

TEACHERS' QUESTIONING STRATEGIES IN CLASSROOM INTERACTION AT SENIOR HIGH SCHOOL

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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Teachers' Questioning Strategies in Classroom Interaction at Senior High School

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Bismillahirrahmannirrahim. In the name of Allah, the Most Gracious and the Most Merciful. *Alhamdulillah*, all praises be to Allah, the Almighty and the Sustainer, for his blessings and mercies. Allah always guides and gives me health, strength, and passion in completing this thesis. Peace and salutation to the prophet Muhammad SAW, his family, his companions, and his faithful followers until the day of judgement. The completion of this thesis is not apart from the helps, support and encouragement of numoreous people, institutions, colleagues and friends.

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Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions, recommendations are compulsory for further improvements. Finally, the author expects this thesis can be beneficial for the readers.

Banda Aceh, November 12th 2022

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ABSTRACT

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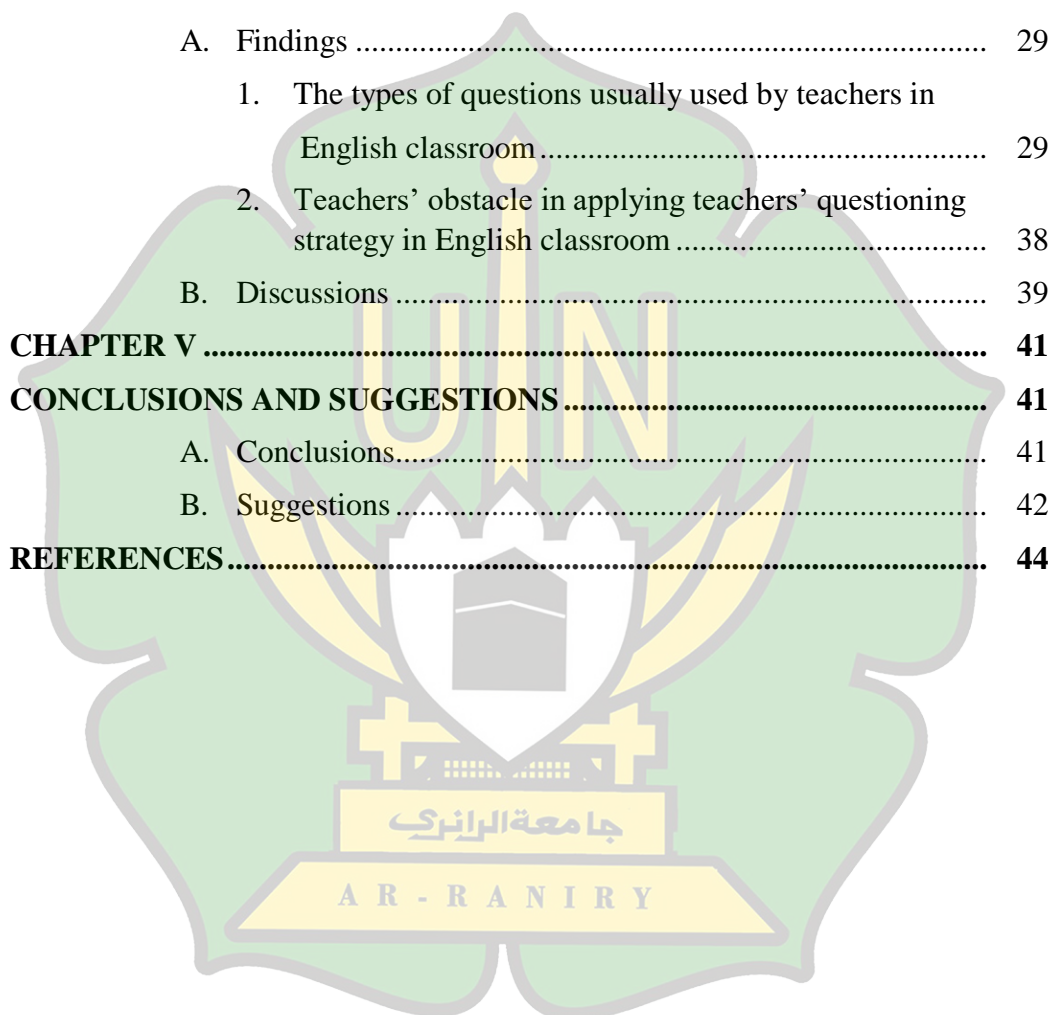
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Questioning strategies have long been known as one of the important tools in teaching and learning process. Questioning strategies can help teachers develop their own strategies to enhance the students work and thinking. So teachers can find out students' understanding about the material. The aims of this study are to find out the types of questions mostly used by teachers in English classroom and to discover teachers' obstacles when applying questioning strategies in classroom. The participants of this study are two English teachers of SMAN 6 Banda Aceh. To collect the required data for this study, interview and observation were used. The result of the study shows that the teachers used some types of questions. The teachers mostly used short answer and yes/no question in teaching and learning activity. The finding also shows that teachers face an obstacle in applying teachers' questioning strategies in classroom. For example, lack of students' vocabulary. Even though the teacher face a obstacle, they always apply questioning strategies in their classroom since these strategies are very useful in the classroom.

