

**AN ANALYSIS OF TEACHER'S QUESTIONS STRATEGIES
DURING THE CLASSROOM INTERACTION AT
SMK PGRI PASIR SAKTI**

A Thesis

(Submitted to The English Department
As A Partial Fulfillment Of Requirements
For Seminar Proposal)

By

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ABSTRACT

Nita Ardiyanti. 2023. An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at SMK PGRI Pasir Sakti Lampung Timur (A Descriptive Qualitative Research). Supervised by Sri Suci Suryani M.Pd and Dr. Moh Muhsin. M.Hum

This research was aimed to find out the questioning strategies that the English teacher used and the reason why the English teacher used their questioning strategies during the classroom interaction at SMK PGRI Pasir Sakti.

This research applied descriptive qualitative method. The data were collected from the observation by video recorder and interview by audio recorder. The data was taken from three English teacher's at SMK PGRI Pasir Sakti Lampung Timur in order to find out what the questioning strategies are used and the reason why the English teachers used their questioning strategies during the classroom interaction.

The result of this research showed that the teachers employed question-Planning strategies and Questioning-Controlling strategies. The English teachers actively using questioning strategies in the classroom interaction that they were asked the question to check about the students' understanding about the previous material to attract the students' attention, to support the students' contributions in the class and also to motivate the students to learn. And the reason why the English teacher used their questioning strategies is according to the function of the questioning strategies types.

Key words : questioning strategy, classroom interaction.

ABSTRAK

Nita Ardiyanti. 2023. Analisis Strategi Pertanyaan Guru Selama Interaksi Dalam Kelas di SMK PGRI Pasir Sakti Lampung Timur (Penelitian Kualitatif Deskriptif). Di bombing oleh Sri Suci Suryani M.Pd dan Dr. Moh Muhsin. M. Hum.

Penelitian ini bertujuan untuk mengetahui strategi pertanyaan yang digunakan guru Bahasa Inggris dan alasan mengapa guru Bahasa Inggris menggunakan strategi pertanyaan mereka selama interaksi dalam kelas di SMK PGRI Pasir Sakti Lampung Timur.

Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari observasi dengan metode perekam video dan wawancara dengan perekam video. Data diambil dari tiga guru Bahasa Inggris di SMKPGRI Pasir Sakti untuk mengetahui apa saja strategi pertanyaan yang digunakan guru Bahasa Inggris dan alasan mengapa guru Bahasa Inggris menggunakan strategi pertanyaan mereka selama interaksi dalam kelas.

Hasil penelitian menunjukkan bahwa guru yang digunakan adalah strategi perencanaan pertanyaan. Guru Bahasa secara aktif menggunakan strategi tanya jawab dalam interaksi kelas sehingga mereka ditanyai pertanyaan untuk memeriksa tentang pemahaman siswa tentang materi sebelumnya, untuk menarik perhatian siswa, untuk mendukung siswa, untuk kontribusi di kelas dan juga untuk memotivasi siswa untuk mempelajari, dan alasan mengapa guru Bahasa Inggris menggunakan strategi pertanyaan mereka adalah sesuai dengan fungsi dari jenis strategi pertanyaan.

Kata kunci : strategi bertanya, interaksi kelas.

DECLARATION

I hereby stated that thesis entitled “ Students’ Anxiety Factors in Speaking English (A Case Study at the 9th Grade of SMP N 1 Bukit kemuning) in the Academic Year of 2021/2022” is completely my own work based on my research. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text in this thesis.

Bandar Lampung, Agustus 2023

Declared by



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A thesis entitled: "An Analysis Of Teacher's Questios Strategies During The Classroom Intraction At Smk PGRI Pasir Sakti", by: Nita Ardiyanti, NPM: 1611040295, Department: English Education, has been successfully defended at the Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamis University, Lampung. The thesis defense was held on Tuesday, 27, 2023.

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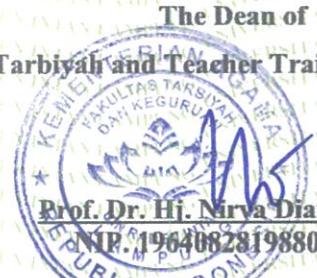
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MOTTO

وَاللَّهُ أَحْرَجَكُم مِنْ بُطُونِ أُمَّهَتُكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ الْسَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئَدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

“dan Allah mengeluarkan kamu dari perut ibumu dalam Keadaan tidak mengetahui sesuatupun, dan Dia memberi kamu pendengaran, penglihatan dan hati, agar kamu bersyukur.”

