

**ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES IN
CLASSROOM INTERACTION AT EIGHT GRADE
OF SMP IT DARUL HASAN PADANGSIDIMPUAN**



Thesis

*Submitted to the State Islamic Univesity Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Graduate Degree of Education (S.Pd)
in English Department*

Written By:

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SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ela Septi Hairani**, entitled "*Analysis of Teachers' Questioning Strategies in Classroom Interaction at Eight Grade of SMP IT Darul Hasan Padangsidempuan*". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syeikh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syeikh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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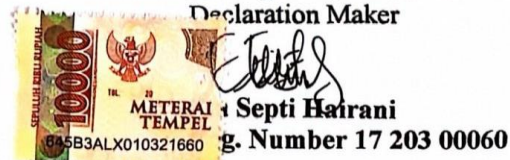
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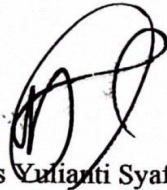
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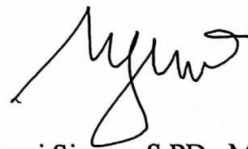
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ABSTRACT

This research discussed about teachers' questioning strategies in classroom interaction at eight grade of SMP IT Darul Hasan Padangsidempuan. Teachers' questioning strategies has a big influence on students learning development, making students more active and confident in the learning process in the class. The purposes of this research were to know the types of questions are used by the teachers in classroom interaction, to know the difficulties in using the questioning strategy in classroom interaction, to know the students' reaction by using questioning strategy in classroom interaction and to know the effectiveness of using questioning strategy in classroom interaction. The researcher subjects were two English teachers of the eighth grade students of SMP IT Darul Hasan Padangsidempuan. The object of the research was teachers' strategy in making questions to the students. The data collection of this research was observation and interview. The technique of data analysis used data condensation, data display, and conclusion drawing. The research findings showed that: 1) there were three teachers' questioning strategies in classroom interaction; literal question, inferential question and metacognitive question. 2) teachers' difficulties in using questioning strategy in the classroom are diversity of students' characters and most students are weak in English vocabulary. 3) students' activeness during use questioning strategy in the classroom there are students who are excited but there are also who are not excited. 4) teachers' questioning strategy are very effectiveness in classroom interaction because students more confidence and increasing in learning and also students more active in the classroom. This research concluded that the teacher used three types of questioning strategies and by implementing this strategy of course teacher have difficulties but it is very effectiveness to apply it when study in the classroom.

Key words: activeness, difficulties, effectiveness, strategy

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ABSTRAK

Penelitian ini membahas tentang strategi bertanya guru dalam interaksi di dalam kelas delapan SMP IT Darul Hasan Padangsidempuan. Strategi bertanya guru sangat berpengaruh terhadap perkembangan belajar siswa, menjadikan siswa lebih aktif dan percaya diri dalam proses belajar di kelas. Tujuan penelitian ini adalah untuk mengetahui jenis strategi bertanya apa yang digunakan guru dalam interaksi di dalam kelas, untuk mengetahui kesulitan apa yang dialami guru selama menggunakan strategi bertanya dalam interaksi di dalam kelas, untuk mengetahui reaksi siswa selama menggunakan strategi bertanya guru dalam interaksi di dalam kelas, untuk mengetahui ke efektif apa strategi bertanya guru dalam interaksi di dalam kelas. Penelitian ini menggunakan metode deskriptif kualitatif. subjek penelitian ini adalah dua guru bahasa Inggris kelas delapan SMP Islam Terpadu Darul Hasan padangsidempuan. Objek penelitiannya adalah strategi bertanya guru dalam interaksi di dalam kelas. Pengumpulan data dalam penelitian ini adalah observasi dan wawancara. Teknik analisis data yang digunakan adalah kondensasi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) Ada tiga jenis strategi bertanya guru dalam interaksi di dalam kelas yaitu, pertanyaan literal, pertanyaan inferensial, pertanyaan metakognitif. 2) kesulitan guru selama menggunakan strategi bertanya dalam interaksi di dalam kelas: keberagaman karakter siswa, kurangnya pengetahuan tentang kosakata Inggris. 3) keaktifan siswa selama menggunakan strategi bertanya dalam interaksi di dalam kelas ada siswa yang tertarik namun adapula yang tidak terlalu tertarik. 4) strategi bertanya guru di dalam kelas ini sangat efektif diterapkan dalam interaksi di dalam kelas karna sangat efektif membangun kepercayaan diri siswa, mengembangkan pola pikir mereka, dan membangun keaktifan siswa dalam belajar. Penelitian ini menyimpulkan ada tiga jenis strategi bertanya yang digunakan oleh guru dan dalam menerapkan strategi tersebut tentu saja guru mempunyai kesulitan tetapi itu sangat efektif untuk diterapkan didalam kelas selama belajar.

Kata kunci: strategi, kesulitan, reaksi, ke efektifan.

