

**EXPLORING TEACHER'S QUESTIONING STRATEGIES  
DURING CLASSROOM INTERACTION IN SPEAKING CLASS  
AT 7<sup>th</sup> GRADE OF MTS AL FIRDAUS SUCI PANTI JEMBER**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
In Partial Fulfillment of the Requirements  
For a Bachelor Degree (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



UNIVERSITAS ISLAM NEGERI  
By:  
KIAI HAJI ACHMAD SIDDIQ  
HALIMATUS SA'DIYAH  
J E SRN. T20176033

**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
JUNE 2023**

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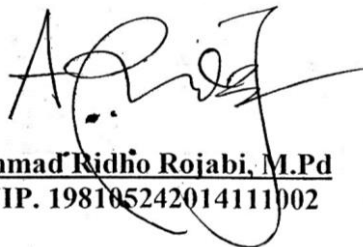


**By:**

**HALIMATUS SA'DIYAH**  
**SRN. T20176033**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

**Has been approved by advisor**



**Ahmad Ridho Rojabi, M.Pd**  
**NIP. 198105242014111002**

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**THESIS**

Has been examined and approved as requirement to obtain  
a bachelor's degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

Day: Friday  
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The Board of Examiners

Chair

**Dr. Indah Wahyuni, M.Pd.**  
NIP. 198003062011012009

Secretary

**Aminulloh, S.Pd., M.Pd.**  
NIP. 197705272014111001

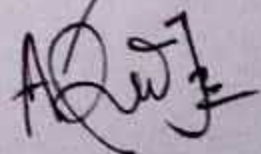
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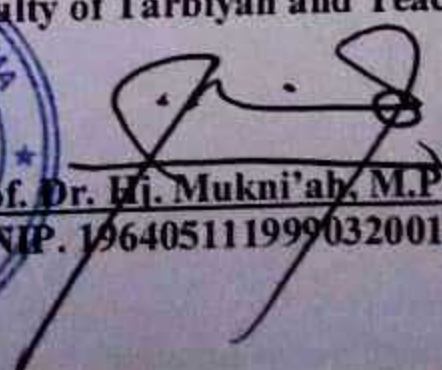
2. Ahmad Ridho Rojabi, M.Pd

(  )



Approved by

**Dekan of Faculty of Tarbiyah and Teacher Training**

  
**Prof. Dr. Hj. Mukni'ah, M.Pd.H**  
NIP. 196405111999032001

## MOTTO

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوحِيَ إِلَيْهِمْ فَسَئَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا

تَعْمُونَ ﴿٤٣﴾

*“And We sent not (as Our Messengers) before you (O Muhammad saw) any but men, whom We sent revelation, (to preach and invite mankind to believe in the Oneness of Allah). So as (you, O pagans of Makkah) of those who know the Scripture [learned men of Taurat (Torah) and the injeel (Gospel), if you know not.”<sup>1</sup>*

(QS. An-Nahl [16]:43)



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<sup>1</sup> Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur'an: The English Translation of the Meanings and Commentary* (KSA King Komplex, 2007), 353



## DEDICATION

I proudly dedicated this thesis for:

1. My beloved parents, my mother Sofiyah and my father Cipto Handoko who always love me, pray for me and support me.
2. My beloved brother Soni Son Haji and his wife Orchid Devita Putri who always support me
3. All my big family especially “Bani Assidiq” family who always give me support and motivation.
4. My best advisor, Ahmad Ridho Rojabi, S.Pd., M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.
5. All of my friends especially who always supports me to finish this undergraduate thesis.
6. Thank you for me who never give up.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. Thanks to Allah SWT, because of His generosity the author was able to complete this thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis entitled **“EXPLORING TEACHER’S QUESTIONING STRATEGIES DURING CLASSROOM INTERACTION IN SPEAKING CLASS AT 7<sup>th</sup> GRADE OF MTS AL FIRDAUS SUCI PANTI JEMBER”** compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Prof. Dr. Hj. Mukni'ah M.Pd.I as the Dekan of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Rif'an Humaidi, M.Pd.I as the Head of Islamic Studies and Language Education Department who had given the permission to do this research.
4. Mr. As'ari, M.Pd.I as the Head of English Department who has motivated me to study English.
5. Mr. Ahmad Ridho Rojabi, M.Pd as my advisor, who helped, guided and

supported me during the writing of the thesis.

6. The Principal of MTs Al-Firdaus Panti Mr Maskur Efendy,S.Pd. and all of teachers and staffs for giving me a permission and helping me during my research in MTs Al-Firdaus Panti.
7. Dwi Yunita, S.Pd, the English teacher who has helped in conducting my research at school and the students VII B who have gave their time to participate in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, June, 22<sup>nd</sup> 2023

The Researcher



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**Halimatus Sa'diyah**

## ABSTRACT

**Halimatus Sa'diyah, 2023: *Exploring Teacher's Question Strategies During English Classroom Interaction in Speaking Class at MTs Al-Firdaus.***

**Keywords:** *Teacher's Question Strategies, Classroom Interaction, Speaking Class, Qualitative Approach*

In the teaching learning English, students feel confused in understanding the teacher's explanation because they think that English lessons are difficult to understand. Teachers have applied strategy to make students enjoy and active in teaching learning process particularly in speaking, however sometimes student do not understand whether topic was given by the teacher. One method that can be applied is teacher's questioning strategy.

The research questions of this research are: (1) What are the types of question used by English teacher during English classroom interaction in speaking class at MTs Al Firdaus Suci Pantj Jember. (2) What are the reasons of English teacher used the types of question during the English classroom interaction in speaking class at MTs Al Firdaus Suci Pantj Jember. The aims of this research are; (1) To investigate the types of questioning strategies used by the English teacher during English classroom interaction in speaking class at MTs Al Firdaus Suci Pantj Jember. (2) To investigate the reasons of the English teacher why they used the types of question during the English classroom interaction in speaking class at MTs Al Firdaus Suci Pantj Jember.

This research employed qualitative as the method of the research. It was conducted in EFL student of MTs Al-Firdaus. The data were gathered by using observation, interview, and document review. Source and technique triangulation were used to validate the data. This research was conducted on an English teacher and 7<sup>th</sup> grade students of MTs Al-Firdaus Suci Pantj.

The results of the research are: (1) The types of questioning that used by the teacher at MTs Al Firdaus are recall, comprehension, and evaluation question. (2) The reason of the teacher at MTs Al Firdaus used Recall data is require students to identify information in basically the same form it was presented; used comprehension type is to measure their understanding about the meaning, of remembered material, ideas, and concept of the materials by using their own words; and used evaluation type is encourage students to respond to and reflect the opinions of their friends.



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# CHAPTER 1

## INTRODUCTION

This chapter gives an overview of the title of the research, the background of the research, the research question, the objectives of the research, the significances of the research, and the definition of key terms.

### A. Title of Research

Exploring Teacher's Questioning Strategies during English Classroom Interaction in Speaking Class.

### B. Background of Research

English language learning is not a strange thing in language development both in Indonesia and in the world because English has become the language of politics, culture, economics, and science and technology. So that all nations including Indonesia are competing in learning it both formally included in the school curriculum and informally. Even today, English has been studied in elementary schools and even at the kindergarten level.

With the inclusion of English in the curriculum either as a compulsory or optional subject or local content from elementary school to college level, students should be able to communicate orally and write well and even compete at the global level, especially in Southeast Asian countries. This statement is in accordance with Article 33 paragraph 3 of Law Number 20 of 2003 which states, "Foreign languages can be used as

the language of instruction in certain educational units to support students' foreign language skills.

English language learning in educational institutions, ranging from primary to tertiary levels, ideally allows students to master the four language skills functionally and proportionally. This is because English not only functions passively, namely as a medium for understanding what is heard, news, text, reading and discourse, but also functions actively, namely as understanding others through oral and written communication. A study shows that the ability to use language as a medium of communication is the key and basis for human success in life.<sup>2</sup>

Furthermore, English plays an important role in every aspect of human life, such as business, academics, tourism, and others. Because of its enormous role, English is studied in most countries as a foreign language. Indonesia as one of the developing countries has also established an educational curriculum for English as a foreign language. English is one of the compulsory subjects and is taught at all levels of education, from elementary school to university. As English is a compulsory subject in schools and universities, teaching it requires professional knowledge and appropriate skills. Success in the teaching and learning process is inseparable from how a teacher organizes and manages the class and overcomes various obstacles in the classroom.

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<sup>2</sup> Saepudin. 2013. An Introduction to English Learning and Teaching Methodology. Trustmedia : jogjakarta



According to Zaim (2016) in the concept of language learning, there are four language skills that must be mastered by a language learner, namely speaking skills, listening skills, reading skills, and writing skills. These four language skills can be mastered by a language learner supported by the ability to master language components, namely mastery of grammar and vocabulary.<sup>3</sup>

Speaking is one of English skill. Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 2004)<sup>4</sup>. Speaking is one of the main aspect how people judge. To impress or to judge is usually based on daily interaction and most often by first impression. So, as teachers have a responsibility to prepare students as much as possible to be able to speak in English in the real world outside the classroom (Hornby, 1995)<sup>5</sup>.

Speaking is the competence to express, explain and convey thinking, feeling, and idea. Speaking ability means the ability to think. So learning how to speak well is very important because language is primarily speech. To most people, mastering the art of speaking was the single most important aspect of learning a second or a foreign language, and success was measured in term of the ability to carry out conversation in the

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<sup>3</sup> Zaim. 2016. *Evaluasi Pembelajaran Bahasa Inggris*. Jakarta : Kencana

<sup>4</sup> H.D. Brown, *Language Assessment: Principles and Classroom Practice* (NY: Pearson Education, 2004), 127.

<sup>5</sup> AS.Hornby, *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1995), 37.

language (Endang, 2005)<sup>6</sup>. Consequently teacher has big responsible to make students not only able to speak English well but also how the way they speak. Moreover, Allah states that we have to use a good sentence when we speak to avoid misunderstanding among others in surah Al-Ahzab verse 70:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

*O you who have believed, fear Allah and speak words of appropriate justice<sup>7</sup>*

From the verse above, the researcher can conclude that in speaking we have to use a good sentence so the listener will not misunderstand. Someone is considered to be a good person based on her/his speaking.

Even if there are four other skills in the English language, speaking skills are the most effective one among them as a majority of communication is done through speech. Therefore, speaking skills are the most important method of communication. There is no doubt that proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speakers with several distinct advantages. The main advantages of speaking skills are: a). To participate actively in pair or group activities in the classrooms, b). To acquire more knowledge, c). To communicate effectively with others, d). To boost up the speakers' self-confidence, e). To increase the

<sup>6</sup> Endang.Fauziati, *Teaching of English as A Foreign Language (TEFL)*. (Surakarta: Muhammadiyah University Press, 2005), 50.

<sup>7</sup> Al-Qur'an 33: 70.

ability of problem-solving and critical thinking, f). To improve the overall development of the speaker's personality.

Based on the preliminary study, teaching and learning process at MTs Al Firdaus Suci Panti Jember, especially the English subject, students feel confused in understanding the teacher's explanation because they think that English lessons are difficult to understand. Therefore, in speaking class students only remain silent when given the opportunity to ask or answer questions from the teacher. Thus, the teacher has to improve teaching strategy to help the students to understand the materials easily and attract students to pay attention for teacher's explanation.

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 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 include 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 when developing an engaging classroom by communicating and

including them in practicing their speaking skill to ensure that students master the concepts.<sup>8</sup>

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 practices takes a significant share in the classroom. Thus, the teacher needs to develop his awareness of using appropriate talks in the classroom.