(QS. An-Nahl Ayat : 78)



DEDICATION

From the deepest of my heart, I would like to dedicate this thesis to:

1. Allah SWT, whose blessing and mercy have been crucial to completing my thesis.
2. My beloved parents, Mr. M. Saleh and Ms. Sri Wahyuni, and Parents in law and my Family always pray and accompany me in every situation. Thank you very much, I love them so much.
3. My beloved My Husband M. Edo Sholihin and My Children Azallea Nurazzahrah, thank you very much I Love them so much.
4. My beloved Lecturers and Almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

Nita Ardiyanti was born in Taman Jaya, North Lampung. She is the youngest of 5 children, the children of Mr. M. Saleh and Ms. Sri Wahyuni and the first Brother named Mansur Efendy, the second sister named Nisa Safitri and the third Brother named Niko Prasetyo, and the last Nuril Widiantoro. I have a Husband the name M. Edo Sholihin and one children she is Azallea Nurazzahrah.

In Academic background, she graduated from SDN 02 Liwa and graduated in 2009. Then she continued to SMP N 03 Liwa and graduated in 2012. She has at SMK N 1 Liwa and graduated in 2015. After graduated from senior high school, in the same year, she was registered as a student of English Department of Tarbiyah.



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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah, all praises be to Allah, the single power, the lord of the universe, master the day of judgment. God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled An Analysis of Teachers' Questioning Strategies During the Classroom Interaction At SMK PGRI Pasir Sakti Lampung Timur. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution.

I would like to express my highest appreciation and my deepest thankful to my beloved parents who always be my best parents in world, my father and my mother for their prayer, financial, motivation and sacrificed. And all of my family for the attention, support and their love.

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The words were not enough to say many appreciations for their help and contribution in finishing this proposal. I realize that this proposal is still far from perfection. I highly expect criticism and

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Lampung Timur, January 2023

Nita Ardiyanti



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CHAPTER I

INTRODUCTION

A. Title Affirmation

The affirmation was the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows.

Classroom interaction is about the students having an active discussion during the class. Interaction occurs both between students with lecturer present, and with the lecture who probes student thinking among the whole group. There are many ways on how to communicate with student, especially in the classroom.

Classroom interaction focused mostly on whole class interaction between the teacher and the student. Among other things, typically classroom interaction patterns, of which the most widely known is the initiation, response, and feedback/evaluations.

1. Initiation

The teachers control the structure and content of classroom and initiate the discussion by posing questions.

2. Response

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

3. Feedback/Evaluation

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

B. Background

A good teaching learning a process does not only put a teacher are a single main some but also involve the students in that process. The involvement of the students is an important thing in every teaching learning process as there will be an excellent interaction among the teachers and the students. In creating an interactive classroom, teachers need to provide supports, which can be in the form of questions, to students by interacting and involving them in order to train their speaking skill also to ensure that the students master the concepts. The support given by the teachers and result of them will clearly be seen in a spoken cycle through teacher's talk and student's talk or student's speaking performance. In fact, the students are still feeling confused in understanding the teacher's 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 material easily and attract students to pay attention for teachers' explanation.

In English lessons, according to Bernausand Gardner (2008:12), teaching English focused more directly on the relations between students' motivation, language achievement and teachers' didactic strategies use the EFL class in Spain Allen (2010:2) has found that classroom management is complex set of skill that includes much more

than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about discipline.

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 whether topic was given by the teacher. This study thoroughly examined the teachers' questioning strategies during the classroom interaction.

The study aims to describe the teachers' questioning strategy during interaction in the classroom. In this case, students are still confused about the topic given by the teacher, students are embarrassed to ask question and sometimes students feel very silent when the teacher explain the topic. Based on the background of the problem above, we need to analyze the teachers' questioning strategy during interaction in the classroom.

In teaching learning English, there is a process which is called asking or giving questions. It can be from the teacher to students or the students to the teacher. Questioning to the students must be applied in questioning strategies. Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Furthermore, the teachers have to know the output of the students before or after teaching by giving questions. So, there must be an interaction between teachers and students and then followed by feedback from the students.

