

**AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES DURING
THE CLASSROOM INTERACTION AT SMAN 1 CERENTI**

A THESIS

*Intended for Fulfill of the Requirements for the Award of Sarjana Degree in
English Teaching and Education*



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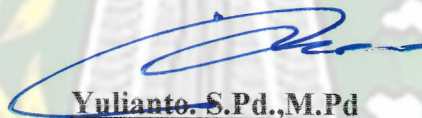
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I admit that thesis in belonged in my own ideas, except some question (directly or indirectly) which was adopted or taken from various included in the “references”. Scientifically, I took responsible for truthfulness of the data presented in this paper.

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Thought, the writer has limited skill and knowledge in completing this thesis. It might be possible that the thesis has lot of mistakes and it is still far from being perfect. Therefore, constructive advice, critics and valuable suggestion are expected. The writer hopes that thesis could be useful for the development of education, especially for English study program Universitas Islam Riau. Thank you.

Pekanbaru, August 2021

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ABSTRACT

ANANDA YARI AMALIA, 2021. *An Analysis of Teachers' Questioning Strategies During the Classroom Interaction at SMAN 1 CERENTI.*

Keyword: *An analysis, Teachers' Questioning Strategies, Qualitative Research.*

The researcher analyzed this research entitle "An Analysis Of Teachers' Questioning Strategies During The Classroom Interaction At SMAN 1 Cerenti" to find out the teachers' questioning strategies in teaching during the classroom. It was conducted to get detailed information about the questioning strategies used by teachers' in teaching.

The design of this research was descriptive, the research was qualitative approach. The total population in this research was two teachers which is teacher A, and teacher B. The sample of this research was students at SMAN 1 CERENTI IN CLASS XI. The researcher was doing observation in the classroom, interviews the teachers and documentation. The data were identified, described, and analyzed by using observation and the interviews.

The result showed that the English teachers' add data of kinds of questioning strategies at SMAN 1 CERENTI are, the teacher questioned the students in opening sessions of teaching, the teacher questioned the students in the middle of the teaching, the teacher used prompting strategy, the teacher used probing strategy, and the teacher gave reinforcement for students who answered the questions correctly.

Then, the final result showed that the English teachers' appllied four types or questioning strategies at SMAN 1 CERENTI, the strategies were knowledge, comprehension, application, and evaluation. The teacher applied the strategies students to help the students become more active in the teaching and learning process. The questioning strategies could help the students become more active in the teaching learning process.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Teaching English has been formulated impressively in recent years because of the effect of globalization. In this global era, people need to express their thoughts and communicate in English with other people. According to Prabowo et.al (2013:41), the Development of Science and Technology brings some impacts toward all aspects of life. Along with the growth of all kinds of needs and demands of life, the burden of school as one of the places where the students get good education will be higher and more complex.

English is one of favorite subject in some schools, but sometimes some of students are dislike this subject because of the situation in the class. In Indonesian English is as a foreign language. Those it is a common problem to face a passive class because the students are unresponsive when the teacher give more explanation or avoid instruction with their teacher.

In teaching-learning English, building interaction in a classroom is needed. It is caused by interaction is one important point of success in the teaching-learning process. Interaction in the classroom is seen as an activity that offers opportunities for the teacher and students to speak to each other in the teaching and learning process.

In addition to putting the teachers as a single primary source, a successful teaching-learning method often includes the students in that process. In any teaching-learning process, the participation of the students is an important thing as there would be an excellent relationship between the teachers and the students. Teachers need to offer encouragement, which can be in the form of questions, to students while developing an engaging classroom by communicating and including them in practicing their speaking skills to ensure that students master the concepts (Ekawati:2019:1).

However, building interaction in the classroom is still difficult. Many problems appeared in developing interaction because students get difficulty in expressing themselves in using English. The teacher's way of giving students the chance to develop the language is therefore significant. In other words, in the dynamic series debate, teacher talk that is aimed at developing and sustaining good communicative practice takes a significant share in the classroom. Thus, the teacher needs to develop his awareness of using appropriate talks in a classroom.

Asking or questioning, which is called the question, is one of the approaches that can be used to direct, guide, encourage, and monitor the involvement of students in learning activities. Questioning to 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 the 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. Questioning is a tool that often takes place in the communication process, even in the learning process.

The teaching and learning process between teacher and student in the classroom needs a strategy. Teachers have to apply strategy to make students enjoy and active in the teaching-learning process, unfortunately sometimes students do not understand whether the topic was given by the teacher. This study thoroughly examined the teachers questioning strategies during the classroom interaction.

One of many ways to invent interactive classroom is through teacher questioning strategies. Guest (1985) in Erianti states that questioning strategy is one of the valuable methods for expanding the learning of students that can help teachers develop their own techniques to strengthen the work and thought of students. According to Erianti (2018), asking student questions is an important part of the process of teaching and studying because it will inspire students to read, develop experience and strengthen their critical thinking.

A part of language is using question. Students be brave to ask or speak up when teacher begin ask them first. How the teacher asks question have influence on the student's answers and their critical thinking. In consequence, teacher should know the type of questions and the purpose of the question use. Effectively, the teacher who has the ability to use questions is responsible for the learning process. When the

teacher is able to manage their question, the student achieves the learning experience they want (Erianti:2018).

Bloom's taxonomy is one of taxonomy that has long been used in Indonesia. Bloom divides six types of questions to develop students' thinking skills. The taxonomy consists of knowledge, comprehension, application, analysis, synthesis, and evaluation questions. The knowledge question allows the students to remember and recall information they have learned. Comprehension question demands the students to understand meaning or organization and selection of facts and ideas. Application question requires the students to apply the information they learned. Analysis question three kinds of psychological processes are involved in research, which classify, consider, and evaluate the knowledge to reach conclusions. Synthesis question is the question to get a conclusion. And the last evaluation question requires the student to evaluate the advantages of an idea, solve the problems, and examine their views.

The researcher used the findings above as a guide to gather the data from teachers and students related with the teacher questioning strategies and the interactive classroom.

1.2 Identification of the Problem

Because of the effects of globalization, teaching English has grown impressively in recent years. In this global era, people need to express their thoughts

and communicate in English with other people. According to Pianta (2016), interactions between the educator with the educate is a primary key to improve student learning and development. Classroom interaction is one of the important factors in the teaching-learning process. According to Brown (2000), interaction is the interactive atmosphere that involves the collaborative sharing of thinking, sensitivity, or thought between a teacher and students and other learners to establish the teacher questioning, resulting in the reciprocal impact of each other.

As the stock-in-trade of teachers in the classroom, the fundamental exception of teaching questioning has always been recognized (Frazee & Rudnitski, 1995; Nunan & Lamb, 1996). The instructor focuses the attention of students on arousing their interest, knowing the substance of the lesson, exciting their imagination, and motivating them to explore new knowledge, which is believed to be efficient questioning. The question of the teacher could serve as a catalyst for students to more actively engage the minds of learners (Chin & Osborne, 2008). The problem which is going to be mainly investigated here is the types of 'teachers' questions in the reality, effective questioning does not always happen, even among teachers with considerable experience in teaching.

1.3 Focus of the Research

This research focuses on how the English teacher uses Questioning approaches to make learners interactive in teaching and learning Methods for English subjects during classroom interaction at SMAN 1 Cerenti.

1.4 Research Question

In this research the researcher tried to find an answer to the following question:

1. What kinds of questioning strategies are used by the English teacher during the classroom interaction at SMAN 1 Cerenti?
2. What types of questions are used by the English teacher during the classroom interaction at SMAN 1 Cerenti?

1.5 Objective of the Research

1. To find out the kinds of questioning strategies that the English teacher used during the classroom interaction at SMAN 1 Cerenti.
2. To find out the types questions that the English teacher used during the classroom interaction at SMAN 1 Cerenti.

