

**AN ANALYSIS OF TEACHERS' QUESTIONING  
STRATEGIES DURING THE CLASSROOM  
INTERACTION AT SMP PGRI 1 GUNUNG ALIP  
IN THE ACADEMIC YEAR OF 2021/2022**

**A Thesis**

**Submitted As Partial Fulfillment of the Requirements  
for S1-Degree**

**By  
SULISTIANI  
NPM. 1611040427**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2021/2022**

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**Advisor : Meisuri, M. Pd  
Co-Advisor : Agus Hidayat, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2021/2022**

## ABSTRACT

This research focused on the Analysis Of Teachers' Questioning Strategies during the Classroom Interaction at SMP PGRI 1 Gunung Alip in the Academic Year 2021-2022 by using book "reflective teaching in second language classroom" by Jack C. Richards and Charles Lockhart. This research aims to find out : 1) What questioning strategies are used by the teachers at SMP PGRI 1 Gunung Alip? 2) How do the teachers apply their questioning strategies and the responses of the students during the classroom interaction?

The subjects of this research are three English teachers and one class for each teacher and 10 students for doing interview. To identify the teachers' questioning strategies and the responses of the students, the researcher did classroom observation and interview for the English teachers and the students of SMP PGRI 1 Gunung Alip.

In conclusion, based on the result of the research, there were 3 kinds of questioning strategies used by the teachers and the total of it. There were 19 (41,30%) procedural questions, then there were 22 (47,82%) convergent questions and the last is divergent questions with the total 5 (10,88%). The techniques used by the teacher are plan keys questions, ask questions logically and sequentially, follow up students response and give the students time to think while responding the questions. The responses of the students also be more interactive in the class during classroom interaction.

**Keywords:** *Qualitative Method, Questioning Strategies, Response of the Students, Techniques Apply of the Questions*

## DECLARATION

I hereby declared this thesis entitled: “An Analysis of Teachers’ Questioning Strategies During the Classroom Interaction at SMP PGRI 1 Gunung Alip In The Academic Year 2021/2022.” is fully my work. I am very aware that I have cited several statements, references, and ideas from various sources and it is well recognized in this thesis.

Bandar Lampung, December 24<sup>th</sup> 2021

Declared by



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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ ﴿١٣٩﴾

“So do not weaken and do not grieve, and you will be superior if you are [true] believers.” (Q. S. Al-Imraan : 139)<sup>1</sup>



---

<sup>1</sup> Qur'an English <https://quran-en.com>

## DEDICATION

This thesis is dedicated to:

1. My beloved parents and family, Mr. Jamaludin, mother of the late Mrs. Rumsiah, my sister Erlina, my brother Rudi Fitra, my sister-in-law yuli and my brother-in-law wahyudi who continue to pray and always provide motivation for my life.
2. My beloved friends: all students of the English Education Study Program, especially Class H.
3. My beloved teachers from elementary to high school.
4. My beloved alma mater and lecturer at UIN Raden Intan Lampung have raised me and motivated my personal development.

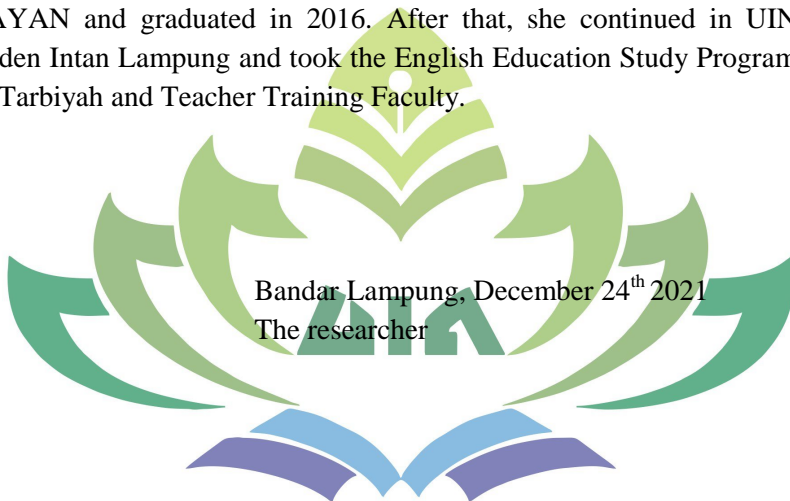




## **CURRICULUM VITAE**

The researcher's name is Sulistiani, She was born in Penanggungan, on November 30th 1997. She is the last-child from three children of late Mr. Jamaludin and the late Mrs. Rumsiah.

The researcher started her study at the Elementary School of SD N 1 Penanggungan and graduated in 2010. After finishing her study at elementary school, the researcher continued her study at Junior High School of MTS N Model Talang Padang and graduated in 2013. Then, she continued in senior high school of SMA DAAR-EL BAYAN and graduated in 2016. After that, she continued in UIN Raden Intan Lampung and took the English Education Study Program of Tarbiyah and Teacher Training Faculty.



Bandar Lampung, December 24<sup>th</sup> 2021  
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## AKNOWLEDGMENT

First of all, all praise be to Allah the Almighty for giving mercy and blessing to the researcher during the study and in completing this thesis. The best wishes and salutation be upon the great messenger prophet Muhammad Peace be upon Him.

This thesis is presented to the English Education Study Program at UIN Raden Intan Lampung. The primary aim of questioning strategies this thesis is to fulfill a part of students' task as partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time, and guidance for completing this thesis:

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11. My idol SUPER JUNIOR, whose makes me fight to be like them and one of my support system in my life.
12. All people who have helped the researcher to finish the study that he cannot mention one by one.

Finally, none or nothing is perfect and neither is a thesis. Any corrections, comments, and critics for the betterment of this thesis are always open-heartily welcome.

Bandar Lampung, December 24<sup>th</sup>, 2021  
The Researcher

**SULISTIANI**  
**NPM. 1611040427**

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# CHAPTER I

## INTRODUCTION

### A. Title Affirmation

The title of this research is AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT SMP PGRI 1 GUNUNG ALIP IN THE ACADEMIC YEAR 2021/2022.

According to Komaruddin, analysis is the thought activity to describe a whole becomes a component so it can recognize the component signs, to interact with each other and function each in a unified whole.<sup>1</sup>

According to Mark Lark "questioning learning method is asking some questions that are not understood about what they observe or add some information about it."<sup>2</sup> It means, questioning is the one important strategies in learning, because it can help the teachers in the process of learning to know students understanding.

Descriptions of classroom interaction focused initially on the language used by the teacher, especially teacher questions and the learner responses elicited, teachers' feedback and turn-allocation behavior.<sup>3</sup> These features were examined in light of how they affected interaction and the opportunities for learners to engage in language production. Recent studies have paid more attention to learner talk, examining not only the language produced by learners in response to the teacher, but also their communication strategies, and the relation between task types, learner interaction and opportunities for negotiation of meaning.

