man shook his hand and introduced himself. He was the man who lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1		
	2		
	3		
C2	1		
	2		
	3		
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Terimakasih atas bantuan dan kerjasama yang baik

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Koleksi Perpustakaan Universitas Terbuka

A 117
B 108
C 78
D 70
373 : 9.32

Nama : Indah Ap
NIM : 7109102
Kelas :
Tanggal : 16 juni 2011

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasar kan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk: *(1)Yes/No question, (2) Wh-question, dan (3) Question tags.*
2. Indikator pertanyaan mengacu pada: (a) *arti kata, (b) arti kalimat, (c) informasi umum, dan (d) informasi detail yang ada dalam bacaan*
3. Jenjang kemampuan berfikir meliputi kategori : C1 (remembering), C2 (understanding), C3 (aplying), C4 (analyzing), C5 (evaluating) dan C6 (creating)

Text 1. Kalimantan

Kalimantan is one of the biggest islands in Indonesia. The island is rich for its forests, pearls, and precious stones. There are four provinces in this island. They are Central Kalimantan in the south of Kalimantan, East Kalimantan in the north-east, East Kalimantan in the north-east, South Kalimantan in the south-east of Kalimantan, and West Kalimantan in the west of Kalimantan.

The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many migrants from other parts of the region, such as Bugis, Javanese, Maduranese, and Chinese (in West Kalimantan)

C1	1	Is Kalimantan one of the biggest island in indonesia ?
	2	what is the biggest island in indonesia, ?
	3	Kalimatan is one of the biggest islands in Indonesia, isn't it ?
C2	1	are there four provinces in this island ?
	2	what is the meaning of pearls ?
	3	This island is rich for its forest, pearls and precious stones, isn't it ?
C3	1	
	2	
	3	
C4	1	
	2	
	3	
C5	1	
	2	
	3	
C6	1	
	2	
	3	

Text 2. Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1	Does Indonesia have two seasons ?
	2	They are rainy season and dry season the world "they" refers to ?
	3	
C2	1	Does it rain nearly everyday in the wet season ?
	2	what is the meaning of dusty ? (in indonesia)
	3	

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C3	1		
	2	When do we need to bring a raincoat or an umbrella ?	c
	3	The weather is cold and wet, isn't it ?	c
C4	1		
	2		
	3		
C5	1		
	2	When does the weather get warmer ?	c
	3	At the end of rainy season the weather gets warmer, doesn't it ?	d
C6	1		
	2		
	3		

Text 3. Having Lunch in a Restaurant

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is sitting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle, Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice, his wife also has fried rice too. Mr. Hasan's nephew, Jimmy has meatballs soup, and Iwan has chicken sate. They love their food.

Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

C1	1		
	2	Who is calling the waither ?	c
	3		
C2	1	Is Mr. Hasan sitting on a chair	c
	2	Who is sitting on a chair ?	d
	3		
C3	1		
	2		
	3		
C4	1		
	2	What is the meaning of waither ?	a
	3	Iwan is Jimmy is brother, isn't he ?	c
C5	1		
	2	he is putting the glasses on their table the world "he" refers to ?	d
	3	They are very happy, aren't they ?	a
C6	1		
	2		
	3		

Text 4. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells more vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. They are a basket of potatoes, we got half a kilo of bean for Rp2000.00 and one kilo of carrots. We spent Rp.4000.00 for the carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

2

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C1	1		
	2	what is the meaning of the fried rice ?	f
	3		
C2	1	Did we buy al of of vegetable ?	c
	2	what is meaning of super market ?	c
	3	We spent a lot of money yesterday , did n't we ?	c
C3	1		
	2		
	3		
C4	1		
	2	who did go shopping to a supermarket yesterday ?	d
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 5. Sports

The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volleyball, badminton, and basketball.

I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.

My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton. Every Sunday we play badminton together. My father is a good badminton player.

Sports are very interesting and very important. It is also very helpful to our health.

C1	1	Do they sports in our school ~~do~~ sports in the morning ?	c
	2		
	3		
C2	1	Do the play badmainton together ?	c
	2		
	3	They also like to play badmainton , don't they ?	d
C3	1		
	2		
	3		
C4	1	Does Anton prefer to play footboll ?	d
	2	who are prefer to play foot ball ?	c
	3		
C5	1	are sports very interesting and very imporpont ?	c
	2	who is a good badmainton player ?	c
	3		
C6	1		
	2		
	3		

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Text 6. Boni, the Scavenger

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well-dressed man. The man shook his hand and introduced himself. He was the man who lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1		
	2	What is the title of the text above ?	c
	3		
C2	1		
	2	When did he go to school ?	c
	3	He went to school in the morning, didn't he ?	d
C3	1		
	2		
	3		
C4	1	Did he see a traffic police on the street ?	c
	2	Who did see a traffic police on the street ?	c
	3		
C5	1	Did he thank ~~Boni~~ Boni for finding his wallet ?	c
	2	What is the meaning of wallet (in Indonesia) ?	a
	3		
C6	1		
	2		
	3		

Terimakasih atas bantuan dan kerjasama yang baik

UNIVERSITAS TERBUKA

Koleksi Perpustakaan Universitas Terbuka

A 87
B 70
C 64
D 60
281 : 7.02

40

Nama : Latrinko
NIM : Jk...7.09...112
Kelas : .....
Tanggal: 16 juni 2011

Dalam rangka pelaksanaan penelitian tentang **kemampuan mahasiswa membuat pertanyaan berdasar kan teks di SD kelas 6**, saya meminta bantuan Anda untuk membuat pertanyaan dengan penjelasan sebagai berikut:

1. Pertanyaan dapat berbentuk: *(1)Yes/No question, (2) Wh-question, dan (3) Question tags.*
2. Indikator pertanyaan mengacu pada: (a) *arti kata, (b) arti kalimat, (c) informasi umum, dan (d) informasi detail yang ada dalam bacaan*
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Text 1. Kalimantan

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The population of Kalimantan consists of Dayaks, Malays (in the west Kalimantan), and Banjarese-Malay (in South Kalimantan). There are also many migrants from other parts of the region, such as Bugis, Javanese, Maduranese, and Chinese (in West Kalimantan)

C1	1	What the biggest island in Indonesia ?	b
	2	How many provinces in Kalimantan	b
	3	What is the name of provinces in Kalimantan ?	b
C2	1	can you explain the name of Provinces in Kalimantan with the positio	d
d	2	What the meaning of the island in the Seven sentence in First Paragraph ?	d
b	3	What was the main idea of the First Paragraph ?	d
C3	1		
	2	1.	
	3	2	
C4	1	3	
	2	4	
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 2. Seasons in Indonesia

Indonesia has two seasons. They are rainy season and dry season. The rainy season or wet season, usually lasts from November to April. The dry season lasts from May to October. In the wet season, it rains nearly everyday. The weather is cold and wet. You need to bring a raincoat or an umbrella. At the end of rainy season, the weather gets warmer. In the dry season, the sun shines bright everyday. The weather is dry and dusty, especially in towns and cities. You need to put on a cap or a hat.