1.6 Significance of the Problem

By the result of the study, the researcher expects that:

1. For the Students: Students can be more active and comfortable in the classroom because the teacher makes strategies in-class interactions.

2. For the Teacher: The teacher can find and implement questioning strategies in-class interactions.
3. For the Researcher: Get information on how the strategies when teachers ask a question in the classroom.

1.7 Definition of the Key Terms

To make clear and avoid misunderstanding the terms in this paper, the writer describes the meaning of the terms:

1. Analysis is to research its role and its relationship by analyzing something (AS Hornby 1983:37).
2. Questioning Strategies is one of the essential methods for expanding the learning of students that can help teachers develop their own strategies to strengthen the work and thought of students (Guest (1985:2) in Sujariati et.al.
3. Classroom Interaction is a collaborative exchange or thoughts between a teacher and students or a student and other students that have a reciprocal effect on each other (Brown:1994) in Sagita.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

The teacher's strategy is one of the most important things in the teaching-learning process. This study aims to find out the questioning strategies of the teachers so that students are more active when learning English at classroom interaction.

2.1.1 Nature of Questioning Strategies

In the teaching context, the strategy is one of the important things. The strategy is meant to be the teacher's attempt to establish an environmental system that enables the teaching process to take place so that learning goals can be accomplished. The teachers must be able to handle the elements of learning in general in such a way that there is a connection between the elements of learning in question. The questioning strategy that the teacher will use in the learning process must be based on the learning goals that will be accomplished and tailored to the content characteristics, characteristics of the students, and the contexts and situations in which learning will take place.

As a controller, teachers will decide what students are doing when they should speak, and what type of language they should use. As a classroom director, the teacher is responsible for increasing the enthusiasm of students to make learning processes run smoothly. As a controller, the teacher can also enable students to make

learning processes clearer and more relaxed. Therefore in classroom practices, the teacher has an important role.

Also, as a director, teachers should apply questioning strategies to improve the capacity of students in the classroom. According to Astrid (2019), questioning strategies are important because one of the main techniques that teachers can use in teaching processes is to ask or giving questions. According to Gattis (2002:41) in Rahmah (2017), a question is one of the most critical methods to direct and expand the learning of students. It will encourage teachers to build their own approach to improve the work and thinking of the students. Therefore when it enables students to become fully engaged in the learning process, it will be successful. So, this is definition Questioning Strategies by some expert:

1. Guest (1985) states that questioning strategies are one of the important tools to increase the learning of students that can assist teachers to develop their strategies to strengthen the work and thought of students.
2. According to Harvey (2000:8) in Sujariati et.al questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that when preparing the lesson, it is absolutely important that teachers think about the kinds of questions that students will be asking. What the expected results of the question/answer session should be, too, needs to be clear. It means that the questioning technique will help a teacher to efficiently arrange questions and answers sessions where the teacher plays the

questions effectively based on the need of the students and the question types to completely involve the interaction of students.

3. According to Xiaoyan (2008:93), Questioning is one kind of teaching active procedure. It is one way of teaching behavior through the interaction of teachers and students, testing understanding, encouraging thinking, consolidating information, utilizing knowledge, achieving teaching objectives. Questioning is usually used as one kind of mutual exchange of teaching skills between the teacher and students.
4. According to Fries Gather. J. (2008:4), questioning strategy is one of the most important dimensions of teaching and learning. It offers tutors the ability to find out what students know and understand, and it encourages learners to seek clarification and assistance. It means that the teachers are able to know what the students know and what they do not know by questioning. Questions help teachers and learners in teaching learning process.

Questioning to students must be applied in questioning strategies. Questioning strategies are the ways which are used to ask something about the students to reach a teaching target. Teachers need to know the potential of the students in the teaching-learning process and how well the students grasp the content taught.

Questioning strategies are the ways which are used by the teacher to understand the skill of the students and how well the students understand the material that has been taught. In brief, one of the important strategies that can improve the

skill of students is questioning strategies. Additionally, the teacher can also use questioning strategy to measure students' thinking ability (Xiaoyan:2008:93).

The researcher concludes that the questioning strategy is the process of the teacher asking students, so the teacher knows whether the lesson described has been understood by students or not. In this process, the class will also be more active because the teacher provides questions in the classroom.

2.1.2 The Importance of Questioning Strategies

According to Lowery (2012:3), teachers who use questions successfully can attest to the fact that when they feel free to show their thinking skills and when they can challenge, investigate, and disagree about various aspects of the subject at hand, students become more curious and actively engaged with learning. Perhaps unsurprisingly, by questioning, students may also learn to become better listeners. They learn how to be mindful of ideas that might vary from their own, and before answering, they have to listen patiently and analyze the evidence at hand.

In addition, questions play a major role in communication (Chaudron 1988) in Azerefegn (2008). In sharing thoughts and negotiating meanings, questions and reactions are inevitable. Therefore they are one of the significant instruments for improving education in general and language teaching in particular. In addition, questions in language classrooms allow the teacher to carefully assess his or her students and inspire students to attend lessons. In line with this, the following was

stated by Richards and Lockharts (1994:185) in Azerefegn (2008), as justification for the important questions in teaching.

1. They stimulate and maintain student interest.
2. They allow students to think about the substance of the lesson and concentrate on it.
3. They allow teachers to check the comprehension of students.
4. They enable a teacher to elicit particular structures or vocabulary items.
5. They encourage student participation in a lesson.

This means that questions are the core of the teaching and learning process by which all contact takes place between teacher and pupils. And they are means of developing critical thinking abilities in pupils (Kissock and Iyort suun:1982) in Azerefegn (2008).

According to Wring (1988:82) in Azerefegn (2008) “ if sensitively handled, questions have substantial motivational values” Stevick (1982:122) in Azerefegn (2008) also corroborates this by saying “of all the techniques available to teachers for moving their students toward real conversation their own questions are the quickest and easiest”. This confirms that questions are important in the process of teaching and learning. Language classroom questions play a major role in promoting language proficiency for learners. They are used to review the comprehension of the student and see whether they have acquired the information given; to focus their attention and

involvement in the lesson to control behavior and encourage the student to use the target language for communication (Tsui 1995) and (Elizabeth 2003) in Azerefegn (2008).

Teachers ask questions in classroom for various reasons. Doff, (1988:22) in Azerefegn explains these reasons in the following way:

1. To check that students understand: When we present new vocabulary or structures, we can check that students have understood by using the new language in a question. When we present a text, we can use questions to check that students have understood it.
2. To give students practice: If we want students to use a certain structure, one way to do this is to ask a question that requires a particular answer.
3. To find out what students really think or know: we can use questions to encourage students to talk about themselves and their experiences.

Therefore, teachers are required to build questioning skills and employ various types of questions in EFL Classrooms to enhance the teaching opportunities for the class to inspire students to speak more and provide answers. In addition, students should also be allowed to ask questions and have answers to questions from the teacher. Teachers will be able to gain input on student difficulties in understanding certain aspects of the lesson if students are given opportunities to talk (Azerefegn:2008).

2.1.3 Purpose of Questioning

Training methods approaches assist teachers to teach efficiently and facilitate the learning process of teaching. Furthermore, if language teachers use the techniques when necessary, students will easily gain knowledge (Azerefegn:2008). Thus, questioning plays a role to make teaching and learning language more effective and motivating.

Many researchers have different perspectives about the purposes of classroom questions. For example, Ma (2008) in Fitriani and Amilia (2017) says that questions serve two purposes; these are to introduce students into a topic and to check or test the students' ability of understanding or practical skills in the language. Furthermore, Willen (1991) in Fitriani and Amilia (2017) suggests that teachers ask questions in their classrooms generally to check students' understanding, to give students practice, and to find out what students really think or know.