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<sup>1</sup> Yuni Septiani, Edo Arribe, Risnal Diansyah, "Analisis Kualitas Layanan Sistem Informasi Akademik Universitas Abdurrah Terhadap Kepuasan Pengguna Menggunakan Metode Sevqual (Studi Kasus : Mahasiswa Universitas Abdurrah Pekanbaru)", *Vol. 3 No. 1*, Juni 2020 : 131 - 143

<sup>2</sup> A.B. Prabowo K.A., Alfianti, "An Analysis Of Teachers' Questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade Smp PGRI 01 Semarang" *Vol. 4, No. 1*, February 2013

<sup>3</sup> Tsui, Amy BM. "Classroom interaction." *The Cambridge guide to teaching English to speakers of other languages* (2001): 120-125.



## B. Background of the Problem

In the learning process, the teachers need to have some strategies to make the students interested in the process of learning. One of the important strategies in learning process is using questioning strategies. Questioning strategies is the one important of strategy in the learning process. According to Gattis a question is one of the most important tools in guiding and extending students' learning.<sup>4</sup> It can help the teacher to know about 'what the students understand or not about the material'. Then, questions has range, but the right questions are to improve and can motivate students to learn more not to test them by asking the question when they are not ready.

One dimension of teachers' questioning strategies involves motive. The awareness of the aim and results of asking questions seems to be important. Therefore the aim of this study was to analyze the questioning strategies of the teachers. The analysis of teachers "questioning strategies is considered important because it is believed to reveal much information about asking questions. This is a unique study in terms of proffering a detailed analysis of teachers" questioning strategies. This study will enable the determination of whether teachers have sufficient and efficient information about questioning strategies. In this case, the realization of training teachers on questioning strategies and focusing on this issue in both education faculties and in-service teacher education programs will be helpful. The overall goal of this study is to analyze the classroom teachers' questioning strategies.<sup>5</sup>

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<sup>4</sup> Syarifah Rahmah, "Teacher Questioning Strategies: To Improve Students' Motivation In English Classroom Learning Activity", Thesis, 2017 Available <https://repository.ar-rainry.ac.id/id/eprint/2770/> accessed on February 17<sup>th</sup> 2020 at 12.57 am.

<sup>5</sup> Bulent Dos, Erdal Bay, Ceyda Aslansoy, Betül Tiryaki, Nurgül Çetin and Cevahir Duman, " An analysis of teachers' questioning strategies", *Vol 11*, 23 November, 2016

In teaching learning process, sometimes a teacher only teaches without questioning. It can be caused by many factors namely; they are in a hurry, they do not understand well the material, they do not care about the students, or they are lazy. All the cause make negative effects and can affect the students' achievement and the quality of teaching.<sup>6</sup>

Questioning strategies are aimed to give students more chance to think and to understand what the teacher ask and also to give them time to answer the questions. Therefore, there will be an interactive communication between teacher and the students.

In the using of questioning as the strategies for placing great emphasis on the lead-in stage, where it is can encourages the students to predict the content of the text, and also can gives them an interesting and motivating purpose in the classroom.<sup>7</sup> According to Mark larx, "questioning learning method is asking some questions that are not understood about what they observe or add some information about it. The teacher asking some question to the students about material they do not understood yet well.

To know the teacher questioning strategies and how the students responses during the classroom interaction, the researcher do the prelemenery research to the teachers and the students of SMP PGRI 1 Gunung Alip, it is located in Ciherang Lampung Tanggamus. Based on the prelemenery research on January 1<sup>st</sup> , 2021.the researcher collected some data about the techers' questioning strategies and the students responses during the classroom interaction. It was the fact that the teachers have some strategies in give the questions and how the students can responses the question and get motivate from the teachers' questions.

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<sup>6</sup> Sujariati, Qashas Rahman, Murni Mahmud, "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu", *ELT Worldwide Vol. 3, No. 1* 2016

<sup>7</sup> A.B. Prabowo K.A., Alfiyanti, "An Analysis Of Teachers' Questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade Smp PGRI 01 Semarang" *Vol. 4, No. 1*, February 2013

Based on the preliminary research conducted at the teachers and the students of first grade, second and third at SMP PGRI 1 Gunung Alip. There are 177 students at SMP PGRI 1 Gunung Alip, each class there are 27 until 32 students and there are 3 English teachers at SMP PGRI 1 Gunung Alip. The researcher found that the teachers strategies in question and the students responses during the classroom interaction.

The researcher did the the preliminary research of the teachers at SMP PGRI 1 Gunung Alip. The researcher found some strategies which used by the teachers of SMP PGRI 1 Gunung Alip. The researcher found the strategy from the teacher 1 that the teacher usually used feedback question in teaching during the learning process, where the teacher give the pictures and then ask the students about it. The teacher also divide the students into some group and then the teacher gives the question to each group. Then, the teacher 2 and the teacher 3 they were used strategy game mix and match question, and where the teacher makes the question and the answer to the paper and then the teacher gives to student, so the students try to finding their partner, where is the question and where is the answer. After find their partner, the students try to move forward and then tell their friend about the question and answer.<sup>8</sup>

The researcher also found the students responses during the classroom interaction, can be seen in table 1:

**Table 1.1**  
**The Result of questionnaire of the Students SMP PGRI 1**  
**Gunung Alip**

No	Question	Students' Answer				
		SS	S	KS	TS	STS
1	Distressed when the teacher began asking questions regarding the material that had been	16,1% (5)	32,3% (10)	25,8% (8)	19,4% (6)	6,5% (2)

<sup>8</sup> English Teachers of SMP PGRI 1 Gunung Alip January 1<sup>th</sup>, 2021, an interview

	presented					
2	Confused by the question given by the teacher	12,9% (4)	54,8% (17)	16,1% (5)	12,9% (4)	3,2% (1)
3	Feel motivated by questions the teacher gives during the lesson process	51,6% (16)	29% (9)	9,7% (3)	9,7% (3)	0%
4	The question of the teacher is understandable	25,8% (8)	45,% (14)	16,1% (5)	9,7% (3)	3,2% (1)
5	Felt a difficult when the teacher asked about the material presented during the learning process	12,9% (4)	45,2% (14)	29% (9)	9,7% (3)	3,2% (1)

Based on the explanation above, the researcher would like to analyze the students' responses during the classroom interaction. The researcher got the result of the data above is from Google form, where the researcher has made the questionnaire first in Google form, then give the link to the students to answer the questionnaire. There are 31 students of SMP PGRI 1 Gunung Alip which answer the questionnaire from the researcher and the result of the questionnaire was automatically.

Some researches have been conducted related to this problem of questioning strategies. One of them is a study done by Siti Nur Hadiani by the title "teacher's questioning strategies in classroom interaction(a case study)".<sup>9</sup> She investigated the questioning strategies employed in classroom interaction in one public senior high school in Cimahi.