Along with the description above, teaching-learning interaction is very necessary strategy to achieve optimal learning. Strategy is another term for approach or method. Strategy comes from the Greek "strategos" which means an effort to achieve victory in a battle. Strategy was originally used in the military environment, but the term strategy is used in various fields that have relatively the same essence, including being adopted in a learning context known as learning strategy<sup>9</sup>.

The strategies applied in learning activities are called learning strategies. In this case the learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational

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<sup>8</sup> Ekawati, D. 2019. An analysis of teacher Questioning Strategies during English Classroom Interaction at SMAN 4 Makassar.

<sup>9</sup> Haudi. 2021. *Strategi Pembelajaran*. Sumatera Barat : CV INSAN CENDEKIA MANDIRI. Hal 1

goals.<sup>10</sup> According to Kemp, learning strategy is a learning activity that must be carried out by educators and students so that the objectives of learning can be achieved effectively and efficiently. According to J. R David, learning strategy is a plan that contains a series of activities designed to achieve educational goals<sup>11</sup>. According to Dick and Carey, learning strategy is a group of materials and steps or stages of learning that are used together to produce student learning outcomes.<sup>12</sup>

The teaching and learning process between teachers and students in the classroom requires strategies. Teachers have applied strategy to make students enjoy and active in teaching learning process, but sometimes student do not understand whether topic was given by the teacher. One method that can be applied is teacher's questioning strategy. According to Hasibuan and Moedjiono questioning strategy is a way to ask for a response from someone who is known between teacher-students in learning. Asking is also an effective stimulus that encourages thinking skills. In brief, the questioning strategy is a way to ask students' responses to have the ability to think creatively in answering a question.<sup>13</sup>

Meng et.al (2012) argues that question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom. Question and answer sequence are not only

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<sup>10</sup> Nurhasanah, Siti dkk. 2019. *Strategi Pembelajaran*. Jakarta Timur : Edu Pustaka. Hal. 6

<sup>11</sup> Kemp., Jerrold E. 1995. *Instruction Design: A Plan for Unit and Course Development*. Belmon: Feron.

<sup>12</sup> Haudi. 2021. *Strategi Pembelajaran*. Sumatera Barat : CV INSAN CENDEKIA MANDIRI. Hal 1

<sup>13</sup> Hasibuan dan Moedjiono. 2008. *Proses Belajar Mengajar*. Bandung: PT. Remaja Rosdakarya. Hal 62



about the transmission of facts or managing classes also but it is rather the interactions between the teachers and students in the classroom where the teacher's co-constructs learning with students and build on what learners already know.<sup>14</sup> From some definition above, it can be concluded that questioning isn't the only way to control or manage the class, but also more to be the best way of interaction among the students and the teacher itself. It is a specific way to find out about how many the students understanding of the materials given.

Based on the previous studies, some of them use qualitative as the research approach and descriptive as design of their research. The participants were students of Senior high school and Vocational high school. The types used by the English teacher are the types of question from Richard and Lockhart's and U.S academics theory.

This study aimed to describe teacher's questioning strategies during the classroom interaction. The reason why the writer would like to analyze teacher's questioning strategies is that the writer wants to know more about the types of questions that are used by the English teacher during English classroom interaction in speaking class and the reasons. Based on the background of the problem above, the writer interested to analyze teacher's questioning strategies during the classroom interaction and want to know the types of questions used by the English teacher and the reasons.

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<sup>14</sup> Meng , Junyi & Zhao, Tao. 2012. *Teacher Questions in a Content based Classroom for EFL Young Learners*. Theory and Practice in Language Studies, Vol. 2, No.12, pp. 2603-2610, December 2012.

### **C. Research Question**

Based on the background described above, the research questions are:

1. What types of question used by the English teacher during the English classroom interaction in speaking class at MTs Al Firdaus Suci Pant Jember?
2. What are the reasons of the English teacher in using types of question during the English classroom interaction in speaking class at MTs Al Firdaus Suci Pant Jember?

### **D. Objective of the research**

Based on the problem above, the objective of the research is formulated as follows:

1. To investigate the types of question used by the English teacher during the English classroom interaction in speaking class at MTs Al Firdaus Suci Pant Jember.
2. To investigate the reasons of the English teacher why they used the type of question during the English classroom interaction in speaking class at MTs Al Firdaus Suci Pant Jember.

### **E. Significance of Research**

1. Theoretical significance

As theoretical significance, the researcher expects this research will make the readers able to understand the teacher's questioning strategies. The result is also expected to be a hint and reference

material for future researchers who study things that are relevant to the teacher questioning strategies.

## 2. Practical significance

### a. For teachers

For English teachers, who is directly involved the teaching and learning process in order to make the teachers able to anticipate those problems in their teaching. The teachers also get effective way and efficient in teaching in classroom and make the students get information clearly.

### b. For students

The result of this research is expected that through teacher's questioning strategies the students could be more interactive, and class could be useful. The researcher expected that all the students could enjoy when they learn English in their classroom.

### c. For other researcher

This research may also give inspire for the other researcher to research the same issues which are related to implementation and development of teacher's questioning strategies in order to develop the quality of education field in future.

## F. Definition of Key Terms

### 1. Questioning Strategy

A question is a series of words that require information and answer also ends with a question mark. Strategy is a plan of action designed to

achieve a long-term or overall aim. Questioning strategies is a strategy in teaching and learning process to find out what students know and understand about the material and involve students to be active in learning process by using question that one of teaching tool.

## 2. Classroom Interaction

Classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their peers.

## 3. Speaking

Speaking is the ability to use the language in oral form. Speaking also is one of effective way to interact and communication among people in social life. Then, speaking is the language skill which students should study. Speaking skill learning is a process to make students speak English in an appropriate context by using some kind of strategies. Without speaking skill students will be difficult in having communication with the teacher and also their friends. The teacher never knows the purpose of student's mean.

## CHAPTER II

### REVIEWS OF RELATED LITERATURE

This chapter presents a brief explanation about some previous research related to this research and some theories that support this research. The theories are related to questioning strategy kinds of teacher's questioning strategies, definition of classroom interaction, types of classroom interaction and the importance of questioning strategy in classroom interaction.

#### A. Previous Research

There are some previous researches that relevant to this research. It can be as references that help this study. The researcher has collected five previous researches that related to this research, namely as follows.

1. The previous research was conducted by Ananda Yari Amalia (2021)<sup>15</sup>

The aims of this research are to get detailed information about the questioning strategies used by teachers in teaching. The design is using qualitative descriptive method. The research obtained the data by using documentation, observation and interview. The participants of this research consisted of two English teachers and students at eleventh grade of SMAN 1 Cerenti. The results showed that the English teacher's applied 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

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<sup>15</sup> Ananda Yari Amalia. *An analysis of Teacher's Questioning Strategies during the Classroom Interaction at SMAN 1 Cerenti* (thesis, Universitas Islam Riau, 2021)



questioning strategies could help the students become more active in the teaching learning process.

2. Another previous research was conducted by Desi Mentari (2018)<sup>16</sup>

The objectives of this analysis were to seek out the teacher's questioning methods throughout the room interaction at SMK Muhammadiyah 3 Makassar. The participants of this research were land academics of middle school in SMK Muhammadiyah 3 Makassar (2 teachers). The approach utilized during this research was qualitative. Information assortment of this research was conducted through observation checklist. The info gathered were analyzed through quantitatively. The research findings showed that the teachers used questioning strategies by applying some kind of queries 28% and activity the sort of questions in every session of teaching 24%. The teachers also applied different strategies such U.S. academics used wait time 8%, repetition queries 8%, translating into Indonesian or combining the language 16%, obtaining nearer to student 4%, and giving reward to the scholars 12%. it had been evidenced by several responses from the students. Moreover, it was proved by the observation that each the teacher conjointly the } students did a decent interaction through questioning strategies.

3. The thesis was conducted by Rafika Yunion P. (2020)<sup>17</sup>

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<sup>16</sup> Desi Mentari. *An analysis of Teacher's Questioning Strategies during Classroom Interaction at SMK Muhammadiyah 3 Makassar* (thesis, Universitas Muhammadiyah Makassar, 2018)

The aim of this study was to determine the types of questions that were most dominantly used by English teachers during the interaction of the English class and teacher's reaction towards student's responses in 7th grade of State Islamic Junior High School Surakarta II. This study used descriptive qualitative research, data collection techniques used by researchers are observations and interviews, research instruments are field notes, transcripts, interviews and observation notes, the reliability of this research data using methodical triangulation. The English teacher used all the types of questions. They are managerial questions, rhetorical questions, closed questions and open questions. The results show that teachers often used main questions and closed questions in class. Investigators later found that the teacher's reaction to the student's answer was incorrect.

4. Another thesis was conducted by Muhammad Rijalul Umam Muslim (2017) entitled<sup>18</sup>

The purpose of this study was to determine the questioning strategy used by the teacher in classroom interaction and to determine the teacher's perception of the questioning strategy. The research method used was qualitative research and data collection was used by the researcher; classroom observations, video recordings such as documentation and interviews. The participants of this study were 2

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<sup>17</sup> Rafika Yunion P. *Teacher's Questioning Strategies during The English Classroom Interaction at Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020* (thesis, IAIN Surakarta, 2020)

<sup>18</sup> Muhammad Rijalul Umam Muslim, *Teacher's Questioning Strategies during Classroom Interaction in Speaking Classes* (thesis, Universitas Islam Indonesia Yogyakarta, 2017)

teachers from the Islamic University of Indonesia (UII Cilacs) and the Nusantara Training Center (NTC) as well as two tutors. The results showed that the dominant teacher asked Yes/No questions, Requests for referrals, display requests, Short answer questions/takes, Open-ended questions, and requests without recovery/imaginative requests, teachers perceive asking strategies as asking students for more information, opening other conversations. , clarify students' understanding, motivate students, and interact with them. Students, stimulate students, ask students to speak English, organize their questions and encourage students to think critically, overall, the teacher considers his questioning strategy effective in the learning process.

5. The last previous research was conducted by Ziarah (2020)<sup>19</sup>

The purpose of this study was to determine the types of questions used by the English teacher. This research uses descriptive qualitative research. The subject of this research is an English teacher who teaches in grade 12. The researcher only emphasizes on one teacher because there is only one teacher who teaches in grade 12. The data collection technique used by the researcher is observation and interviews. The researcher took the data in one rendezvous & the material was prepared for the listening test. The results of this study explain that the types of questions from Richard & Lockhart's theory used by the

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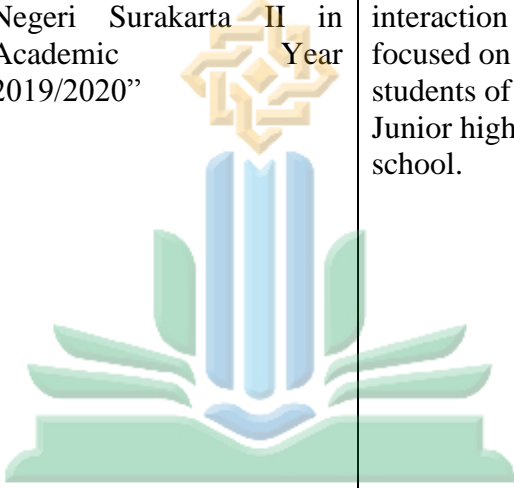
<sup>19</sup> Ziarah, *An analysis of Teacher's Questioning Strategies during The Classroom Interaction* (thesis, Universitas Islam Muhammad Thaha Jambi, 2020)

English teacher include procedural questions (15 data), and convergent questions (7 data). Teachers often use procedural questions in class. However, the researcher did not find the teacher using the Different Question.