According to Farrant (1980) in Azerefegn (2008), Questions help to test and encourage thinking and contribute to a deeper understanding of what has been learned. Some of the purposes suggested by the foregoing scholars are (Azerefegn: 2008):

1. To find out something one didn't know.
2. To develop process of thinking and guide inquiry and decision making.
3. To teach the whole class through pupils answers.

4. To arouse interest or focus attention at the beginning of the lesson.
5. To provide motivation by encouraging active participation in learning or supplementary contributions to discussion.

In short, Willen (1991) in Fitriani and Amilia (2017), suggests that teachers usually ask questions in their classrooms to verify the comprehension of students, to offer students train, and find out what students think or know very well.

2.1.4 Part of Questioning Strategies

Chang (2001) in Nashruddin and Ningtyas explained that questioning strategies cover:

1. Pausing

After a question is posed by the teacher, students are asked to be rational for a moment. It aims to:

- a. Give students the opportunity to think about the answer
- b. Get a complete answer
- c. Understand or analyze the question
- d. Make many students can answer

2. Prompting

Prompting question means directing or demanding. Questions that are posed in their thinking processes to guide students. Perhaps the teacher asks a difficult

question, so no students can answer, or the question is unclear. Furthermore, the teacher should do “prompting”. The ways are:

- a. Giving additional information in order that students can answer
 - b. Change of the question in a different way
 - c. Some sub-questions are split by the former question, so that all questions can eventually be answered.
3. Probing

Probing has the sense of monitoring or searching. Probing involves seeking to get information that is simpler or more in-depth. The concept of testing in classroom learning is defined as a technique that guides students to use established knowledge to understand the symptoms or circumstances that are being encountered to gain new knowledge (Ekawati:2019:15). This probing technique can be used to increase the quality and quantity of student responses as a technique.

Probing is monitoring, directing, or guiding. Probing is performed because the satisfying answer has not yet been obtained. To find the full response, the teacher appoints another student to respond. If the answer is still incomplete, the teacher asks another else. Finally, it is possible to find a complete answer.

2.2 Types of Questions

The role of the question in the learning interaction process is believed to play important functions. The teacher asks questions in the teaching-learning process for

students to understand, which means they get knowledge or facts and develop their ability to think.

According to Paule (2002) in Nashrudin and Ningtyas, a question is a sentence created by a person to another person that involves command and interrogative language that implies a question to get any information or answers. The teacher's questions are characterized as instructional signs or stimuli in classroom settings. The questions of teachers provide students with the subjects to be taught, provide instructions on what they are going to do and how to do it. Questioning, primarily within the initiation-response-feedback sequence, is a universally used activation technique in teaching (Nashrudin and Ningtyas :2020).

Note that questions about teachers are not always recognized by questions. For example, the question: "What can you see in this pictures?" may be expressed by the statement: "We'll describe what is going on in this picture", or by the command "Can you tell me what you can see in this picture?". So maybe a question can be better represented as a teacher utterance in the sense of teaching, which has the purpose of eliciting an oral answer from the learners.

There are some types of questions that teachers can use in teaching. Based on the research conducted by Bardovi-Harlig, Mossman, and Vellenga (2014) in Nashrudin and Ningtyas, it has been found that there are two forms of questions depending on the grammatical form; closed questions and open questions. The closed

question is a question requiring a yes/no response. Open question is a type of question needing wider information or answers. This type uses question words, such as what, why, where, when, why, and how.

According to Bloom's Taxonomy (Marzano, Pickering, & Pollock, 2001) in Nashrudin and Ningtyas covers six categories, namely:

1. Knowledge - recall data or information

The question of awareness or memory is a question that allows learners to know or recall the information that has been learned again.

At this level, the students give the correct answer in remembering of previously learned material. The recall of dates, events and locations, facts, fundamental concepts of the world and responses will demonstrate it. This level requires the students' memory. Students are able to repeat the information at this level. Awareness questions are only posed to test whether relevant knowledge from the lesson has been gained by a student. Common question words: *define, distinguish, recall, reorganize, remember, show, write, indicate, tell, list, identify, describe, select, name, point out, label, reproduce, what, who, where, when, and answer "yes" or "no."*

For example:

Teacher: "Who is the president of Indonesia?"

Student: Joko Widodo

Teacher: "What is the name of the dog that we discuss on page 115?"

Student: Blackie

2. Comprehension – understand meaning or organization and selection of facts and ideas

A comprehension question is a question that requires students to show that they have an adequate understanding when arranging the materials they have studied. Students are required not only to remember details but also to demonstrate their mastery of the material in order to answer this kind of question. In their ability to reformulate and explain the material in their terms, their mastery can be seen. Common question words: *compare, conclude, contrast, demonstrate, predict, reorder, rephrase, inform, illustrate, state in your own words, tell in your own words, explain, define, locate, select, indicate, summarize, outline, match, translate, predict, and why.*

For example:

Teacher: "What is arrogant?"

Student: Sombong

3. Application – use a concept in a new situation

This kind of question involves not just the ability to remember the theory, concept, or formula that has been studied, but also the ability to apply the theory, concept, or formula to solve a problem. This level allows the learners in a different way to apply knowledge, facts, strategies, and rules. They could be asked to solve a

problem with the data they have obtained in the classroom being required to develop a feasible solution. Common question words: *demonstrate how, try it in a new context, solve, use the data to solve, illustrate how, show how, apply, choose, classify, construct, develop, solve, explain, use, what is used for, what would result, and what would happen.*

For example:

Teacher: Yes, how do you spell it (refer to cock)?

Student: C O C K (the students spelled the word cock)

4. Analysis – separate concepts into parts; distinguish between facts and inferences

Analysis question is a topic that needs students to think objectively and deeply. Students interpret the data to draw a conclusion while addressing the study question and find facts that can be used to conclude. Students need to define causes, evaluate available evidence or data, and then arrive at assumptions, conjectures, or generalizations to address this type of question. Common question words: *distinguish, diagram, chart, plan, deduce, arrange, separate, outline, classify, contrast, compare, differentiate, categorize, explain, conclude, assume, infer, identify, analysis, what the relationship is between, what is the function of, what motive, what conclusions, and what is the main idea.*

For example:

Teacher: So, for a dog and for a cock fur, is it the same or different?

Student: Different

5. Synthesis – combine parts to form new meaning

The synthesis question is a high-level question. This question allows students to think about the teacher's question creatively. The correct answer requires students to solve a problem. Students may use their imaginative and creative thinking with this form of a question to establish imaginative communication, to make predictions, or to solve issues. This technique is believed to improve the creative abilities of students. Common question words: *create, compose, combine, synthesize, estimate, invent, choose, hypothesize, build, solve, design, develop, what if, how would you test, what would you have done in this situation, what would happen if..., how can you improve..., and how else would you....*

For example:

Teacher: What is the appropriate title for the passage below?

Student: Beauty and the beast

6. Evaluation – make judgments about the value of ideas or products

As with the analysis and synthesis question, the evaluation question seeks a higher thinking process. There is not just one correct answer to the evaluation question. Students are, however, asked to analyze or conceptualize an issue. Students are provided with sets of ideas, problems, or situations to address this sort of

question. They are then asked to state their view to decide on the ideas, problems, or situations. Common question words: *evaluate, assess, rate, defend, dispute, decide which, select, judge, check, grade, verify, choose why, which is best, which would you consider, do you agree, which is more important, and which do you think is more appropriate.*

For example: “What do you think....?”

Questioning strategy is one of the most important dimensions of teaching and learning. It offers tutors the ability to find out what learners know and understand, and it encourages learners to seek clarification and assistance. It means that teachers are able to know what the students know and what they do not know by questioning. Questions help teachers and learners in the learning process of teaching (Nashruddin and Ningtyas:2020).