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الموضوع : الإدارة الصفية مدرس لغة إنجليزية المدرسة المتوسطة الحكومية دار الحسن الإسلامية
المتكاملة بادنج سيدمفوان

تجريد

يناقش هذا البحث استراتيجيات طرح أسئلة المعلمين في التفاعلات في الصف الثامن الأساسي المدرسة المتوسطة الحكومية دار الحسن الإسلامية المتكاملة بادنج سيدمفوان . هناك حاجة إلى استراتيجية طرح الأسئلة من قبل المعلمين في الفصل الدراسي في بناء تفاعل جيد بين الطلاب والمعلمين . تؤثر استراتيجية استجواب المعلم بشكل كبير على تطوير تعلم الطلاب ، مما يجعل الطلاب أكثر نشاطا وثقة في عملية التعلم في الفصل. تحتوي هذه الدراسة على أربع صيغ للمشكلات ، وهي أنواع استراتيجيات طرح الأسئلة التي يستخدمها المعلمون في التفاعلات الصفية ، وما هي الصعوبات التي يواجهها المعلمون أثناء استخدام استراتيجيات طرح الأسئلة في التفاعلات الصفية ، وكيف يتفاعل الطلاب أثناء استخدام استراتيجيات السؤال في التفاعلات الصفية ، وما مدى فعالية استراتيجيات طرح الأسئلة هذه في التفاعلات الصفية . تؤثر استراتيجية استجواب المعلم بشكل كبير على تطوير تعلم الطلاب ، مما يجعل الطلاب أكثر نشاطا وثقة في عملية التعلم في الفصل. تحتوي هذه الدراسة على أربع صيغ للمشكلات ، وهي أنواع استراتيجيات طرح الأسئلة التي يستخدمها المعلمون في التفاعلات الصفية ، وما هي الصعوبات التي يواجهها المعلمون أثناء استخدام استراتيجيات طرح الأسئلة في التفاعلات الصفية ، وكيف يتفاعل الطلاب أثناء استخدام استراتيجيات السؤال في التفاعلات الصفية ، وما مدى فعالية استراتيجيات طرح الأسئلة هذه في التفاعلات الصفية . موضوعات الدراسة هذان هما مدرسان للغة الإنجليزية للصف الثامن المدرسة المتوسطة الحكومية دار الحسن الإسلامية المتكاملة بادنج سيدمفوان . الهدف من بحثه هو استراتيجية استجواب المعلم في التفاعلات الصفية . جمع البيانات في هذه الدراسة كان الملاحظة والمقابلات. تقنيات تحليل البيانات المستخدمة هي تكثيف البيانات وعرض البيانات والاستنتاجات. أظهرت النتائج ما يلي : هناك ثلاثة أنواع من استراتيجيات استجواب المعلم في التفاعل الصفي وهي الأسئلة الحرفية والأسئلة الاستدلالية والأسئلة ما وراء المعرفية ، صعوبات المعلم أثناء استخدام استراتيجيات طرح الأسئلة في التفاعلات الصفية: تنوع شخصية الطالب ، نقص المعرفة بالمفردات الإنجليزية ، ردود فعل الطلاب أثناء استخدام استراتيجية السؤال في الكلمات الرئيسية : الاستراتيجية ، الصعوبة ، رد الفعل ، الفعالية .

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I Hope that Allah SWT will reciprocate all of their kindness and health. Based on my weaknesses, this thesis is still far from perfect. As a result, in order to enhance this thesis, I consider the reader comments and suggestions.

Padangsidimpuan, 2 October 2023
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teacher is the students' bridge to get knowledge. Teacher should have strategies in teaching learning process in order to make teaching learning process running well. Then, teachers must be able to control all of their students in the classroom. How to make students understand the subject matter that has been given, how to get them to have their full attention on the teacher, how to make them not bored in following lesson, how to add their knowledge and how to make them more creative. All those are the duty of the teacher as an educator. They must be able to create good interactions with students in the classroom or vice versa.

Teaching and learning process between teacher and student in the classroom need a strategy. Teachers have to apply strategy to make student enjoy and active in teaching learning process, unfortunately sometimes students do not understand whether topic was given by the teacher. In fact, the students are still feeling confused in understanding the teachers' explanation in English. Thus, the teachers have to improve teaching strategy to help students to understand the materials easily and attract students to pay attention for teachers' explanation.¹

¹ Dian Ekawati, "An Analysis of Teachers' Questioning Strategies during the Classroom Interaction at Sma 4 Makassar," Article Journal 8, no. 1 (2021): 1, file:///C:/Users/USER/Downloads/8.+DIAN+EKAWATI,68-80 (1).pdf.

Pertaining with the statement above, one of the way to build interaction in the classroom is by giving question. Questioning is the way to get some information from some people. In teaching, especially for the teacher, questioning strategies can use to get information, respond, and to know who has paid attention to the material that the teacher has given. Then, teaching learning English building interaction in a classroom is needed. It is caused interaction is one of the important point of successful in teaching learning process. Interaction in the classroom is considered as an activity that provides opportunities for the teacher and students talking each other in the process of teaching and learning. Regarding the problems about learning English, there are many students who cannot express their idea in English both written and oral form. This problem can be caused by the limited interaction between teacher and student, and students with other students. The problem related to the interaction using English classroom can be solved if teacher and students realize the importance of interaction in the classroom.² 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 discussion, skits, joint problem-solving tasks, or dialogue journal. In interaction, students can use all they possess of the language, all they have learned or casually absorbed in real life exchanges.³ In other word, having good interaction in a classroom will help both teacher and

² Sokhira Linda Vinde Rambe, "Exploring Interaction Patterns in EFL Teaching and Learning Context," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (2023): 2211–23, <https://doi.org/10.24256/ideas.v10i2.3048>.