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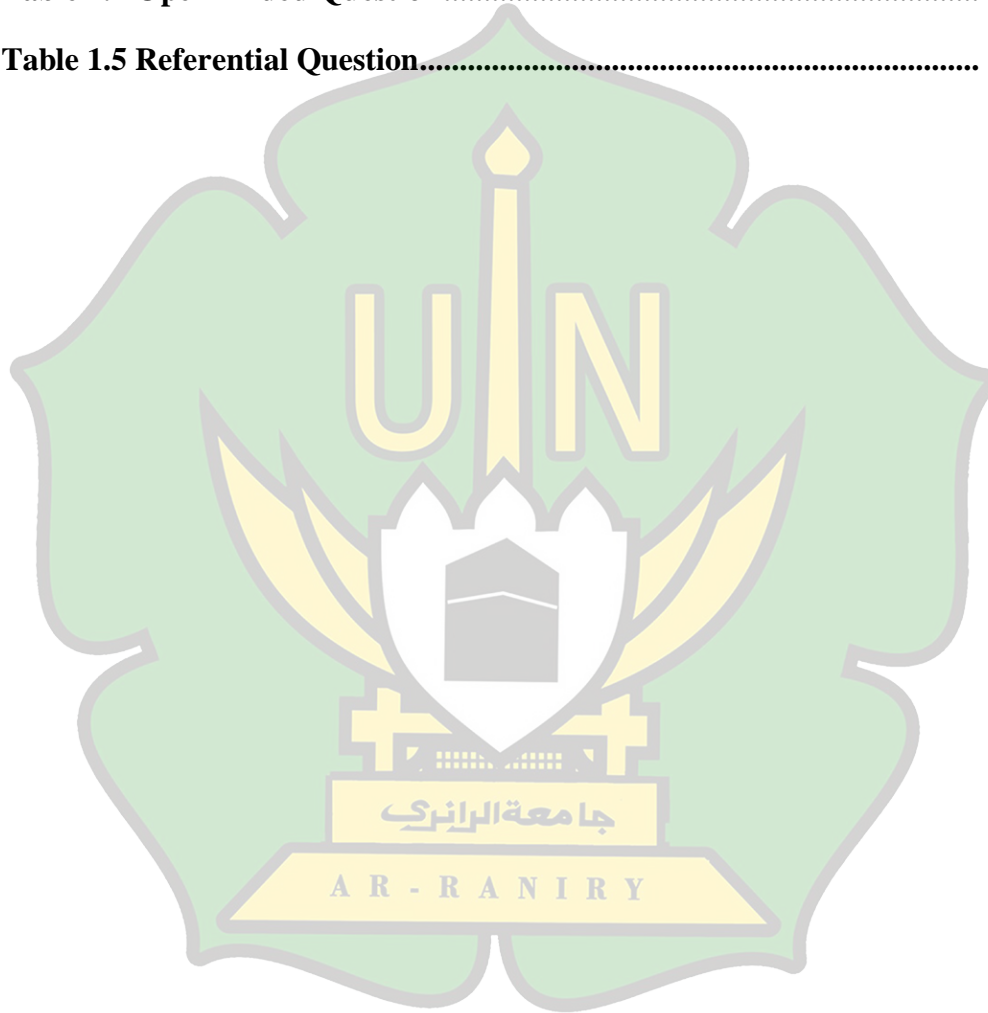
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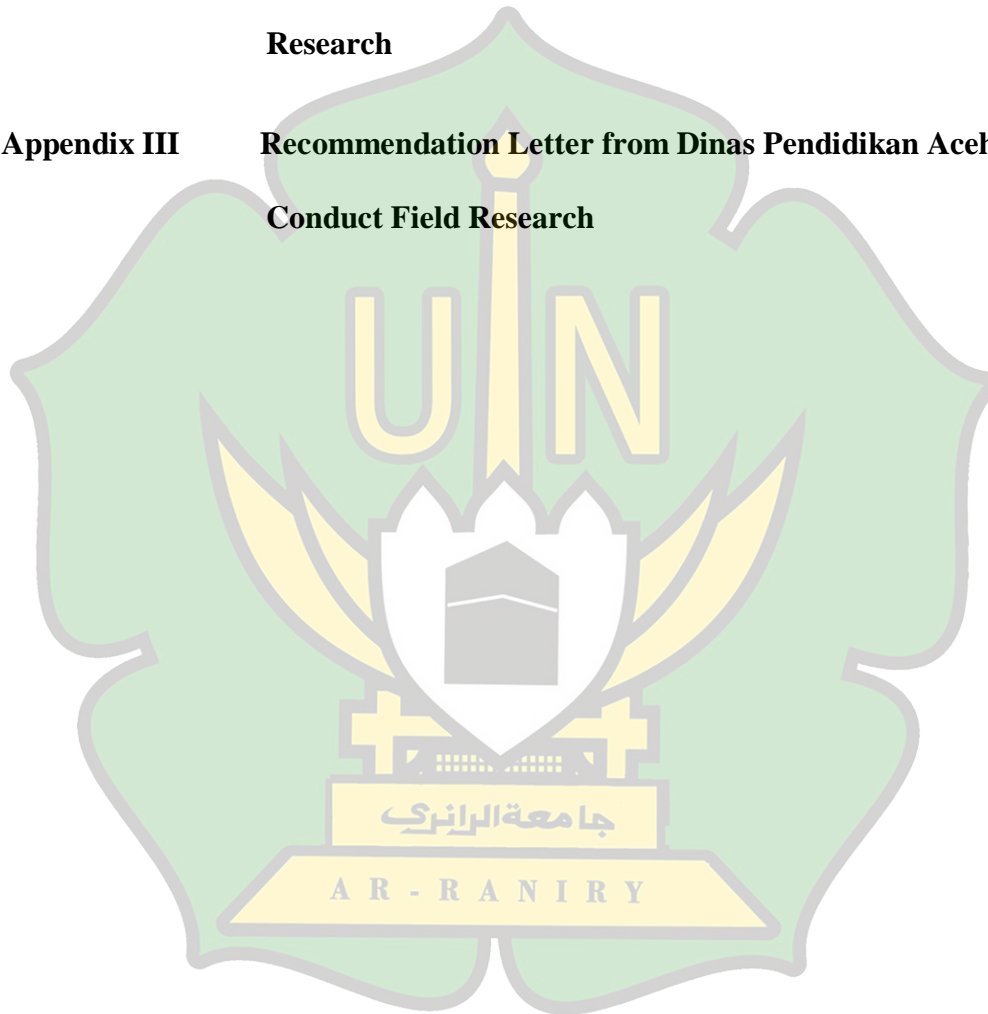
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Conduct Field Research**



CHAPTER I

INTRODUCTION

This chapter was designed to present an introduction that consisted of the background of the study, research question, research aims, significances of the research, and research terminologies.

A. Background of Study

Classroom management is an important aspect of teacher competence to create an effective teaching and learning process. It focuses on the teachers' ability to deliver lessons and to control student behavior. Harmer (2007) stated that the effectiveness of teaching and learning activities depending on how the teacher directs, guide, inspire, facilitate and controlling students to participate in learning activities. If classroom management is not effective, it can disrupt the teaching and learning process in the classroom.

As it is known, the teacher should use appropriate strategy or method in teaching in order to attract the students' interest and improve their understanding toward the lesson. Most of the time, the students are still feeling confused in understanding the teachers explanation in English. Consequently, the students do not keep attention to the lesson because they feel English is difficult to be understood. Thus, the teachers have to improve teaching strategy to help the students to understand the materials easily and attract students attention.

Teaching and learning process between teacher and student in the classroom need a strategy. Teachers have to apply strategy to make student enjoy and active in teaching learning process, unfortunately sometimes student do not understand the topic was given by the teacher.

One of ways that can be used to direct, guide, inspire, and control the students participation in learning activities is asking or giving question, which is called questioning. Questioning to students needs strategies. Questioning strategies are the ways which to ask something to the students in gaining a purpose in teaching. The teachers need to know the ability of the students and how far the students understand the material which has been taught.

Questioning skill is an expression or question that is uttered by teachers as a stimulus to emerge the responds from learners. For teachers, questioning skill is very important skill to master. It is because, through this skill, teacher can create the learning situation more meaningful. The learning process will be very dull, if the teacher explains the materials in hours without interspaced with questions, either just provocation questions, or analysis question.

There are many kinds of questions which are used by teachers such as, yes/no questions, short answer questions, display questions, open ended questions, referential questions, and non retrieval questions

(Wajnryb, 1992, p.47). Teachers can use this strategy to make their students communicate and being critical in the classroom.

The success of TEFL in the classroom refers to the application of questioning strategies by the teachers. Question is one of the most important tools in guiding and extending students learning. It can help the teachers to develop their own strategy to enhance the students work and thinking. Paule (2002, p. 127) states the tendency for teachers to ask many questions has been observed in much investigation. Strategies in questioning are used to give guidance for teachers in giving questions to students.

Tekene (2006) states that types of questions which are used and formulated by teachers are very important processes for students achievement and their level of engagement in teaching and learning. Boyd (2015) states teachers questioning is the skill frequently used, more powerful to create the talk move. Questioning is usually found when language teachers apply communicative language teaching method. Questioning influences students participation and comprehension as well. Through questions, the talk or discussion will occur in the classroom.