Questioning is reported is one of commonly used strategies, and in some classroom teachers use more than half of the class time exchanging questions and answers. Moreover, in studies exploring the contribution of teachers' questioning and second language classrooms, these questions play a crucial role in language acquisition. They can be used to allow the learners to keep participating in the discourse and even modify it so that the language used becomes more comprehensible and personally relevant (Richards and Lockhart 1996:185) in Sujariati (2016)

Asking questions forms part of any lesson because it invites the student to think, and even within a "lecture" style lesson, rhetorical questions are used to invite silent agreement or begin the organization of ideas to present a response. Teachers use questions the engage the students and sustain an "active" style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organize and present new learning.

C. Identification of Problem

Based on the background above, this research will identify the general problems in Analysis of teacher's questioning strategies during the classroom as follows:

- Students are still confused in understanding the Teacher's explanation in English.
- Students don't pay attention to the lesson because they feel English is difficult to understand.
- Teacher's must improve teaching strategies to help students understand the material easily and attract student to pay attention to the teacher's explanation.

D. Limitation of Problem

This research focuses on how the English teacher uses their questioning strategies to make the students interactive in the teaching learning process during the classroom interaction at SMK PGRI Pasir Sakti for English subject. The researcher purpose to look at the strategy of questions that the teacher used during the classroom interaction.

E. Research Question

Based on the identification and the limitation of the problems, the formulative of problem: how is the process of questioning strategies during the classroom interaction.

F. Objectives of Research

The objectives of research is to know the process of teaching learning of teacher's strategies during the classroom interaction at the SMK PGRI Pasir Sakti?

G. Significance of Research

The result of this study are expected to be useful information for many people in the learning process. The research is expected to be able to add information and encourage English teacher in their teaching. Researcher hope that students need to be active, creative and innovative to solve the problems they face in class and also researchers are expected to provide information and as a source of information about questioning strategies use by English teachers in class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Questioning Strategies

In the context of teaching, the strategy is intended as the effort of the teacher in creating an environmental system that allows the teaching process to occur, so that learning objectives can be achieved. The teacher is required to have the ability to generally manage the component of the learning in such a way that there is a connection between the learning components in question. The question strategy that will be used by the teacher in the learning process must be oriented towards the learning objectives that will be achieved and adjusted to the material characteristics, characteristics of the student and the situations and conditions in which learning will take place.

One thing that teachers should not ignore and pay attention is the role of teachers' questioning strategy in English teaching process because questioning strategies are very important in order to effect the students' learning process. That is why in achieving the goals of teaching, teachers' questioning strategies must be viewed and applied because teachers' questioning strategies in interaction is one of the factors that should be considered by the teacher to make an effective process of teaching and learning.

Questioning according to Wojowasito and Poerwadarminta (1990) is a separate skill in teaching. Asking is a skill used to get answers from other people. Almost the entire process for evaluation, measurement, assessment and testing is done with questions. In essence

learning is asking and answering questions. Asking can be seen as a reflection of each individual's curiosity. While answering questionings shows a person's ability to think. In the teaching and learning process the role of asking is very important, because through questions the teacher can know what is expected and needed by the student, so that the teacher can guide and direct students to find every material they learn. Both the questions raised by the teacher and the questions that come from the students themselves.

According to McMillan, in a productive learning, asking questions will be very useful

For :

- Engaging students in lessons
- Encourage students' understanding and thinking
- Review the contents of important lessons
- To control students
- Assess student progress

The use of questioning as a tool for placing great emphasis on the lead-in stage for a student which is student are encouraged to become interested in the subject matter of the text, encourages student to predict the content of the text, and gives them an interesting and motivating purpose in the classroom, as cited in Kurniawan, in Prasetyawati (2015) said that questioning is very good and pervasive teaching technique which is relevant to most learning experience especially for young learners.

According to Harvey (2000) 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 teacher 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 students need and the question types to be involved fully students' interaction.

Guest (1985) 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 student, because teacher questioning is part of the learning process. By asking questions teacher can gather a lot of information, as a cited from Lathan (1957) in Anderson (2001) stated that appropriate question help "teachers and students learn from one another". So that is one of common techniques used by the teachers as the way in controlling the classroom.

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 student. 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) it was 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 function. In this study

knowledge questions were used to elicit factual answer, recall test, recognize information and check student's 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 difference. Finally, synthesis questions.

Teachers should be aware that their questioning skills would have an impact on improving students verbal responses in the classroom interaction. Which in the student's verbal response is the process of conveying one's thought, 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 type of questions that will be conveyed to student 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.

Strategies in questioning are used to give guidance for teachers in giving questions to students. Kerry as cited in Tekene, (2006) states that types of questions which are used and formulated by teachers are very important processes for student achievement and their level of engagement in teaching and learning.