³ H.Douglas Brown, "Teaching by Principles, Second (BookFi.Org).Pdf," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000, <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>.

students to create a collaborative exchange of thought, feeling or ideas resulting in reciprocal effect on each other in classroom interaction.

In addition, before implementing this strategy, there are some steps that teacher should do such as planning question, handling students response to the question. Handling students response to cover up strategies to use when students respond, strategies for responding to student questions, and strategies to use when students don't respond. By implementing this strategy properly and appropriately it will stimulate students interest and motivation in learning and be able to make classroom atmosphere more active. In here the teacher plays an active role in the teaching and learning process because the teacher is responsible for all of their students.⁴

Questioning strategies also able to make the teacher more familiar with the abilities of their students one by one, who is really understand, who is still in doubtful, who pretended to understand and who really does not understand at all. In fact, the questioning who teacher given can be students' opportunity to explore their ability. Moreover, when the teacher asks questions to students the teacher must also prepare appropriate questions and not run away from the learning topic. A good strategy in asking students questions is to try not to compare students' answer to one another with the aim of knocking out each other and if possible all of students should have a chance to answer the questions that teacher has given in order to create good interactions between students and

⁴ Kholifatur Rosyidah, "An Analysis of Teacher's Questions Used in Classroom Interaction at Eleventh Grade of SMK Ma'arif NU Prambon-Sidoarjo" 1 (2018): 27, <http://digilib.uinsby.ac.id/28676/>.

teacher with each other. Using question to teach is one of the strategies that has been applied for centuries.

According to Sujariati et.al, a question is one of the most important tools in guiding and extending students' learning.⁵ It can help the teachers develop their own strategies to improve the students' work and thinking. There are many ways that teachers can do in asking questions to their students whether it's asking students directly, in writing, using game methods and so on, that is way students will be more active in the teaching and learning process and they become closer to the teacher. It is believed that teachers play an important role in the students' learning process. By applying this strategy the interactive classroom will be gotten. Interactive classroom is efficient for students, because they can increase their language store, have opportunity to understand and use the language that is incomprehensible, help them learn the target language easily and quickly.⁶ So, interactive classroom is an approach to creating an environment that supports interactive and active learning. It is designed to stimulate creativity and is much more analytical as opposed to traditional rote learning method.

Pertaining with the statement above, researcher tries to observe the students in the school to look how questionning strategy influence the students learning . In this case, the students that researcher observe are grade VIII junior high school in Darul Hasan. Based on the observation, researcher see that most

⁵Sujariati Sujariati, Andi Qashas Rahman, and Murni Mahmud, "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu," *ELT Worldwide: Journal of English Language Teaching* 3, no. 1 (2016): 109, <https://doi.org/10.26858/eltww.v3i1.1884>.

⁶Ayu Erianti, Erwin Akib, and Farisha Andi Baso, "An Analysis of Teachers' Questioning Strategies in Elt (English Language Teaching) the Classroom Interaction At Eleventh Grade Sma Muhammadiyah 1 Unismuh Makassar," *Uin Makassar*, 2017, 5. Shorturl.at/svxNZ

of students are shy to ask the teacher. So that the teacher must have a strategy to push the students in asking question. By this strategy, teacher can find out or see the progress of their students in learning and to make interaction between them, especially English lesson. Moreover, while observing the teaching learning process, researcher also found that teacher used Expository learning strategy in the classroom. In this case, teacher used textbook as the source for teaching learning process.

In addition, the researcher also do interview with the English teacher of Darul Hasan Padangsidimpuan. Based on the interview, the researcher found some problems, such as “students are often bored because of the teaching learning process seems to be monotonic silent. Moreover, teaching learning process seems to be silent and not interactive and the English achievement of the students are still low”.⁷ The interaction in the classroom only happened when the teacher explain and ask the students to do task or excercise.

Based on paragraph above, the researcher is interested to analyze the strategies that teacher use in questioning to create interaction in the classroom. The researcher presents a study entitled: "Analysis of Teachers' Questioning Strategies In Classroom Interaction at Eight Grade of SMP IT Darul Hasan Padangsidimpuan.

⁷English Teacher, “ Private Interview “, SMP IT Darul Hasan, Padangsidimpuan.

B. Focus of the Problem

Based on description in this research, this research focuses on how the English teacher uses their questioning strategies to make students interactive in the teaching learning process during the classroom interaction at eight grade of SMP IT Darul Hasan Padangsidempuan.

C. Formulation of the Problem

In order to be clear about this research, based on identification and focuses of the problem above, there are some questions that become a formulation of the problem, they are:

1. What types of questioning strategies are used by the English teachers in classroom interaction at the eight grade of SMP IT Darul Hasan Padangsidempuan?
2. What are the difficulties in using the questioning strategy in classroom interaction at the eight grade of SMP IT Darul Hasan Padangsidempuan?
3. How is the students' activeness by using questioning strategy in classroom interaction at the eight grade of SMP IT Darul Hasan Padangsidempuan?
4. How effectiveness giving questioning strategy in classroom interaction at the eight of SMP IT Darul Hasan Padangsidempuan?