The teachers should be aware of questioning strategies and their types. In order to build a good interaction with their students. In this case, teachers' questioning strategies are play an important in the classroom. Blosser (2000) states that by asking questions, teachers expected to review, check the comprehension, stimulate critical thinking, encourage creativity, emphasize a point, control classroom activities and cut down on disruptive

behavior, help to determine grades, encourage discussion, discourage inattentiveness, and other reasons and purposes.

This study aims to explore the teacher's questioning strategy during interaction in the classroom and teacher's perception of their questioning strategies. The result of the study are expected to provide a comprehensive description about questioning strategies in classroom interaction in order to elicit students' responses, so the teacher can trigger the students to be more engaged and active in the classroom. In relation to the study program of English Education, this study expected to contribute a positive impact for English teaching models, particularly for the better and the more effective questioning strategies.

B. Research Question

According to background of study the research questions were briefly stated as follows :

1. Which questioning strategies are used by the teachers in the classroom?
2. Do the teacher's face any obstacles when applying questioning in English classroom?

C. Research Aim

Based on research questions above, the aims of this study can be stated as follow :

1. To find out the kinds of questioning strategies that the English teacher used during the classroom interaction at SMAN 6 Banda Aceh

2. To discover the teacher's obstacles in implementing questioning strategies in English classroom.

D. Significance of the Research

This study is important for teachers in general to develop their questioning strategies to their students so the students could have positive attitude toward the learning process. As a matter of fact, questioning strategies is one of teaching strategies that is very commonly used by teachers. Therefore, it is important for teachers to understand the important elements of questioning strategies

E. Terminology

There are some terms in this study that need to be explained to recognize more about the research problems and to avoid misunderstanding.

1. Questioning Strategies

Guest (1985, as cited in Sujariati, Rahman & Mahmud 2016, p. 109) stated that "Questioning strategy is one of the important tools to extending students' learning which can help teachers to develop their own strategies to enhance the students work and thinking". It means that teachers' questioning strategies is very important for both teachers and students. Because questioning provides a large amount of benefit and function for classroom interaction. So, the teachers should know how well and effective their questioning strategies are. Because the ways of the teachers

deliver the question will influence the students' understanding and responding.

The meaning of questioning strategies in this study is the strategy implemented by the teacher in teaching and learning process in high school to make students more active.

2. Classroom Interaction

Classroom interaction in an EFL context is defined as all communication which refers not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course or formal drilling (Ellis, 1990, p. 12). Thus, classroom interaction is about the students having an active discussion during the class. Interaction occur both between students with teachers present, and with teachers who probes students thinking among the whole group.



CHAPTER II

LITERATURE REVIEW

This chapter explains a brief overview about some important theories of the study. Based on the need of this study, this chapter begins with the conceptual meaning of a questioning strategies, the definition of questioning strategies, types of questioning strategies, the reasons of questioning strategies, understanding of classroom interaction, types of classroom interaction, pattern of classroom interaction, the importance of questioning in language classroom interaction, and also the relevant studies of teachers questioning strategies in English classroom.

A. An overview of Questioning Strategies

1. Definition of Questioning Strategies

According to Harvey (2000, p. 8) in Sujariati (2016) said that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planning, it is absolutely vital that teachers think about the types of question will be asked to students. So questioning strategies will help a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students need and the question types to be involved fully students interaction. Guest (1985, p. 2) in Sujariati (2016) stated that “Questioning strategy is one of the important tools to extending students” learning which can help teachers develop their own strategies to enhance the

students work and thinking”. In the other hands, teacher questioning is very important for teacher and students, because teacher questioning is part of the learning process.

Harvey (2000, p. 8) stated that the most effective questioning strategy when allowing students to be fully involved in the learning process. Where when the lesson is planned, it is very important for the teacher to think about the types of questions that will be asked to students. So the questioning strategy will help the teacher to plan a question and answer session effectively when the teacher plays questions effectively based on student needs and the types of questions that will be fully involved in student interaction.

Adibah (2012) found that the teacher performed six out of seven question types proposed by Brown (2007), including : knowledge, comprehension, application, inference, analysis, and synthesis questions. Each type of question has its own functions. In this study, knowledge questions were used to elicit factual answers, recall tests, recognize information, and check students’ understanding. Comprehension questions were utilized to translate words from Indonesian to English, and vice versa. Application questions were employed to ask the students to spell and pronounce some words in the target language. To form conclusion that was not clearly stated in the material was the function of inference questions. Analysis questions were used to distinguish two similar words so that the

students understood the differences. Finally, synthesis questions were employed to make prediction or give opinions of certain situations.

According to Dian (2019), teachers should be aware that their questioning skills would have an impact on improving students verbal responses in the classroom interaction. Which is the student's verbal response is the process of conveying one's thoughts, messages or feelings to others by using symbols that use one word or more as a medium. Thus the teachers can apply comfortable and appropriate questioning strategies that are suitable for students and the class context of situation. Therefore, some pedagogical purposes of questioning can be achieved, including developing students' English proficiency, measuring their abilities, and motivating them to speak the language.

The key to effective questioning strategies is asking questions that allow us to achieve the teaching goals or facilitate a standard in the most effective way. Not all questions are effective for all situations. This means that the teacher must really understand the types of questions that will be conveyed to students in a condition of the learning process. At certain times, questions are needed that can build knowledge about basic information memories, while at other times, the teacher wants students to be able to connect information and apply it to daily life (Dian, 2019, p. 9).

Xuerong (2012) classified questioning strategy into question- planning and question-controlling strategy. Question-planning strategy refers to types of questions used by the teachers in the classrooms. The functions are to elicit

response and identify problems, better understand students knowledge, and invite for further discussions. Question-planning strategy consist of asking question relevant to students, asking open-ended question, and follow-up question. This also includes asking for supporting data. Meanwhile, question-controlling strategy refers to ways or procedures used by teachers to ask question in the classroom. The function to distribute turn-taking and encourage participation.

Using strategies in giving questions for students is important to help teachers to know how the students' responses and it can make the students attentive the lesson and engaged the students in the teaching-learning process. Questioning strategies provide way show to make students clear about teachers' questions. Sometimes students are quiet because they probably do not understand what has been asked by the teacher, how to answer it or feel shy. So, by applying questioning strategies, teachers can solve these problems. It can encourage students to answer and help them to arrange utterances, so they are motivated to speak confidently (Ekawati, 2019, p. 11).

The implementation of questioning cannot be separated from the existence of teacher questioning strategies. There must be strategies to elicit students responses during the questioning section. The strategies rely on sophisticated utterances that are influenced to produce critical responses made by students.

2. The Reason Why Questioning Strategies is Used

Sujariati and Qashas (2016, p. 110) stated that many reasons why teachers should give some questions to their students either the questions are addressed to an individual students or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.

Ellis (1992) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learners responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It means that teachers questions are not only a means of obliging teacher-talk to guide the students attention but also adjudge students to be more active and focus on a particular topic, so we can check and control the students understanding.