2.3 Classroom Interaction

A classroom is a space in which activities for teaching or learning may take place. In educational institutions of all sorts, including public and private schools, home schools, businesses, and religious institutions, classrooms are located. The classroom aims to provide a secure environment where other distractions will uninterruptedly take place to learn (Ekawati:2019:16).

According to Evan Ortlieb (2010:2) in Prabowo, in pre-service teacher preparation, inexperienced teachers have the ability to observe experienced teachers.

The experienced teacher is seen as a professional who serves as a model teacher, even though the inexperienced teacher is seen as an apprentice. Observation creates an incentive for new educators to see what else in teaching a lesson and how they do it, experienced teachers or their colleagues do. According to Prabowo et.al (2013:45), for student teachers, a variety of benefits of conducting classroom interaction include:

1. Developing a term for understanding the teaching process and explaining it.
2. Building an understanding of the values and decision-making that underlie successful teaching.
3. Distinguishing between the concepts of effective and ineffective classrooms.
4. Student teachers may refer to their own teaching by defining methods and practices.

Interaction in the classroom is a method in which students participate in activities such as writing, reading, debating or solving problems that facilitate the study, synthesis and evaluation of class material (Prabowo et.al:2013:45).

According to Ekawati (2019:18) Classroom interaction centered mainly on the teacher's and the student's entire class interaction. Usually, among other things, patterns of interaction in the classroom, of which introduction, reaction, and feedback/evaluations are the most commonly recognized.

1. Initiation

The teacher regulates the structure and content of the classroom and initiates the discussion by asking questions.

2. Response

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

3. Feedback/Evaluation

After the student answers the question, the teacher completes the interaction sequences by giving feedback on the response of the student.

Alen (2012:2) in Prabowo et.al, states that classroom management is a nuanced collection of skills that requires far more than being able to influence and control student actions. There is an overall impression that the management of the classroom is mainly about discipline.

Teaching and learning processes require a system and approach between teacher and student in the classroom. Teachers have developed a plan to make students appreciate and engage in the teaching process. Unfortunately, students often do not understand why the teacher's topic was given. This research extensively analyzed the questioning strategies of teachers during classroom interaction.

2.4 Relevance Studies

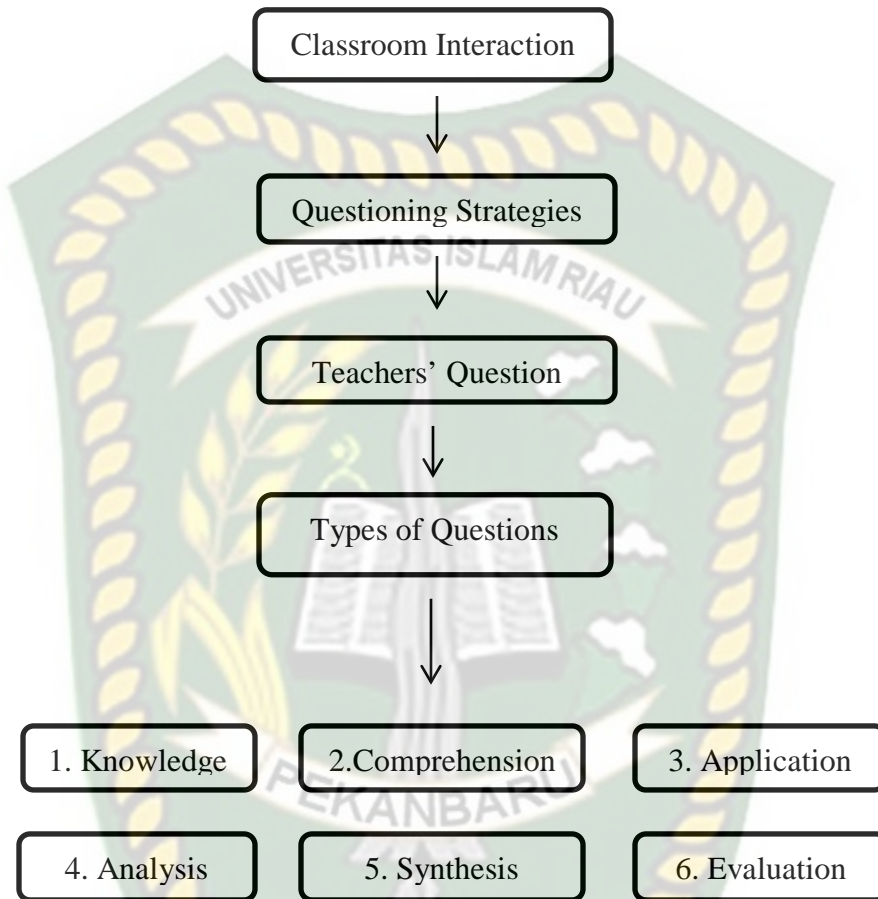
To strengthen this research, there are relevant studies about questioning strategies.

First, Apriani and Marchelina (2018), this study was conducted under titled “An analysis of teacher questioning in the classroom interaction”. This study employed a qualitative research design which is a case study using doing observation and interview with the educator and students as respondent. It can concluded that in the type of teacher questioning, asking question and lecturing are most commonly existing in the classroom interaction.

Second, Ekawati (2019), this study aimed to investigate study on teachers questioning strategies in SMAN 4 Makassar. This study employed a qualitative research design. Necessary data were gathered using observation by video recorder and interview by audio recorder. The concluded the teachers employed Question Planning Strategies and Question-Controlling Strategies.

Third, Nashruddin and Ningtyas (2020), this study was conducted under the title of “English as Foreign Language (EFL) Teacher’s Questioning Strategies in Classroom Interaction.” This study employed a qualitative research design which is a case study using doing observation, recording and interview. Based on the result of analysis, the writer concludes that the teacher’s questioning strategies used by teachers in their teaching and learning processes including knowledge, comprehension, application, analysis, synthesis, and evaluation.

2.5 Conceptual Framework



In this research, researchers will analyze the teacher's questioning strategies at SMA N 1 CERENTI. In class, there will be teacher-student interaction. So the researcher will analyze the strategies used by the teacher in the classroom. These strategies include; knowledge, comprehension, application, analysis, synthesis, and evaluation. So the researchers will research and analyze the teacher's questioning strategies in the classroom based on these types.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researcher uses descriptive-qualitative research in this study. Qualitative analysis refers to the use of process-oriented approaches for understanding, analyzing, explaining and establishing a phenomenon or setting theory. It is a formal, subjective approach that will be used to identify and give meaning to life experiences.

According to Ekawati (2019), descriptive qualitative research is mostly associated with words, language, and experiences rather than measurements, statistics, and numerical figures. Qualitative research on the other hand, is concerned with how opinions are created. To understand the sample experience and to obtain and generate their ideas, the researcher will follow a person-centered one.

The researcher conducted with Observation & recording, interview, documentation, and recording.

1. Observation & Recording

John (2012) in Erianti said that, Observation is the process of collecting first-hand, open-ended data by observing and placing it at a research site. The process of collecting observational data in a specific school setting is often taken into account when education thinks about research. Observations are undoubtedly a frequently

used form of data collection, with the researcher being able to assume various roles in the process (Spradley 1980 in Erianti). The researcher only observe the teachers questions during the learning and teaching process in the classroom. The observation record and the observation take for 3 meetings and also a recorder was settled to record classroom interaction.

2. Interviews

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. For study, the researcher then transcribes and types the data into a computer file (John 2012 in Erianti). In qualitative research, open-ended questions offer the best speech impressions unaffected by any viewpoint of the interviewer or previous research results from participants. In this opportunity, the researcher can use a semi-structured interview (Erianti:2018). The interview was conducted to obtain the reasons why the teacher asked certain types of questions.

3.2 Source of data

The source of data in this research is Teachers' Questioning Strategies at SMA N 1 CERENTI. This participant in this research is two of English teacher and the students at SMA N 1 CERENTI, especially in eleventh grade.