Another research was done in 2018 conducted by Rismayanti, entitled "An Analysis teachers questioning strategies during the classroom interaction at PIBA of UIN

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<sup>9</sup> Siti Nur Hadiani, "Teacher's Questioning Strategies In Classroom Interaction (A Case Study)". Thesis, 2014 Available [http://repository.upi.edu/view/creators/Hadiani=3ASiti\\_Nur=3A=3A.default.html](http://repository.upi.edu/view/creators/Hadiani=3ASiti_Nur=3A=3A.default.html) accessed on February 19<sup>th</sup> 2020 at 11.21 pm.



Alaudin Makasar”.<sup>10</sup> The research did to find out the questioning strategies used by the teacher during the classroom interaction of students at PIBA UIN Alauddin Makasar, and to extent the teacher questioning strategies make the classroom interaction at PIBA UIN Alauddin Makasar.

Based on the previous above to distinguish with the previous research, the researcher was motivated to conduct a reasearch on the teachers’ questioning strategies in teaching and the responses of the students during the classroom interaction. The researcher would use qualitative research to analyze the teachers’ questioning strategies in the classrom interaction and also anlyze how the responses of the students during the learning process.

### **C. Identification of the Problem**

Based on the background above, the reasearcher can identify the problem as follows:

1. The teachers sometimes teach the students without questioning.
2. The students feel shy to ask to the teacher.

### **D. Limitation of the Problem**

The limitation of this study is on the teachers and the students of SMP PGRI 1 Gunung Alip. The researcher was focused on the teachers’ questioning strategies during the classroom interaction and the responses of the students during the learning process.

### **E. Formulation of the Problem**

Based on the identification of the problem and limitation of the problem above, the reasearcher formulated the problem as folows:

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<sup>10</sup> Rismayanti, “An Analysis Of Teachers Questioning Strategies During The Classroom Interaction At Piba Of Uin Alauddin Makasar”, Thesis, 2018 available <http://respositori.uin-alauddin.ac.id/view/creators/Rismayanti=3ARismayanti=3A=3A.html> accessed on February 19<sup>th</sup> 2020 at 11.36 pm.

1. What questioning strategies are used by the teacher at SMP PGRI 1 Gunung Alip?
2. How do the teachers apply their questioning strategies and the responses of the students during the classroom interaction?

#### **F. Objective of the Research**

Based on the formulation of the problem above, the objective of the reasearch was follows:

1. to describe the teachers' questioning strategies use during the classroom interaction.
2. to describe the teachers apply their questioning strategies and the responses of the students during the classroom interaction.

#### **G. Use of the Research**

This study would be useful for the students, teacher and the researcher.

1. *Theoritically* : To provide an overview about questioning strategies during the classroom interaction.
2. *Practically* : To give a deeper information and knowledge about how the important of questioning strategies when teaching and during the calssroom interaction.

#### **H. Scope of the Research**

The researcher devided the scope of the research three parts that were:

1. Subject of the research  
The subject of the research are the teachers and the students at SMP PGRI 1 Gunung Alip.
2. Object of the research  
The object of the research is the teachers' questioning strategies during the classroom interaction at SMP PGRI 1 Gunung Alip.

### 3. Place of the research

The research was conducted at SMP PGRI 1 Gunung Alip, Ciherang, Tanggamus, Lampung

## I. Relevance studies

There are some researchers related to this research, several relevance studies are already conducted. Here are some previous studies related to this research:

1. The first research conducted by Rismayanti with the title *“An Analysis of Teacher Questioning Strategies during the Classroom Interaction at PIBA of UIN Alauddin Makassar”*.<sup>11</sup> This research was used descriptive qualitative research which employed classroom observations and interview to obtain the data. The result of this research were: the types of question used by English teacher in PIBA of UIN Alauddin Makassar were display and Preferential Question, the purposes of the English teachers at PIBA of UIN Alauddin Makassar in using display questions were to review the previous materials and to check the student’s understanding about the previous materials while the purpose in asking referential questions were to increase speaking skill and critical thinking skill of the students, the responses of the students PIBA of UIN Alauddin Makassar toward the teacher’s questions types were most of the teacher used in PIBA classroom were clarifying questions, and the second guiding question, integrating and the last anticipated questions.
2. The research by Kholifatul Rosyidah with the title *“An Analysis of Teacher’s Questions Used in Classroom Interaction at 11th Grade of SMK MA’ARIF NU PRAMBON-SIDOARJO”*.<sup>12</sup> This research focused on

<sup>11</sup> Ibid.

<sup>12</sup> Kholifatul Rosyidah, “An Analysis of Teachers Question Used in Classroom Interaction at 11<sup>th</sup> Grade of SMK Ma’Arif NU Prambon-Sidoarjo”, Thesis, 2018 available <http://digilib.uinsby.ac.id/28676/> accessed on November 3<sup>th</sup> 2021 at 13.12 pm.

type of questions does the teacher tend to use in classroom interaction at SMK Ma'arif NU Prambon and the questioning techniques used by the teacher in classroom interaction at SMK Ma'arif NU Prambon. The researcher used qualitative method by observing the classroom, recording, and interviewing the English teacher. The result showed that the teacher tend to use convergent question in the classroom. There were 54 convergent questions used in asking the students in the classroom. The result also showed 7 questioning techniques used by the teacher in asking the students in the classroom.

3. The research by syarifah rahmah with title *"Teacher Questioning Strategies: To Improve Students' Motivation In English Classroom Learning Activity"*.<sup>13</sup> The researcher used narrative analysis to analyze the data. The researcher focused to find out the teachers' questioning strategy in teaching English at SMPN 8 Banda Aceh and to know the improvement of students' motivation in learning English through teachers' questioning strategy. The result of data analysis showed that the teachers used questioning strategies by applying some types of question and performing the type questions in each season of teaching.
4. The research by A.B. Prabowo K.A and Alfiyanti, the title *"An Analysis Of Teachers' Questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade SMP PGRI 01 Semarang"*.<sup>14</sup> This research focused to know kinds of teachers' questioning strategies that teacher use in the classroom and to know the way the

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<sup>13</sup> Syarifah Rahmah, "Teacher Questioning Strategies: To Improve Students' Motivation In English Classroom Learning Activity", Thesis, 2017 Available <https://repository.ar-rainry.ac.id/id/eprint/2770/> accessed on February 17<sup>th</sup> 2020 at 12.57 am.

<sup>14</sup> A.B. Prabowo K.A., Alfiyanti, "An Analysis Of Teachers' Questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade Smp PGRI 01 Semarang" Vol. 4, No. 1, February 2013



teachers use the questioning strategies in the classroom. The researcher used descriptive qualitative.

5. The last researcher by Siti Nurhadiani with the title *“teacher’s questioning strategies in classroom interaction(a case study)”*. She investigated the questioning strategies employed in classroom interaction in one public senior high school in Cimahi.