D. Objective of the Research

Based on the research questions stated above, this research has four objectives as follows:

1. To know the types of questioning strategies are used by the teachers in classroom interaction at the eight grade of SMP IT Darul Hasan Padangsidimpuan
2. To know the difficulties in using the questioning strategy in the classroom interaction at the eight grade of SMP IT Darul Hasan Padangsidimpuan.
3. To know the students' activeness by using questioning strategy in classroom interaction at the eight grade of SMP IT Darul Hasan Padangsidimpuan.
4. To know the effectiveness of using questioning strategy in classroom interaction at the eight grade of SMP IT Darul Hasan Padangsidimpuan.

E. Significances of the Research

The significances of the research is expected to be useful for:

1. For teachers, in learning process, the teachers can use strategies in questioning to increase the attractiveness of students in teaching.
2. For students, to know the interaction between teachers and students and between their classmate, to make them more active in the classroom, to motivate them to do interact in classroom.
3. The readers, the result of this research makes the readers are motivated and get additional knowledge about how important to do interaction in the classroom.
4. Future research, hopefully, this research can be the useful information to create another idea about a good strategies in questioning and good interaction in the classroom for students.

F. Definition of Key Terms.

Based on background of the problem, the researcher have defined the key terms which are applied in this research to reduce misunderstanding about the title of the research.

1. Teacher

Teachers are professional staff who have the main task of educating, guiding, teaching, directing, assessing, training and evaluating students.

2. Classroom Interaction

Classroom interaction is how the teachers and students talk while teaching learning process is running. Interaction is needed in the classroom activity.

3. Questioning strategies

Questioning strategies is one of the most common technique used by teachers and server as the principal way in which teachers control `the classroom, over half of class time is taken up by question-answer exchanges. So, Analysis of teachers' questioning strategies in classroom interaction at eight grade of SMP IT Darul Hasan Padangsidimpuan is the study that aimed to find out the teachers' questioning strategies during the classroom interaction and the reason why the English teacher used their questioning strategies.

G. Outline of the Thesis

In this research, the researcher organized the systematic of the research into five chapters. Each chapter consist of sub chapters which detailed as follow: in chapter one, it is consists of background of the problem, identification of the

problem, limitation of the problem, formulation of the problem, objectives of the research, significances of the research, definition of key term and outline of research.

In chapter two, it consists of theoretical description of classroom interaction, description about teacher question, description of technique of questioning, review of related findings, conceptual framework and hypothesis.

In chapter three, it consists of research methodology which consists of time and place of the research, research methodology, population and sample, Instrument of the research, technique of the data collection and the last the technique of data analysis.

Chapter four consists of data description and the result of the research, it contains of the general description, finding, discussion, checking trustworthiness and limitation of research about teacher's questioning strategy in classroom interaction.

Chapter five is conclusion of the research result, implications and the suggestions given by the researcher herself.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Classroom Interaction

a. Definition of Classroom Interaction

Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. In the classroom, teacher is the main role in teaching learning process. Teachers can develop new activities and tasks for the students by reflecting how the activities suggested by the guides have worked in the classrooms.⁸ This device helps the learners to be competent enough to think critically and share their views among their peers. Interaction between teacher and students and student and student are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. Classroom interaction is vital to improve the effect of language classroom teaching and learning. It is hoped that these methods will be used in further English language teaching and will guide English

⁸Ahmed Gumaa Siddiek, “*The Role of the Teacher ’ s Guide in Enhancing English Language Education (a Review of Literature) The Role of the Teacher ’ s Guide in Enhancing English Language Education (a Review of Literature)*,” *Al Zaeim Al Azhari University* 10, no. 1 (2022): 10, <https://doi.org/10.20431/2347-3134.1001001>. shorturl.at/cjBR0

teacher applying in their teaching.⁹ So, classroom interaction is very needed to build good interaction between students and teacher and also can improve students' knowledge.

According to Douglas, the most important key to creating an interactive language classroom is the initiation of interaction by the teacher. However nondirective your teaching style is, the onus is on you to provide the stimuli for continued interaction. These stimuli are important in the initial stage of a classroom lesson as well as throughout the lesson. Without such ongoing teacher guidance, classroom interaction may indeed be communicative, but it can easily fall prey to tangential chitchat and other behavior that is off course from the class objectives.¹⁰ So, classroom interaction is an interaction or relationship that occurs both as verbal and non-verbal interaction involving teacher and students or between students themselves.

According to Dagarin, classroom interaction can be more effective if a variety of teacher and student talk is applied in the classroom. Teacher may accept feeling, praise and accept students' ideas instead of merely lecturing, and similiarly, students may be encouraged to initiate conversation more, instead of only responding to teachers.¹¹ Classroom

⁹ Xiaolin Jia, "The Application of Classroom Interaction in English Lesson," no. Icetis (2013): 212, <https://doi.org/10.1109/nces.2012.6543782>.

¹⁰ H.Douglas Brown, "[H._Douglas_Brown]_Teaching_by_Principles,_Second_(BookFi.Org).Pdf," *Teaching by Principles An Interactive Approach to Language Pedagogy*, 2000, <https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf>.

¹¹ Mateja Dagarin, "Classroom Interaction and Communication Strategies in Learning English as a Foreign Language," *ELOPE: English Language Overseas Perspectives and Enquiries* 1, no. 1-2 (2004): 138, <https://doi.org/10.4312/elope.1.1-2.127-139>.

interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other ways the action performed by the teacher and the students during instruction interrelated. Classroom interaction is of great significance in the teaching process, because it determines the success of the teaching process and improves students' language ability and academic performance. In the teaching process, interaction mainly occurs between teacher and students, and both are the main components of interaction.¹² So, interaction in the classroom is one of the important point to do an approach between students and teacher.