3.3 Instrument of the Research

The instrument of the research is the tool to collect the data from the respondent of the research. The instrument of the research is interview, documentation, and video-audio recording. The researcher used interview and documentation to get some information about the teachers questioning strategies during classroom interaction at SMA N 1 CERENTI.

3.3.1 Interview

The first instrument, interview, is used in gaining the more information about questioning strategies which are used by the teachers. The researcher makes some questions, and the teachers answer the research questions. The researcher recorded the interview by recording audio. The teacher can explain about what the strategies the used, and the researcher can collect the data from the interview.

3.3.2 Documentation

The second instrument is documentation. The researcher took the documentation of teaching learning process and using questioning strategies in classroom interaction at SMA N 1 CERENTI. The documentations take form of video-audio recording and screenshots pictures.

Table 3.3 Interview Guideline

An analysis of teachers' questioning strategies during the classroom interaction at SMA N 1 CERENTI.

Research Question	Questions
1. What kinds of questioning strategies are used by the English teacher during the classroom interaction at SMAN 1 Cerenti?	1. Are there any problems or challenges when you teach in class? 2. Do you often ask question during learning? 3. What kind of questios do you usually use to teach in class? 4. What do you think about roles question in process learning? 5. What kind of questioning strategy that you use to interact with students in class? 6. Do you always use questioning strategies in the classroom? 7. Do you think the questioning strategy can build class

	<p>interaction?</p> <p>8. What does the teacher do to handle the students who cannot answer the questions or give the wrong answer?</p> <p>9. Are you having problems when asking in the class?</p> <p>10. Do you use English when interacting with students?</p>
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3.4 Data Collection Technique

The data from this research is collected from audio video recordings of four lessons in English. Three methods are used to collect the data (Fitriati et.al:2017):

1. Classroom Observations

Audio-video recordings are uses in the classroom observations to captured teachers' questioning and students' oral answers. The observation sheets are also uses to take notes on the teachers and students behavior during the lessons regarding the teachers questioning and the student oral responses. The lessons are audio-video recorded by researcher, and then researcher took notes.

The aim of this research is to explore the deliver questions executed by the teacher to the students during teaching and learning of anything teaches materials. Observation that conducts the teacher's utterances in collecting data as the data was. Non-participant observation in which the researcher does not participate in the activity being observed is the type of observation used in this research. In addition, a recorder was placed in the classroom.

In this research, three meetings are conducts in the 2 weeks after the researcher begin to observe. Each meeting in classroom takes ± 45 minutes.

2. Interviews

In collecting the data, the researcher used the semi-structured interview. The researcher interview the English teacher to know the reason why they ask these types of questions to the students during teaching and learning process (Erianti:2018). The interview was in the language in which both teacher and researcher are more comfortable.

3. Audio-video recording analyzed

Then, the audio-video recordings were analyzed in three steps as follows: Transcribing the lessons, defining and classifying the questions of the teachers as well as the answers of the students.

3.5 Data Analysis Techniques

According to Sujariati et.al (2016), The researcher took data to analyze the distribution of questioning strategies. Recording by using the recorder and following the teaching learning process in the classroom; observation and video recording data were collected from the researcher. The information collected by the researcher was transcribed into a written transformation and then described, picked, and also categorized or extracted on the basis of the analytical needs related to the subject of this research. The transcription had been analyzed by using questioning strategies analysis through the categorizing the type of questions. The instruments that used in analyzing of teacher's questioning strategies was for classify of the teacher's types question categories.

Interview was used in gaining the more information about questioning strategies which were used by the teachers, there were some questions that researcher gave to the teachers such as: the reasons and the effects of teachers' questioning strategies which were used in the classroom and so on.

CHAPTER IV

RESEARCH FINDING

In this chapter, the writer describes the data presentation of this study as well as the analysis of the findings. The finding described at this study of the questioning strategy that used in teaching at SMA N 1 CERENTI. The findings of the study were gathered through observation, interviews, and also documentation.

The interview with two teachers in SMA N 1 CERENTI. The writer interviewed the English teachers who teach second-year students in SMA N 1 CERENTI. The interview was held on Wednesday, April 29, 2021, and Wednesday, May 5, 2021. And the class observation was held four times, on Thursday, April 21, 2021 (2 classes) and Wednesday, April 29, 2021 (2 classes).

To strengthen the substance data from the interviews and the observations, we conducted data from documentation in class. All the data from this study were described according to the focus of the research question to find out the questioning strategies that teachers used in teaching at senior high school.

4.1 Data Presentation

Finally, there are some variations of questioning strategies that teachers used in teaching at SMA N 1 CERENTI. Teacher's questioning strategies in teaching according to the result of observation, documentation, and interview conducted with an English teacher about teacher's questioning strategies, there are four questioning

strategies that used by the teacher in teaching at SMA N 1 CERENTI, are knowledge, comprehension, application, and evaluation. All the strategies are used by the teacher in teaching, because with those strategies the students can understand the material easily.

1. Before Starting Class

Because of the outbreak of pandemic increasingly case of this pandemic, in one class, students will be divided into 2 groups. Group 1 will study first for 25-30 minutes, after that group 2 will study when group 1 has finished studying. This is to avoid students from being crowded in the classroom due to this pandemic case. Therefore, the class is divided into 2 groups to implement social distancing.

Before starting the class, the teacher and students will pray and after that, the teacher attends to students who are not present or present in class. After that, the teacher will prepare the material for the lesson to be studied. And before entering the material, the teacher asks students about last week's lesson so that students understand and remember the material being taught.

2. The Condition

According to the teachers at SMA N 1 CERENTI, there is thirty students in every class in the school, but because of the pandemic, 1 class is divided into 2 which is 15 students. The learning situation in the class is in good condition and all of them follow the teacher's instruction as well as possible.

3. The Strategy

The teacher's said the questioning strategies that she used in teaching are knowledge, comprehension, application, and evaluation.

4. The problem

There are so many problems when teachers teaching English in class. We know about teaching English as a foreign language is not easy as we think. The students in every class are less motivated and willing in learning English, they were passive in the class, lack vocabulary, and rarely can answer the teacher's question. It's come from some factors that affect their motivation. One of the problems is the culture, in daily activity, they used the traditional language. This is a big problem for teachers and students in daily English applications.

The second problem is they are less support from people around. They get English studies only from school and only 2 times lessons each week. It's also the lack of parental support that makes it a practice to master English.

From the problem above, teachers always trying her best to teach students and find out the best strategies to apply in class based on student's ability and skill.

5. The Accomplishment

The student's accomplishment in class when teacher give them question are just usual and normal, because their consideration is usual it is different than student's in the favorite school.

6. For the Future Learning

For the learning as the English teacher, their always motivate the student's to always learn even though they are not in school. And they always provide motivation to always memorize vocabulary every day so that it is more fluent to learn English, and can understand the questions given by the teacher without translate to Bahasa.

4.1.1 The teacher questioned the students in opening sessions of teaching

During the opening session or when the class opened, the teacher questioned the students. In this situation, the teacher asked all students to greet them. It can be seen in the following extract and the analysis.

Table 1. The 1st Extract: Greeting Students

T : Assalamualaikum warohmatullohiwabarokatuh! <u>How are you my students?</u>
S : Waalaikumussalam warohmatullohiwabarokatuh. I'm fine miss, thank you and you?
T : I'm fine too.

Analysis of the 1st Extract: In the above extract, the teacher asked students in the opening session of teaching by saying "How are you?". The teacher used open

questions. The teacher used this question to greet all of the students. That was the strategy for the first few minutes of class. All of the students said they were fine at the time.

Table 2. The 2nd Extract: Asking about Students' Preparation

T : Okay, who absent today class?

S : Everyone present miss.

T : Okay good. So, are you ready for our material today?

S : yes miss!!

Analysis of the 2nd Extract: This situation showed the teacher asked all students to get the class ready.