In addition, teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Using instructional of questions can be

accelerated during questioning related to facts and decelerated for more complex material and open-ended questions. Teachers can allow more wait time for students responses for more meaningful learning. It means that instructional classroom can be as a question. Furthermore, teachers should plan the question to stimulate thinking about a concept and challenge the students to attend to higher levels of thinking appropriate to the content and learning outcomes (Mentari, 2018).

Questions serve to develop students interest in a topic and to motivate students to become involves in lessons supporting their construction of meaning. Teachers often use questions as a means to evaluate students preparation or lack thereof.

3. Types of Teacher Questioning Strategies

Some experts had investigated the types of questions. Questions can be classified into many types of question, but in this study the focus will be on the following a few types of question. Wajnryb (1992, p.47) have categorized the type of questions into six types, that are: yes/no questions, short answer/retrieval-style questions, imaginative/non-retrieval questions, display questions, referential questions, and open-ended questions.

1. Yes/No Question

Yes/No question is one of the most common questions which are often emerging during teaching and learning process. This kind of question only

give two questions to answer, just yes or no, there are no other possible answers for this question. Examples :

- a. 'Here is a picture of woman. *Have you seen her face before ?*'
- b. 'I know how it is to be lonely. *Is there anything you wish to tell me ?*'
- c. 'Yeah, this video is very interesting. *Do you like it?*

2. Short Answer/Retrieval-Style Question

This type of question guides the students to answer in a short phrase and has exact answers based on the topic is being discussed. Students can simply answer this kind of question derived from the recent fact regarding the activities. Examples :

- a. 'What did she say this morning?'
- b. 'Where were you last week ?'

3. Imaginative Question/Non-Retrieval

Imaginative or non-retrieval questions refer to "questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgment is called for" (Wajnryb, 1992, p. 3). This question is suggested by the teachers in leading the students imagine what they will do in a certain situation. Examples:

- a. 'What do you think I was suggesting by making the central character an animal?'
- b. 'What will you do if you have chance to study aboard?'

4. Display Question

Display questions is a question which the questioner already knew the answers of the questions based on the issue of being discussed. Brown (2001) stated that display questions refer to questions for which the teachers know the answers of the questions and demand a single or short response.

Examples:

- a. *'What the color of this pen?'*
- b. *'What is the genre of this music?'*
- c. *'Today is Monday, what day was yesterday?'*

5. Referential Questions

Referential questions refer to questions demanding new information. Behnam & Pouriran (2009), referential questions is made for more interaction and meaningful negotiation and demand more thought and generates longer responses. Examples:

- a. *'What did you study at university?'*
- b. *'Why we use the?'*
- c. *'How many times they change the schedule?'*

6. Open-Ended Questions

Open-ended question is a question with variant responses. As Yang (2010) states "open-ended question can have more than one possible answer". It means that from open-ended questions students may answer questions with several different answers. Also, students may ask the teacher otherwise for

the purpose of obtaining further certainty and clarification. Below are the examples.

a. *'What kinds of sports do you like?'*

b. *'Whom could he have telephoned?'*

c. *'What are your reasons to choose this topic?'*

Chin (2004) classifies questioning strategies into the following :

1. Descriptive Questions

These questions encourage students to establish their own narrative and prioritize information. Usually these kinds of questions begin with such words or expressions such as: "tell", "discuss", "describe", "illustrate", and "show"

2. Analysis Questions

These questions provide basic facts and call for sustained answers involving critical thinking. These questions begin with such words as: "why", "how would you explain the fact that", "prove", and "what is the meaning of"

3. Evaluation Questions

The students will expect to reason their answers based on the statements.

The words usually used are: "what is meant by", "explain how", etc.

4. Compare / Contrast Questions

These questions call attention to common elements or major differences between ideas or arguments. These questions begin with such words as "What is the similarity", "What is the differences", "compare", "contrast."

5. Causal Relationship Questions

These questions use to show casual relationship or to determine whether such relationship exists. These questions begin off with phrases or sentences like, “what connection is there,” “what are the result of”, etc.

B. Classroom Interaction

1. Understanding classroom interaction

A classroom is a room in which teaching or learning activities can take place. Classroom are found in educational institutions of all kinds, including public and private schools, home school, corporations, and religious. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions. Interaction is the heart of communication and communication itself. Whether it is oral or written, is the central goal of the foreign language learning. In order to achieve that goal, the learners or the students need to cooperate and interact among themselves, between them and he teacher, or between them and someone else who are aware of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987) in Musdalifah (2016) .

Classroom interaction is about the students having an active discussion during the class. Interaction occur both between students with lecturer present, and with the lecturer who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom. Rain S. Bongolan (2009) stated cooperative

learning, problem-based learning, the use of case methods and simulation are some approaches that promote active. Classroom interaction requires that students are engaged and active in the learning process. The instructor serves a coach or facilitator, guiding students through activities, but letting the students take control of the learning event itself. Classroom interaction is a teaching method that involves students in learning process rather than seeing them as passive recipients.

Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. Chaudron (1988) stated that Interaction between students and teacher is fundamental to the learning process. Related from the statement before we know that interaction in the classroom is fundamental , because without teaching and learning process in the classroom will not exist. As we know a good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased.

Kumpulainen and wray (2002) stated although teacher and students interaction also plays an important role in contemporary classroom, collaborative working models with small groups of students have increased in many classrrom as the result of the new conceptions of learning and their pedagogical implications.

2. Types of Classroom Interaction

A study by Ariska (2018) observed classroom interaction in English class found that the types of classroom interaction are teacher-student interaction, student-teacher interaction, and student-student interaction.

a) Teacher-Student Interaction

Teacher student interaction is the interaction between the teacher and students, the teacher is important role in this interaction. The teacher gives the question, answer and discussion session to increase students capability in speaking English. To get students emotion the teacher did a personal discussion to some students. The interaction occurred in activities of when teachers giving explanation, praising, correct mistakes, giving information, question, clarifying, directing drills, repeating words, encouraging, translation in L1, suprising, and laughter.

In teaching learning process, when explained, the teacher should be set the sound volume, speed, and choose of words that were clearly. So, the students could easy to understand the material. Used example in accordance with the daily activities, thus would made students better understand the material submitted. When finished explaining the teacher asked to students (“are you understand?”) if there were students who do not understand they could asked then the teacher would explained again. When the students dared to speak up and

express their idea in front of class, teacher had to appreciate their effort like (“great”, “excellent”, “that’s good”, and etc). So, the students more enthusiasm and confidence to speaking English.

Interaction in classroom is important role to enhance students speaking skill. Teacher should make the differences method to the students were interested in speaking class, so make the students more confidence to speak up. Used interesting topics would stimulate to stimulate students to engage in the classroom activity.

b) Student-Teacher Interaction

When the teacher explained about the material and the students do not understand then student asked to the teacher. The interaction made by students, those were: students response, students initiated, and students confusion. Students response means that the students could give response when the teacher asked and explained the material of study. For example, the students answer (“ain’t”) when the teacher asked about the materials.

c) Student-Student Interaction

In teaching English class, interaction between student and student will be more complex when they meet face to face and communicate with each other than when with their teacher. Used interesting topics would stimulate students to engage in the classroom activity. In the classroom, students as the role model, meanwhile the teacher as adviser.