According to Carter and Nunan, descriptions of classroom interaction focused initially on the language used by the teacher, especially teacher questions and the learner responses elicited, teachers' feedback and turn-allocation behaviour.¹³ These features were examined in light of how they affected interaction and the opportunities for learners to engage in language production. Recent studies have paid more attention to learner talk, examining not only the language produced by learners in response to the teacher, but also their communication

¹² ria ana Yuana, "Students Classroom Interaction at the Seventh Grade of Smp n 2 Gunungsari in Academic Year 2019/2020" 2507, no. February (2020): 1, [https://repository.ummat.ac.id/2189/1/COVER-BAB III.pdf](https://repository.ummat.ac.id/2189/1/COVER-BAB%20III.pdf).

¹³ Ronald Carter and David Nunan, *Teaching English To Speakers of Other Languages*, 2001, <https://d1wqtxts1xzle7.cloudfront.net/38694064/davidnunanronaldcarter-thecambridguidetoteachingenglishtospeakersofotherlanguages-150316170839-conversion-gate01.pdf?1441648227=&response-content-disposition=inline%3B+filename%3D38694064.pdf&Expires=170090>.

strategies, and the relation between task types, learners interaction and opportunities for negotiation of meaning.

From above explanation, the researcher can get the conclusion that classroom interaction is an activities or conversation that take place in the class that involve students with teachers and with fellow students. This activity is very much needed in the teaching and learning process to create a good and efficient learning atmosphere. The teacher plays an active role in interaction in the classroom, they must be able to control good communication with their students in order to create an active and creative classroom atmosphere.

b. Types of Classroom Interaction

There are seven types of classroom interaction occurred in EFL class according to Mingzhi cited by Maiza, et,al as follow:

- 1) Teacher speaking to whole class means the teacher as the controller of the class who gives students information or materials, reading aloud, etc.
- 2) Teacher speaking to individual students with the rest of students as the hearers.
- 3) Teacher speaking to a group of members means the teachers participates in the students' group works in which he gives suggestion for the group work.
- 4) Students speaking to teacher means the students initiate to speak when they do not understand about the informations

- 5) Students speaking to students means interactions in pair work activities
- 6) Students speaking to group members means interactions in group work
- 7) Students speaking to the whole class means activities that are students-fronted class.¹⁴

From the points above, it can be inferred that classroom interaction has some types and it can be a reference for teachers to build those interaction in the classroom. Then, as the main role in the classroom, teachers should use the appropriate one for the students. However, classroom interaction need to build and make the teachers and students become more active and the teaching learning process more attractive.

2. Teacher's Questioning Strategy

a. Definition of Questioning Strategy

Questioning is one of the most common techniques used by teacher and server as the principal way in which teachers control the classroom interaction. Giving question is not only for testing whether or not students understand the lesson, but it is also used to control the interaction. It means giving question is very useful to build interaction between students and teacher and also to provide change for students to respond to questions posed by the teacher.

¹⁴ Masfa Maiza and Dwi Kmini, "Basic Questionings Used By Rnglish Teachers in Teaching English," *Ahmad Sofwan* 5, no. 1 (2015): 7, <https://journal.unnes.ac.id/sju/index.php/eej/article/view/6845>.

Question is a sentence, phrase, or word that asks for information or is used to test someone's knowledge.¹⁵ In learning process question is very useful to know how far students know about a lesson and to make teacher and students do the interaction. Questioning strategies focuses on how to use questions to encourage students explorations and discussion. Promoting discussion works well following questioning strategies, and focuses on the importance of discussion and on techniques and skills that promote meaning-making discussion.¹⁶ When the people produce sentences to other people when it involves command and interrogative expression to get any information or response means a question. Question is a linguistic expression used to make a request for information, or the request made using such an expression.¹⁷ So, the information requested may be provided in the form of an answer. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

Sujariati et al explained that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. It means that while the lesson is planning, it is absolutely vital that

¹⁵ Nadya Balqis, "An Exploration of Teachers' Questioning Strategies in EFL Classroom (A Case Study at MTsN Model 1 Banda Aceh) - CORE Reader," 2019, 10, [https://repository.ar-raniry.ac.id/id/eprint/7985/1/An Exploration of Teachers' Questioning Strategies in EFL Classroom \(A Case Study at MTsN Model 1 Banda Aceh\).pdf](https://repository.ar-raniry.ac.id/id/eprint/7985/1/An%20Exploration%20of%20Teachers'%20Questioning%20Strategies%20in%20EFL%20Classroom%20(A%20Case%20Study%20at%20MTsN%20Model%201%20Banda%20Aceh).pdf).

¹⁶ Todd Whitaker, "Questioning Strategies," *Dealing With Difficult Teachers*, 2021, 1, <https://doi.org/10.4324/9781315855264-24>.

¹⁷ Sujariati Sujariati, Andi Qashas Rahman, and Murni Mahmud, "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu," *ELT Worldwide: Journal of English Language Teaching* 3, no. 1 (2016): 107, <https://doi.org/10.26858/eltww.v3i1.1884>

teachers think about the types of questions will be asked to students.¹⁸

It needs in order to make the question and teaching learning process running systematically.

Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. It means that teachers cannot ignore that questioning strategies are very important for teachers and students.

b. The Function of Teacher Questioning Strategies

Teacher questions may serve different functions, including focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation and moving the lesson forward among others. In addition, on Erianti's journal, teacher questions are considered to be important because of their potential power to facilitate either target language production or correct and meaningful content-related responses by students.¹⁹ So, the teachers in this case need as someone who gives the direction for the students.

¹⁸ Sujariati Sujariati, Andi Qashas Rahman, and Murni Mahmud, "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu," *ELT Worldwide: Journal of English Language Teaching* 3, no. 1 (2016): 109, <https://doi.org/10.26858/eltww.v3i1.1884>.

¹⁹ Ayu Erianti, Erwin Akib, and Farisha Andi Baso, "An Analysis of Teachers' Questioning Strategies in Elt (English Language Teaching) the Classroom Interaction At Eleventh Grade Sma Muhammadiyah 1 Unismuh Makassar," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 7, no. 1 (2018): 61, <https://doi.org/10.26618/exposure.v7i1.1348>.

Intellectually engaging questions help stimulate and focus students' thinking while helping the teacher understand their thinking. In understanding a text, there would be given a set of questions. By answering the questions, the students remembering and thinking would be sharpening. Their answers show their thinking, thus providing important information to the teacher to guide future instructional decisions.²⁰

From the explanation above, the researcher concluded the function of teacher questioning strategies divided into four function that are focusing attention, exercising disciplinary control in the course or an instruction, encouraging students' participation and moving the lesson forward among others.

c. The Important of Question

Questions are useful tools, they open lines of communications, give us informations, improve interaction, facilitate analysis and diagnostics of a situation, allow us to propose our own ideas, help to understand the priorities of other, stimulate motivation to learn, motivate creativity and more importantly scientific research, explanations and its applications happen in part through questions and answers.²¹

²⁰ Michael P Clough, "What Is so Important about Asking Questions?," *Iowa Science Teachers Journal* 34, no. 1 (2007): 2.

²¹ Rodolfo A. Neirotti, "The Importance of Asking Questions and Doing Things for a Reason," *Brazilian Journal of Cardiovascular Surgery* 36, no. 1 (2021): I, <https://doi.org/10.21470/1678-9741-2021-0950>.

Quote from Rosyidah, it stated that the following as justifications for the importance of questions in teaching:

- 1) They stimulate and maintain students' interest
- 2) They encourage students to think and focus on the content of the lesson.
- 3) They enable teachers to check students' understanding.
- 4) They enable teacher to elicit particular structures or vocabulary items.
- 5) They encourage students participate in a lesson.²²

In addition, another expert say that teacher has the main role in doing teaching learning process. Teachers who use questions effectively can testify to the fact that students become more curious and actively involved with learning when they feel free to demonstrate their thinking skills and when they can question, examine, and argue about different aspects of the topic at hand. Perhaps unsurprisingly, students can also learn to become better listeners through questioning. They learn how to be respectful toward ideas that might be different from their own because they have to patiently listen and evaluate the evidence at hand before responding.²³

²² Kholifatur Rosyidah, "An Analysis of Teacher's Questions Used in Classroom Interaction at Eleventh Grade of SMK Ma'arif NU Prambon-Sidoarjo" 1 (2018): 27, <http://digilib.uinsby.ac.id/28676/>.

²³Fusco Esther, *Effective Questioning in the Classroom*, vol. 14 (New York: Teachers College Press, 2015), p.3, <https://doi.org/10.1017/s1030011200022314>.

From the explanation above, it can be inferred that question is one of the important thing to push the teaching learning process become better. Then, teacher as the role mode in the classroom must take the more action to build the questioning in the classroom.

d. Types of Questioning Strategies

The types of questions used will stimulate students to think and respond in different ways. According to Fusco, The types of question asked will depend on the reason for asking it. Along with a question's purpose and context, we should consider its type. There are three different types of questions, literal, inferential, and metacognitive. They are explained below:

1) Literal question

Literal questions ask for specific answers. They are often designed to elicit recalled information, to request only the facts, and to bring forth information that is explicitly stated or "right there" in the text or lesson. This question also called closed question. The example of this questions are; how many minutes are in an hour?, what season comes after fall?, who wrote the book?

2) Inferential question

This question try to encourage students give their opinion about somethink. The example of this question; How would you evaluate the accomplishments of our president?, What would happen to

plants in our area if we didn't have summer?, What does Tuck Everlasting tell us about keeping a secret?

3) Metacognitive question

Metacognitive question is encourage students to re- flect on their own thinking and learning. By becoming more aware of their own thinking needs and processes, students build their cognitive skills. In the following example, the teacher guides a student into a metacognitive reflection on his own learning. ²⁴

According to Sari, questioning strategies classifies into the following:

1) Descriptive Questions

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

2) Analysis Question

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

²⁴ Esther, *Effective Questioning in the Classroom*.

3) Evaluation Question

These questions are structured like analysis questions but are based on quotations or statements. These questions begin with such words or expressions as "evaluate the statement that", "what is meant by, "explain how".