Table 2 showed the teacher asked the students “Who absent today class?”. All students answered “Everyone present miss”. After that, she questioned again by saying “Okay, good. So, are you ready for our material today?”. The teacher asked those questions to evaluate students preparation to start the lesson. All students answered “Yes!!” , it means they are ready for start the lesson.

4.1.2 The teacher questioned the students in the Middle of the Teaching

This strategy was employed by the teacher in analysis to define the students' comprehension of the subjects being studied. Examples can be found in the extract and analysis below. The teacher asked question to students to know whether they understand the lesson that had been explained before.

Table 3. The 3rd Extract: Asking about the Lesson Material

<p>T : Well.. <u>Do you remember about our material last week?</u></p> <p>S : (Open book).. Explanation Text miss..</p> <p>T : Yeah, that's right. So, <u>what is the definition of explanation text?</u> Let's first back in the last meeting...</p> <p>S : (Open book again).. explanation text is tells to audience how something works or why something happens miss....</p> <p>T : Excellent!! Jadi, explanation text adalah memberi tahu audiens bagaimana sesuatu bekerja atau mengapa sesuatu terjadi....</p>

Analysis of 3rd extract : After one student answered that in previous meeting they learned about Explanation text, the teacher then asked to student the definition about Explanation text. Even though students answer questions by opening books, and the student's response is correct, then teacher gave reinforcement by saying "Excellent!! Jadi, explanation text adalah memberi tahu audiens bagaimana sesuatu bekerja atau mengapa sesuatu terjadi."

Table 4. The 4th Extract : Asking to find out facts or ideas from the students.

<p>T : According to what I said last week, that today our material is cause and effect, so the group that has been determined will present the topics you decide with your group to the front of the class, and bringing the paper that has been as recreationally attractive as possible. So, group one can perform now...</p>

S : (confused about what the teacher ordered).

T : Mmm, jadi kan minggu lalu miss sudah memberitahukan bahwa hari ini materi kita adalah sebab dan akibat (cause and effect), jadi kalian akan presentasi kelompok dengan topik yang kalian pilih sendiri dengan membawa paper (karton) dengan kreasi kalian sendiri. Jadi, kelompok satu bisa tampil sekarang.

S : Okay miss!!!

(Group one came up with the topic of smoking.)

T : Good. Let's give applause for group one. So, Reski are you smoking?

S : (Smile) Yes miss..

Analysis of the 4th Extract: The teacher commanded students to present in the front of the class and the teacher asked students about the topic of the lesson.

Table 4 shows that the teacher asked the students to find out the facts related to the topic of the lesson by saying "Reski are you smoking?". It also shows that the teacher managed the circulation of question-answer, because she did not demand all students to answer together, but she started from a student who sat in the back seat.

4.1.3 The teacher used prompting strategy, repeated the question in different or the same sentence.

When a teacher asks a question to that no one can respond, she repeats it or provides more information to assist students in answering her questions.

Table 5. The 5th Extract: Asking to assess students Comprehension

T : Okay. Today our material about song. <u>So, what differences about song and sing?</u>
S : song penyanyi dan sing lagu miss.
T : No, for example song is love yourself from Justin Bieber. And sing is when Justin Bieber sing at the concert. You got the point??
S : Oh, song adalah lagu dan sing bernyanyi miss.
T : Yeah, Excellent!!

In this situation, the teacher asked students to evidence that they had got enough comprehension in organizing the material that was learned.

Analysis of the 5th Extract: In above table, it is shown that the teacher asked student about differences between song and sing. Because the students could not answer, the teacher then gave additional information by saying “No, for example song is love yourself from Justin Bieber. And sing is when Justin Bieber sing at the concert. You get the point??”. It was to help the students thinking about the teacher asked. This strategy is called prompting strategy. Finally, the student could answer that song is lagu and sing is bernyanyi.

4.1.4 The teacher used probing strategy

Probing was conducted by the teacher because the satisfying answer had not got yet. To find the complete answer, the teacher appointed another student to answer.

Table 6. The 7th Extract: Asking Students about Word Meaning

T : Have you ever hear about song?
S : Yes miss!!
T : <u>So what the meaning about song?</u>
S : Song adalah lagu miss..
T : How about sing?
S : Penyanyi miss
T : <u>Reren, do you agree with resky?</u>
S : No, miss.. Sing adalah bernyanyi, dan song adalah lagu miss.
T : Yes, very good.. Thank you..

One of the students was asked to answer the teacher's question. The teacher then redirected her question to another student because the student was unable to respond or provided an incorrect response.

Analysis of the 7th Extract: Table 7 shows that firstly, the teacher asked to a student who was named Resky by saying, "How about sing?". The Resky's respond was incorrect, the teacher then asked to another student, namely Rere, and she answered correctly. That was the probing strategy.

4.1.5 The teacher gave reinforcement for students who answered the questions correctly

Table 7. The 8th Extract: Asking for students' comprehension

T : So, <u>Resky.. Are you smoking?</u>
S : mmmm, yes miss...
T : Oh, yes?? <u>Do you think that is good for your health when you smoking?</u>
S : mmm, I think no miss..
T : Okay, <u>why smoking not good for our self, Asen?</u>
S : Because smoking is danger for our health miss..
T : Yes!!Very good.. Smoking is danger for our health, so you need to stop smoking to save your life.

Analysis of the 8th Extract: In the above table, we can see that the teacher used probing strategy in questioning for students. All students said that smoking can make them not healthy. The teacher then asked to one student, Asen, to get satisfying response. She asked, "Okay, why smoking not good for our self, Asen?". The mentioned student answered that smoking is danger for our health. After that, the teacher gave reinforcement to him.

4.2 Types of Questions

4.2.1 Knowledge Questions

Remembering and giving facts or ideas provided in earlier classes is all that is required to answer knowledge questions. According to this study, 25 of the total questions are knowledge questions.

Knowledge questions are understandably crucial in various aspects of language learning and instruction. They should not, however, be considered the primary purpose of language instruction. Knowledge questions play a minor part in language training in order to improve language learners' cognitive abilities and boost the output they use in inquiring and replying. In fact, teachers may use these questions to start and lead a classroom debate, as well as to move the conversation to higher levels of thought. As a result, the usage of knowledge questions in the classroom is determined by the goal of the inquiry (Azerefegn, 2008).

4.2.2 Comprehension Knowledge

Students must reiterate, distinguish, explain, or rephrase ideas or information in response to comprehension questions. Students might be invited to compare concepts, look at other perspectives, and rework a section of the reading text in their own words if there is one (Azerefegn, 2008).

In this study the comprehension questions were about 8 of the total questions asked by the teachers.

4.2.3 Application, Analysis, Synthesis and Evaluation Questions.

Teachers who are observed in class rarely use these four types of questions. It's possible that there's a reason behind this. Teachers may be unable to use these sorts of questions due to the nature of the lesson and the ability of the students. More than that, responses to these questions may require long and complex expressions sentences that are difficult for students to use in class (Kissock and Iyortsuun, 1982:44 in Azerefegn:2008).

4.3 Observation Result

In the observation, the researcher observed at the eleven grade of SMA N 1 CERENTI on 22th April 2021 until 29th April 2021. The observation was conducted in four meeting and the duration of observation was 30 minutes in every class. The researcher observed classroom activities. The research finding of this research as follows:

The Types of Questions Used by the English Teacher at the eleven Grade Students of SMA N 1 CERENTI.

The result of observation described the types of question used by the English teacher at the eleven grades students. Based on the observation, the researcher found five from six types question used by the English teacher. The five types of questions are knowledge, comprehension, application, analysis, and evaluation. The total number of types of questions used by the English teacher in four meetings was 40 questions.