## **J. Research Methodology**

### **a. Research Method**

According to Mcmillan research is a process of gathering, investigating and analyzing the information or data systematically and directly from the specific source of data.<sup>15</sup> In this research, the researcher using qualitative research. The researcher was used descriptive qualitative method to describe what teacher questioning strategies used by the teacher in teaching English and how the responses of the students at SMP PGRI 1 Gunung Alip. According to Creswell, grounded theory method is “a systematic, qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or an interaction about substantive topic”.<sup>16</sup>

The research took 2 subjects of the participants, there were English teacher and the students of SMP PGRI 1 Gunung Alip. The researcher observe and interview the teacher and the students.

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<sup>15</sup> Syarifah Rahmah, “Teacher Questioning Strategies: To Improve Students’ Motivation In English Classroom Learning Activity”, Thesis, 2017 available Available <https://repository.ar-rainry.ac.id/id/eprint/2770/> accessed on February 17<sup>th</sup> 2020 at 12.57 am.

<sup>16</sup> Hanna Sundari, “Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia”, *Volume 8*, number 6, December 2017: 149.

## b. Research instrument

Schreiber and Abber-self have argued that an instrument is anything used to collect the data.<sup>17</sup> There are four kinds of instrument for data analysis, these are observation, field notes, audio recording/video recording, and interview.

### 1. Classroom Observation (observation checklist)

According to Gay in Rismayanti's Thesis, observation model are useful means gaining understanding about the process involved in a situation. In this observation, qualitative research obtains the data by simple watching the participants. The emphasis during the observation is on understanding in the natural environment as lived by participant without altering or manipulation it.<sup>18</sup>

In this research, the researcher used classroom observation checklist to know the teacher questions and the responses of the students in the learning process. The researcher would observe three English teachers in three moving class for one meeting each class. In classroom observation were see real teacher teaching situation, look at students' enthusiasm, behavior, response and activity in teaching learning process. The researcher will do the observation in the class to collect the data by using recording and taking note. Base on the

<sup>17</sup> Tities Triwuryani, "Questioning Strategies Implemented By English Teachers Of MTS N-2 Palangka Raya" Thesis, 2018 Available <http://digilib.iain-palangkaraya.ac.id> accessed on November 28<sup>th</sup> 2020 at 8.29 am.

<sup>18</sup> Rismayanti, "An Analysis Of Teachers Questioning Strategies During The Classroom Interaction At Piba Of Uin Alauddin Makassar", Thesis, 2018 available <http://respositori.uin-alauddin.ac.id/view/creators/Rismayanti=3ARismayanti=3A=3A.html> accessed on February 19<sup>th</sup> 2020 at 11.36 pm.

explanation of the observation, here some grid observation on the table 2.

**Table 1.2**  
**Observation Grid**

No	Component	Sub component
1	Introductory activities of the teacher	<ul style="list-style-type: none"> <li>• Conditioning and testing students' initial knowledge</li> <li>• Conveys the core purpose of learning and explains the learning process</li> </ul>
2	The teacher's core activity	<ul style="list-style-type: none"> <li>• Engage in exploration activities by capitalizing on the learning media</li> <li>• Do the feedback by giving questions</li> <li>• Do the confirmation to the students</li> </ul>
3	Closing	<ul style="list-style-type: none"> <li>• Make the resume of the lesson</li> <li>• Pray</li> </ul>

## 2. Field note

According to Lisa Kevin, field notes are the notes about what were happened to a period of observation or interview. The data about what question use and apply the question strategies by the teacher in teaching and then the response of the students when observe from the interactions that occurred in the classroom. It use to take a note about the additional information while doing the observation such as the time when the teacher give questions to the students and apply their questioning strategies to get the response of the students onto the teaching in learning process, or the example of teacher's utterances while giving the questions.

### 3. Audio recording/video recording

The recorder used to catch the teacher's utterances in giving questions during the teaching learning process and record the interview process.<sup>19</sup> Peachey suggested that classroom recordings were objective and fair. This is because researchers can approach the viewer without disturbing or distracting the viewer.<sup>20</sup> The recorder used to keep the teacher's utterances which are miss by the researcher while doing the observation. It is also use to fulfill the data transcription.

### 4. Interview

Interview was dialogue that used by the researcher to know more about the information. It will be conducted to know the response of students' mind or students' perception about teachers' strategies and students' responses. Conducting interview was very important in this research since some mental aspects since measuring information.

According to Arikunto in Rismayanti Thesis, interview is dialog used to acquire information from someone interviewed. Interview is used to appraise someone's condition. For example; to look for the data about variable of students' background, parents, education, attention, perception.<sup>21</sup>

<sup>19</sup> Kholifatur Rosyidah, "An Analysis of Teachers Question Used in Classroom Interaction at 11<sup>th</sup> Grade of SMK Ma'Arif NU Prambon-Sidoarjo", Thesis, 2018 available <http://digilib.uinsby.ac.id/28676/> accessed on November 3<sup>th</sup> 2021 at 13.12 pm.

<sup>20</sup> Peachey, N. Using Audio and Video to Record Classrooms. 2008.Retrieved on May 13, 2010 from: <http://www.englishonline.org.cn/en/teachers/action-researchtoolkit/audio>, accessed on Sunday February 07<sup>th</sup> 2021, at 21.19 pm.

<sup>21</sup> Ibid.

Interviewing aimed to get the addition of information in response by implemented teacher questioning strategy to improve students' motivation in learning English. The results obtained determine to extent doing of the application of teacher questioning strategy to engage in the learning process and students' responses also teacher perception of using teacher questioning strategy during learning process.

Interview was a technique that used to find out the data information. In this research, the researcher used a structure interview. The interviewed by the researcher are English teachers and the students. The researcher interviewed the teacher and the students to find out her implementation of teachers' questioning during the classroom interaction and the responses of the students.

In this research, the researcher gathered data by using three English teacher that have taught in moving class and 10 students to get information about their responses in the learning process. The researcher used semi-structure interview. It involved a series of open-ended question base on the topic areas the researcher want to cover. Semi-structure interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions.<sup>22</sup>

Base on the explanation of the interview above, here the table of interview grid.

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<sup>22</sup> <https://methods.sagepub.com/reference/sage-encyc-qualitative-research-methods/n420.xml> accessed on July 9, 2021 at 12.34 pm.

**Table 1.3**  
**Interview Grid**

No	Component	Sub component
1	Know the information from the teacher in teaching strategies especially in giving questions	<ul style="list-style-type: none"> <li>• the learning process be more understanding</li> <li>• can check the students understanding during the classroom interaction</li> </ul>
2	Response of the students after give the questions during the classroom interaction	<ul style="list-style-type: none"> <li>• the students be more active to answer the questions</li> <li>• the students feel shy or afraid to answer the questions</li> </ul>

### c. Research Subject

This research would conduct at SMP PGRI 1 Gunung Alip. This school is located at Koprak Bachtia street no.184, Penanggungan, Gunung Alip, Tanggamus, Lampung. The subjects of the research were the English teachers and the students of SMP PGRI 1 Gunung Alip. There were three English teachers at SMP PGRI 1 Gunung Alip and one class in each teacher would be observe. It means there were three classes have been observe, they were seventh, eighth, and ninth grade and every class in 1 meeting. There are two reasons why the researcher chooses one class in each teacher. The first is because the teachers tend to use teacher's questions as the way to interact with the students. The second is that the students have low participant in the classroom. Thus, the teacher uses teacher's questions to stimulate and increase the students' interaction in the classroom.