C1	1	How many Seasons in Indonesia ?	d
	2	The rainy Seasons a or Wet Season usually lasts from November to april, dosn't it ?	d
	3	What is the Season lasts From November to April	d
C2	1	What was the main idea of the last sentence	b
	2	Why did We need to put on a Cap or a hat When the dry season ?	
	3	Can you Explain Why we need raincoat or an umbrella when wet season ?	c

1

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C3	1	If you had to go in wet season what do you need ?	c
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 3. Having Lunch in a Restaurant

Iwan and his brother, Jimmy, together with his uncle, Hasan, and his aunt, Ranti, are having lunch in a restaurant. The restaurant is beautiful. It is near the bus station. Mr. Hasan is siting on a chair. Mrs. Hasan is sitting in front of her husband. Jimmy is sitting beside his uncle, Mr. Hasan. Iwan is sitting next to Mrs. Hasan. Mr. Hasan is calling the waiter. His uniform is red and white. The waiter is carrying four glasses of water on a tray. He is putting the glasses on their table. Then, Mr. Hasan is ordering their food. Not long afterwards, another waiter is coming. His uniform is green and yellow. He is carrying their food on a tray. He is putting the food on the table. Mr. Hasan has fried rice, his wife also has fried rice, too. Mr. Hasan's nephew, Jimmy has meatballs soup, and Iwan has chicken sate. They love their food.

Jimmy's uncle is calling the waiter for the bill. Jimmy's aunt is paying their food. They are very happy. They are leaving the restaurant and going home.

C1	1	Who is Iwan's Brother ? 3	b
	2	Who is Iwan's uncle ? 3	b
	3	Who is Iwan's aunt ? 3	b
C2	1	Can you Explain the waiters's uniform ? 1	b
	2	What is meant by in the last Sentence ? 3	a
	3	Why did there they are very happy ? 1 0	d
C3	1		
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

1 2 2
1 2 2
1 2 2
1 2 0
3 3 0
3 2 0
10 11 6

Text 4. Going Shopping

Yesterday, my mother and I went shopping to a supermarket. All the things there have fixed price. So, we couldn't bargain at all. There were many discounts. On weekend, the supermarket sells more vegetables. Some of the things were very cheap. But, some of them were expensive. There were also clearance sales on clothes. The prices of the clothes were reasonable.

We bought ten kilos of rice. It was Rp. 9500.00 a kilo. We bought a lot of vegetables. They are a basket of potatoes; we got half a kilo of bean for Rp2000.00 and one kilo of carrots. We spent Rp.4000.00 for the carrots. We also bought five bars of soap, a tube of toothpaste, and three toothbrushes. Well, we spent a lot of money yesterday.

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2

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C1	1	Where did I and my ~~father~~ mother yesterday?	a
	2	What is are bought ? one	d
	3	how many prices of rice in a kilo	b
C2	1	can you explain why dit the supermarket sells more vegetables?	d
	2	what was the main idea of the Fist paragraph	d
	3	what was the main idea of the second paragraph?	d
C3	1	If you want buy some Vegetables, Where did you should	c
	2	go?	
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Text 5. Sports

The students in our school do sports in the morning. They practice their gymnastics before the lessons. Some students do sports in the afternoon. They play football, volleyball, badminton, and basketball.

I like sports. I like to play badminton. It is my hobby. My brother's hobby is also playing badminton. We play badminton together in the afternoon. My niece, Anton and most students prefer to play football.

My father and mother also like sports. They prefer jogging in the street in the morning. They also like to play badminton. Every Sunday we play badminton together. My father is a good badminton player.

Sports are very interesting and very important. It is also very helpful to our health.

C1	1	What is my hobby ?	b
	2	What is my father and mother do in the street in the morning ?	b
	3	When does I have play badminton with my father ?	d
C2	1	Can you Explain why I like Playing badminton?	d
	2	Can you Explain why sport is very important	d
	3	What is the meant of gymnastics" in the second sentences	a
C3	1	Do you know What parents we have dislike sports?	c
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

3

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Text 6. Boni, the Scavenger

This is a story about young scavenger, called Boni. Boni was diligent and kindhearted. He was helpful toward others. He went to school in the morning. In the afternoon, he helped his parents scavenging. Though they were poor, they were happy.

One day, Boni found a wallet on his way home from scavenging. The wallet was full of money and cards. He was wondering what to do with the wallet. Then, he saw a traffic police on the street. He gave it to the police. He went home happily. Two days later, there was a well-dressed man. The man shook his hand and introduced himself. He was the man who lost the wallet. He thanked Boni for finding his wallet. He, then offered Boni a scholarship. Boni was happy. Boni was more diligent to study.

C1	1	What is Bony does in the afternoon ?	b
	2	Where did Bony Found a wallet ?	b
	3	Where did Bony gave a wallet after he found it ?	b
C2	1	Can you Explain why Bony was wondering after Founda wallet ?	b
	2	What was the main idea the First paragraph ?	d
	3	What is meant by they in the last sentence in First paragraph ?	d
C3	1	If you had found a wallet, what should you do ?	c
	2		
	3		
C4	1		
	2		
	3		
C5	1		
	2		
	3		
C6	1		
	2		
	3		

Terimakasih atas bantuan dan kerjasama yang baik

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Appendix 17

Sample of diary Researcher

No	Waktu (Tanggal)	Kegiatan
1	Kamis, 5 Mei 2011	Hari ini merupakan pertemuan pertama penulis dengan dosen pengampu bahasa Inggris di PGSD-UNS Surakarta. Dalam pertemuan ini antara penulis dan dosen pengampu akan bertemu untuk mencari data berupa wawancara yang disepakati tgl. 12 Mei 2011.
2	Kamis, 12 Mei	Hari ini penulis mengadakan wawancara dengan dosen pengampu dan beberapa mahasiswa secara lisan; dan setelah perkuliahan selesai penulis meminta waktu kepada mahasiswa untuk mengisi kuesioner dan mengerjakan preliminary test.
3	Kamis, 19 Mei 2011 I/1	Hari pertama pada siklus pertama. Pelajaran dimulai pukul 07.00 pelajaran dimulai dengan greeting dan berdoa, presensi. Setelah itu penulis mengajar dan dosen pengampu sebagai kolaborator duduk di belakang untuk mengamati proses pembelajaran. Kegiatan dalam pembelajaran hari ini sebagai berikut: a) Mengenalkan types of questions yaitu: 1) Yes/No question, 2) Wh- question, 3) Question tag. b) Menjelaskan tentang reading indicator yaitu: 1) asking about word meaning, 2) asking about sentence meaning, 3) asking about specific information, 3) Asking about detail information. c) Menjelaskan bagaimana menggunakan internet dan email dalam pembelajaran diantaranya: 1) Cara menggunakan Internet and email, 2) menggunakan internet sebagai sumber informasi dan 3) menggunakan email sebagai media dalam pembelajaran. Peneliti menemukan bahwa masih ada beberapa mahasiswa yang belum mempunyai email, masih banyak mahasiswa yang belum memanfaatkan internet sebagai sarana belajar (mencari informasi yang berhubungan dengan materi perkuliaahan)
4	Selasa,24 mei 2011 I/2	Hari ini merupakan pertemuan kedua pada siklus pertama. Pelajaran dimulai pada pukul 08.40; setelah diawali dengan pembukaan sekitar 5 menit. Dilanjutkan dengan kegiatan inti browsing: 1) sentence question pattern