3. Pattern of Classroom Interaction

Kumpulainen (2002) stated that classroom interaction focused mostly on whole class interaction between the teacher and the student. Among other thing, typically classroom interaction patterns, of which the most widely known is the initiation, response, and feedback/evaluations.

a) Initiation

The teacher controls the structure and content of classroom and initiation the discussion by posing question.

b) Response

The teacher gives the student a question and the student give a response to the question.

c) Feedback/Evaluation

After the student has responded to the question, teacher finishes the interaction sequences by giving feedback on student's respons

C. The Role of Teacher's questioning Strategy

In the context of learning language, teacher's questioning strategy have some roles to liven up an brainstorming process of the students in developing their ideas to give the respond to the teacher's explanation. In line with this, Clough (2007) stated that effective questioning engages students and reveals their thinking is readily apparent. The role of questions is helping students make desired connections is just as important. However, questioning is

crucial for helping students see problems with their current conceptions and build more accurate ideas.

In the connection with the role of teacher's questioning strategy, Cotton (2001) reveals a variety of purposes of teacher's questioning. Those are :

- a) To develop interest and motivate students to become actively involved in lessons.
- b) To evaluate students' preparation and check homework or seatwork.
- c) To develop critical thinking and inquiring attitudes.
- d) To review and summarize previous lessons.
- e) To nurture insights by exploring new relationships.
- f) To assess achievements of instructional goals and objectives.
- g) To stimulate students to pursue knowledge on their own.

Overall, as the conclusion of the role teacher's questioning strategy by some experts above, that roles of teacher's questioning strategies are developing student's interest, evaluating student's preparation in learning, developing student's critical thinking, reviewing lessons, conducting interaction, motivating students, and stimulating and encouraging students to be active.

D. Previous Studies

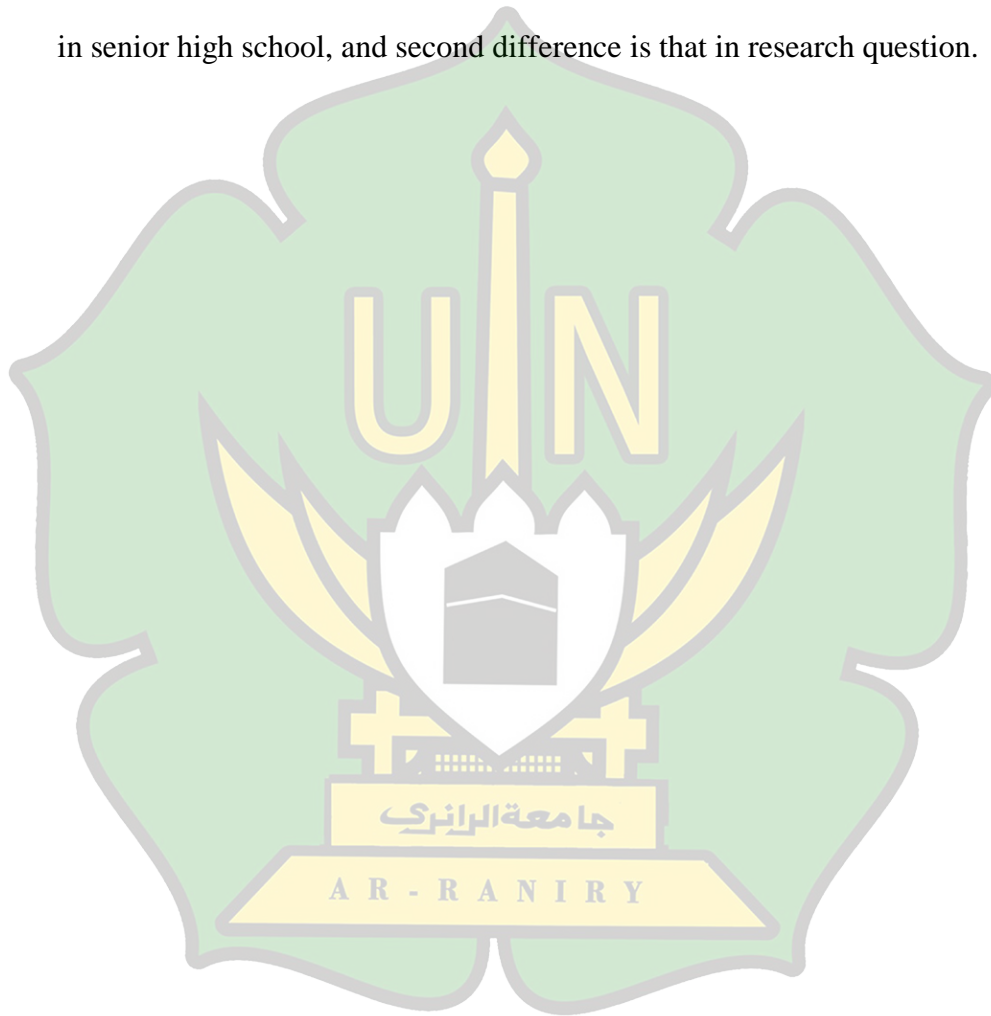
There are some researchers that have done research related to classroom interaction and questioning strategy. Faizah (2007) has conducted a research entitled "*A Descriptive Study on Questioning Strategy for Teaching*

of English in SD Muhammadiyah Plus Salatiga". This research paper intended to clarify the types of question used as the questioning strategies and to describe the strategies used in asking questions in English class. In this research, the writer used the descriptive qualitative research for analyzing the data. The data were taken by observation and documentation of learning process within 5 meeting. The data analyzed by describing the kind of questioning used by the teacher in each meeting. The discussion of the finding shows that (1) there are three types of questions that were used as the questioning strategy: 'Yes/No' questions, 'Or' questions, and 'WH' question (2) there are four strategies used in asking questions in English class: the teacher asked a question and simply let students call out answers, the teacher asked a question and then paused to give the whole class a chance to think of the answer, the teacher first chose a student.

The next research was conducted by Rido (2017) which examined the deep understanding of the teaching practices of Indonesian vocational English master teachers. It discusses about teachers' questioning strategies. The findings showed that the master teachers employed an interactive style of teaching and not the monologue norm, where the teachers ask while the students answer the questions. They used close-display, open-referential, and follow-up questions. They also nominated specific students to answer questions, asked questions to the entire class, and repeated questions when there was no response. The students were receptive to the strategies as they

were keep contribute when they were given questions and opportunities to speak.

As with this study, there are two differences between this research and the previous researches. The first difference is that the researcher did the research in senior high school, and second difference is that in research question.



CHAPTER III

RESEARCH METHODOLOGY

This chapter comprises some aspects of methodology including research design, research participants, method of data collection, and method of data analysis.

A. Research Design

The researcher used qualitative research design in this study. According to Creswell (2007), qualitative approach is an approach to inquiry that begins with assumption, world view, possibly a theoretical lens, and the study of research problem exploring the meaning individuals or groups describe to a social or human problem.

Koenjaraningrat, (1993) stated that the research with qualitative descriptive method is a research which gives a draw on a carefully about specific individuals or groups carefully on the circumstances and symptoms. In this study, the researcher investigated the teachers questioning strategies, it was along with the objective of this study was to know the strategy of the question that the teacher used.