### d. Research Procedure

There were several steps or procedures used in the research to collect the data. In collecting the data, the researcher used the procedures as follows:

1. Researcher proposed to the teacher of SMP PGRI 1 Gunung Alip to help and collaborate with researcher



in conducting this research in order to make this research easier and more effective.

2. Give some instruction and explain the purposes of the research to the teachers.
3. Prepared the instruments for observation and interview such as field note, voice recorder or video recorder.
4. The researcher employed observation during research to gain the data about teacher questioning strategies. The researcher observed the teachers through some combination of field note.
5. Researcher was conducted the research and observing the teachers and the students carefully.
6. And the last after class conducted, researcher interviewed the teachers and the students.
7. From observation, interviews and recording, the researchers examined various types of records and document files.

#### **e. Sampling Technique**

In this research, the researcher was used purposive sampling technique. This is also a commonly used sampling strategy, in that participants are recruited according to pre-selected criteria relevant to a particular research question. Sometimes referred to as 'judgment sampling', purposive sampling is designed to provide information-rich cases for in-depth study.<sup>23</sup> This is because participants are those who have the required status or experience, or are known to possess special knowledge to provide the information researchers seek.

There are two other types of sampling that come under the umbrella of purposive sampling. These are quota sampling and maximum variation sampling. In

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<sup>23</sup> Violeta Lopez, Dean Whitehead, "Sampling data and data collection in qualitative research", June 25<sup>th</sup> 2022, accessed on January 7<sup>th</sup> 2022 <https://www.researchgate.net/publication/255950308>

quota sampling, the researcher decides the number of participants and which characteristics they need to possess. The characteristics may be according to age, gender, profession, diagnosis, ethnicity and so forth.<sup>24</sup>

Maximum phenomena variation sampling is sometimes used to ensure that the full range and extent of the phenomena are represented. When choosing this type of sampling, the focus could be either on people.<sup>25</sup>

#### **f. Data Collection Techniques**

The necessary data, such as the teacher's utterances while giving questions, were obtained through classroom observation. According to Ary, observation is a basic method of obtaining data onto qualitative.<sup>26</sup> Therefore, the researcher observed the classroom directly for about 1 meeting 1 class. Furthermore, the study used non-participant observation study. It means that the researcher presented in the class but did not participate in the classroom activity.

In observing the teaching learning process, the researcher used observation checklist which combined with field note to know the questions types and techniques used in the classroom. The researcher also used audio recording to record what was going on the classroom. To double check and gain more information during the classroom observation, the researcher interviewed the teacher after doing the classroom observation.

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<sup>24</sup> Ibid.

<sup>25</sup> Ibid. P

<sup>26</sup> Nur Wasi'ah, "A Study of Teacher Talk in Classroom Interaction at An Islamic Senior High School". OKARA journal of language and Literature, Vol. 1. No. 34, Summer 2016, 28.

### g. Data Analysis Techniques

According to Miles and Huberman there are steps in data analysis.<sup>27</sup> They are data reduction, data display, and conclusion drawing and verification. Generally, the steps are related to each other either during or after collecting data so the model of Mile and Huberman is called as an interactive model:

#### 1. Data Reduction

In this step, the researcher conducted selection and attention focus on simplifying, abstracting, and transforming a hard data achieved. Qualitative data could be reduced and transformed in a lot of ways; they were selection and summary or paraphrase.

#### 2. Data Display

In this step, the researcher developed and arranges information, description to take conclusion and action. The display data which is use a narrative text. The display is organize, compressed assembly of information that permits conclusion drawing and action. It is design to assembly organized information into an immediately accessible, compact form so that analyst can see what happening and either draw justified conclusions or move on the next step of analyst the display.

#### 3. Conclusion Drawing and verification

The researcher attempted to take a conclusion and to do verification by looking for meanings of every single data achieved. Conclusion was verified at the analyst process. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with short excursion back to field notes, or it may be elaborated, with lengthy

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<sup>27</sup> Rismayanti, "An Analysis Of Teachers Quetioning Strategies During The Classroom Interaction At Piba Of Uin Alauddin Makasar", Thesis, 2018 available <http://respositori.uin-alauddin.ac.id/view/creators/Rismayanti=3ARismayanti=3A=3A.html> accessed on February 19<sup>th</sup> 2020 at 11.36 pm.

argumentation and review among colleagues to developed inter subjective consensus, or with extensive efforts to replicate a finding in another data set.

## **h. Trustworthiness of The Data**

### **a. Triangulation**

Triangulation was qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data collection procedures.<sup>28</sup> According to Patton, triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena.<sup>29</sup> Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

Denzin and Patton identified four types of triangulation; method triangulation, investigator triangulation, theory triangulation, and data source triangulation.<sup>30</sup> In this research, the researcher used method triangulation.

### **b. Method Triangulation**

According to Polit and Beck, method triangulation involved the use of multiple methods of data collection about the same phenomenon.<sup>31</sup> The intention was to decrease and biases that come from any single method. In other words, the strength of one method may compensate for the weaknesses of another. This type of triangulation was very similar to the mixed method approaches used in

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<sup>28</sup> Ibid.

<sup>29</sup> Nancy Carter, and friends, "The Use of Triangulation in Qualitative Research", *Vol. 41 no. 5*, September 2014.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.

social science research, where the results from one method are used to enhance, augment and clarify the results of another.<sup>32</sup>

Based on the explanation above, the researcher used method triangulation and used observation, field note, audio/video recording, and interview.

## **K. Systematic of The Writing**

Systematic of this writing in this research compiled as follows:

Chapter I: This section is an introduction that contains:

- A. Title Affirmation
- B. Background of the problem
- C. Identification of the problem
- D. Limitation of the problem
- E. Formulation of the problem
- F. Objective of the research
- G. Use of the research
- H. Scope of the research
- I. Relevance studies
- J. Research methodology
- K. Systematic of the writing

Chapter II: This is a Theoretical Framework that contains:

- A. Theory
  - 1. Teacher strategies
  - 2. Question
  - 3. Questioning strategies
  - 4. Classroom interaction
  - 5. The relationship between questioning strategies and classroom interaction

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<sup>32</sup> UNAIDS, “An Introduction to Triangulation”, Avenue Appia, Switzerland, 2010. P. 14-15.