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		2) category of question based on the Taxonomy Bloom 3) Diskusi antar group. Pada pertemuan ini peneliti menemukan bahwa masih ada beberapa mahasiswa yang belum lancar dalam menggunakan komputer untuk di sambungkan ke internet dan selanjutnya menemukan alamat pada Google yang berhubungan dengan informasiyang dibutuhkan; tetapi hal ini dapat segera diatasi dengan bantuan teman di dalam groupnya.
5	Kamis 26 Mei 2011 I/3	`Pertemuan ketiga ini dimulai pukul 07.00. setelah greeting dan cek presensi mahasiswa; kegiatan inti perkuliahan dilaksanakan sebagai berikut: ` 1. peneliti membagikan hasil tugas kelompok berupa text untuk kelas VI SD beserta pertanyaannya. (tugas ini dikirimkan tiap kelompok melalui email) 2. setiap kelompok mengoreksi tugas dari kelompok lain (mengidentifikasi indicator dalam kalimat pertanyaan) 3. diskusi kelompok membuat pertanyaan berdasarkan:" reading indicator, type of question, level based on "Bloom's taxonomy" Peneliti menemukan bahwa sebagian besar hasil kelompok menunjukkan ketuntasan dalam pemerolehan nilai, maka untuk pertemuan ke empat diadakan poes test. Secara perseorangan, (individual test)
6	Selasa 31 Mei 2011- 09-19 I/4	Pertemuan keempat pada siklus perama ini diawali dengan pembukaan berupa greeting dan presensi mahasiswa. Kegiatan inti berupa post test menggunakan waktu 60 menit dengan membuat kalimat pertanyaan minimal 30 item. Peneliti menemukan bahwa beberapa mahasiswa ada yang masih kesulitan dalam menentukan "reading indicator dan tingkat pertanyaan berdasarkan taxonomy Bloom" Waktu tersisa digunakan untuk menjawab "questionnaire" beberapa mahasiswa ada yang menjawab interview dari peneliti.
7	Selasa 7 Juni 2011 II/1	Pertemuan pertama pada siklus kedua dimulai pada pukul 08.40. Setelah pembukaan berupa greeting dilanjutkan kegiatan inti berupa: • Brainstorming tentang membuat pertanyaan berdasarkan text • Masing-masing mahasiswa mengidentifikasi pertanyaan yang telah ada berdasarkan "type

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		of question dan reading indicator” • Setiap mahasiswa saling mengirimkan text untuk dibuat pertanyaan berdasarkan “type of question dan reading indicator” • Jawaban dari tugas dikirmkan ke dosen lewat email. Peneliti menemukan antusias dari mahasiswa dalam mengerjakan tugas lewat email masing-masing.
8	Kamis 9 Juni 2011 II/2	Pertemuan kedua siklus kedua dengan kegiatan inti berupa: 1. diskusi hasil tugas yang telah di print out dosen 2. masing-masing membuat pertanyaan berdasarkan “level of question based on the Bloom’s taxonomy” 3. mahasiswa saling mengirimkan text lewat email masing-masing dan di print out untuk pertemuan berikutnya. Peneliti menemukan hasil yang meningkat dalam segi materi dan antusias mahasiswa dalam mengikuti aktifitas pembelajaran.
9	Selasa 14 Juni 2011 II/3	Pada pertemuan ketiga siklus kedua ini kegiatan inti berupa: 1. Mahasiswa membuat pertanyaan dari text yang telah di print out. 2. Membuat pertanyaan berdasarkan semua aspek dalan kalimat pertanyaan berdasarkan text. Peneliti menemukan adanya tugas keseriusan dalam mengerjakan tugas, semua mahasiswa mengerjkan tugas
10	Kamis 19 Juni 2011 II/4	Pertemuan terakhir pada siklus kedua ini dengan kegiatan inti 60 menit dengan membuat kalimat pertanyaan berdasarkan text yang ada Peneliti menemukan bahwa dalam test di siklus kedua ini ada peningkatan selain pada hasil berupa score juga pada jumlah item soal dibuat, di siklus 1 mahasiswa mampu 30 item di siklus kedua meningkat menjadi 40 item

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Appendix 18

Result of pre test

No	NIM	Nilai				Nilai Akhir
		A	B	C	D	
1	K7109053	5.88	7.88	8.33	6.66	7.18
2	K7109055	6.33	6.77	8.16	5.33	6.64
3	K7109056	5.88	7.11	8.83	7.0	7.2
4	K7109061	5.88	7.77	9.33	6.16	7.28
5	K7109064	5.88	6.22	8.63	6.33	7.01
6	K7109065	7.55	3.32	8.83	5.83	6.38
7	K7109067	6.33	7.55	8.33	6.63	7.21
8	K7109069	6.88	7.16	9.33	6.50	**7.60**
9	K7109071	**8.44**	4.81	**9.63**	**7.50**	**7.60**
10	K7109074	6.33	4.49	8.0	5.54	6.09
11	K7109072	6.88	***3.11***	9.33	5.66	6.24
12	K7109078	6.33	4.10	8.33	5.60	6.09
13	K7109079	7.33	4.11	8.0	5.66	6.27
14	K7109080	***5.44***	7.55	8.83	6.33	7.03
15	K7109081	8.11	3.22	8.56	5.66	6.38
16	K7109083	7.33	3.61	80	5.66	6.15
17	K7109085	6.33	3.81	8.70	5.66	6.12
18	K7109086	6.55	**8.22**	7.83	5.33	6.98
19	K7109089	6.11	4.0	8.16	6.08	***6.08***
20	K7109090	5.11	8.11	8.56	5.83	6.90
21	K7109091	5.33	6.77	8.16	5.66	6.48
22	K7109093	5.66	7.0	7.83	5.83	6.58
23	K7109095	6.55	6.44	7.33	6.66	6.74
24	K7109102	7.22	***3.11***	8.83	5.66	6.20
25	K7109103	5.61	4.25	***6.96***	7.50	***6.08***
26	K7109109	5.88	3.88	8.66	5.90	***6.08***
27	K7109112	7.44	3.40	7.66	5.86	6.09
28	K7109114	7.22	3.41	8.33	5.43	6.09
29	K7109116	6.55	8.11	8.33	*5.16*	7.03
30	K7109145	7.88	***3.1***	8.33	5.66	6.24
Total Score		196.24	155.18	252.12	180.27	19779
Mean		**6.54**	**5.17**	**8.40**	**6.0**	**6.56**