The similarities as well as the differences between the previous research and this research are presented as follows:

**Table 1.1**  
**The Differences and Similarities between Previous Research and This Research**

No	Researcher's Name, Year, and Research Title	Similarities	Differences
1	2	3	4
1.	Ananda Yri Amalia (2021) entitled "An analysis of Teacher's Questioning Strategies during the Classroom Interaction at SMAN 1 Cerenti"	Both research discussed about teacher questioning strategy during classroom interaction, and use the same type of Questioning.	The difference between the previous research and this research is that the previous research focused on the students of Senior high school while this research focused on junior high school students.
2.	Desi Mentari (2018) entitled "An analysis of Teacher's Questioning Strategies during Classroom Interaction at SMK Muhammadiyah 3 Makassar"	Both research discussed about teacher questioning strategy during classroom interaction.	The difference between the previous research and this research is that the previous research focused on the students Vocational high school while

No	Researcher's Name, Year, and Research Title	Similarities	Differences
1	2	3	4
			this research focused on junior high school.
3.	<p>Rafika Yunion P. (2020) entitled "Teacher's Questioning Strategies during The English Classroom Interaction at The Seventh Grade of MTs Negeri Surakarta II in Academic Year 2019/2020"</p>  <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>	Both research discussed about teacher questioning strategy during classroom interaction and focused on students of Junior high school.	The difference between the previous research with this research that the previous research focused to answer teacher's reaction towards students responses by using questioning strategy in classroom interaction, while this research focused to answer the reason of the teacher use questioning strategy during classroom interaction.
4.	Muhammad Rijalul Umam Muslim (2017) entitled "Teacher's Questioning Strategies during Classroom Interaction in Speaking Classes"	Both research discussed about teacher questioning strategy during classroom interaction.	The difference between the previous research and this research that the previous research focused on



No	Researcher's Name, Year, and Research Title	Similarities	Differences
1	2	3	4
			students of Senior High School, while this research focused on students Islamic Junior High School.
5.	Ziarah (2020) entitled "An Analysis of Teacher's Questioning Strategies during The Classroom Interaction"	Both research discussed about teacher questioning strategy during classroom interaction.	The difference between the previous research and this research is that the previous research focused on the students Senior high school while this research focused on junior high school.

Based on the previous studies above, the researcher tried to conduct research on teacher questioning strategies during English class interactions in speaking class and tried to find something new in the research, namely about the types of questions used by English teachers and the reasons of the English teacher in the used questioning strategy during the English classroom interaction. In addition, researchers conducted research with different subjects from the three previous studies above. The subjects of this study were not students at the vocational and high school levels, but students at the junior high school

level. Of course there are significant differences because the levels of the five subjects are very different and the ability to master English is also different. Therefore, the researcher really intends to carry out her research using first grade students as the research subjects. Furthermore, the theoretical gap was also used to distinguish between this research and the previous research is the types of questions, if the previous research uses the types of questions from Richard and Lockhart's theory, and U.S academics, in this current study uses the types of questions by Bloom's Taxonomy.

## **B. Theoretical Framework**

### **1. Teacher's Questioning Strategy**

#### **a. Concept of Teachers Questioning Strategy**

Questions are sentences, phrases, or clues that seek information through answers. This means that the question is an expression uttered by someone that must be answered by the listener. Different experts have proposed different definitions of this term. Long and Sato confirmed that questions are linguistic expressions used to formulate requests for information. Therefore, the requested information can be provided in the form of a response<sup>20</sup>. Cotton defines a question as any sentence that has an interrogative form or function. In the school environment, teacher questions are interpreted as pedagogical cues or stimuli. Teacher

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<sup>20</sup> Long, H. M. & Sato, C. (1983). Classroom foreigner talk discourse: form and function of teachers' question. In H. W. Selinger & H. Long (Eds.), Classroom oriented research in second language acquisition (pp.268-286). Cambridge: Newbury House Publishers, Inc.

questions convey to students the material to be studied, guiding them on what they will do and how to do it. Asking is an activation technique that is used universally in teaching, especially in the Feedback Initiative model.<sup>21</sup>

According to Brown (2000), a question is any statement that tests or produces knowledge for students. In the teaching and learning process, the teacher asks students questions in order to learn, that is, to obtain knowledge or information and improve their learning capabilities. Paul (2002) states that questions are sentences formed from one person to another, containing commands and interrogative sentences to obtain information, or answers mean questions.<sup>22</sup>

Wilson defines a question as “a specialised sentence possessing either an interrogative form or function. When raised by teachers, questions are instructional cues suggesting students content and elements to be learned and ways of learning or experiencing said content”. Wilson also argues that when students employ questions, they serve as guides to particular actions, and as sentences that invite thinking and behaving along particular lines. Similarly, as reported by Aqvist, Wilson classifies questions as special types of commands in

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<sup>21</sup> Cotton, K. *Instructional Reinforcement*. Portland, OR: Northwest Regional Educational Laboratory, 1988. *Synthesizes the research on reinforcing students' learning in classroom settings and offers research-based guidelines for providing reinforcement.*

<sup>22</sup> Nashruddin & Putri Rahmawati Ningtyas, *English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction*, The journal of Ultimate Research and Trends in Education. Vol 2 No 1 (March 2020),6.

which the questioner's desire for knowledge can be met. People ask questions so they can obtain information and satisfy their desire for knowledge. Implicit in questions as is the acceptance of the belief that what is questioned is known or can be discovered.<sup>23</sup>

In brief, questioning is defined as a pedagogical cue or stimulus that conveys to students content items to learn and instructions about what to do. Questions are very useful for the teaching and learning process. According to Blosser, teachers use questions to help students revise to check understanding, to stimulate critical thinking, to encourage creativity, to emphasize something, to control class activities, and for other reasons and purposes. Important dimension in teaching and learning process Guest (1985) argues that questioning strategy is one of the important tools to expand student learning which can help teachers develop their own strategies to improve students' work and thinking. In other words, we cannot ignore that questioning strategy is very important for teachers and students. Questioning strategies can help students learn and improve their performance. Daniels (1997), Gallagher (1985), Letzter (1982), Parker (1989), Pollack (1988) and Schwartz (1996) have shown that questioning

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<sup>23</sup> Wilson, et al. *Questioning : a Path to Students Learning Experience*. Education + Training, Vol 57 Iss 5. (2015)

strategies are important for the development of critical thinking skills, creative and higher order thinking skills.<sup>24</sup>

The strategy of asking is very important for gaining knowledge. People usually ask each other to find out something about the unknown. They are instruments for exploring new views, facts, information, knowledge, and experiences. According to Brown & Wragg, we generally ask questions when we really want to know something &, if we already understand the answer, then we don't need to ask<sup>25</sup>. Questions in language classes allow teachers to evaluate their students and motivate students to attend lessons attentively. Ma (2008) mentions that questions play a big role in communication (eg quoted in Ndun, 2015, p. 10). It is used as a learning tool to promote relationships in the classroom.<sup>26</sup>

According to Fries Gatter. J., questioning strategy is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students

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<sup>24</sup> Anisa Astrid, dkk. *The Power of Questioning: Teacher's Questioning Strategies in The EFL Classrooms*. Indonesian Research Journal in Education. Vol 2 No 1 (2019).93-94

<sup>25</sup> Brown, G. and Wragg E. C. *Questioning*. Routledge, 1993

<sup>26</sup> Anisa. 94

know and what they do not know. Question helps teachers and learners in teaching learning process.<sup>27</sup>

### b. Types of Questioning

In this study the researchers discussed the types of questions that were in accordance with those applied by Nashrudin and Putri Rahmawati, which according to them educators traditionally classify questions according to Bloom's Taxonomy covering six categories, namely:<sup>28</sup>

#### 1) Knowledge – recall data or information

Knowledge questions or memory questions are questions that teachers want to know or remember about what they have learned. Common Question words that can be used in this type of question are: *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: What is the name of the dog that we discuss on page 115?

<sup>27</sup> Sujariati, Qashas Rahman, and Murni Mahmud. *English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu*. English Language Education, Graduate Program, State University of Makassar. Vol 3 No 1, page 107-121 (2016)

<sup>28</sup> Nashrudin & Putri Rahmawati Ningtyas. *English as foreign language (EFL) Teachers' Questioning Strategies in Classroom Interaction*. The Journal of Ultimate Research and Trends in Education. Vol 2 No 1 (March 2020).6-7

Student: Blackie.

- 2) Comprehension—understand meaning or organization and selection of facts and ideas

Comprehension questions are questions designed to ask students to demonstrate that they have gained sufficient understanding through the organization of the material being studied. At this level, the students answer the questions to measure their understanding about the meaning, of remembered material, ideas, and concept of the materials by using their own words. 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 in Indonesia?

Student: Sombong.

- 3) Application – use a concept in a new situation.

These types of questions require not only the ability to recall the theories, concepts, or formulas learned, but also the ability to apply theories, concepts, or formulas to solve a problem. At this level, the students are able to use information

that they have got in a new context to solve the problem, answer a question, or perform another task. This level requires the students to apply knowledge, facts, techniques, and rules in a different way. 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*)

Write the following sentences with the correct capital letters!

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

Analytical questions are questions that require students to think deeply and critically. When answering analytical questions, students consider information to draw conclusions and find evidence. At this level, the students have to think critically. They have to analyze the material and divided it into its parts and explain the relationship between the parts. The students hoped to make a conclusion from the information they have got. 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: Okay. 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

Summary questions are general questions. These questions require students to think creatively about the teacher's questions. If the answer is correct, the student must solve the problem. 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...*

Example: What is the correct title for the following passage?

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

Like analysis and synthesis questions, assessment questions seek a comprehensive thought process. Assessment questions do not have one correct answer, but instead ask students to give an assessment or idea about a problem. 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.*

Example: What do you think about...?

### c. Components of Questions

Teacher questioning, a widely used educational technique, has the potential to promote learning by allowing teacher to gather important information about the current stage of student knowledge.<sup>29</sup> Therefore, the teacher's questions must meet good components so that they are easily understood by students. According to Brown (1975, p. 104), there are at least four out of eight components in questioning techniques which should be mastered by teachers:<sup>30</sup>

<sup>29</sup> Yan Jiang. *Exploring Teacher Questioning as a Formative Assessment Strategy*. Faculty of Education.

(The University of Hongkong. RELC Journal. 2014)

<sup>30</sup> Sarlita Dewi Matra. *Teacher Questioning Strategy in Classroom Interaction*. CELT a Journal of Culture, English Language Teaching & Literature. Vol 14 No 1 (July,2014). 86-87

### 1. Clarity and Coherence

Teachers should ask clear questions that are easy for students to reach, unobtrusive, and coherent. Teachers should not ask questions with conflicting alternatives or "multi-directional questions" to avoid astonishing students. If the student does not answer the question, the question must be repeated and repeated. In the early stages of teaching, clear and coherent questions should be planned and written in the lesson plan, especially when using higher-order cognitive questions.

### 2. Pausing and Pacing

Pausing after asking and also varied pacing at which teachers ask a question is important. Beginner teachers frequently ask more questions than they receive answers

(Brown, 1975, p.105). The speed of delivery of a question is determined by the type of question asked. Low-level questions can be asked quickly, but more complex questions, in this case high-level cognitive questions, preceded by short pauses, must be increased slowly and must be followed long distances.