B. Research Participants

The participants of this research were two English teachers at SMA Negeri 6 Banda Aceh. Two English teachers who teach in the third grade at this school. I believe that teachers who teach at class XII are appropriate for this study. As participants of this research and the time for observation

suggested by the teacher. Therefore, the researcher took the third grade of teacher at this school. The reason why I chose these two teachers is because they are teachers who have been a teacher at this school for a very long time, so of course they have more experience and strategies in the learning process.

C. Methods of Data Collection

In this study, I used two kinds of data collection method, in-depth interview and classroom observation.

1. Interview

In this study, in-depth interview was applied in data collection. According to Boyce and Neale (2006), in-depth interview is a qualitative research techniques that involves conducting intensive individual interviews (face to face) with a small number of participants to explore their perspectives on the specific idea, program, or situation.

Mcnamara (1991) stated that interviews are particularly useful for getting story behind a participant experience. The researcher also added by using the interview method in the study, we can get the deepest information from the participants.

This study used interview to explore more information from the participants. Thus, face to face that involve one interviewer and participant was considered as the main courses of the data in this study.

The researcher conducted the interviews in SMA Negeri 6 Banda Aceh and two English Teachers as the participants. The interview took 20-30 minutes and the interviews were recorded and then transcribed. The interviews were conducted in Indonesian.

2. Classroom Observation

Bailey (2001) as cited in Xiaoyan Ma (2008) says that, classroom observation as the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis. Classroom observation was conducted in this study in order to find out teachers' implementation of questioning strategies in the classroom. In the observation, I have a role as a nonsubject observer who visits a site and record notes without being involved in the activities of the subjects (Creswell, 2012).

The researcher observed two teachers, each of them taught in 2 classrooms. I observed only one meeting for each of classes. I obtained permission from the teachers and students to observed the activities which take place in the classroom. Each session of the classroom took 70 minutes or 2 hour lessons. I observed teachers' questioning strategies in the classroom.

D. Methods of Data Analysis

In this study, the researcher used theory from Miles and Huberman in analyzing the data. Miles and Huberman (1994, p. 10) states "analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification". Based on Miles and

Huberman theory, in analyze qualitative research the researcher did three steps in analyzing the data. The researcher analyzed classroom observation used mobobservation checklist and also teachers obstacles in teaching English used in-depth interview. There are three steps to do according to the theory:

1. Data Reduction

The first step in analyzing the data in this research is data reduction. According to Miles (1994, p.10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data written up field notes or transcriptions.

2. Data Display

The second step is data display. Data display is the process of showing the data simply in the form of words, sentence, narratives, table, and graphics in order the data collected in mastering by I as the basic to take appropriate conclusion.

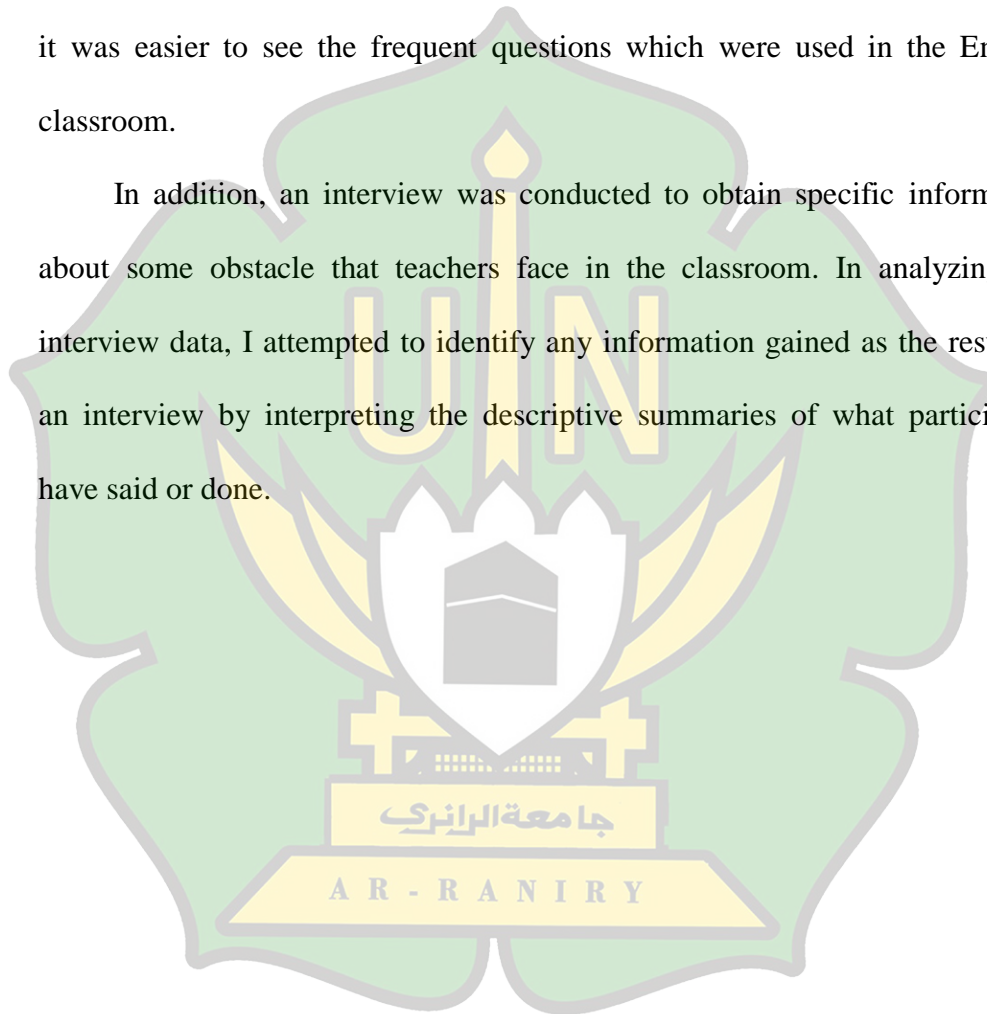
3. Drawing and Verifying Conclusion

This is the last step after finished doing data reduction and data display in analyzing the data in this study. In this step, analysis should allow I to begin to develop conclusions regarding the study. These initial conclusions can then be verified, which is their validity examined through reference to the existing field notes or further data collection.

Therefore, the technical data analysis in this study was descriptive analysis. The collected data of classroom observation were reported by

showing the table of observation checklist and concluded narratively. I analyzed the data by watching video teachers' teaching to make sure the data from classroom observation was complete. After that I classified the types of teachers' questions based on the theory that I had. From observation checklist, it was easier to see the frequent questions which were used in the English classroom.

In addition, an interview was conducted to obtain specific information about some obstacle that teachers face in the classroom. In analyzing the interview data, I attempted to identify any information gained as the result of an interview by interpreting the descriptive summaries of what participants have said or done.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion from the research data. The data were gathered from interview and observation and it will answer the questions in this research.

A. Findings

I interviewed two English teachers face to face after doing class observations. Nine questions were asked related to the teachers' questioning strategies in classroom interaction. In order to answer the research questions, the analysis of the interview was focused just on two topics: the types of questions usually used by teachers in English classroom, and teachers' obstacle in applying teachers' questioning strategies in English classroom.