Note:
"**A"** refers to accuracy of the type of question pattern.
"**B**" refers to accuracy of the reading indicator
"**C**" refers to accuracy of the mechanics
"**D**" refers to accuracy of the level of question based on the Bloom's taxonomy

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Appendix 19

Result of Post test Cycle 1

No	NIM	Nilai				Nilai Akhir
		A	B	C	D	
1	K7109053	5.88	7.55	7.0	8.33	7.44
2	K7109055	6.33	5.88	9.16	6.66	7.48
3	K7109056	8.44	7.11	**9.66**	9.50	8.67
4	K7109061	7.55	6.44	9.16	9.50	8.16
5	K7109064	8.33	6.0	8.33	9.50	8.04
6	K7109065	7.66	7.77	9.66	**9.66**	8.68
7	K7109067	6.55	6.22	8.83	9.50	7.77
8	K7109069	7.11	6.33	8.83	8.66	7.73
9	K7109071	8.44	6.0	9.33	9.0	8.19
10	K7109074	8,.16	8.0	**9.66**	**9.66**	**8.87**
11	K7109072	6.88	6.66	9.0	7.83	7.59
12	K7109078	6.88	7.66	9.0	**9.66**	8.30
13	K7109079	7.11	7.22	8.66	9.50	8.12
14	K7109080	8.77	6.0	**9.66**	9.50	8.48
15	K7109081	6.22	6.33	**9.66**	8.66	7.71
16	K7109083	6.33	7.11	8.66	**9.66**	7.94
17	K7109085	**9.44**	5.22	8.66	7.66	7.74
18	K7109086	6.22	5.66	7.66	7.0	***6.63***
19	K7109089	7.77	7.33	9.66	70	7.94
20	K7109090	9.22	7.22	8.66	**9.66**	8.69
21	K7109091	8.33	5.0	9.50	**9.66**	8.12
22	K7109093	6.11	5.88	7.1	8.13	6.65
23	K7109095	8.55	**8.56**	9.40	8.66	8.79
24	K7109102	**9.44**	5.22	**9.66**	6.33	7.66
25	K7109103	9.33	6.66	**9.66**	**8.0**	**8.41**
26	K7109109	6.83	***4.77***	8.66	***6.50***	6.69
27	K7109112	7.66	5.11	9.66	9.66	8.02
28	K7109114	***6.11***	6.44	8.83	7.33	7.17
29	K7109116	6.88	7.55	***7.0***	8.33	7.44
30	K7109145	8.22	5.88	9.16	6.66	7.48
Total Score		229.64	194.78	267.53	254.36	23660
Mean		**7.65**	**6.49**	**8.91**	**8.47**	**7.88**

Note:
"**A"** refers to accuracy of the type of question pattern.
"**B**" refers to accuracy of the reading indicator
"**C**" refers to accuracy of the mechanics
"**D**" refers to accuracy of the level of question based on the Bloom's taxonomy

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Appendix 20

Result of Post test Cycle2

No	NIM	Nilai				Nilai Akhir
		A	B	C	D	
1	K7109053	7.91	8.08	9.75	**9.75**	8.87
2	K7109055	8.08	8.41	8.62	***7.0***	8.02
3	K7109056	7.66	8.75	9.25	**9.75**	8.85
4	K7109061	7.16	6.58	9.75	**9.75**	8.31
5	K7109064	7.66	7.25	**10**	**9.75**	8.69
6	K7109065	8.41	8.66	9.75	**9.75**	9.14
7	K7109067	8.25	7.08	9.50	8.62	8.36
8	K7109069	8.16	8.75	**10**	9.75	9.16
9	K7109071	7.91	8.41	8.25	9.12	8.42
10	K7109074	7.83	7.83	9.12	8.62	8.35
11	K7109072	5.33	9.08	7.50	6.25	7.04
12	K7109078	7.33	8.08	9.50	**9.75**	8.66
13	K7109079	7.83	8.25	9.75	**9.75**	8.89
14	K7109080	8.66	7.83	9.50	**9.75**	8.93
15	K7109081	7.66	9.58	8.87	9.37	8.87
16	K7109083	7.75	8.58	8.62	8.75	8.42
17	K7109085	7.50	5.91	8.0	8.75	7.54
18	K7109086	8.66	6.25	9.62	**9.75**	8.57
19	K7109089	7.83	8.91	9.75	7.62	8.52
20	K7109090	9.50	8.25	9.75	**9.75**	9.31
21	K7109091	9.0	8.75	8.62	**9.75**	9.03
22	K7109093	7.0	6.33	***7.0***	8.50	7.20
23	K7109095	8.58	7.08	9.62	**9.75**	8.75
24	K7109102	**975**	9.0	**10**	8.75	**9.37**
25	K7109103	7.75	6.75	7.62	7.75	7.46
26	K7109109	7.66	8.58	7.75	***7.0***	7.74
27	K7109112	7.25	***5.83***	7.50	7.50	***7.02***
28	K7109114	7.33	8,.25	9.62	8.37	8.39
29	K7109116	***6.33***	**9.83**	9.75	9.37	8.82
30	K7109145	7.66	9.25	9.75	9.62	9.07
Total Score		235.39	228.01	272.83	267.96	253.77
Mean		**7.84**	**7.60**	**9.09**	**8.93**	**845**

Note:
"**A"** refers to accuracy of the type of question pattern.
"**B**" refers to accuracy of the reading indicator
"**C**" refers to accuracy of the mechanics
"**D**" refers to accuracy of the level of question based on the Bloom's taxonomy