### 3. Directing and Distributing

The teacher is obliged to direct several questions to individual students and distribute the questions among all groups of students in approximately the class. When asking

questions, the teacher can use it as a control tool because the teacher must monitor the class to see who is present and who is not. If the question cannot be answered by the first person asked, after a pause, the teacher can direct it to another student. Directing questions at students in a non-threatening manner will help draw them into the discussion. If they provide feedback and their responses must be praised as far as possible and then used again in the discussion. If they cannot answer, the teacher should direct the question to another student after giving them a nod and an encouraging comment.

#### 4. Prompting and Probing

Prompting and probing can be given for every weak answer spoken by the student. Prompting consists of giving directions to help students formulate their answers. A series of prompts followed using encouragement can help students to gain confidence in delivering answers. Probing questions can lead students to think more deeply about their initial answers and to express themselves more clearly. Using it they develop students' critical awareness and communication skills. Prompting and probing can be given to help students especially for higher-order cognitive questions because these types of questions require more clues to help students formulate their answers in conveying replies. Prompting and probing can also

help teachers ask questions and choose appropriate types of questions so they don't burden students.

#### d. Questioning Strategies

Rahim said that the use of questioning strategies in learning activities can help teachers improve the quality and quantity of student responses in class. Rahim also describes that the questioning strategy consists of:<sup>31</sup>

##### 1) Wait Time

In learning activities, students often find some irregularities, namely students are more silent than responding to questions asked by the teacher. If this case occurs frequently, it will be feared that the teacher's achievement will increase.

Rahim (2008:116) said that the case mentioned above occurred because the teacher did not give sufficient time to students to be able to answer the questions asked by the teacher and based on the results of interviews conducted, it was obtained information that students felt pressured if they could not answer the teacher's questions. To overcome these problems, it is necessary to use a waiting time strategy.

The strategy of asking with waiting time is the time provided by the teacher to give students the opportunity to

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<sup>31</sup> Azhari, Helmiyadi, dan Ririn Rahayu. *Analisis Strategi Bertanya Guru dalam Pembelajaran Bahasa Indonesia di SMPN 1 Seunudon Kab.Aceh Utara*. Jurnal Metamorfosa. Vol 9 No 2 (Juli 2021). 257-259

think before responding. This strategy is very necessary if you want learning to be active. If the teacher uses a questioning pattern with a waiting time strategy from a time limit of one second to three or up to five seconds after giving a question, many changes will occur in the classroom (Sadker in Rahim, 2008: 116). The changes in question are as follows:

- 1) Increasing the frequency of asking students
  - 2) Students are serious in answering questions
  - 3) Students' analytical and synthesis power increases
  - 4) Students show enthusiasm and confidence in responding to questions
- 2) Reinforcement

Reinforcement is a compliment given to students. In the teaching and learning process, the teacher as a motivator agent must be able to make students feel comfortable and happy.

Therefore, teachers need to use an approach so that students feel praised and praised. One approach that teachers can use is to give awards or rewards. According to Moore in Rahim (2008:117) says that reinforcement includes two categories, namely verbal and nonverbal categories. Generally, the praise given by the teacher to students is verbal reinforcement. Verbal reinforcement is very easy for teachers to give praise to students, because teachers only use words like yes, good, and

so on.

Rahim emphasizes that nonverbal reinforcement is more influential than verbal reinforcement, because nonverbal reinforcement refers to physical messages that can make students respond spontaneously. Nonverbal reinforcement is conveyed by the teacher through cues such as eye contact, facial expressions, and the teacher's standing position in class. Other cues the teacher can show as nonverbal reinforcement include a smile, frown or calm demeanor, and looking or turning away from the student. All of these attitudes will indicate that the teacher is bored or interested, involved or passive, and likes or dislikes students.

The strengthening strategy is very well done, because in addition to making students happy with the praise given, it can also increase student participation in the learning process. All these advantages will be obtained or obtained if the teacher pays attention to the following things:

- a. The teacher's comments can interfere with students' thinking.
- b. Excessive eye contact can damage student interaction.
- c. Giving reinforcement very often or too quickly before the student has finished responding.

d. Reinforcement is used excessively.

### 3) Probing Question

Questions were asked using reinforcement strategies and waiting time to increase student participation. In addition, teachers can also ask questions using a digging question strategy. The digging question strategy was carried out to improve the quality of the answers and develop their previous answers. Because, exploring questions involve students' responses and try to encourage students to think through their answers more completely and clearly (Rahim, 2008:119). The digging question strategy is very effectively used in a variety of analysis, synthesis, and evaluation questions.

### 4) Interaction Equation

According to Rahim said that generally teachers admit that they give the same treatment to all their students. If, we look at the actual situation, instead we turn from what is conveyed. How come? It turns out that many teachers are stricter in terms of discipline to boys than girls, as well as in the process of asking questions. On the other hand, teachers often pay more attention to male students than female students and generally teachers value the answers of male students more than female students. This habit cannot be allowed to continue because it will have a negative impact on educational goals.



Therefore, teachers need to be fair by giving equal rights or equal interaction to all students in the learning process. Based on several theories related to the questioning strategy presented above, Rahim's opinion (2008:110) is the reference for analyzing the data of this study.

## 2. Classroom Interaction

### a. Definition of Classroom Interaction in Speaking Class

A classroom is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions.

Classroom is an exclusive place of face to face interaction, where learning takes place primarily in a broadcast mode and knowledge is transferred from teacher to students in a one to many face to face interaction manners, usually called teaching and learning process. Real time interactions are fundamental to the formation of teacher-student relationships (Hafen et al, 2015; Pennings et al, 2014). As such, interactions lie at the heart of understanding potentials and impediments to student learning.<sup>32</sup>

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<sup>32</sup> Kim Daniel, et al. *Teacher Student Interaction and Feedback in English as a Foreign Language Classroom*. Cambridge Journal of Education (December,2019)

Teaching is interactive act, whereas interaction is the communication among teacher and students which run continuously as responsive acts. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Interaction is the center of communication. The central goal of foreign language learning in oral or written is communication. Among learners, learner and teacher, teacher and learner need to cooperate and interact. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share as explained by Rivers in Naimah (2017).<sup>33</sup>

Interaction is an important word for language teacher. It is the fundamental fact of pedagogy. As reported by Douglas (2001), states that the next move after lesson planning is to step into the classroom and begin the process of stimulating the interaction.<sup>34</sup>

Malamah (1987:7) defines that interaction means acting reciprocally, acting upon each other. This definition contains a concept that there are two parties involving in an interaction. An interaction will occur when both parties act upon each other. Then, the acts of one party will make another party react to them. This

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<sup>33</sup> Naimah Susani Hanun. *The Importance of Classroom Interaction in the Teaching of Reading in Junior High School*. Universitas Negeri Malang. 5

<sup>34</sup> Douglas, B.H. 2001. *Teaching by Principles. An Interactive Approach to Language Pedagogy*. San Francisco: Longman, Inc.

reaction will influence the next action. Thus, interaction depends on the actions of both parties.<sup>35</sup>

Dagarin argues that classroom interaction is “two ways process between the participants in the language process, the teacher influences the learners and vice versa.” Furthermore, interaction in the classroom is categorized as the pedagogic interaction which means the interaction in the teaching and learning process.<sup>36</sup>

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

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing their objectives. Interaction occurs every day in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together.

Moreover, Allwright and Bailey stated that through classroom interaction, the plan produces outcomes (input, practice

<sup>35</sup> Malamah-Thomas, A. 1987. Classroom Interaction. Oxford: Oxford University Press

<sup>36</sup> Dagarin, M. (2004). Classroom Interaction and Communication Strategies in Learning English as Foreign. Ljubljana: ELOPE.

opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere).<sup>37</sup>

Classroom interaction involves teacher and students as interactants in using target language. In the classroom, communication is mostly initiated and maintained by teachers.<sup>38</sup>

### b. Types of Classroom Interaction

A teacher may have their own interactions in the classroom but as confirmed by Asbah and Rajiman suggest seven types of classroom interaction occurred in EFL class as follows:<sup>39</sup>

#### 1. Teacher –whole class

Class interaction like this only occurs when the teacher greets students at the beginning of the lesson and provides material. Second, it also applies when the teacher provides feedback on student performance at the end of the lesson. Last, when the teacher informs about the activities of the next teaching and learning process. Script teacher - the whole class.

T : “Assalamualaikum Wr Wb.”

S : “Waalikumussalam Wr Wb”

T : “Good morning.”

<sup>37</sup> Allwright, D. & Bailey, K.M. 1991. *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: Cambridge University Press

<sup>38</sup> Sundari, Hanna. *Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia*. *Advances in Language and Literary Studies*. The Faculty of Language and Arts, Universitas Indrapasta PGRI. Vol 8 (6), page 147-154 (2017)

<sup>39</sup> Asbah and Rajiman. *Analysis of Classroom Interaction in EFL Class*. English Department University of Muhammadiyah Mataram. (2015)

S : “Good morning.

T : “How are you today?”

S : “I’m fine, thank you, and you?”

T : “I’m fine too, thank you.

T : “ Attention please, today we will discuss about the kinds of texts in English. How many types of text in the English languagesupport who knows?

## 2. Teacher - an individual student

This type of interaction is used when a teacher checks student attendance, instructs students in learning process activities such as ice breaking as part of a communication game, or asks questions. This also applies when a teacher corrects a student's pronunciation errors and is related to grammatical errors. Below is the scrip teacher- individual student.

T: “I will check your attendance list, who I call their name say present. Who is present three times that you say three presents. But, if you absent one time, that you present double present. Be honest, please. Understand all of you?”

S: “Yes.”:

T: “ Speak up, please. Count your number, please. One, two, three, four. Back to one, one, two, three, four. Begin from

here.”

### 3. Teacher - group members

This type is used when holding lectures or seminars as an example of a simulation. In this type of dialogue, the teacher shares the findings of each group and corrects errors.

T: OK .. Now I divide you into five groups, a group consists of five person, you divide or by yourself or you need me to divide it. Two desks in front is one group the group

S: I don't like it sir,

T: I will choose randomly to be fair, let me just make a lot then you select each lot there exist your name and the type of text that you have get. Two groups will get the same types of text. It's will presentation on Saturday. It's could be present in

English or Indonesian, but English will be better.

S: Okay, sir.

T : Yusuf's group will get descriptive, ilham's group get narrative text, anita's group get recount text, while izlayana's group get descriptive same like the first group but should not be the same then the last group text procedures. Remember to be cooperative !!

### 4. Student - teacher

This type shows the initiative of students asking

questions and interacting with the teacher. It happened at the last meeting when students presented in front of their classmates. Students interact with the teacher by presenting and asking questions about foreign vocabulary in the target language. It is also used when asking the teacher questions about the next learning activity.

S : May I ask a question sir?

T : Yes, please.

S : What the English of bunga mawar?

T : Maybe someone of you can answer what the English of bunga mawar is.

S : Jasmine sir,

T : No, Jasmine is Melati.

S : So, what the English of bunga mawar?

T : The English of bunga mawar is ROSE.

S : Okay sir, so what will we do in the next meeting?

T : Describing an animal, I will give each group 15 minutes to describe or present an animal you like.

#### 5. Student - Student

This type of interaction is called pair work and it occurred when the classroom conducted simulation and

communication games activities. Below is the scrip student-student. Unlike group work, the pair-work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Firstly, it offers many opportunities to speak, to initiate the interaction, to practice in negotiation meaning, and to increase their motivation to speak. Bellow the script.