Chapter III: This section is a description of the object research that contains:

- A. General description of the object
- B. Facts and data display

Chapter IV: This section is a research analysis that contains:

- A. Findings
- B. Discussion

Chapter V: This section is a closing that contains:

- A. Conclusion
- B. suggestions





## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Theory

##### 1. Teacher Strategies

According to Hornby , teaching means to show somebody, so that they will be able to do it themselves.<sup>33</sup> In learning process, the teacher can give the best knowledge to the students. Teaching is the important way in the transform the knowledge or information.

Teaching according to the Oxford Dictionary , is known as a job of a teacher, while strategy is a plan intended to achieve a particular purpose.<sup>34</sup> According to Harld , stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. According to While David , in Majid book convinced that teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal.<sup>35</sup>

According to Brown, teacher strategies are specific methods of approaching a problem or task, modes of operation of achieving a particular end, planned design for controlling and manipulating certain information.<sup>36</sup>

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<sup>33</sup> A.B. Prabowo K.A., Rahmawati, Alfiyanti, "An Analysis Of Teachers' Questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade Smp PGRI 01 Semarang", *Vol. 4, No. 1*, February 2013

<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Rismayanti, "An Analysis Of Teacher's Questioning Strategies During The Classroom Interaction At Piba Of Uin Alauddin Makassar" Thesis, 2018 available <http://respositori.uin-alauddin.ac.id/view/creators/Rismayanti=3ARismayanti=3A=3A.html> accessed on February 19<sup>th</sup> 2020 at 11.36 pm.

According to Rooijackers, a good learning environment is where learning works best. The required requirement was:

- 1) The learners must progress in learning
- 2) The learners should appreciate the lessons that are presented.
- 3) The learners must get satisfaction from the learning process that are accomplishes.<sup>37</sup>

In the learning strategies, these include from the three categories: metacognitive, cognitive and socio-affective.

## 2. Question

The question is an expression or telling of one's curiosity about an information as outlined in a question sentence. Usually the questions will end with a question mark. According to Azerefegen, a question is any sentence which has an interrogative form or function. It refers to a problem which is presented to the learners to give answers, to tell his or her wishes, and the like. In classroom setting, question is an essential element of instruction that teacher can use it as a tool to monitor student competence and understanding, also for provoking discussion. It allows teacher to analyze the students' understanding of the material during teaching-learning process.<sup>38</sup>

According to Gattis , a question is one of the most important tools in guiding and extending students' learning. It can help the teachers to develop their own

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<sup>37</sup> Haidir & Salim, Strategi Pembelajaran Suatu Pendekatan Bagaimana Meningkatkan Kegiatan Belajar Siswa Secara Transformatif, Medan, PERDANA PUBLISHING, 2012, P.6 available <http://repository.uinsu.ac.id/555/1/STRATEGI%20PEMBELAJARAN.pdf> accessed on June 16<sup>th</sup> 2020 at 15.35 pm.

<sup>38</sup> Yona Andana, "The Types Of Teacher's Questions In English Teaching-Learning Process At Man Mojokerto", Thesis, 2018 available <http://digilib.uinsby.ac.id/view/creators/Andana=3Ayona=3A=3a.html> accessed on February 19<sup>th</sup> 2020 at 08.37 am.

strategy to enhance the students work and thinking. Therefore, it will be effective when it allows students to become fully involved in the learning process. In terms of lesson planning, teachers significantly think about the types of questions for students. The teachers likewise need to clear the goals of questions to their students. Therefore, through this process, lesson plan will help teachers to plan good questions along with effective answers session.<sup>39</sup>

According to Linch, states that question is a command or interrogative expressions used to elicit information or a response or to test knowledge.<sup>40</sup> In other word, give question can help how far the students know about the knowledge.

Long and Sato states that question is a linguistic expression used to make a request for information, or the request made using such an expression. So, the information requested may be provided in the form of an answer. Cotton, K. defines question as any sentence which has an interrogative form or function. In classroom settings, teacher's questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.<sup>41</sup>

There are two types of question: questions based on form and questions based on content. Questions based on form can be distinguished into convergent and

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<sup>39</sup> Sujariati, Qashas Rahman, Murni Mahmud, "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu", *ELT Worldwide Vol. 3, No. 1* 2016

<sup>40</sup> Ibid.

<sup>41</sup> Ibid, p.

divergent questions. Convergent questions generate one answer that is clearly right or wrong. For example, questions that can be answered by 'yes' or 'no' and questions that have no possible alternative answers or interpretations. These kinds of questions are believed to be helpful to develop auditory skills and vocabulary and to promote participation for the whole class before moving on to some other teaching methods. Unlike convergent questions, divergent questions always have more than one correct answer. These questions are also called open questions.<sup>42</sup>

Questions based on Content consist of five types which basically are classified from low-level questions to high-level questions. Based on Bloom's taxonomy of questions the five types of questions are, as follows:

- a. **Knowledge (memory) Questions** The first level of taxonomy is knowledge or memory question. This question requires students to identify or recollect information. The students just need to count on their memory to remember knowledge that they have learnt before, for example, "What is the capital of Indonesia?" "Who wrote Hamlet?"
- b. **Comprehension Questions** To answer this kind of question, the students are required not merely to recollect information but also to show their mastery of the material. Their mastery can be seen through their ability in reformulating and in illustrating the material in his or her words. For instance, instead of asking students, "What is the quotation?" the teacher can ask, "What do you think Hamlet means when he asks, 'To be or not to be: that is the question'?"

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<sup>42</sup> Debora Tri Ragawanti, "Questions and Questioning Techniques: A View of Indonesian Students' Preferences", *Volume 11, No. 2*, DECEMBER 2009: 155-170

- c. **Analysis Questions** This kind of question is a higher order of question that requires students to think critically and comprehensively. To answer this type of question, students need to identify reasons, analyze available information or facts, and then arrive at conclusions, conjectures or generalizations. For example, to identify motives for the government to give severe punishment to Hester Prynne in Hawthorne's *The Scarlet Letter*, teachers can ask "How does the setting of the story tell you the reasons why the government gives such severe punishment?"
- d. **Synthesis Questions**, Synthesis question is also a higher-order type of question that requires students to express their opinion to perform their imaginative and creative thinking. With this kind of question, students can use their imaginative and creative thinking to create imaginative communication, to make predictions, or to solve problems. This technique is believed to develop students' creative abilities. For students to produce an imaginative communication, for example, teachers can ask a question like, "If you were a journalist, what questions would you ask to a very dangerous criminal?" To ask students to make predictions, teachers can ask, "How would students react if attendance is not required?" As for problem solving, teachers can also give this activity: "You were in the situation of being stranded in a remote island. Choose three tools available in the sheet (consisting of various tools) and discuss with your group how you could escape from the island."