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Appendix 21

RECAPITULATION OF THE SCORE

NO	Sw	Pre test				Nilai Akhir	Test Cycle 1				Nilai Akhir	Test Cycle 2				Nilai Akhir
		A	B	C	D		A	B	C	D		A	B	C	D	
1	A.1	7.88	8.33	6.66	7.18	6.88	7.55	7	8.33	7.44	7.91	8.08	9.75	9.75	8.87	7.88
2	A 2	6.77	8.16	5.33	6.64	8.22	5.88	9.16	6.66	7.48	8.08	8.41	8.62	***7***	8.02	6.77
3	A 3	7.11	8.83	7	7.2	8.44	7.11	**9.66**	9.5	8.67	7.66	8.75	9.25	9.75	8.85	7.11
4	A 4	7.77	9.33	6.16	7.28	7.55	6.44	9.16	9.5	8.16	7.16	6.58	9.75	9.75	8.31	7.77
5	A 5	6.22	8.63	6.33	6.76	8.33	6	8.33	9.5	8.04	7.66	7.25	10	9.75	8.69	6.22
6	A 6	3.32	8.83	5.83	6.38	7.66	7.77	9.66	9.66	8.63	8.41	8.66	9.75	9.75	9.14	3.32
7	A 7	7.55	8.33	6.63	7.21	6.55	6.22	8.83	9.5	7.77	8.25	7.08	9.5	8.62	8.36	7.55
8	A 8	7.16	9.33	6.5	**7.6**	7.11	6.33	8.83	8.66	7.73	8.16	8.75	**10**	9.75	9.16	7.16
9	A 9	4.81	**9.63**	**7.5**	**7.6**	8.44	6	9.33	9	8.19	7.91	8.41	8.25	9.12	8.42	4.81
10	A 10	4.49	8	5.54	6.09	8.16	8	**9.66**	**9.66**	**8.87**	7.83	7.83	9.12	8.62	8.35	4.49
11	A 11	***3,11***	9.33	5.66	6.24	6.88	6.66	9	7.83	7.59	5.33	9.08	7.5	6.25	7.04	***3,11***
12	A 12	4.1	8.33	5.6	6.09	6.88	7.66	9	8.66	8.3	7.33	8.08	9.5	**9.75**	8.66	4.1
13	A 13	4,11	8	5.66	6.27	7.11	7.22	8.66	9.5	8.12	7.83	8.25	9.75	**9.75**	8.89	4,11
14	A 14	7.55	8.83	6.33	7.03	8.77	6	**9.66**	9.5	8.48	8.66	7.83	9.5	**9.75**	8.93	7.55
15	A 15	3.22	8.56	5.66	6.38	6.22	6.33	**9.66**	8.66	7.71	7.66	9.58	8.87	9.37	8.87	3.22
16	A 16	3.61	8	5.66	6.15	6.33	7.11	8.66	9.66	7.94	7.75	8.58	8.62	8.75	8.42	3.61
17	A 17	3.81	8.7	5.66	6.12	**9.44**	5.22	8.66	7.66	7.74	7.5	5.91	8	8.75	7.54	3.81
18	A 18	**8.22**	7.83	5.33	6.98	6.22	5.66	7.66	7	***6.63***	8.66	6.25	9.62	**9.75**	8.57	**8.22**
19	A 19	4	8.16	6.08	***6.08***	7.77	7.33	9.66	7	7.94	7.83	8.91	9.75	7.62	8.52	4
20	A 20	8.11	8.56	5.83	6.9	9.22	7.22	8.66	**9.66**	8.69	9.5	8.25	9.75	9.75	9.31	8.11
21	A 21	6.77	8.16	5.66	6.48	8.33	5	9.5	**9.66**	8.12	9	8.75	8.62	9.75	9.03	6.77
22	A 22	7	7.83	5.83	6.58	***6.11***	5.88	7.1	8.13	6.65	***7***	6.33	***7***	8.5	7.2	7
23	A 23	6.44	7.33	6.66	6.74	8.55	**8.56**	9.4	8.66	8.79	8.58	7.08	9.62	9.75	8.75	6.44
24	A 24	***3.11***	8.83	5.66	6.2	9.44	5.22	**9.66**	6.33	7.66	**9.75**	9	**10**	8.75	**9.37**	***3.11***
25	A 25	4.25	***6.96***	7.5	***6.08***	9.33	6.66	**9.66**	8	8.41	7.75	6.75	7.62	7.75	7.46	4.25
26	A 26	3.88	8.66	5.9	6.08	6.83	***4.77***	8.66	***6.5***	6.69	7.66	8.58	7.75	***7***	7.74	3.88
27	A 27	3.4	7.66	5.86	6.09	7.66	5.11	9.66	9.66	8.02	7.25	***5.83***	8.25	7.75	***7.02***	3.4
28	A 28	3.41	8.33	5.43	6.09	6.11	6.44	8.83	7.33	7.17	7.33	8.25	9.62	8.37	8.39	3.41
29	A 29	8.11	8.33	***5.16***	7.03	6.88	7.55	***7***	8.33	7.44	6.33	**9.83**	9.75	9.37	8.82	8.11
30	A 30	3.11	8.33	5.66	6.24	8.22	5.88	9.16	6.66	7.48	7.66	9.25	9.75	9.62	9.07	3.11
Total score		196.24	155.18	252.12	180.27	197.79	229.64	194.78	267.53	254.36	236.6	235.39	228.01	272.83	267.96	253.77
Mean score		**6.54**	5.17	8.40	6.0	6.56	**7.65**	6.49	8.91	8.47	7.88	**7.84**	7.60	9.09	8.93	8.45

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Recapitulation viewed the aspect of Questioning Skill

NO	EXPLANATION	SCORE	**A**. Accurate in question patterns	**B.** Accurate in reading indicator	**C.** Accurate in mechanics	**D**. Accurate in level question based on Bloom's taxonomy	Final Score
1	Pre test	Highest	**8.44**	**8.22**	**9.63**	**7.50**	**7.60**
		Lowest	**5.44**	**3.11**	**6.96**	**5.16**	**6.08**
		Mean	**6.54**	**5.17**	**8.40**	**60**	**6.56**
2	Test Cycle 1	Highest	**9.44**	**8.56**	**9.66**	**9.66**	**8.87**
		Lowest	**6.11**	**4.77**	**7.0**	**6.50**	**6.63**
		Mean	**7.65**	**6.49**	**8.91**	**8.47**	**7.88**
3	Test cycle 2	Highest	**9.75**	**9.83**	**10**	**9.75**	**9.37**
		Lowest	**6.33**	**5.83**	**7.0**	**7.0**	**7.02**
		Mean	**7.84**	**7.60**	**9.09**	**8.93**	**8.45**

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Appendix 22

INTERVIEW PROTOCOL (After the Implementation of Cycle 1)
OF THE LECTURER OF PGSD-UNS SEBELAS MARET SURAKARTA

1. Apa pendapat anda tentang pembelajaran membuat pertanyaan berdasarkan teks untuk kelas enam SD dengan menggunakan “internet based dan problem based learning technique” .
2. Menurut anda apakah pengajaran membuat kalimat pertanyaan berdasarkan teks dengan menggunakan “internet based dan problem based learning technique” dapat meningkatkan kemampuan mahasiswa?
3. Menurut anda apakah pengajaran membuat kalimat menggunakan “internet based dan problem based learning technique”meningkatkan antusias mahasiswa dalam aktivitas belajar di kelas?
4. Menurut anda aktivitas pembelajaran menggunakan “Internet based dan problem based learning technique” membuat mahasiswa merasa terbebani?
5. Menurut anda apakah kelebihan dari “Internet based dan problem based learning technique” dalam meningkatkan kemampuan mahasiswa dalam membuat kalimat pertanyaan berdasarkan teks?
6. Menurut anda apakah kelemahan dari “Internet based dan problem based learning technique” dalam pembelajaran membuat kalimat pertanyaan berdasarkan teks?
7. Apakah anda tertarik untuk menggunakan “Internet based dan problem based learning technique” dalam pembelajaran?