1. The types of questions usually used by teachers in English classroom

After conducting interviews, it can be concluded that teachers, use several types of questions in their classroom. Based on the interview the teachers used Short Answer question and Yes/No question in their classroom learning activity. However, in my observation I found that both teachers used other types of questions, but in interview they only mentioned two types of questions (Short Answer question and Yes/No question).

Short Answer Question

Based on the results of the interviews, the teachers said that they used Short Answer questions in the teaching and learning process. This type is most widely used by the two teachers. Teacher 1 stated that "... It varies, if I needed yes/no questions then I used yes/no questions. If I needed long answers, I didn't use it, I used short answer question. ". Teacher 2 added "The forms of questions used are what is, where is, about WH questions, then the use of interrogative questions using Short Answer."

Based on the table of observations, it also shows that the type of question that is most widely used by teachers is the short answer question. Teachers use this type because this type is suitable for students and can make teachers know the level of student understanding.

Table 1.1 Short Answer Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> - What information you got in this table? - What information you got in this structure? - Which one is part of the organization in this structure? - What word does the "viral" come from? - What makes us think the way we do?
Teacher 2	<ul style="list-style-type: none"> -What is news in English? - What is the news item? - What is information you got from here? - What is headline? - What is title in English?

Short Answer question is the most used question in this study. This question became favorite question used by teachers followed by Yes/No question. Short answer question only needs the students to answer in short phrase. The table above showed that both of the teachers used short answer in teaching students, the questions appeared after the teachers explained the material. For examples, “ *What is the news item?*”, “*What is news in English?*”, “*What is title in English?*”. The questions are used to know students’ comprehension based on the material. The students answer the question short phrase based on their knowledge. In SMAN 6 Banda Aceh, I found that both of the teachers used many short answer questions in order to examine their students and to know how the students pay attention on the lesson. If the students pay attention on teachers explanations, they will answer the questions easily. For this type, the teacher 1 used this type of question in are often in her teaching and learning process than the teacher 2. I found that in their classroom they managed the classroom well. Both of teachers always asked and call students’ name to attract students’ attention on them and they always check students’ understanding with the questions.

a. Yes/No Question

The result of interview showed that both teachers usually used question which are suitable for students’ ability. The teachers commonly used yes/no questions. The teachers used yes/no questions in order to make the students understand which teachers

ask to students. Since that are the beginner in learning English, the teachers choose Yes/No questions in teaching activity. Teacher 1 said that “If we look at the grades, the students are still the beginner. Their level of comprehension is still very low and simple, it is about the use of yes or no”.

Teacher 2 stated that:

“ The types of questions that I usually use are of course in accordance with the material, for example the material about caption, of course I ask about “do you know what is caption?”, if you are used to being greeted by talking then I ask about their situation and then at the end I will summarize what I have learned. If I need a yes/no question then I use a yes/no question”

Based on the observation, this question is commonly used by the teachers. However, from the beginning until the end of the lesson the teachers frequently asked students using yes/no question. In this study, there are many examples of yes/no question showed.

Table 1.2 Yes/No Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> -Did you remember last week material? - Do you understand all? - Have you ever heard caption? - Do you remember when we use caption? - Any question?
Teacher 2	<ul style="list-style-type: none"> - Is everybody here? - Do you still remember? - Have we learn about news item? - Do we need article there? - Question so far? - Is it all right? - Do you understand all? - Have you observe it?

The table described that the teachers used Yes/No question in their classroom. The teachers used Yes/No question from the beginning of lesson until the end of learning activity. In the beginning of the lesson the teachers used the simple one to open the lesson rather than asking the students with question that needs more thinking process. “Is everybody here” and “Did you remember last week material?” are the example of Yes/No questions that teachers usually used in the beginning of lesson. The questions are used to remind them what they had gotten from the previous lesson. It was important to ask at the beginning of lesson because it is a simple question but might give the effect to the next lesson. Teachers also can measure their students if

they were well prepared or not to join the teaching and learning process.

Teacher continued to ask in the whilst of lesson. For example the teachers ask students *“Do we have to use article the?”*, *“Do you remember when we use the”* and *“Do we need article there?”*. The teachers have similar ways while asking the students about the material. It might be that the teachers asked to acknowledge students’ understanding and knew that students have master the materials or not. Usually teachers asked Yes/No question to break the silence and get the information from students whether the students understood or not by answering only yes or no. Rezzae & Fahriana (2012) explained that yes/no question particularly applied to get feedback from the students. In asking Yes/No question, teacher 2 used this type more often in the middle of lesson. She wanted to make sure that the students understood the material and wanted to manage the classroom into a more conductive classroom.

In the end of lesson, I found that teachers used similar questions which function to make sure that the students followed the lesson until the end. Both of the teachers used question such as *“Any questions so far?”*, *“Understand all?”*, *“Do you catch up the meaning about the article in this paper?”* and *“Do you understand all?”*. Those questions can check the students’ understanding about the material.

b. Display Question

Based on the result of observation, display question is commonly used by teachers in teaching and learning process. Display question is another type of questions which are used by the teachers to review the material.

Table 1.3 Display Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> - When we use this and these? - If a use for consonant, how about an?
Teacher 2	<ul style="list-style-type: none"> - What is the title of this news? - What's the most viral issue right now? - What day it is? - What is the meaning of this sentence? - What is the meaning of look for?

The table above showed the display question which I found during the teaching and learning process. That questions were given by the teachers after explaining the material and start to do exercise. By asking that question, perhaps the teachers only want to know whether the students were listening and paying attention or not when teachers explained the material. The teachers only need to check students' comprehension. As Brown (2001) stated that display questions refer to questions for which the teachers know the answers of the questions and demand a single or short response. Liked Brown have said that the answer of display question is already known

by the teachers, therefore it will be easier for the teachers to examine students who pay attention on teachers' material in English classroom.

c. Open-Ended Question

Open-Ended question is question which led the students to answer based on what they think without any interfere from neither the teacher nor the material.

Table 1.4 Open-Ended Question

Teacher	Example Questions
Teacher 1	<ul style="list-style-type: none"> - What were the kinds of prepositions we learned yesterday? - When did we use the?
Teacher 2	<ul style="list-style-type: none"> - How are you today? - The is also used for? - On what else can we use the?

The table showed that both teachers applied Open-Ended question in their teaching and learning activity. Yang (2010) stated that open-ended question has more than one possible answer. Teacher 2 began the lesson with question "*how are you today?*", it seems that the teacher wanted to know students condition if they are ready or not to study. The teachers might expect that the students are in good mood and ready to study. On the other hand, students have varieties answers based on their own condition. Student A answered it "*I am fine Mrs*" while student B answered with "*I am not good, I am*

cough Mrs". Other questions, "what was kinds of preposotions?", "the sky what about other examples?", "On what else can we use the?". It means that by asking those questions, teachers want to gain students critical thinking. Students also can give their own perspectives and views on the material.

d. Referential Question

Referential question is also used by both of the teachers in English classroom. I found several referential questions in this study.

Table 1.5 Referential Question

Teacher	Example Questions
Teacher 1	- This and these have the same way to pronounce, how do we difference them?
Teacher 2	- Why do you think someone needs to read the news? What for? Know what?