S: what is your favorite animal ?

S2: my favorite animal is cat and you ?

S : my favorite animal is rabbit..

S2: why do you like cat ?

S: because he cute and you ?

S2: because she beautiful.

#### 6. Student to Group Members

The classroom interaction activities which applied this type were class discussion in the first meeting and communication games in the more meeting. Student group members was identical with group work, student can be made collaboration to self initiated language. Then teacher acted as the organizer for giving student information then student



discussion in classroom, student group member became the pattern to develop the ability of student accepted more idea from other group. Bellow the script.

S; today we will discuss about the text procedures. From the results of the discussion we will use procedures cooking noodles. The next friend we will deliver the noodles cook procedure. for other groups who want to ask .please ask after our group delivered material.

#### 7. Student to whole class

This type was applied when students performed in front of the class as the presenters in class discussion, speakers in simulation, and performer in communication games. Student whole class is the area of student to talk in front of the class,

teacher and other student. Students have more opportunity to build their confidence to open the interaction in the class to make student as second part of the class became appeared.

Student whole class can be supported student enough active in the class , it proved student not monotone in the EFL class as the receiver of knowledge but they delivered their idea in just like the centered it can be said student initiated. When they talk in front of the class or take part in the class automatically resulted the role of interaction become improved in EFL class.

Bellow the script.

S : we will presentation the result of our discussion: I Have chicken, she is beautiful , she has white fur , she like eat corn .then the second. I Have cat, he has black fur, I call his shinta, she like fish.

S : I have goat, he have beard, he have four leg, just it sir . The next I have rabbit, he likes eat vegetables , he has beautiful fur.

### c. The Importance of Classroom Interaction

Rivers (1988:4) states the importance of interaction in the learning- teaching process. He tells that through interaction, students can increase their language store as they listen to or read authentic linguistic material or the output of their fellow students in discussion, join problem solving tasks, or dialogue journals. He adds that in interaction, students can use all they process of the language-all they have learned or casually absorbed-in real-life exchanges where expressing their real meaning is important to them. Thus, they have experience in creating messages from what they hear, since comprehension is a process of creation, and in creating discourse that conveys interactions<sup>40</sup>.

Chaudron (1998: 10) quotes Allwright's point of the importance of interaction in the learning-teaching process. Interaction is viewed as significant because it is argued that (a) only through interaction can the learner decompose the target

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<sup>40</sup> Allwright, R.(1984). *The Importance of interaction in classroom language learning*. Applied Linguistic Journal 5: 156-171

language structures and derive meanings from classroom events, (b) interaction gives learners the opportunities to incorporate the target language structure into their own speech, (c) and the meaningfulness for learners of classroom events of any kind whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Sinta confirmed that interaction plays significant roles in the language classroom<sup>41</sup>. First, Interaction in the language classroom can increase student's knowledge of language. Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students, in discussions, skits, joint problem-solving tasks, or dialogue journal.

Second, Classroom interaction is able to strengthen the social relationship. Interaction, for students, will strengthen the relationship, either among them or with their teachers since it gives them the chance to learn from each other and to get feedback on their performance.

Third, Classroom interaction is beneficial to develop student's communicative skill. "Interaction in the classroom becomes the central factor which is able to enhance the students'

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<sup>41</sup> Sinta Haerun Nisa. 125

linguistic resources as well as equipping them with appropriate skills for communication.” Sinta Haerun Nisa adds, “The communication skill, then, will be acquired through speaking activities, such as debates, discussions and about desired topics among students.”

Fourth, Classroom interaction has a role to build students confidence in speaking. “In language classroom, interaction is an essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users.

### **3. Speaking Class**

#### **a) Definition of speaking**

Speaking is an activity when people use their voice to deliver their opinion, suggestion, information even critic, but speaking is not just making sounds. Speaking is the competence to express, explain, and convey thinking, feeling, and idea. Birds, babies make sound and thought it may be communication of sorts, it is not speaking.<sup>42</sup> Speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers have a responsibility to prepare the students as

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<sup>42</sup> Sandra Combleet and Ronald Carti. *The Language of Speech and Writing* (London: Routledge Published, 2001), 17.

much as possible to be able to speak in English in the real world outside the classroom (Hornby 1995: 37).<sup>43</sup> Without speaking properly and correctly, people would not be able to understand what we were talking about.

### **b) Process of speaking**

Speaking skill is an ability to orally express opinion, thought, and feeling to other people both directly and indirectly. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 2004)<sup>44</sup>. Speaking is process of building and sharing meaning through the use of verbal and non-verbal system, in a variety of context.

### **c) Types of speaking**

Brown (2004:141) describes five types of speaking. Those five types are imitative, intensive, responsive, interactive, and extensive.

#### **a. Imitative**

This category includes the ability to practice an intonation and focusing on some particular elements of language form. The important thing here is focusing on pronunciation.

#### **b. Intensive**

<sup>43</sup> Hornby, AS. *Oxford Advanced Learner's Dictionary* (Oxford: Oxford University Press, 1995), 233.

<sup>44</sup> H.D.Brown, *Language Assessment: Principles and Classroom Practices* (NY: Pearson Education, 2004), 141-142.

The second type of speaking is intensive, in this speaking performance the students is practicing some phonological and grammatical aspects of language. For example: reading aloud that includes reading paragraph, reading dialogue with partner in turn, etc.

c. Responsive

The third type of speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.

d. Interactive

The fourth type is interactive; complex interaction which sometimes includes multiple exchanges and/or multiple participant.

e. Extensive

The last type is oral production, include speeches, oral presentation, and storytelling.

**d) The purpose of speaking**

Based on Saddhono, Kundharu, and Slamet (2012), the main goal of speaking is to communicate in order to convey thoughts, ideas, feelings, and expectation effectively. The speakers should understand the meaning of what they want to communicate. They should be able to evaluate the effect of their communication

to the listener.<sup>45</sup> In addition, Suparwoto Sapto Wahono said that speaking can be utilized to control themselves whether they already have the ability to pronounce sounds precisely, to reveal the facts spontaneously, and apply norms of the correct language automatically.<sup>46</sup>

Tarigan (2008: 30-36) said that the main purpose of speaking is to communicate. Speaking is an important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are three important aim of speaking, namely<sup>47</sup>:

1. To inform

To inform means that the speaker want to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose. In this case, the speakers just want to inform about a fact

2. To entertain

To entertain means that the speaker wants to make the heater feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about

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<sup>45</sup> Saddhono, Kundharu & St. Y. Slamet, Meningkatkan Keterampilan Berbahasa Indonesia (Bandung: Teori dan Aplikasi, 2012), 29

<sup>46</sup> Suparwoto Sapto W., “*Turats; Kajian Ilmu Pendidikan dan Peradaban*”, The Role of English Lectures In Developing Students’ Attitude And English Speaking Skills of English Department Students at IAIN Jember. Vol. 10 September 2018, 104.

<sup>47</sup> Tarigan, Henry Guntur, 2008. Berbicara sebagai Suatu Keterampilan Bahasa., Bandung, Angkasa.

story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners

### 3. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

### 4. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36).

Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody's feeling from ask him in their communication and make some decisions.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents an overview of research methodology related to research design, research location, research subject, data collection techniques, data analysis, data validity, and research stages.

#### A. Research Design

The research approach used in this study is a qualitative approach, namely research procedures that produce descriptive data in the form of written and spoken words from the people and actors observed.<sup>48</sup> This approach aims to describe in fact the object under study. Sukmadinata (2005:95) states that a qualitative approach is used to examine participant perspectives with various interactive strategies, such as direct observation, participatory observation, in-depth interviews, documents, recordings and others.

This research uses a descriptive method, namely the data collected in the form of words, pictures, not numbers.<sup>49</sup> Lexy J. Moleong confirmed that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.<sup>50</sup> Meanwhile, descriptive research is a form of research aimed at

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<sup>48</sup> Ajat Rukajat, *Metodologi Penelitian Kualitatif* (Qualitative Research Approach), (Depublish, 2018), 6

<sup>49</sup> Sudarwan Danim, *Menjadi Peneliti Kualitatif Rancangan Metodologi, Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora*, (Bandung: Remaja Rosdakarya, 2002), Cet. I, hlm. 51.

<sup>50</sup> Lexy. J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2000), hlm. 3

describing or describing existing phenomena, both natural phenomena and human engineering.<sup>51</sup>

This type of research refers to the research objective, which is to describe the questioning strategy proposed by the teacher in English classroom interaction at MTs Al-Firdaus. The types of question in this study refer to the theory proposed by Bloom's Taxonomy, namely the Recall, Comprehension, Application, Analysis, Synthesis, Evaluation.

In this research, the researcher used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The researcher describes the data about the type of question used by the English teacher during English classroom interaction in speaking class and the reasons. The descriptive method is implemented because the data analysis is presented descriptively.

## **B. Research Setting**

The setting of the research indicates where the research is to be carried out. The research are usually contains the location (village, organization, events, texts, etc).<sup>52</sup> This research was conducted at second grade students of MTs Al Firdaus. This research is based on several reasons. First, the headmaster and the English teacher of MTs Al Firdaus already allowed to conduct this research. Second, in this school, teacher, especially the English teacher, use teacher's questioning strategy during English classroom interaction. The last, researcher wants to know more

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<sup>51</sup> Ibid. hal 17

<sup>52</sup> Tim Penyusun, *Pedoman Karya Ilmiah* (Institut Agama Islam Negeri Jember), 46

about the teacher's questioning strategy applied in this school, especially at first grade during English classroom interaction.

### **C. Research Participants**

Determination of research participants in this study was carried out in a purposive manner. Purposive sampling technique is a data source with a certain balance.<sup>53</sup> In this study using a purposive technique by considering who is considered capable of describing and can provide information about the teacher's asking strategy during English classroom interaction.

The participants that the researchers set in this study were parties consisting of some participants, this was done because the informants were able to provide various information or information related to the needs of the researcher. There is no element of coercion in this study, besides that the researchers also provide rewards to participants. The informants who have been determined in this study are as follows:

- a. A Headmaster of MTs Al Firdaus Suci Pantj Jember
- b. An English Teacher of MTs Al Firdaus Suci Pantj Jember
- c. 5 students of first grade of MTs Al Firdaus Suci Pantj Jember

### **D. Data Collection Techniques**

The data collection technique is the most strategic step in research, because the main purpose of research is to get data. Without knowing the

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<sup>53</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2019), 133

data collection technique, the researcher will not get data that meets the established data standards.<sup>54</sup>

The data collection methods used by the researcher at MTs Al Firdaus Suci Panti Jember are as follows:

a. Observation

Observation is the activity of giving total concern to the research object of the sense. In observation, the researcher took field notes on the activities of individuals at the research spot. It can also produce data for verifying or nullifying information provided in face to face meeting.<sup>55</sup>

Observation method is a conscious effort to collect data systematically, with standardized procedures. According to Margo, observation is a systematic observation and recording of the symptoms that appear on the object of research.<sup>56</sup> The observation process begins with identifying the place to be researched. After the research site is identified followed by making a mapping, in order to obtain general description of the research objectives. Then researchers identify who will be observed, when, how long and how the way.<sup>57</sup>

In this study, researchers used non-participant observation in collecting data. In this case the researcher came to the place of the

<sup>54</sup> Sugiono, *Metode Penelitian*, 244

<sup>55</sup> Beverly Hancock and friends. *An introduction to Qualitative Research* (Nottingham: The NIHRDS, 2009). 18

<sup>56</sup> Margono, *Metode Penelitian Pendidikan*, (Jakarta: Rineka Cipta,2000),203

<sup>57</sup> Dr. J. Raco , *Metode Penelitian Kualitatif*, (Jakarta: PT. Grasindo,2010),112

activity of the subject being observed, but was not involved in the activity.

b. Interview

An interview is a meeting of two people to exchange information and ideas through questions and answers so that meaning can be constructed in a particular topic.<sup>58</sup> Thus, the interview is an attempt to dig up information orally by interacting directly with two or more people.