Xuerong (2012) classified questioning strategy into question-planning. Question-planning strategies refers to type of questions used by teachers in the classroom. The function are to elicit response an identify problems, better understand students' knowledge, and invite for further discussions. Question-planning strategies consist of asking question relevant to students, asking open-ended question and follow-up question.

Question-planning strategy by Xuerong (2012) :

1. Ask question relevant to students
2. Ask open-ended question
3. Ask follow-up question
4. Ask for supporting data/ask for evidence to support a particular point
5. Ask different types of question

Types of question

Some experts had investigated the types questions. Question can be classified into many types of question, but in this study the focus will be on the following a few types of questions. The questions have categorized more than one number of type question, namely:

a. Open-ended Question

An open-ended question is a question that cannot be answered with a “yes” or “no” response, or with a static response. The type of these question is phrased as a statement the requires a response.

Open-ended questions are one that require more than one word answers. The answer could come in the form of a list, a few sentence or something longer such as a speech, paragraph or essay.

Although open-ended questions require lengthier response than closed-ended questions, open-ended questions are not always more complicated. For example, asking “how about you task? It has been checked?” many simple require the students to response the teachers questions to say yes is done or not yet.

b. Focus questions

Peavey Fran (1997) identify the situation and the key facts of these questions necessary to an understanding of the issues at stake. When using questioning with an individual, this is the time when the facts of the situation are presented. Questions here focus on understanding the relevant parts of their story. When using strategic questioning in a community polling process, questions focus on how they think about the particular issues at stake.

c. Display question

Tsui in yang (2010) defines the display question as one designed to test whether the addresses has knowledge of a particular fact or can

use because they are interested in the answer. But because they want to get their learners to display their knowledge of the language.

Display questions refer to those questions for which the questioner know the answer such questions are usually asked for comprehension checks, confirmation check, or clarification requests. Display questions are questions that asked to see if the person is speaking to know the answer. In an ELT classroom, this normally means that teachers ask learners to see if they understand or remember something.

d. Referential question

Referential question are those questions for which the answer are not already know by the teachers. Even though research concerning teachers' question has been done, this research is still worth conducting. Long & Sato (1983), and Brock facilitating classroom interaction. Referential questions attract the typical of content classroom and high proficiency language classroom, and usually requiring long answer and syntactically complex answer contain. In fact, referential questions involve important points such as interpretation, elaboration, ideas, giving opinions, etc.

Lynch (1996) argues that teachers should ask referential questions because learners tend to give longer answer than they do to display question and learners will be less willing to answer questions if their purpose is always to test knowledge.

e. Prompting

Prompting question means directing or demanding. Questions that are asked to give direction to students in their thought processes. The form prompting questions can be divided into 3:

- Change the order of questions with simpler words that bring them back to the original questions.
- Ask questions with different or simpler words that are tailored to the students' knowledge.
- Provide a review or information provided and questions which helps students to remember or see the answer. (E.C. Wrag and George Brown, 1997:43).

f. Probing

Probing has the meaning of digging or track. Probing means trying to obtain clearer or more in-depth information. Definition of probing in classroom learning is defined as a technique guiding students to use exiting knowledge in themselves to understand the symptom or circumstances that are being observed so that new knowledge is formed (Wijaya, 197). This probing technique can be used as a technique to improve the quality and quantity of student answers. The question is intended to guide students so that their content can find more correct answers. Probing technique begin by exposing students to new situations that contain puzzles or tangible objects. The new situation makes students experience conflict with the knowledge they already have so as to provide opportunities for students to

conduct assimilation, this is where probing begins to be needed.

The advantage of this classification system is that the question types are specific and it is also flexible in that instructors can design questions with various roles based on educational objectives to be accomplished. Based on the explanation above, it can be concluded that there are several of teachers' questions types can be employed during the teaching learning process in the classroom interaction. Teachers have to be more selective in choosing the appropriate questions' types will be asked, so that questioning as the teaching strategy will be more effective during classroom interaction.

B. 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 the goal, the learners or the students need to corporate and interact among themselves, between them and he teacher, or between them and someone else who are a were 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 Muadalifah (2016).

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 methods 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 teachers 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 transmissions success and create a good interpersonal relationship between the teacher and the students, so the students' achievement in language acquisition can be increased.

Kumpulainen and Wray (2004:4) stated although teacher and students interaction also plays and important role in contemporary classroom, collaborative working models with small groups of students have increased in many classroom as the result of the new conceptions of learning and their pedagogical implications.

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