- e. Evaluation Questions, Evaluation questions belong to a higher-order type of question. Similar to analysis and synthesis questions, this kind of question does not have one correct answer, either. To answer this kind of question, students are provided with sets of ideas, problems or situations. Then, they are asked to state their opinion to make a judgment on the ideas, problems or situations. The example of this question is “Why do you think people should or should not be allowed to do an abortion?”<sup>43</sup>

### 3. Questioning Strategies

Guest states 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".<sup>44</sup> It means that we cannot ignore that questioning strategies are very important for teachers and students.

Harvey states that questioning strategy is most effective when it allows pupils to become fully involved in the learning process.<sup>45</sup> He states that while the lesson is planning, it is absolutely vital that teachers think about the types of questions will be asked to students. It also needs to be clear on what the intended outcomes of the questions/answer session should be. It means that the questioning technique 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.

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<sup>43</sup> Ibid, p.

<sup>44</sup> Sujariati, Qashas Rahman, Murni Mahmud, “English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu”, *ELT Worldwide Vol. 3, No. 1* 2016

<sup>45</sup> Ibid.



According to Fries Gather. J. questioning strategy is one of the most important dimensions of teaching and learning.<sup>46</sup> It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

Arends states, “*The term teaching model refers to a particular approach to intruction that includes its goals, syntax, environment, and management system,*” means that, the term model asks questions for various reasons. Reasons include the following:

- a. Check student understanding of teachings.
- b. Evaluate the effectiveness of the lesson.
- c. Improve high level mindset.<sup>47</sup>

A major goal for developing effective questioning techniques is to increase the amount of student participation. There are three teachers’ techniques in questioning: Nominating Volunteering Students, Pre-Arranged Format and Random Nomination, and Wait-time or Waiting Time.<sup>48</sup>

McKenzi had argued that asking the right question in a particular situation can improve a whole range of communication skill.<sup>49</sup> For example, it can gathered better information, learned more, build stronger relationships, managed people more effectively and

<sup>46</sup> Ibid.

<sup>47</sup> <http://www.jejakpendidikan.com/2017/03/model-pembelajaran-questioning-type.html>, accesed on Sunday 23<sup>rd</sup> february 2020, at 07.40 pm.

<sup>48</sup> Debora Tri Ragawanti, “Questions and Questioning Techniques: A View of Indonesian Students’ Preferences”, *Volume 11, Number 2, DECEMBER 2009*: 155-170

<sup>49</sup> Syarifah Rahmah, “Teacher Questioning Strategies: To Improve Students’ Motivation In English Classroom Learning Activity”, Thesis, 2017 available Available <https://repository.ar-rainry.ac.id/id/eprint/2770/> accesed on February 17<sup>th</sup> 2020 at 12.57 am.

helped each other. Teachers can ask students questions to make students know and realize about the topic. In turn, it is hoped that student will ask the follow-up question and engage the discussion. Therefore, by encouraging students to ask questions, teachers provide opportunities for students to become actively engage in the learning process while also developing valuable Metacognitive skills that will benefit students the rest of their live.

Brown points out that appropriate questioning in an interactive classroom can fulfill a number of different functions, such as giving the student opportunity to produce language comfortably, initiating a chain reaction of student interaction among themselves, and providing students with opportunities to find out what they think by hearing what they say.<sup>50</sup>

Winne and Butler provided an excellent summary in their claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies".<sup>51</sup> It means, when doing the feedback questions in learning process, beside get more information, also make the class to be interactive.

Game mix questions or usually called by question card. The media card is considered appropriate in helping teachers to accomplish the purpose of learning because the media card is very practical to use in the learning activity because it has a minimal size, the design on the card can be adapted for the purpose of

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<sup>50</sup> Siti Nur Hadiani, "Teacher Questioning Strategies in Classroom Interaction", Thesis, 2014 available [http://repository.upi.edu/view/creators/Hadiani=3ASiti\\_Nur=3A=3A.default.html](http://repository.upi.edu/view/creators/Hadiani=3ASiti_Nur=3A=3A.default.html) accessed on February 19<sup>th</sup> 2020 at 11.21 pm.

<sup>51</sup> John Hattie, Helen Timperley, "The Power of Feedback", *March 2007, Vol. 77, No. 1, pp. 81.*

learning, and it is easy to use.<sup>52</sup> With a variety of credit-card advantages to apply in classroom learning as a means to improve students' critical thinking skills, then the media selection used to improve thinking skills in student learning is game mix questions or game question card. The question card game is the learning medium in the form of a game that in groups. These games involves cards that present picture or questions as well as problems relate to everyday life and those in our neighborhood or related to the material.

Unfortunately, asking questions to the students does not always work in some cases regardless the repertoire of questions that can be applied by the teacher in the classroom. Teacher, sometimes, fails to encourage the students to speak more by answering the questions due to certain circumstances, such as the question that is not understood by the students or the length of the question that is too long. For that reason, it is important to not only look at the type of the questions but also the questioning strategies employed by the teacher since developing a repertoire of questioning strategies is also one of the best ways for teacher to establish and sustain the interactive classroom interaction. Questioning strategies may also provide necessary stepping stones for the students to communicate.<sup>53</sup>

In preliminary research, the researcher found the strategies used by the teachers when interviewed the teachers. The first is feedback questions.

According to Gibbs, there are many strategies that the teachers can use to make their questioning strategies be more effective:

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<sup>52</sup> Nurul Laila, "Pengembangan Permainan Question Card Sebagai Media Pembelajaran Untuk Meningkatkan Berpikir Kritis Siswa", *Jurnal Ekonomi & Pendidikan*, 16(2), 2019.

<sup>53</sup> Ibid.

- 1) Ask question that invite more than plausible answer.
- 2) Provide wait time after asking a question to give less confident students an opportunity to formulate their responses.
- 3) Ask follow-up questions, such as, “what can you add?” “what is your opinion, Alya?”
- 4) Provide feedback that neither confirms nor denies student responses. Then the discussion remains open. Examples are: “interesting.” “I hadn’t thought about that before.”
- 5) Request a summary. “who can make Ratna’s point in different words?”
- 6) Survey the other students. “who agrees with shinta?” “who disagrees? Why?”
- 7) Encourage students to direct questions to other students. “Ask Alex if he can add something to your response.”
- 8) Be the devil’s advocate. “how would you feel if...?” “How would your answer change if...?”
- 9) Use think-aloud. “How did you figure out that answer?”
- 10) Call on all students, not only those who raise their hands, but move on quickly if a student chooses not to answer.
- 11) Alert the students to possible answer. “there are many possible answer to this question.”
- 12) Change the perspective. “ how would you feel about your answer if you were...?”
- 13) Imagine. “what would happen if...?”
- 14) Relate the response to something else. “How is (student’s response) similar to \_\_\_\_\_?” “How is it different?”

- 15) Transform the response in some way. “what if you changed (student’s idea) to \_\_\_\_\_?” what if we combined Ratna’s idea with Andi’s idea?<sup>54</sup>

In other researches, Richards and Lockharts explained 3 types of questions. they are Procedural questions, convergent questions, and divergent questions. Those questioning strategies are the types from book “reflective teaching in second language classroom” by Jack C. Richards and Charles Lockhart.

Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. Richards and Lockhart stated that the questions usually occur in a classroom to check students understanding or check students’ assignment.<sup>55</sup>

Second, convergent question is one of questions which is designed to engage students in the content of learning. It can also facilitate the students thinking and promote the classroom interaction. This question type usually engages students’ responses which focuses central topic. The responses are often short answer, such as yes or no, or short statements. In other words, convergent question does not require students to engage in higher level thinking in order to come up with a response but often focus on recall of previously presented information.<sup>56</sup>

Third, Divergent questions encourage students responses which are not short answer and which require students to engage in higher level thinking. It requires students to express their own information rather than to recall the previous information. In other words, divergent questions

<sup>54</sup> Alan Crawford and friends, *Teaching and Learning Strategies for the Thinking Classroom* (New York: The International Debate Education Association, 2005), p.6.

<sup>55</sup> Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*.(Cambridge: Cambridge University Press, 2007), 186.

<sup>56</sup> Ibid.

often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes.<sup>57</sup>

Then, there were some techniques that can be used to help teacher in conducting classroom interaction, moreover in stimulating students responses. They are;

- a. Plan key questions to provide lesson structure and direction. Write them into lesson plans, at least one for each objective especially - higher-level questions necessary to guide discussions. Asking spontaneous questions based on students responses.
- b. Ask questions logically and sequentially. Avoid random questions lacking clear focus and intent. Consider students' intellectual ability, prior understanding of content, topic and lesson objective. Asking questions on a planned sequence will enhance student thinking and learning particularly during discussions.
- c. Follow up student responses. It means that encourages students to expand their responses. So the class will be more interactive during the classroom interaction.
- d. giving the time to the students when giving the questions to the students to answer the question or time to responding.<sup>58</sup>

Based on the explanation above, the researcher used the kind of questioning strategies from the theory of Jack C. Richards and Charles Lockhart and also tries to find out the techniques used by the teachers while giving the questions to the students.

<sup>57</sup> Ibid.

<sup>58</sup> Kholifatur Rosyidah, "An Analysis of Teachers Question Used in Classroom Interaction at 11<sup>th</sup> Grade of SMK Ma'Arif NU Prambon-Sidoarjo", Thesis, 2018 available <http://digilib.uinsby.ac.id/28676/> accessed on November 3<sup>th</sup> 2021 at 13.12 pm.



### e. The Important of Questions

Questions is a great part in communication. It is good as learning tool to promote interaction. Richards and Lockharts stated the following as justifications for the importance of questions in teaching:<sup>59</sup>

1. They stimulate and maintain students' interest.
2. They encourage students to think and focus on the content of the lesson.
3. They enable teachers to check students' understanding.
4. They enable the teacher to elicit particular structures or vocabulary items.
5. They encourage students to participate in a lesson.

In another book at kholifatur rosyidah thesis, H. Douglas Brown mentioned that appropriate questioning in an interactive classroom can fulfill several different functions:<sup>60</sup>

1. Teacher questions give students the impetus for and the ability to comfortably create languages without risking starting their own language.
2. Teacher questions help to trigger a chain reaction to the interaction between students.
3. Teacher questions provide immediate feedback to about student understanding.
4. Teacher questions provide students with the opportunity to hear what they are saying and to know their thoughts.

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<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

#### 4. Classroom Interaction

Classroom interactions describe the form and content of behavior or social interaction in the classroom. In particular, research on gender, class, and “race” in education has examined the relationship between teacher and students in the classroom.<sup>61</sup>

According to Hornby, teaching means to show somebody, so that they will be able to do it themselves.<sup>62</sup> In learning, teaching very important to give the knowledge for the target learning. In this study, teaching is the way to transform the knowledge or information. According to Guillauteaux and Dörnyei, examined the link between the teacher’s motivational teaching practice and the language learning motivation of their classes.<sup>63</sup>

According to Evan Ortlieb, In pre-service teacher education, novice teachers have the opportunities to observe experienced teachers.<sup>64</sup> A number of advantages of conducting classroom interaction for student teachers includes:

- 1) Developing a terminology for understanding and discussing the teaching process;
- 2) Developing an awareness of the principles and decision making that underlie effective teaching;
- 3) Distinguishing between effective and ineffective classroom principles;

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<sup>61</sup> Rismayanti, “An Analysis Of Teacher’s Questioning Strategies During The Classroom Interaction At Piba Of Uin Alauddin Makassar”, Thesis, 2018 available <http://respositori.uin-alauddin.ac.id/view/creators/Rismayanti=3ARismayanti=3A=3A.html> accessed on February 19<sup>th</sup> 2020 at 11.36 pm.

<sup>62</sup> A.B. Prabowo K.A., Alfianti, “An Analysis Of Teachers’ Questioning Strategies During Interaction In The Classroom: A Case Of The Eight Grade Smp PGRI 01 Semarang”, *Vol. 4, No. 1*, February 2013

<sup>63</sup> Ibid.

<sup>64</sup> Ibid.

- 4) Identifying techniques and practices student teachers can apply to their own teaching Day.

According to Rain S. Bongolan, Cooperative learning, problem based learning, the use of case methods and simulation are some approaches that promote active.<sup>65</sup> 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.

## **5. The Relationship between Questioning Strategies and Classroom Interaction**

In the learning process, as we know that the teachers need to have some strategies in teaching, especially the strategy in giving question. Questioning strategies are the ways which are used to ask something to the students to get a purpose in teaching. In the learning process, the teachers need to know how far the students understand about the material which has been taught.

Questioning is a process which always used in the process of communication, including in the learning process. According to Halstead and Mclaughlin, question is one of the most important tools in guiding and extending students' learning.<sup>66</sup> It can help the teachers to develop their own strategy to enhance the students work and thinking. Recent research on questioning in teaching English based on teacher's

<sup>65</sup> Ibid. P

<sup>66</sup> Nashruddin Nashruddin, Putri Rahmawati Ningtyas, "English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction", *Vol. 2 No. 1*, March 2020. P.5

questioning strategies in the classroom interaction. Paule said that states the tendency for the teachers to ask many questions has been observed in much investigation.<sup>67</sup>

In teaching English, using questions can help the teacher to get the feedback from the students during the learning process. The questioning strategies in classroom interaction also in order to get students' responses, so that the teacher can trigger the students to be more engaged and be active in the learning process.<sup>68</sup>




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<sup>67</sup> Ibid.

<sup>68</sup> Siti Nur Hadiani, "Teacher Questioning Strategies in Classroom Interaction", Thesis, 2014 available [http://repository.upi.edu/view/creators/Hadiani=3ASiti\\_Nur=3A=3A.default.html](http://repository.upi.edu/view/creators/Hadiani=3ASiti_Nur=3A=3A.default.html) accessed on February 19<sup>th</sup> 2020 at 11.21 pm.

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