From the table above, it showed that teachers used referential to get information from the students. This question needs students more thinking and longer answer. Behnam & Pouriran (2009) said that referential questions is made for more interaction and meaningful negotiation and demand more thought and generates longer responses. For example, "This and these have the same way to pronounce, how we differenciate them?", from this example it seems

that teacher want to know students understanding about the difference between the and these. Students need to elaborate and then explain the difference between this and these and it needs more thinking.

2. Teachers' obstacle in applying teachers' questioning strategy in

English classroom

Based on the results of the interviews, both of teachers agree that the obstacle that they face in applying questioning strategies is lack of students' vocabulary. This becomes main obstacle in teaching English, since vocabulary is the most important tool in learning English. Teacher 1 stated that "yes, the problem is when the students cannot answer the questions, then we repeat the question in a different word but the point is the same, but it is still not working too and it will be a little overwhelmed". Teacher 2 also added that "If the questions are about giving opinion, they started to get confused, the most problematic part is the vocabulary. Even when we ask them to memorize the vocabularu in a day, thet only remember it for a day, in the next they will forget it".

From the result above, it showed that teachers faced obstacle in applying questioning strategy due to lack of students vocabulary in English classroom. Vocabulary is very important, students need to know vocabulary in order to understand teacher question and teachers material in the classroom.

B. Discussions

This part of the research discussed the data findings. I used classroom observation and in-depth interview as the main technique of data collection. According to the results of the observation and interview, I have elaborated some important points in this section to answer the research questions of this study.

The first research question is about the kinds of the questions which are mostly used by teachers in English classroom at SMAN 6 Banda Aceh. The result of the research showed that the teachers used some types of questions in teaching and learning activity. Both teachers used Yes/No Question, Short Answer Question, Display Question, Open-Ended Question, Referential Question, but none of Imaginative types is used because that type is not appropriate for them who are still the beginner in learning English. Teachers mostly used Short Answer Question, Yes/No Question and followed by Display Question in English classroom. Faizah (2007), in her study, revealed that most of the time in the classroom, the teacher used yes/no question. In her study, only the yes/no question did appear in the class activities. But, in this current study Yes/No Question, Short Answer Question, Display Question, Open-Ended Question, Referential Question did appear in the class activities.

Based on the classroom observation, it showed that teachers in SMAN 6 Banda Aceh prefer to use Short Answer question and Display question than any other types. Brown (2001) stated that display questions

for which the teachers know the answers of the questions and demand a single or short response. Teachers want to make students active and they also want to have interaction in classroom. By using Short Answer teachers will know how well the students understand the material, because of that, both teachers mostly used this type in English classroom.

I also used interview to support the data from observation, in the interview, the teachers only mentioned 2 types of questioning strategy (Short Answer and Yes/No question) that they used in their classroom, but based on observation classroom I found 5 types of question used by the teachers (Open-Ended, Referential, Short Answer, Yes/No and Display question). It means that teacher did not know types of questions, even the teachers used them in the classroom they are still not aware about that, they only know WH question, Yes/No question and Short Answer question.

The second research question is about the obstacle that teachers face in applying questioning strategies in English classroom. Cameron (2001) stated that without vocabulary nothing can be conveyed. The result of the data collection showed that teachers' obstacle in applying questioning strategies is lack of students' vocabulary, which makes students difficult to answer the questions. Even there is an obstacle in applying teachers' questioning strategies, teachers also have their own strategies on how to deal with that condition.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions drawn from this research. In the conclusion, the findings of the study are provided in relation to the answer to the research question. meanwhile, it was proposed to provide future enhancements.

A. Conclusions

This study describes about two things; teachers' questioning strategies at SMAN 6 Banda Aceh and the obstacle that teachers face in applying questioning strategies in English classroom.

I found that based on the observation, the teachers in SMAN 6 Banda Aceh used teachers' questioning strategies in teaching and learning process. Both teachers used several types of questions. They used Yes/No question, Short Answer question, Display question, Open-Ended question, and Referential question. In the conclusion, the most used questions by the teachers are Short Answer and Yes/No question. The teachers used these types to measure students comprehension in material. Teachers also used Short Answer to know how the students pay attention to the lesson, because if the students listen to the material given by the teachers they will answer the question easily. Teachers do not use Imaginative question in the teaching and learning process, because this type needs higher order thinking to answer it. I can conclude that teachers

used Short Answer mostly because this type is appropriate for students and it can measure students' understanding. As a result, teachers in SMAN 6 Banda Aceh used this type of questioning strategy. I also found that both teachers always have interaction with the students using questioning strategies.

This study also described about teachers' obstacle in applying questioning strategies in English classroom. In SMAN 6 Banda Aceh I found that both teachers face the same difficulties when applying questioning in their classroom. The lack of students' vocabulary is the main obstacle in their classroom. The teachers stated that when they asked the students sometimes they did not understand what the meaning of that question due to the fact that they do not know the vocabulary.

In conclusion, teachers obstacle in applying questioning in teaching and learning process is students lack of vocabulary. Even though teachers face difficult, they have their own strategies on how to deal with that condition.

B. Suggestions

Based on the conclusions that have been put above, the following implication and recommendation for further related research are suggested by the researcher. Those suggestions are draws as follows:

1. For the English teachers, will apply many questioning strategies in all section of the teaching, such as applying yes/no questions, recalling in the beginning, or at the end of teaching or also can use other types of question in classroom interaction. Furthermore, the questioning strategies should be applied based on the lesson and the level of students to make the learning process run well. This research suggests to all teachers to do the same strategies in questioning, they are question in each session of teaching, repeat the question in the same sentence or different sentence but the same meaning, emphasize the question to clarify the meaning, translate or mix the question into Bahasa Indonesia, when the students seemed confused, and try to be closer to the students to know their weakness or their problem in learning.
2. For next researchers, I hope the next researchers would like to continue this research by conducting further investigation with different subjects of investigation with different level of educational background.

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Appendix I Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-5872/UN.08/FTK/KP.07.6/05/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dimajukan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;

4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;

5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;

6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;

10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;

11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Maret 2022

MEMUTUSKAN

Menetapkan
PERTAMA : Menunjuk Saudara:

1. Dr. Syarifuh Dahlisana, M. Ed
 2. Fitriah, MPd

Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : **Dafa Nisrina**
 NIM : **180203184**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **Teachers Questioning Strategies in Classroom Interaction at Senior High School**

KEDUA : Pembayaran honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023.

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 12 Mei 2022
 Dekan,


 Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk ditulisi dan ditandatangani;
4. Mahasiswa yang bersangkutan;
5. Arsip.

**Appendix II Recommendation Letter for Conducting Research from
Fakultas Tarbiyah dan Keguruan to Conduct Field
Research**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**
Jl. Syekh Abdur Rauf Kapelena Darussalam Banda Aceh
Telepon : (0651) 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10482/Un.08/FTK.I/TL.00/08/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala SMAN 6 Banda Aceh

Assalamu'alaikum Wz.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : DARA NISIRINA / 180203184
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jalan Punge Blang Cut No.25 Kecamatan Jaya Baru

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Teachers Questioning Strategies in Classroom Interaction at Senior High School*.

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Agustus 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

<https://webid.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian/cetak>  04/08/22 13:08
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Dr. M. Chalis, M.Ag.

Appendix III Recommendation Letter from Dinas Pendidikan Aceh to Conduct Field Research