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Appendix 23

TRANSCRIPT OF INTERVIEW (After the Implementation of Cycle 1)
THE LECTURER OF PGSD-UNS SEBELAS MARET SURAKARTA

Peneliti: Selamat siang bu

Dosen : Selamat siang, bu

Peneliti: Bagaimana khabarnya, bu?

Dosen : Allhamdulillah baik seperti yang ibu lihat.

Peneliti: Boleh saya menanyakan kemampuan mahasiswa dalam membuat pertanyaan berdasarkan teks untuk siswa klas enam SD setelah menggunakan "Internet based dan problem based learning technique"

Dosen : Baik bu silahkan saja, saya ada waktu.

Peneliti: Pertama, apa pendapat anda tentang pembelajaran membuat pertanyaan berdasarkan teks untuk kelas enam SD dengan menggunakan "internet based dan problem based learning technique"?

Dosen : Technik ini menarik siswa dalam mengexplore kemampuannya dalam mencari sumber materi dan dengan kerja kelompok yang diawali dengan tugas mereka menjadi bersemangat dalam mengikuti proses pembelajaran.

Peneliti: Kedua, apakah pengajaran membuat kalimat pertanyaan berdasarkan teks dengan menggunakan "internet based dan problem based learning technique" dapat meningkatkan kemampuan mahasiswa?

Dosen : Ya jelas meningkat to bu, meliputi type sentence question, reading indicator, level of question based on taxonomy Bloom, termasuk mechanic yang di awal telah dibantu dengan computer terutama spelling.

Peneliti: Ketiga, apakah pengajaran membuat kalimat menggunakan "internet based dan problem based learning technique"meningkatkan antusias mahasiswa dalam aktivitas belajar di kelas?

Dosen : Ya bu, mereka kelihatan lebih bersemangat.

Peneliti: Keempat, menurut anda aktivitas pembelajaran menggunakan "Internet based dan problem based learning technique" membuat mahasiswa merasa terbebani?

Dosen : Tidak, justru mereka merasa senang.

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Peneliti: Kelima, Menurut anda apakah kelebihan dari “Internet based dan problem based learning technique” dalam meningkatkan kemampuan mahasiswa dalam membuat kalimat pertanyaan berdasarkan teks?

Dosen : Tehnik ini dapat mengatasipermasalan yang dihadapi mahasiswa, mereka jadi lebih mudah dalam mendapatkan sumber belajar dalam membuat kalimat pertanyaan berdasarkan aspek kalimat pertanyaan dalam bahasa Inggris.

Peneliti: Menurut anda apakah kelemahan dari “Internet based dan problem based learning technique” dalam pembelajaran membuat kalimat pertanyaan berdasarkan teks?

Dosen : Kalau dirasa ya ada bagi mahasiswa yang belum mempunyai laptop ya harus keluarkan biaya untuk ke internet diluar waktu sekolah.

Peneliti: Terakhir bu, apakah anda tertarik untuk menggunakan “Internet based dan problem based learning technique” dalam pembelajaran?

Dosen : saya tertarik bu, karena teknik ini terbukti menyenangkan bagi siswa dan kita sebagai penyampai ilmu tidak selalu memberi .dengan teknik ini yang terjadi adalah sharing antar mahasiswa dan dosen.

Peneliti: Semetara saya cukupkan dulu bu, terima kasih atas waktunya.

Dosen : Sama-sama bu.

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Appendix 24

INTERVIEW PROTOCOL (After the Implementation of Cycle 2)
OF THE LECTURER OF PGSD-UNS SEBELAS MARET SURAKARTA

1. Apa pendapat anda tentang pembelajaran membuat pertanyaan berdasarkan teks untuk kelas enam SD dengan menggunakan “Internet based dan Problem based learning technique” .
2. Menurut anda apakah pengajaran membuat kalimat pertanyaan berdasarkan teks dengan menggunakan “internet based dan problem based learning technique” dapat meningkatkan kemampuan mahasiswa?
3. Menurut anda apakah pengajaran membuat kalimat menggunakan “internet based dan problem based learning technique”meningkatkan antusias mahasiswa dalam aktivitas belajar di kelas?
4. Menurut anda aktivitas pembelajaran menggunakan “Internet based dan problem based learning technique” membuat mahasiswa merasa terbebani?
5. Menurut anda apakah kelebihan dari “Internet based dan problem based learning technique” dalam meningkatkan kemampuan mahasiswa dalam membuat kalimat pertanyaan berdasarkan teks?
6. Menurut anda apakah kelemahan dari “Internet based dan problem based learning technique” dalam pembelajaran membuat kalimat pertanyaan berdasarkan teks?
7. Apakah anda tertarik untuk menggunakan “Internet based dan problem based learning technique” dalam pembelajaran?

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Appendix 25

TRANSCRIPT OF INTERVIEW (After the Implementation of Cycle 2)
THE LECTURER OF PGSD-UNS SEBELAS MARET SURAKARTA

Peneliti: Selamat siang bu

Dosen : Selamat siang, bu

Peneliti: Bagaimana khabarnya, bu?

Dosen : Allhamdulillah baik seperti yang ibu lihat.

Peneliti: Boleh saya menanyakan kemampuan mahasiswa dalam membuat pertanyaan berdasarkan teks untuk siswa klas enam SD setelah menggunakan "Internet based dan problem based learning technique"

Dosen : Baik bu silahkan saja, saya ada waktu.

Peneliti: Pertama, apa pendapat anda tentang pembelajaran membuat pertanyaan berdasarkan teks untuk kelas enam SD dengan menggunakan "internet based dan problem based learning technique"?

Dosen : Technik ini menarik siswa dalam mengexplore kemampuannya dalam mencari sumber materi dan dengan kerja kelompok yang diawali dengan tugas mereka menjadi bersemangat dalam mengikuti proses pembelajaran.

Peneliti: Kedua, apakah pengajaran membuat kalimat pertanyaan berdasarkan teks dengan menggunakan "internet based dan problem based learning technique" dapat meningkatkan kemampuan mahasiswa?

Dosen : Ya jelas meningkat to bu, mereka banyak mempunyai referensi dari materi itu leawat intenet yang meliputi type sentence question, reading indicator, level of question based on Bloom's taxonomy, termasuk mechanic yang di awal telah dibantu dengan computer terutama spelling.

Peneliti: Ketiga, apakah pengajaran membuat kalimat menggunakan "internet based dan problem based learning technique"meningkatkan antusias mahasiswa dalam aktivitas belajar di kelas?