Table 1.1

The total number of types of questions

NO	Types of Questions	Frequency
1.	Knowledge Questions	25 Questions
2.	Comprehension Questions	8 Questions
3.	Application Questions	2 Questions
4.	Analysis Questions	0 Questions
5.	Synthesis Questions	0 Questions
6.	Evaluation Questions	5 Questions

The material is explanation text, cause and effect, asking and giving opinion, and song. In the first activity, the English teacher greeted the students and asked about students' condition. Then the teacher checked students' attendance. After the teacher checked the attendance, the teacher asked students about material last week and asked students ready or not for learning.

In the main activity, the teacher will explain the material according to the syllabus and lesson plans. In the learning process, the teacher will occasionally ask students according to the material being taught, to find out whether or not students understand what the teacher explains.

From the observation in this meeting, the researcher gave table to show the findings of types of questions used by the English teacher at eleven grade. The table can be seen below:

Table 1.2
Data Finding of Types of Questions Used by the English Teacher
(Knowledge Questions)

Type of Questions	The English Teacher's Questions	Frequency
Knowledge Questions	1) What is definition of the explanation text? 2) What is the purpose of the explanation text? 3) Have you ever seen bullying? 4) How many types about explanation text? 5) How many types of drugs do you write? 6) Have you ever smoke Teguh? 7) Have you ever seen bullying? 8) Have you ever bullied someone? 9) How many pictures in there	25 Questions

	<p>(books)?</p> <p>10) What issues does each pictures number 1 adress?</p> <p>11) What issues does each pictures number 2 adress?</p> <p>12) What issues does each pictures number 3 adress?</p> <p>13) What issues does each pictures number 4 adress?</p> <p>14) What issues does each pictures number 5 adress?</p> <p>15) What issues does each pictures number 6 adress?</p> <p>16) Are you excited when you can take part in the election?</p> <p>17) Have you ever heard “song” word before?</p> <p>18) What the meaning about song?</p> <p>19) Do you often listening the music?</p>	
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	20) Raren, what's your favorite song? 21) Sasa, what genre do you like? 22) Suci, what's your favorite singer? 23) Can song make you happy or relax? 24) What song inspires you? 25) What differences about song and sing?	
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Table 1.3
(Comprehension Questions)

Type of Questions	The English Teachers Questions	Frequency
Comprehension	1) What's your suggestion for bullying? 2) What is your suggestion for the people using drugs? 3) What is your suggestion for people who smoke? 4) In your opinion, are drugs	8 Questions

	<p>allowed in medicine and surgery? Why?</p> <p>5) Why does taking drugs cause hallucinations?</p> <p>6) What's your suggestion for the people using drugs?</p> <p>7) What's your suggestion for people who bullying someone?</p> <p>8) Why you like the song "Love you're self"?</p>	
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Table 1.4
(Application Questions)

Type of Question	The English Teachers Question	Frequency
Application	<p>1) What happens if we can't stop using drugs?</p> <p>2) What have the government, the community, and you done to solve the adverse</p>	2 Questions

	effects of such issues?	
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Table 1.5
(Evaluation Questions)

Type of Question	The English Teachers Question	Frequency
Evaluation	1) Do you agree we can stop bullying? 2) Do you think that psychotropic can use to operation? 3) What do you think it's possible for women to smoke? 4) What do you think, should we continue or stop bullying someone? 5) Do you think that music bring peace?	5 Questions

The research finding showed that in the meeting during teaching and learning process, the English teacher used four from six types of questions. The researcher found types of questions used by the English teacher in XI Class during teaching and learning process are 25 knowledge questions, 8 comprehension questions, 2 application question, and 5 evaluation questions.

4.4 Interview Result

The interview was conducted with two English teachers. The teacher one name is Fatimah Hafni she teaches compulsory English in grade 11, and the next teacher is Yoza Destialara she teaches english specialization in grade 11. The interview was conducted in two meeting and the duration of interview was 10-20 minutes. The researcher interviewed the English Teacher. From the interview, the researcher gave table to show the findings of some answers from the English Teacher. The table can be seen below:

Table 1.6
Interview Result

Teacher A (Fatimah Hafni)

Question	Answer
1) Are there any problems or challenges when you teach in class?	Yeah, sure. Every class has their own problem. Teaching English as a foreign language is not as easy as we think. There are many problems that I found while teaching in

	<p>the class, such as: they have no desire and motivation in learning English, they were passive in the class, lack of the vocabulary. So, those problems are challenging me to teach fun English.</p>
2) Do you often ask question during learning?	<p>I did. I always ask them some question when I teach.</p>
3) What kind of questions do you usually use to teach in class?	<p>I used two types of questions, closed questions and open questions.</p>
4) What do you think about roles question in process learning?	<p>Roles question in process learning is one of the important things in teaching. Without roles question, the class will be passive, bored, and only teacher will be active.</p>
5) What kind of questioning strategy that you use to interact with students in class?	<p>According to Bloom's Taxonomy that covers 6 strategies, I always used knowledge, comprehension, and evaluation questioning strategies. But, sometimes I also used application, analysis, and synthesis. It's depend on situation and condition of the class and the material relation.</p>

6) Do you always use questioning strategies in the classroom?	Yes, I always use questioning strategies in the classroom because questioning strategies is needed to check their focus and to refresh their memories.
7) Do you think the questioning strategy can build class interaction?	I think the questioning strategy can build class interaction. With the questioning strategy can make the students active, to check their understanding, give time for them to talk, so the students have enough STT (Students Talking Time)
8) What does the teacher do to handle the students who cannot answer the question or give the wrong answer?	If the students cannot to answer the question I will giving additional information or appoints another student to answer. And if they give the wrong answer I never blame them, angry or interrupt them, but I will incorrect their answer and appreciate their effort.
9) Are you having problems when asking in the class?	Yes, sure. Sometimes they don't understand the question because they lack of vocabulary.
10) Do you use English when interacting with students?	Yes, I use English. And I have to speak Bahasa after English in order they understand when I speak in the class. So we've got

	connected communication and to avoid misscommunication and misunderstanding.
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Teacher B (Yoza Destialara)

Question	Answer
1) Are there any problems or challenges when you teach in class?	Yes, there are different problems or challenges when I teach in class. One class and another class is have different problems when I teach in class.
2) Do you often ask question during learning?	Not really, sometime yes.
3) What kind of questions do you usually use to teach in class?	5 W + 1 H. But sometimes I use analysis and synthesis question and sometimes comprehension and evaluation question.
4) What do you think about roles question in process learning?	I think, roles question in learning process can control student participation and know the ability or students comprehension.
5) What kind of questioning strategy that you use to interact with students in class?	Yes, I always used knowledge, comprehension, and evaluation questioning strategies. But, sometimes I also used application, analysis, and synthesis.

6) Do you always use questioning strategies in the classroom?	Yes, I do.
7) Do you think the questioning strategy can build class interaction?	Yes. Questioning strategy is important roles in classroom to get students comprehension and to get students concentration.
8) What does teacher do to handle the students who cannot answer the question or give the wrong answer?	I give some clues, or motivate them who can't answer and give a reward/compliment for the students, at least they tried to answer.
9) Are you having problems when asking in the class?	Yes.
10) Do you use English when interacting with students?	Not really. But, I often use English in my class.

This interview shows the result finding of the conversation between the researcher and the English Teacher about teacher's questioning strategies during the classroom interaction.

4.5 Data Analysis

4.5.1 The Implementation Knowledge Strategy

Knowledge questioning strategy is most widely used by teachers in classroom interactions. The knowledge strategy is the easiest question among other question strategies because this strategy is to find out and recall the lessons that have been learned. So, the teacher uses this question very often, with the example of "what is the definition of the explanation text?", so this is a question about the material that has been taught, so the teacher reminds students of the material that has been taught.