4) Contrast Question

These Questions call attention to common elements or major differences between ideas or arguments. These questions begin with such words or expressions as "compare", "contrast", "what is the difference", "what is the similarity".²⁵

According to Mentari there are six types of question, these are, Yes/No question, short answer, open-ended, display question, referential questions, and Non-retrieval which explain as follow:

1) Yes/ no question

Example:

Teacher: *"Here is a picture of woman. Have you seen her face before?"*

Students: *"Yes"*

²⁵ Shirley Permata Sari, "Teacher's Questioning Strategies in Teaching English in SMP Pangudi Luhur Salatiga," Satya Wacana Christian University Salatiga, 2014, 41, https://repository.uksw.edu/bitstream/123456789/5397/2/T1_112006008_Full text.pdf.

2) Short Answer

Example:

Short answer is about if the teacher ask a question that do not need a long answer but just need one or two words answer. Example:

Teacher: *"what did she say about the book?"*

Student: *"good"*.

3) Open-ended question

Open-ended question is question that require deeper and broader question and this question can not be answered with just yes or no.

Example:

Teacher: *"can you explain about descriptive text?"*

Student: *"descriptive text is a text which says what a person or a thing or place is like. And in this text we describe or explains something."*

4) Display Question.

Questions requesting information already known to the questioner.

Example:

Teacher: *"what colour is this pen"*

Student: *"red"*.

Actually the teacher already know the answer.

5) Referential Question

Questions requesting new information. Example:

Teacher: *"what did you do after school?"*

Student: "I just take a nap".

6) Non-retrieval/imaginative questions

Questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgment is called for. Example: "what do you think the writer was suggestion by making the central character an animal?" Teacher have variation in teaching learning process in kinds of questions. It may be related to the content of learning or even opposed to the learning content.²⁶ The important one in this point is teacher need to build students mind in order to make the students give the information.

From the explanation above, it can be seen that there are some types of question that teacher can be applied in the classroom interaction. Those questions such as literal question, meta cognitive question, evaluation question and others as the explanation above.

e. Technique of Questioning

According to William, There are some techniques that can be used to help teacher in conducting classroom in giving questions. They are:

- 1) Plan key questions to provide lesson structure and direction. Write them into lesson plans, at least one for each objective especially

²⁶ Desi Mentari, "An Analysis of Teacher's Questioning Strategies During the Classroom Interaction at SMK Muhammadiyah 3 Makassar," World Development, 2018, 34, https://digilibadmin.unismuh.ac.id/upload/551-Full_Text.pdf.

higher level questions necessary to guide. Asking spontaneous questions based on students responses.

- 2) Adapt questions on student ability level. This aims to avoid anxiety in students and also does not force students' brains to think deeply.
- 3) Ask questions logically and sequentially. Do not ask random questions and does not make sense to students, it will make them lose focus. Give them questions that related to the topic or lesson.
- 4) Ask questions on variety of levels. Use knowledge level questions to determine basic understanding and diagnose potential for higher level thinking.
- 5) Phrase questions clearly and specifically. Try to use sentences or language that is clear and easy to understand when asking questions to students, so that students easily understand the meaning of the questions and there is no misunderstanding.
- 6) Use questions that encourage wide student participation. Distribute questions to involve the majority of students in learning activities.
- 7) Encourage students questions. Give students opportunities to formulate questions and carry out follow up investigation into interest.
- 8) Follow up students responses. It means teacher must support and appreciate every responses given by students, whether it's wrong or true and give them feedback to correct if they have problem in conveying.

9) Give students time to think when responding. Better give them about 5-10 seconds to think. To increase the frequency and duration of student responses and to encourage higher level thinking.²⁷

According to Shanmugavelu et al, they divide the technique of questioning into following :

- a. Attention, questioning is the one of the most effective way to make the students pay attention in the classroom. About this, the question must be addressed to the whole classroom before a student is asked to answer.
- b. Voice, one of the most important communication tools for a teacher is voice. When asking question, teachers should make sure their voice are clear and that their tone is well-heard.
- c. Pause, after submitting a question, the teacher should be the one to pause talking for a moment and look at the whole class.
- d. Content of question, in asking a question, a teacher should plan the types of questions that will be asked in the classroom.²⁸

Those techniques above must be pay attention to the technique above, because every technique has each characteristic and

²⁷ W William, *QUESTIONING SKILLS, FOR TEACHERS*, 1991, <https://files.eric.ed.gov/fulltext/ED332983.pdf>.

²⁸ Ganesan Shanmugavelu et al., “*Questioning Techniques and Teachers’ Role in the Classroom*,” *Shanlax International Journal of Education* 8, no. 4 (2020): 46, <https://doi.org/10.34293/education.v8i4.3260>.

many advantages that teachers get when they apply those technique above.

3. Strategies to Use When Students Do not Response

An important aspect of questioning strategy is the manner in which the teacher handles student responses. When the teacher asks a question, students can either respond, ask a question, or give response:

1) Redirect

When the student responds to a question, the instructor can ask another student to comment on his/her statement. One purpose of using this technique is to enable more students to participate.

Examples:

Instructor: Ela, do you agree with Indah's statement?

Instructor: Akbar, can you give another example ?

Instructor: Jack, do you agree with Nia's statement? Tell your reason.

2) Rephrashing

This technique is used when a student provides an incorrect response or no response:

a) The instructor can try to reword the question to make it clearer.

The question may have been poorly phrased.

Example:

Instructor: what is Neurosis?

Student: (No-response)

Instructor: what are the identifying characteristics of a neurotic person?

- b) The instructor can provide some information to help students come up with the answer.

Example:

Instructor: who know the capital of the country of Spain?