The interviews conducted in this study were semi-structured interviews, because in practice the researchers only determined the points to be questioned. In this interview, the researcher involved several informants to obtain the required data, including: A headmaster to get data about school profile, an English teacher to get data regarding the implementation of the teacher's questioning strategy during English classroom interaction. And, the students of 7<sup>th</sup> grade of MTs Al Firdaus Suci Pantj Jember to get data as a response the result of exploring teacher's questioning strategy during English classroom interaction.

c. Document Review

Document review is a method of collecting data by looking for data about things or variables in the form of notes, transcripts, books,

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<sup>58</sup> Sugiono, *Metode Penelitian*, 195

newspaper, magazines, inscriptions, minutes, meeting agenda and so on.<sup>59</sup>

Document review is useful to support the validity of the data that has been obtained through observation and interviews, it can be understood that this method is carried out for each of those that have been recommended. The data obtained using these techniques are as follows:

1. lesson plans
2. photos of learning activities
3. other relevant documentation from various sources

In the final step of collecting research data, the researcher used document reviews such as recording school profile and photos taken during the research.

#### **E. Data Analysis**

According to Bogdan, data analysis is the process of finding and compiling systematically the data obtained from the results of interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to others. Data analysis was carried out with organize data, break it down into units, synthesize, organize into patterns,

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<sup>59</sup> Surhasimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta,2006),206

choose what is important and what will be studied, and draw conclusions that can be shared with others.<sup>60</sup>

Miles and Huberman suggested that activities in qualitative data analysis were carried out interactively and take place continuously until complete, so that the data is saturated. Activities in data analysis are data reduction, data display, and data conclusion drawing/verification<sup>61</sup>.

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcript, documents, and other empirical material. The purpose of data condensation is to simplify the data obtained during data collection in the field.

In this stage, the researcher selected the data about teacher's questioning strategy during English classroom interaction by observation and interview and then transcribed the data. The irrelevant data that were not appropriate the research question will be discharged. After collecting and reducing the data, the researcher presented the data of type of teacher's questioning strategies used by English teacher and teacher's reasons in the form of descriptive.

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<sup>60</sup> Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. Hal: 244

<sup>61</sup> Mile, M.B. & Huberman, A.M. 2014. *Analisis Data Kualitatif. Buku Sumber tentang Metode-Metode Baru*. Translated by Rohidi & Mulyarto. Jakarta: UI Press.

## 2. Display Data

After the data is reduced, then the next step is to display data. In qualitative research, the presentation of data can be done in the form of: brief descriptions, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman are most often used for presenting data in qualitative research is with text that is narrative. Furthermore, it is recommended to display data, in addition to the text that is displayed Narratives can also be in the form of graphs, matrices, networks and charts.

In this stage, the researcher described the data into narrative form, charts, and tables in order to be meaningful and thus will require simplification without reducing its contents about teacher's questioning strategies during English classroom interaction.

## 3. Conclusion drawing / verification

The final step in qualitative data analysis is drawing conclusion or verifications. The conclusion drawing is started after the data were collected by making a temporary conclusion.<sup>62</sup> Conclusions in qualitative research are findings that never existed before. Findings can be in the form of descriptions or descriptions an object that was previously still dim or dark so that after being researched becomes clear, it can be a causal or interactive relationship, hypothesis or theory. In this stage, the researcher makes conclusion about the types

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<sup>62</sup> Sugiono, *Metode Penelitian*, 252



of question used by English teacher and the reasons, after analyzing all of the data and comparing the result or contrast the data with relevant theory.

#### **F. Data Validity**

In qualitative research, some techniques could be used to increase researcher data validity. The validity of research was very important in research. The researcher could use triangulation as one of the data validity techniques.<sup>63</sup> Moleong explained that triangulation is a technique to check the trust worthiness of data which uses something else to be compared toward that data.<sup>64</sup>

The validity of this study used data source triangulation and technical triangulation. Source triangulation to test data credibility is done by check the data that has been obtained through multiple sources.<sup>65</sup> Data from some sources cannot averaged as in the study quantitative, but described, categorized, which view is the same, which are different, and which are the specifics of some the data source. Data that has been analyzed by researchers so that produce a further conclusion requested agreement with several the source.<sup>66</sup>

Triangulation technique to test the credibility of the data is done by check data to the same source with different techniques. For example data

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<sup>63</sup> Nusa Putra. *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), hal 103

<sup>64</sup> Lexy J. Moleong. *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosda Karya, 2008). 303

<sup>65</sup> Sugiyono, *Metode Penelitian*, 241

<sup>66</sup> Umar Shidiq, Miftachul Choiry, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), 94-95

obtained by interview, then checked by observation, documentation, or questionnaire. When with three testing techniques the credibility of the data, generate data different, then the researchers did further discussion to the data sources concerned or otherwise, for determine which data is considered correct. Or maybe everything is right, because of the angle different views.<sup>67</sup> The emphasis was on the use of different data collecting methods to indicate the same source to test data validity.

In this research, the researcher used source triangulation and triangulation technique. Both of those techniques are carried out by collecting different data such as observations about activities during learning, interviews about teaching strategies, and taking documentation to prove research implementation. The steps were four, namely: (1) Comparing observational data with the result of interviews, (2) Comparing observational data with the contents of related document, (3) Comparing what the English teacher says about the classroom activity with what students says, (4) Comparing the results of interviews with the contents of related documents.

### **G. Research Procedure**

The steps of the research outline which dealt with the planning of research done by the researcher, it's started with the introductory study,

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<sup>67</sup> Umar sidhiq, 95

the design of the study, the actual research, and the writing of the report.<sup>68</sup>

The steps of the research are:

- a. pre-field/preparation stage
  - 1) compiling research designs
  - 2) selecting research fields
  - 3) managing permits
  - 4) determining information
  - 5) preparing of mental oneself and research equipment.
- b. field implementation stage
  - 1) understand the research field
  - 2) enter the research field
  - 3) collect data
  - 4) refine incomplete data.
- c. post-research stages
  - 1) analyzing the data obtained
  - 2) taking care of permits for the completion of the research
  - 3) presenting the data in the form of reports
  - 4) revising the reports that have been refined.

## H. Research Outline

The result of the research will be divided into five chapters. Here will be explained what every chapter consists of:

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<sup>68</sup> Louis cohen, et al. *Research Methods in Education* (New York: Routledge,2007),144

Chapter I is an introductory. This chapter consists of the background of the research, research question, objective of the research, the significance of the research, definition of key-term.

Chapter II is a review of related literature. This chapter consists of previous research and theoretical framework.

Chapter III is a research methodology. This chapter consists of a research design, place of the research, source of data, data collection technique, data analysis, data validity, research procedure, and research outline.

Chapter IV is a research finding. This chapter consists of the research objective description, data display, data analysis, finding, and discussion.

Chapter V is the conclusion and suggestion. It consists of a conclusion and suggestion.

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher presented overview of the research object, research findings and discussions. It was intended to answer the research problems that contained in the first chapter.

In findings, the researcher described the process of collecting data and presented result of the data. Whereas, in the discussion section, the researcher would be analyze the finding.

#### A. School Profile

##### 1. History of MTs Al-Firdaus

The founder's background in establishing the Al-Firdaus Islamic Education Institute was the founder's concern, namely Drs. Abdul Aziz R to the younger generation who drop out of school and experience moral degradation. Considering that at that time schools were still very rare and far from residential areas in the village. In addition, the founder sees orphans and underprivileged children with great concern. They should have received the same education as other children, bearing in mind that the founders themselves were originally poor and orphans. However, with his enthusiasm and determination, he struggled to provide equal rights, especially education, revitalize religion, and implement the mission of Islamic boarding schools in formal education.

In 2000 Madrasah Aliyah Al-Firdaus was established with a few students of approximately 18 students. Establishing and developing Madrasah Aliyah Al-Firdaus is not as easy as turning the hand, insults from people around, insults, and slander try to undermine the founder's intention to establish this school. Besides that, there are also many people who want to master this institution. However, the founder did not give up on this because he was very sure that the truth would win, besides that he was also really sincere in carrying out this task as a person with potential and knowledge and based on the word of God and the words of the Prophet.

Year after year has passed, Al-Firdaus is increasingly known by the public. The community views Al-Firdaus as a school that is disciplined and very religious so that the number of students gradually increases every year. This is because the founder instilled true morality, sincerity, and the spirit of fighting in the way of Allah to students and teachers.

In education at Madrasah Aliyah Al-Firdaus. Finally, the Madrasah Tsanawiyah was officially established in 2002. At the beginning of the establishment of the Madrasah Tsanawiyah, the number of students was quite a lot, but the classroom conditions were very inadequate. At that time, there were only two classrooms, there were not enough chairs, and the floor was not solid. It is not surprising that students from the first Batch of Al-Firdaus Madrasah Tsanawiyah

sat on a bench of up to four people. But they are still passionate about studying, they have won many championships and are able to compete with other schools. The development of Madrasah Tsanawiyah is faster than Madrasah Aliyah, the number of students is also greater than Madrasah Tsanawiyah

Since 2006, rapid developments have occurred in al-firdaus. School buildings that used to be very poor and lacking, began to be built and equipped. The Madrasah Tsanawiyah building, which used to only have two classes, now has six classes. Likewise, the MA building, which used to only have three classes, now has six classes and is equipped with a computer lab and language lab, although they are still not running optimally.

## 2. School Identity

School name : MTs Al-Firdaus

Headmaster : Maskur Efendy,

S.Pd.I

School Statistic Number (NSM) : 121235090090

National School Principal Number (NPSN) : 20581530

Latitude : -

8.141027202442158

Longitude : 113.6293684237171

Telephone Number : 0331-413074

Website :  
<https://mtsalfirdaus.sch.id/>

Email :  
[tsanawiyahalfirdaus@gmail.com](mailto:tsanawiyahalfirdaus@gmail.com)

Address : Kepiring Street  
 No.01 Suci

Sub-district : Panti

### 3. Vision and Missions of MA Al-Firdaus Jember

#### a. Vision

The Realization of a Civilian Madrasa (Progress, Peace, Islamic Values),

Indicator:

- 1) MA (Progressive): Excellent in achievement and has high quality in IPTEK and IMTAQ
- 2) DA (Peace): Longing for and creating a conducive learning environment in developing a moral and akhlaqul karimah
- 3) NI (Islamic Values): Creative, Innovative and Rational Thinking based on IPTEK and IMTAQ

#### b. Missions

- 1) Organizing education that is oriented to the quality of graduates who are qualified both scientifically and morally and socially.



- 2) Develop superior human resources in the fields of science and technology and IMTAQ through an effective and efficient learning process.
- 3) Fostering the spirit of excellence in science, technology, religion, culture, and skills for the entire civitas academica
- 4) Applying Innovative, Creative, Effective and Fun Active learning
- 5) Increasing the success and piety and knowledge of students, especially in the field of science and technology so that students are able to continue their education at the quality higher education level.
- 6) Improve the ability of students as members of the community in conducting socio-cultural relations and the natural surroundings imbued with Islamic values
- 7) Produce graduates who have science and technology and IMTAQ with noble character

Increasing the quality and welfare of human resources (HR) gradually.