This activity provides an opportunity for students to recall what they have learned. In this activity, the teacher will ask one student, if the student does not understand the teacher gives a clue so that students can answer the questions given by the teacher. If the student also cannot answer, the teacher will ask another student, and if the student's answer is correct the teacher will give praise and after that, the teacher will explain in more detail.

According to the teacher, asking questions to students is a very important role in classroom interaction. Especially knowledge questions which is often used by teachers to increase students' knowledge and so that students remember the material being taught.

4.5.2 The Implementation Comprehension Strategy

Comprehension strategy is a type of question that requires students to show that they have adequate understanding when compiling the material that has been

taught by the teacher. Students are required to not only remember the material but demonstrate mastery of the material.

In the classroom, teachers quite often use this questioning strategy, to see students' mastery of the material. In this activity, the teacher asks students to present group presentations in front of the class with the appropriate topic given by the teacher, one of the groups presenting the topic is "The effect of smoking". After the group is ready to presentation, the teacher will explain in more detail about the topic, after that the teacher will ask other students related to the topic that group one presents. The teacher calls one of the students with the question "What is your suggestion for people who smoke?", so the teacher ask to see the student not only understands the material but also shows mastery of the material, by listening to explanations from other groups.

4.5.3 The Implementation Application Questions

This type of question not only concerns the ability of theory, but also the ability to apply the concept or formula to solve problems. Students are asked to solve problems with the data obtained in class to develop a feasible solution.

This type of application question is rarely used by teachers in the classroom, even if there is, it will not be as frequent as knowledge and comprehension questions. In the class I analyzed, there were several questions of this type. First, what the teacher does is ask students to open a printed book that is commonly used, then open the page according to the instructions ordered by the teacher. The page contains events that occur in Indonesia, such as corruption, illegal tree cutting, terrorism,

traffic jams, floods, and elections. After observing the picture and briefly explaining, the teacher asked the students in the class "What have the government, the community, and you done to solve the adverse effects such issues?" problems and provide solutions with data in accordance with the teacher provided.

4.5.4 The Implementation Analysis and Synthesis Questions

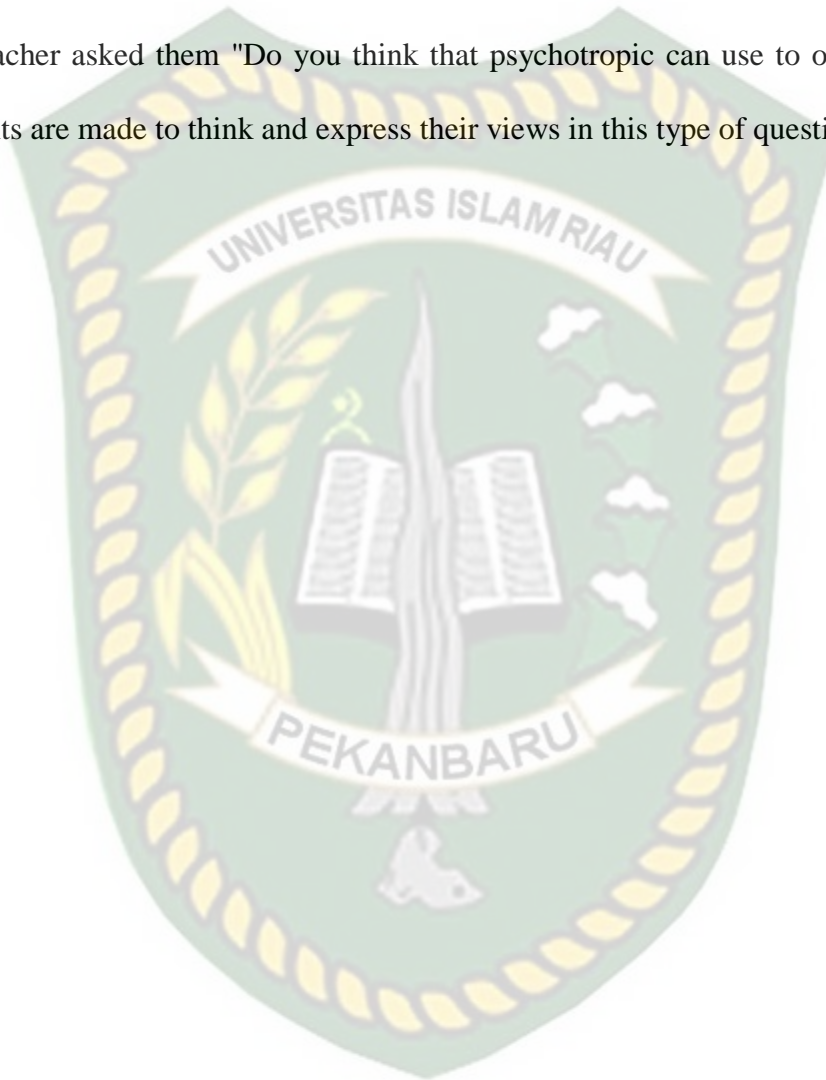
The types of analysis and synthesis questions are questions that are rarely used by teachers in teachers. Analytical questions require students to interpret data to draw conclusions and find facts that can be used to conclude. Students need to define causes, evaluate evidence with available data, as well as assumptions, conjectures, or generalizations. Then, synthesis is a high level question. This type allows students to think creatively about the teacher's questions. Students are required to use imaginative thinking. Students also make predictions and solve problems for this type of question.

When I analyzed some of the classes that I entered, none of the teachers gave this type of question, because these two types of questions are high-level question types compared to other types. So, it is very rare for teachers to use this type of question in the classroom.

4.5.5 The Implementation Evaluation Questions

This type of question is almost the same as analysis and synthesis, but when I made observations there were several questions that the teacher gave with this type of question.

When I made observations, the teacher gave instructions to students to make presentations in front of the class with a predetermined group. The topics discussed by the group were about "The effects of drugs", after the group presented the topic, the teacher asked them "Do you think that psychotropic can use to operation?". So, students are made to think and express their views in this type of question.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion concerning the result of the research. Based on the finding from the research, the writer get conclusion as follow:

5.1 Conclusion

Based on the research finding and discussion in the chapter four, the result showed that the English teachers' in the kinds of questioning strategies at SMAN 1 CERENTI are, the teacher questioned the students in opening sessions of teaching, the teacher questioned the students in the middle of the teaching, the teacher used prompting strategy, the teacher used probing strategy, and the teacher gave reinforcement for students who answered the questions correctly. Then, the conclusion about the types of questions used by the English teacher at the eleven grade of SMAN 1 CERENTI. The researcher concluded that the English teacher eleven grade of SMAN 1 CERENTI used four from the six types of questions. They are knowledge, comprehension, application, and evaluation.

The researcher found that the total number of types of questions used by the English teacher in four meeting was 40 questions. From 40 questions, there were 25 knowledge questions, 8 comprehension questions, 2 application questions, and 5 evaluation questions. Knowledge questions were type of questions that commonly used by the English teacher in a classroom.

Concerning teachers' reaction to student responses, the finding confirms that teachers treated student responses positively. In addition, they praised those students who answered correctly. Sometimes the teachers used their head nodding as a sign of agreement to a given answer from the students.

5.2 Suggestion

There are some suggestion for English teacher and another researcher has a similar topic as follows:

1. For English teacher

The English teacher is advised to frequently use questioning strategies and knowing the types of questions extensive. Because asking students questions can help them develop critical thinking skills, improve their speaking abilities, expand their vocabulary, and boost their confidence.

The English teacher must know each student's level in order to use questioning strategies effectively. The English teacher should always develop classroom interaction so that the classroom is always active and should keep the student's attention and control the classroom. In addition, the English teacher expected to apply every questioning strategies in class.

2. For the next researcher

The researcher hope in this research can give contribution and significant to the next researcher, who wished to the same topic and can find other some questioning strategies in classroom.

3. For the Student

With these questioning strategies, students can be more active in class and can understand the material easily.



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