Dosen : Ya bu, mereka kelihatan lebih bersemangat; tidak hanya untuk pelajaran bahasa Inggris tetapi mata kuliah yang lain juga mereka mengakses lewat internet mereka bilang Tanya dim bah Google aja.

Peneliti: Keempat, menurut anda aktivitas pembelajaran menggunakan "Internet based dan problem based learning technique" membuat mahasiswa merasa terbebani?

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Dosen : Tidak, justru mereka merasa senang.

Peneliti: Kelima, Menurut anda apakah kelebihan dari “Internet based dan problem based learning technique” dalam meningkatkan kemampuan mahasiswa dalam membuat kalimat pertanyaan berdasarkan teks?

Dosen : Tehnik ini dapat mengatasi permasalan yang dihadapi mahasiswa, mereka jadi lebih mudah dalam membuat kalimat pertanyaan berdasarkan aspek kalimat pertanyaan dalam bahasa Inggris yang mereka down load melalui internet.

Peneliti: Menurut anda apakah kelemahan dari “Internet based dan problem based learning technique” dalam pembelajaran membuat kalimat pertanyaan berdasarkan teks?

Dosen : Kalau dirasa ya ada bagi mahasiswa yang belum mempunyai laptop ya harus keluarkan biaya untuk ke internet diluar waktu sekolah.

Peneliti: Terakhir bu, apakah anda tertarik untuk menggunakan “Internet based dan problem based learning technique” dalam pembelajaran?

Dosen : saya tertarik bu, karena teknik ini terbukti menyenangkan bagi siswa dan kita sebagai penyampai ilmu tidak selalu memberi .dengan teknik ini yang terjadi adalah sharing antar mahasiswa dan dosen.

Peneliti: Semetara saya cukupkan dulu bu, terima kasih atas waktunya.

Dosen : Sama-sama bu.

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Appendix 26

INTERVIEW PROTOCOL (After the Implementation of Cycle 1)
THE 3B STUDENTS OF PGSD-UNS SEBELAS MARET SURAKARTA

1. Bagaimana pendapat anda tentang perkuliahan bahasa Inggris dengan menggunakan “Internet based dan problem based learning technique”

2. Menurut anda apakah penggunaan “Internet based dan problem based learning technique” memudahkan anda dalam membuat pertanyaan berdasarkan teks untuk SD?

3. Apakah anda mengalami kesulitan dalam penggunaan “Internet based dan problem based learning technique” di dalam perkuliahan?

4. Dapatkah anda menyebutkan kelebihan dari “Internet based dan problem based learning technique” dalam topic membuat pertanyaan berdasarkan teks.

5. Menurut anda apa kelemahan dari “Internet based dan problem based learning technique” dalam topic membuat pertanyaan berdasarkan teks.

6. Menurut anda apakah dengan memahami aspek dalam kalimat pertanyaan bahasa Inggris memudahkan anda dalam membuat kalimat pertanyaan berdasarkan teks.

7. Menurut anda penggunaan “Internet based dan problem based learning technique”dapat dilanjutkan pada masa yang akan datang?

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Appendix 27

TRANSCRIPT OF INTERVIEW (After the Implementation of Cycle 1)
THE 3B STUDENTS OF PGSD-UNS SEBELAS MARET SURAKARTA

A.7

Peneliti : Assalamu'alaikum

Mahasiswa: Waalaikum salam, siang bu.

Peneliti : Maaf saya menggunakan waktu anda untuk mengajukan beberapa pertanyaan seputar penggunaan "Internet based dan problem based learning technique" dalam perkuliahan akhir-akhir ini bisa kan mbak?

Mahasiswa: Oh bisa bu , saya kan menunggu teman yang belum selesai mengejakan rest.

Peneliti : Pertama, bagaimana pendapat anda tentang perkuliahan bahasa Inggris dengan menggunakan "Internet based dan problem based learning technique"

Mahasiswa: Wah bagus bu, saya dan teman-teman jadi bersemangat.

Peneliti : Menurut anda apakah penggunaan "Internet based dan problem based learning technique" memudahkan anda dalam membuat pertanyaan berdasarkan teks untuk SD?

Mahasiswa: Iya bu, kan bisa mencari informasi referensi yang kita butuhkan dengan cepat .

Peneliti : Ketiga, apakah anda mengalami kesulitan dalam penggunaan "Internet based dan problem based learning technique" di dalam perkuliahan?

Mahasiswa: Tidak bu, meskipun pada awal ya sedikit malu karena belum terbiasa mencari informasi tentang pengetahuan, biasanya cari hiburan atau download film aja.

Peneliti : Keempat, dapatkah anda menyebutkan kelebihan dari "Internet based dan problem based learning technique" dalam topic membuat pertanyaan berdasarkan teks.

Mahasiswa: Baik bu, waktu belajar lebih fleksibel, sumber materi lebih akurat, rasa malu berkurang karena sebelum diskusi kelas kita berdiskusi kelompok dulu, hasil pengerjaan dikirim lebih cepat karena lewat email.gitu bu

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Peneliti : Kelima, menurut anda apa kelemahan dari “Internet based dan problem based learning technique” dalam topic membuat pertanyaan berdasarkan teks.

Mahasiswa: Apa ya bu, kelihatannya saya belum dapat menemukan, mungkin bagi saya yang belum mempunyai laptop ini harus keluar uang bila ngenet dil luar kampus.

Peneliti : Keenam, apakah dengan memahami aspek dalam kalimat pertanyaan bahasa Inggris memudahkan anda dalam membuat kalimat pertanyaan berdasarkan teks?

Mahasiswa: Ya bu, kan aspek-aspek itu dapat menjadi dasar membuat pertanyaan dengan pas.

Peneliti : Terakhir ya mbak, menurut anda penggunaan “Internet based dan problem based learning technique”dapat dilanjutkan pada masa yang akan datang?

Mahasiswa: Wah itu saya setuju bu, dengan teknik seperti ini kita bisa lebih nyaman dan asyik dalam belajar, tidak membosankan.

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Appendix 28

INTERVIEW PROTOCOL (After the Implementation of Cycle 2)
OF THE 3B STUDENTS OF PGSD-UNS SEBELAS MARET SURAKARTA

1. Bagaimana pendapat anda tentang perkuliahan bahasa Inggris dengan menggunakan “Internet based dan problem based learning technique”

2. Menurut anda apakah penggunaan “Internet based dan problem based learning technique” memudahkan anda dalam membuat pertanyaan berdasarkan teks untuk SD?

3. Apakah anda mengalami kesulitan dalam penggunaan “Internet based dan problem based learning technique” di dalam perkuliahan?

4. Dapatkah anda menyebutkan kelebihan dari “Internet based dan problem based learning technique” dalam topic membuat pertanyaan berdasarkan teks.

5. Menurut anda apa kelemahan dari “Internet based dan problem based learning technique” dalam topic membuat pertanyaan berdasarkan teks.