#### 4. The Profile of Teachers at MTs Al-Firdaus Panti

Name	Gender	Education	Subject
Maskur Efendy, S.Pd.I	L	S1	Bahasa Arab
M. Misbahul Umam, S.Pd	L	S1	Bahasa Arab
M. Saeri, S.Pd.I	L	S1	Akidah Akhlak
M. Rosyid, S.Sos.I	L	S1	Akidah Akhlak
Sugiono, S.Pd.I	L	S1	Fiqih

Mulyadi, S.Pd	L	S1	PPKN
Jumaidah, S.H	P	S1	PPKN
Ferilia, S.Pd	P	S1	Matematika
Fitriah, S.Pd	P	S1	IPS
Anis Furoidah, S.Pd	P	S1	IPS & Bahasa Jawa
Gatot Suyanto, S.Pd	L	S1	IPS
Dwi Yunita K, S.Pd	P	S1	Bhs Inggris
Umi Fajarul Aini, S.Pd.I	P	S1	BIN
Asti Rudati, S.Pd	P	S1	BIN
Venche Dewayanti, S.Pd	P	S1	Seni Budaya
M. Jaelani, S.Pd	L	S1	Penjas
Agus Budiyanto, S.Pd	L	S1	Penjas
Guntur Tegus, S, S.Pd	L	S1	Prakarya
Zulfa Fauriana, S.Pd.I	P	S1	Qurdist
M. Sugiono, S,Pd.I	L	S1	SKI

## B. Research Findings

In this section, the researcher presents some of the data that has been obtained during the research activities. The data that has been obtained are will included in this chapter in accordance with the research procedures taken by the researcher and will be presented in detail in accordance with the findings from the research location, both in the form of data observation and interviews. The researcher will describe the actual conditions regarding the types of questioning that used by English teacher during English classroom interaction in speaking class at MTs Al-Firdaus Suci Panti.

The data were displayed and analyzed based on research questions, such as; (1) What types of questioning strategies used by the English teacher during the English classroom interaction in speaking class at MTs Al Firdaus Suci Panti Jember, and (2) What are the reasons of the English

teacher in using questioning strategy during the English classroom interaction in speaking class at MTs Al Firdaus Suci Pantj Jember, were obtained the data as follow:

### **1. Types of Question used by the English teacher during the English classroom interaction at MTs Al Firdaus Suci Pantj Jember**

The researcher found the result of data analysis from the observation. The researcher had observed 1 class with an English teacher and found that the English teacher actively use questioning strategy during the teaching learning process in the classroom. When the teacher started the class, they always said greeting to all the students and asked about the students condition the checking the student's attendance list. The teacher also asked about the student's previous knowledge in order to check about the student's understanding about the previous material. There were 3 types of question mostly used of teacher in ELT out of 6 types of questions from Bloom's Taxonomy. The types of question arrived from one meeting in each class with 90 minutes in every meeting, the 3 types of the teacher asked are Knowledge – recall data or information, comprehension and evaluation.

The result analysis types of teacher questioning during English classroom interaction in speaking class could be showing in the following table:

**Table 4.2: The Types of Teacher Questioning**

<b>Types of Question</b>	<b>Number of Occurrences</b>	<b>Percentage (%)</b>
<i>Recall</i>	5	13%
<i>Comprehension</i>	28	74%
<i>Evaluation</i>	5	13%
<b>TOTAL</b>	<b>38</b>	<b>100%</b>

The table showed that overall there were 38 questions asked in one meeting in each class with 90 minutes in every meeting. There were three types of questions found in the classroom interaction used by teacher. The first type is recall. From the number of those questions, there were 5 (13%) questions asked by teacher to serve several function. Some of them are used as teaching routine and to remind the material learned, such as “*Do you remember the material that I delivered last week?*” another question were used to invite students for more give answer such as, “*who is Nina in the story?*”. This recall questions were used in the beginning of class.

The second type is comprehension. From the number of those questions, there were 28 (74%) question asked by teacher. There are a lot of examples of this type found, such as “*What is harimau in English?*”, “*Translate this sentence into English, Nina adalah wanita yang baik*”, “*can you reexplain what the descriptive is by your own*

*word?*”, etc. In English classroom interaction this question mostly found and used by teacher to guide the students and to measure the students’ capability about the material.

The last type is evaluation. This type similar with closed questions, also elicit short response of students. If in the comprehension question the teacher ask the information that they have known, in evaluation type question the teacher asks the information which is not known by the teacher. There were 5 (13%) questions asked by the teacher in this type. Some examples found, for instance “*What do you think about the tiger based on the story?*”. The information asked was not known by the teacher and the student was asked to fill the gap. This type also found to ask students opinion in teaching and learning process.

In addition, the researcher also interviewed Mrs. Yunita as the English teacher of seventh grade, about the types of questions are used by her, she said:

“I usually use light types of questions, such as questions that stimulate students’ memories of material that has been presented or commonly called recall, then also questions to check student understanding (comprehension), and one more evaluation question.”<sup>69</sup>

This is strengthened by interview with Risky, one of students at MTs Al Firdaus as followed:

“An easy question which the answer is yes no yes no like

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<sup>69</sup> Dwi Yunita K, S.Pd, English Teacher at MTs Al Firdaus Suci Pantj Jember, interview on November 22, 2022 in Pantj

that.”<sup>70</sup>

The other student, Maulana said :

“yes sis, she often asks do you remember about the material from the previous meeting?”<sup>71</sup>

The next students, shofi also said :

“Yes, like asking what is the English language? Or what does this mean? Sometimes what material was presented at the previous meeting, after that the children were asked if their opinion was right or wrong.”<sup>72</sup>

Another student , Siska said:

“ Yes sis, she often asks do you remember about the material before? If you remember try to explain by your own word”<sup>73</sup>

This is in accordance with the lesson plan of class VII by Dwi Yunita K, S.Pd. The teacher used factual question to ask students describe something, the teacher used hypothetical questions to encourage students to make predictions or forecasts from a problem faced and/or draw conclusions for generalizations, and the teacher gave question of evaluation to students.<sup>74</sup>

Based on observation, interview with English teacher and five students of 7<sup>th</sup> grade of MTs Al-Firdaus, and document review that researcher did, the English teacher at MTs Al Firdaus used questioning strategies during English classroom interaction in

<sup>70</sup> Risky, Student at MTs Al Firdaus Suci panty Jember, Interview on November 28, 2022 in Panty

<sup>71</sup> Maulana, Student at MTs Al Firdaus Suci panty Jember, Interview on November 28, 2022 in Panty

<sup>72</sup> Shofi, Student at MTs Al Firdaus Suci panty Jember, Interview on November 28, 2022 in Panty

<sup>73</sup> Siska, Student at MTs Al Firdaus Suci panty Jember, Interview on November 28, 2022 in Panty

<sup>74</sup> Dwi Yunita K, S.Pd, *It's A Beautiful Day RPP*, (VII : MTs Al Firdaus), genap

speaking class. And there are 3 types of question used by the English teacher. The first type is knowledge- recall data or information, second is Comprehension- understand meaning or organization and selection of facts and ideas, and the last type is Evaluation – makes judgments about the value of ideas or products.

**2. The reasons of the English teacher in using questioning strategy during the English classroom interaction at MTs Al Firdaus Suci Panti Jember**

The teacher questions had been analyzed in terms of several types previously. To answer the second problem statement related to the teacher reason in using the types of question, there are some related point that the researcher found in English classroom interaction when observe the classroom, those are:

- a. The teacher used three types of questioning the students
- b. The teacher was questioning the students in all session of teaching
- c. The teacher give time to students to answer the question
- d. The teacher repeat the question if the students no heard clearly
- e. The teacher translated the question or combine the question when the studentsconfused
- f. The teacher can measure the students ability by asked some question
- g. The teacher gave appreciate to the students who answered the questioncorrectly.

From the function of question the teacher realized the reason they use the types of question. Researcher analyzed the reasons from interviewing the teacher. The findings of the teacher's reason for using questioning strategies were taken from interview. The findings of the reason above can be proved by the teachers' arguments and their perception in the interview.

**a. The Reason of Teacher Used Recall Question**

Based on the interview with teacher, it was revealed that some reasons why teacher ask with some types of teacher questioning the teacher said that Recall data is require students to identify information in basically the same form it was presented.

“As explained just now sist, the first type of question that I use is recall, the reason I often use this type of question is to stimulate students' memory, do students still remember the material that I delivered in the last meeting, besides that I can also use this type of question to clarify something or just for the opening question only.”<sup>75</sup>

It is also strengthened by interview with Shofi, one of students at MTs Al Firdaus as followed:

“It depends sis, if the question is easy I like it”.<sup>76</sup>

**b. The Reason of Teacher Used Comprehension - understand meaning or organization and selection of facts and ideas**

For the second type of question that researcher found is the teacher used comprehension question in English classroom

<sup>75</sup> Dwi Yunita K, S.Pd, English Teacher at MTs Al Firdaus Suci Pantl Jember, interview on November 22, 2022 in Pantl

<sup>76</sup> Shofi, Student at MTs Al Firdaus Suci pantl Jember, Interview on November 28, 2022 in Pantl



interaction. Similar to the previous statement the researcher also found the data from interview the teacher. The teacher said that the reason that they used comprehension types of question is to checking learners understanding, and invites the student's interest curiosity in a topic. The teacher said that

“I often use this type of question to measure students' level of understanding, this type of question requires answers in their own sentences so I can use them to stimulate students to speak English and think critically.”<sup>77</sup>

It is strengthened by the interview of the student at MTs

Al Firdaus below:

“I really like it sis, because it makes me dare to speak in English even though there are still many mistakes.”<sup>78</sup>

### **c. The Reason of Teacher Used Evaluation – make judgments about the value of ideas or products.**

For the third type of teacher reason also gather by the interviewing the teacher. The reasons why teacher used this type question in English classroom interaction because sometimes there is some information from students that the teacher need to know. The teacher need to eliciting information and ask them to speak English, the teacher said that:

“Now I use this type of evaluation question because it is to find out the ability of students to respond to and reflect the opinions of their friends. If a friend answered a question, I asked another student whether he thought the opinion his

<sup>77</sup> Dwi Yunita K, S.Pd, English Teacher at MTs Al Firdaus Suci Pantl Jember, interview on November 22, 2022 in Pantl

<sup>78</sup> Ratna, Student at MTs Al Firdaus Suci pantl Jember, Interview on November 28, 2022 in Pantl

friend had conveyed was correct or not correct. If it's not quite right, what do you think is the right answer? So miss. So from the types of questions that I applied I could judge which students had good memory, good comprehension and critical thinking as well as those who dared to answer questions and I ask them to speak English”.<sup>79</sup>

It is also strengthened by the interview of student at MTs Al Firdaus below:

“Like sis, it's fun when you ask and answer”.<sup>80</sup>

So based on interview that researcher did, the reason of the teacher at MTs Al Firdaus used Recall data is require students to identify information in basically the same form it was presented; used comprehension type is to measure their understanding about the meaning, of remembered material, ideas, and concept of the materials by using their own words; and used evaluation type is encourage students to respond to and criticize the opinions of their friends.

### C. Research Discussions

#### 1. Types of Question used by the English teacher during the English classroom interaction at MTs Al Firdaus Suci Pant Jember

Based on the research finding conveyed by the researcher above, there are components which are discussed in the research finding. The first components consist of types of questions used by

<sup>79</sup> Dwi Yunita K, S.Pd, English Teacher at MTs Al Firdaus Suci Pant Jember, interview on November 22, 2022 in Pant

<sup>80</sup> Siska, Student at MTs Al Firdaus Suci pant Jember, Interview on November 28, 2022 in Pant

English teacher during English classroom interaction in speaking class at VII-B class at MTs Al-Firdaus Suci Panti.

In the first step in this research, the researcher conducted observation. During the observation, the researcher acted as an observer in the classroom that did not interrupt the teaching and learning process. Researcher observe every activity of the learning process and observe how teachers question used in the classroom. The researcher conducted the research for one month. The researcher examines, analyzes and observes the teacher while teaching in the classroom, from the beginning to the end of learning.

During classroom observation, there were 38 questions asked in one meeting in each class with 90 minutes in every meeting. There were three types of questions found in the classroom interaction used by teacher. The first type is recall. There were 5 (13%) questions asked by teacher to serve several function, such as *“Do you remember the material that I delivered last week?”*. The second type is comprehension, there were 28 (74%) question asked by teacher such as *“What is harimau in English?, “Translate this sentence into English, Nina adalah wanita yang baik”, “can you reexplain what the descriptive is by your own word?”*, etc. This finding supported by Eble’s statement (1988) that question in the beginning of the class is essential to remind the previous lesson before entering to the new material so it will be easier for students in learning and getting the

purpose of the course. Question can also be motivational for encouraging the student's motivation to learn and increase the student's curiosity with the lesson is going. The teachers also always asked the question in order to check about the student's understanding about the material, to attract students' attention, support the student's contributions in the class, and also can be as confirmation check and clarification request.

The findings are similar to previous studies research by Ananda Yari Amalia (2021). The result of the observation described the types of question used by the English teacher the researcher found three from six types question used by English teacher. The three types of question are knowledge, comprehension, application, analysis, and evaluation. The total number of question used by the English teacher was 38 questions. 25 question of knowledge question, 8 question of comprehension question, and 5 question of evaluation question.<sup>81</sup>

The next step is interviewing English teacher in class. The researcher conducted interviews with the English teacher and some students. In the process, the researcher asked a number of questions that should be answered by the teacher. She said that she usually use light types of questions, such as questions that stimulate students' memories of material that has been presented or commonly called recall, then also questions to check student understanding (comprehension), and one

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<sup>81</sup> AnandaYari Amalia. *An Analysis of Teacher's Questioning Strategies during Classroom Interactionat SMAN 1 Cerenti*. (thesis, Universitas Islam Riau. 2021 )

more evaluation question. This statements supported by theory of Bloom's Taxonomy an American educational psychologist (2001), classify the types of question on six categories three of them are first is Remembering, Identification and recall of course concepts learned. Second is Comprehension, Ability to grasp the meaning of the material. And the third is Evaluation, Making judgments based on the information students have learned as well as their own insights.

And it is also supported question by Brown (2001)<sup>82</sup>, clarified that the first type name Knowledge question. In this type, the students give the correct answer in remembering of previously learned material. It can be demonstrated by the recall of dates, events and places, facts, basic concepts of the world and answers. The second type by Brown is comprehension question. In this type, the students answer the questions to measure their understanding about the meaning, of remembered material, ideas, and concept of the materials by using their own words. We hope that the students understand about the material and they can rephrase it into their own words. And the third type is evaluation question. The students are expected to assess information and come to a conclusion such as its value or the bias behindit. In this level, we have to make judgments about new ideas. In this level, we can check the validity of ideas and the quality of works.

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<sup>82</sup> Brown,H. Douglas. 2001. *Teaching by Principle an Interactive Approach toLanguage Pedagogy*. San Francisco: Longman

The last step the researcher reviewed the document. In this research, the researcher have reviewed lesson plan made by English teacher. On the lesson plan found that the teacher used factual question to ask students describe something, the teacher used hypothetical questions to encourage students to make predictions or forecasts from a problem faced and/or draw conclusions for generalizations, and the teacher gave question of evaluation to students.<sup>83</sup>

**2. The reasons of the English teacher in using questioning strategy during the English classroom interaction at MTs Al Firdaus Suci Panti Jember.**

As for second problem statement, the result showed that the reason teacher used the type of question is based on the function of the type. From the first problem statement the researcher found three types of the question that the teacher found, automatically there are also three reasons why teacher use the type of that question

In the interview, the teachers explained in general reason why they need to use questioning strategies in teaching learning process. The teachers argued that they gave the question to the students based on the students or the class condition, and how the students can get the teacher explanation. The teacher also used question to stimulate student's memory, to measure the student's comprehension, because the teacher wanted to know how far the students can got the meaning

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<sup>83</sup> Dwi Yunita K, S.Pd, *It's A Beautiful Day RPP*, (VII : MTs Al Firdaus), genap

of the lesson and to encourage students to think critically and asking them to speak English. Here, the reason why the teacher used the question it's also to measure the student's focuses, so the teacher can conclude that what have to do during the class after see the condition of the students in the class.

#### a. The Reason of Teacher used Recall Question

Based on the interview with teacher, it was revealed that some reasons why teacher ask with some types of teacher questioning the teacher said that Recall data is require students to identify information. This statement is same as theory by Brown (2001) clarified that this type requires the student's memory. In this type, the students are able to repeat the information. Knowledge questions are asked solely to test whether a student has gained specific information from the lesson<sup>84</sup>.

This finding is also similar with the previous research by Dian Ekawati (2019), the reason why the teacher gave questioning before entering a new material because they wanted to review the previous lesson, how far they understand to the material, all at once to refresh the students mind before entering a new lesson. It was used to attract the student's attention. Furthermore, it was also used to know whether the students learned it back at home or not.<sup>85</sup>

<sup>84</sup> Brown, H. Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy*. San Francisco: Longman

<sup>85</sup> Dian Ekawati. *An analysis Teacher's Questioning Strategies during English Classroom Interaction at SMAN 4 Makasar*. (thesis, Muhammadiyah University of Makasar. 2019)

**b. The Reason of Teacher used Comprehension Question**

The second type of question that researcher found is the teacher used comprehension question in English classroom interaction. The teacher said that the reason that they used comprehension types of question is to checking learners understanding, and invites the student's interest curiosity in a topic. This finding is same as theory by Brown (2001) in this type the students answer the questions to measure their understanding about the meaning, of remembered material, ideas, and concept of the materials by using their own words. We hope that the students understand about the material and they can rephrase it into their own words.

This finding is also supported by the theory of Nunan and Lamb (1996) that the teacher's question function is to check student's understanding, to elicit information, and to control their classroom.

So, the researcher found that the teacher's reason for using questioning strategies in teaching learning was for check about the student's understanding, and the teacher also need to know whether their class went well or not, whether the students understand about the teacher's explanation, about the material or not. This finding is similar with the previous research by Dian Ekawati (2019), the teacher just asked the students to follow up



the material that how far the student's comprehension. And ask the students about their knowledge and understanding.<sup>86</sup>

### **c. The Reason of Teacher Used Evaluation Question**

The third type of teacher reason also gather by the interviewing the teacher. The reasons why teacher used this type question in English classroom interaction because sometimes there is some information from students that the teacher need to know. The teacher need to eliciting information and ask them to speak English. It is line with Cotton (2001) reveals a variety of purposes of teacher's questioning. Two of them are to develop critical thinking and inquiring attitudes and to stimulate students to pursue knowledge on their own word.

In addition, Kauchak and Eggert in Ma (2008) state that the role of questioning can be basically grouped into three categories: diagnostic, instructional and motivational, but a single question can usually serve more than one function. As a diagnostic tool, classroom questions allow the teacher to glimpse into the minds of students to findout not only what they know or don't know but also how they think about a topic. The instructional function means that questions can be used as a technique to facilitate learners to learn the new knowledge in the learning process. As to motivational function, skillful use of questions can effectively involve students

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<sup>86</sup> ibid

in the classroom discourse, encouraging and challenging them to think.<sup>87</sup>

This finding similar with previous research by Rijalul Umam Muslim (2017), the teachers perceive their questioning role with two things. Those are to stimulate students to talk and encourage students to speak English. It is line with the main purpose of learning English is to enable students to speak English. Besides, the teacher should also encourage them to talk. In line with the previous research by Dian Ekawati (2019), the teacher asked the question related to the material and to stimulate student's mind in communicating and can function to encourage students and also be directly involved as discussed at the time.

According to the findings and the theory above, the reason of the teacher used type of questioning strategies that used by teacher at MTs Al Firdaus has been fixed with the formula in the theory that recall questioning encourage students want to know or remember about what they have learned, Comprehension questions are questions designed to ask students to demonstrate that they have gained sufficient understanding through the organization of the material being studied, and evaluation questioning ask students to give an assessment or idea about a problem.

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<sup>87</sup> Ma. (2008). *The Skills of Teacher's Questioning in English Classes*. Journal International Education Studies Vol.1 No.4. Yangtze Normal University

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of research that the author did at MTs Al-Firdaus, the researcher finds that the teacher almost use question during English classroom interaction especially in speaking class, and about the type of questioning that used by the English teacher, it can be conclude that:

1. The teacher use three type of six types question by Bloom's Taxonomy: The types of questioning that used by the teacher at MTs Al Firdaus are recall, comprehension, and evaluation questioning.
2. The reason of the teacher at MTs Al Firdaus used Recall data is require students to identify information in basically the same form it was presented; used comprehension type is to measure their understanding about the meaning, of remembered material, ideas, and concept of the materials by using their own words; and used evaluation type is encourage students to respond to and reflect the opinions of their friends.

#### B. Suggestion

Based on the results of the research that the authors have done, starting from the conclusion and discussion of the research results described above, related to questioning strategies used by the English teacher during the English classroom interaction at MTs Al Firdaus Suci Panti Jember, the researchers propose several suggestions: The researcher adds knowledge about questioning strategies used by the English teacher during the English

classroom interaction. The results of this study allow for an in-depth follow-up on the strategy of English teachers in using questioning strategies during the English classroom interaction. Questioning strategies are also expected to be directly or indirectly into English learning materials that will be delivered in learning activities.



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Appendix I

**DECLARATION OF AUTHENTICITY**

I, the undersigned below:

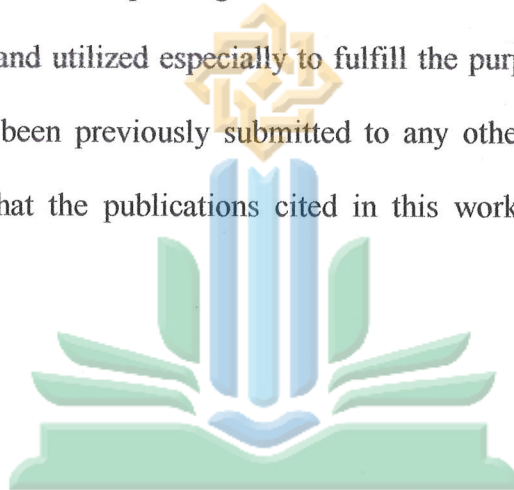
Name : Halimatus Sa'diyah

Student's Number : T20176033

Study program : English Department

Institution : UIN KHAS of Jember

Declare that this thesis entitled "Exploring Teacher's Questioning Strategies during English Classroom Interaction in Speaking Class at 7<sup>th</sup> Grade at MTs Al-Firdaus." is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted.



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KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Jember, 22<sup>nd</sup> of June 2023

Stated by



Halimatus Sa'diyah  
SRN. T20176033