6. Menurut anda apakah dengan memahami aspek dalam kalimat pertanyaan bahasa Inggris memudahkan anda dalam membuat kalimat pertanyaan berdasarkan teks.

7. Menurut anda penggunaan “Internet based dan problem based learning technique”dapat dilanjutkan pada masa yang akan datang?

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Appendix 29

TRANSCRIPT OF INTERVIEW (After the Implementation of Cycle 2)
THE 3B STUDENTS OF PGSD-UNS SEBELAS MARET SURAKARTA

A.16

Peneliti : Assalamu'alaikum

Mahasiswa: Waalaikum salam, siang bu.

Peneliti : Maaf saya menggunakan waktu anda untuk mengajukan beberapa pertanyaan seputar penggunaan "Internet based dan problem based learning technique" dalam perkuliahan akhir-akhir ini bisa kan mbak?

Mahasiswa: Oh bisa bu , saya kan menunggu teman yang belum selesai mengejakan rest.

Peneliti : Pertama, bagaimana pendapat anda tentang perkuliahan bahasa Inggris dengan menggunakan "Internet based dan problem based learning technique"

Mahasiswa: Wah menyenangkan bu, saya dan teman-teman jadi bersemangat.

Peneliti : Menurut anda apakah penggunaan "Internet based dan problem based learning technique" memudahkan anda dalam membuat pertanyaan berdasarkan teks untuk SD?

Mahasiswa: Iya bu, kan bisa mencari referensi dari materi yang kita butuhkan dengan cepat .

Peneliti : Ketiga, apakah anda mengalami kesulitan dalam penggunaan "Internet based dan problem based learning technique" di dalam perkuliahan?

Mahasiswa: Tidak bu.

Peneliti : Keempat, dapatkah anda menyebutkan kelebihan dari "Internet based dan problem based learning technique" dalam topic membuat pertanyaan berdasarkan teks.

Mahasiswa: Baik bu, waktu belajar lebih fleksibel, sumber materi lebih akurat, hasil tugas dapat dikirim kapan saja lewat email.gitu bu

Peneliti : Kelima, menurut anda apa kelemahan dari "Internet based dan problem based learning technique" dalam topic membuat pertanyaan berdasarkan teks.

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Mahasiswa: Apa ya bu, kelihatannya saya belum dapat menemukan, mungkin bagi yang belum mempunyai laptop harus keluar uang bila ngenet dil luar kampus.

Peneliti : Keenam, apakah dengan memahami aspek dalam kalimat pertanyaan bahasa Inggris memudahkan anda dalam membuat kalimat pertanyaan berdasarkan teks?

Mahasiswa: Ya bu,akan lebih mudah ka nada rambu-rambunya to bu..

Peneliti : Terakhir ya mbak, menurut anda penggunaan “Internet based dan problem based learning technique”dapat dilanjutkan pada masa yang akan datang?

Mahasiswa: Wah itu saya setuju, kita bisa lebih nyaman dan asyik dalam belajar, tidak membosankan.

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Appendix 30

RECAPITULATION OF THE QUESTIONNAIRE RESULT
(After Implementation of Cycle 1)

No	Question	Students' Respond	
		Yes	No
1	Apakah anda dapat mengikuti proses belajar sewaktu dosenmenggunakan pe "Internet based dan problem based learning technique"?	16 orang 53.33%	14 orang 46.66%
2	Apakah penggunaan "Internet based dan problem based learning technique"dalam pembelajaran membuat pertanyaanberdasarkan teks meningkatkan semangat belajar anda?	18 orang 60 %	12 orang 40%
3	Apakah penggunaan "Internet based dan problem based learning technique"dalam pembelajaran membuat anda terbenani?	14 orang 46.66%	16 orang 53.33%
4	Apakah penggunaan "Internet based dan problem based learning technique" memudahkan anda dalam menemukan rambu-rambu untuk membuat kalimat pertanyaan berdasarkan teks?	18 orang 60 %	12 orang 40%
5	Apakah "Internet based dan problem based learning technique" dapat meningkatkan kemampuan anda dalam hal "sentence pattern"?	16 orang 53.33%	14 orang 46.66%
6	Apakah "Internet based dan problem based learning technique" dapat meningkatkan kemampuan anda dalam hal "reading indicator"?	16 orang 53.33%	14 orang 46.66%
7	Apakah "Internet based dan problem based learning technique"dapat meningkatkan kemampuan anda dalam hal "mechanic"?	18 orang 60 %	12 orang 40%
8	Apakah "Internet based dan problem based learning technique" dapat meningkatkan kemampuan anda dalam hal "level question based on the taxonomy Bloom"?	16 orang 53.33%	14 orang 46.66%
9	Apakah metode "Internet based dan problem based learning technique" cenderung tidak membosankan bagi anda?	20 orang 66.66%	10 orang 33.33%
10	Apakah dosen sering memberi motivasi didalam kelas?	18 orang 60 %	12 orang 40%

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Appendix 31

RECAPITULATION OF THE QUESTIONNAIRE RESULT
(After Implementation of Cycle 2)

No	Question	Students' Respond	
		Yes	No
1	Apakah anda dapat mengikuti proses belajar sewaktu dosenmenggunakan pe "Internet based dan problem based learning technique"?	24 orang 80%	6 orang 20%
2	Apakah penggunaan "Internet based dan problem based learning technique"dalam pembelajaran membuat pertanyaanberdasarkan teks meningkatkan semangat belajar anda?	22 orang 73.33%	8 orang 26.67%
3	Apakah penggunaan "Internet based dan problem based learning technique"dalam pembelajaran membuat anda terbenani?	8 orang 26.67%	22 orang 73.33%
4	Apakah penggunaan "Internet based dan problem based learning technique" memudahkan anda dalam menemukan rambu-rambu untuk membuat kalimat pertanyaan berdasarkan teks?	24 orang 80%	6 orang 20%
5	Apakah "Internet based dan problem based learning technique" dapat meningkatkan kemampuan anda dalam hal "sentence pattern"?	24 orang 80%	6 orang 20%
6	Apakah "Internet based dan problem based learning technique" dapat meningkatkan kemampuan anda dalam hal "reading indicator"?	20 orang 66.66%	10 orang 33.33%
7	Apakah "Internet based dan problem based learning technique"dapat meningkatkan kemampuan anda dalam hal "mechanic"?	24 orang 80%	6 orang 20%
8	Apakah "Internet based dan problem based learning technique" dapat meningkatkan kemampuan anda dalam hal "level question based on the taxonomy Bloom"?	24 orang 80%	6 orang 20%
9	Apakah metode "Internet based dan problem based learning technique" cenderung tidak membosankan bagi anda?	22 orang 73.33%	8 orang 26.67%
10	Apakah dosen sering memberi motivasi didalam kelas?	20 orang 66.66%	10 orang 33.33%

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