Student: I have no idea

Instructor: Okay, let's break down the question, ann. Do you know the famous football club from Spain?

- c) The instructor can break the question down into more manageable parts.

Example:

Instructor: can you mention the generic structur of narrative text?

Student: I am not sure

Instructor: what is the meaning of narrative text? ²⁹

- 3) Using “wait time”.

One factor that can have powerful effects on student participation is the amount of time an instructor pauses between asking a question and doing something else (calling on a student or rewording the question). Research on classroom questioning and

²⁹ Wisnu Pratama, “An Analysis Teacher’S Questioning Strategies in Teaching English At the Tenth Grade of Sman 1 Sambit,” no. November (2019): 10, http://etheses.iaiponorogo.ac.id/8255/1/upload_e.theses_fix_8_november.pdf.

information processing indicates that students need at least three seconds to comprehend a question, consider the available information, formulate an answer, and begin to respond. After teachers were trained to allow three or five second of wait-time the following significant changes in their classrooms occurred. Wait time use to make students load in thinking the answer that want to deliver.

An important dimension of a teacher's questioning skills is wait-time, that is, the length of time the teacher waits after asking the question before calling on a student to answer it, rephrasing the question, directing the question to another student, or giving the answer.

4. Why Questioning Strategy is Used

Many reasons why teachers asked questions to their students, either the question are addressed to test students' ability or to engage them into class discussion. Based on Shaunessy, questioning need in order to help students grow through the use of questioning, a teacher must first ensure that a safe, nonthreatening, encouraging, mutually respectful environment is established in the classroom. one of the major factors in creating a supportive classroom climate for both teacher and student questioning is freedom.³⁰ So, questioning at the end of the lesson is an important teaching strategy that can help consolidate students' learning,

³⁰ Elizabeth Saunessy, *Questioning Strategis for Teaching* (Texas: Prufrock Press, 2005).

assess their understanding, and provide feedback for both students and teacher.

Students must feel the freedom to pose cognitive and affective questions at any time during learning, which will support the student in taking risks in processing ideas and questions and in formulating meaningful responses. In order to provide such an atmosphere, respect is a central component of learning, whereby the teacher respects the ideas of the students and demonstrates this respect through active listening.

From point above, it has been known that questioning strategy has lots of advantages. To make students safe, to build the cognitive of the students, and to make sure that students feel the freedom in order to affect their cognitive and affective.

In addition, Rahmah said two reasons why teachers asked questions in their classroom. First, questions require respond. When students respond the question, teacher could give some feedback which can be used to adjust content and expression in subsequence teacher talk. Second, question serve as a device controlling the progress of the interaction though which a lesson is enacted.³¹ Students' who ask the questions in the classroom indicate they understand or not understand with the lesson.

³¹ Syarifah Rahmah, "*Teacher Questioning Strategies: To Improve Students' Motivation in English Classroom Learning Activity Thesis*," 2017, 32, <https://core.ac.uk/download/pdf/293465916.pdf>.

Question not only as a thing to get an answer but the function of question are also to motivate, to test, to assess, to revise, to explore, to explain and control students' understanding in learning process. In conclusion, the purpose of teacher questioning in teaching and learning process are to engage students into discussion and to create an activities class to make an effective teaching and learning process.

5. The Procedure of Questioning Strategy in Teaching.

There are some steps in teacher's questioning strategy, they are:

1) Planning question

In this step, teachers should consider goals, objectives, guiding question, think about students characteristic, and prepare guiding question to use throughout the lesson.

2) Asking question

In asking question, teacher using questions to get students involved in a relevant discussion fosters a genuine desire to know more about the subject. This desire is often translated into greater effort on the part of the learner. This point such as making further connection, crafting the guiding question, scaffolding question,

3) Wait time

teachers should understand that it takes students time to get used to the silence and to the idea that the teacher actually values their thinking. Teachers need to begin slowly with this component, and

they should reassure students that they are really looking for the students' thoughts, not memorized facts.

4) Listening to student's response

the teacher has to organize the unit, establish a focus with essential questions, plan lessons to guide the discussion, and then engage the students with questions. But once this happens, there is no time to relax. Once the teacher has asked the questions, the teacher must shift into the role of an active listener. The teacher's job is to use the wait time to guide and assess the direction of the discussion so that knowledge continues to be built around the concepts and guiding questions of the lesson.

5) Teacher Assesses the response

In assessing responses, sometimes the teacher discovers that the students already know the concept or skill being taught, and sometimes he or she realizes that the students are a long way from understanding.³²

Based on the point that mention above, it can be seen that there are some stages if the teachers want to apply the questioning strategy. Those steps must be use systematically to gain the good result.

³²Esther Fusco, *Effective Questioning Strategies*, *Australasian Journal of Special Education* (Columbia: Teachers College Press, 2012), <https://doi.org/10.1017/s1030011200022314>.
shorturl.at/prFJW

B. Review of Related Findings

There were several researcher which have done the some research that related to this research, as follow:

The first researcher is conducted by Rosyidah. The research finds there are some importance of questions. First, stimulate and maintain students' interest, encourage students to think and focus on the content of lesson, enable teachers to check students' understanding, enable teacher to elicit particular structures or vocabulary items, encourage students participate in a lesson.³³

The second researcher is conducted by Pratama. In his research, he found the three strategies to use when students do not response there are redirect, rephrasing, using wait time. This strategies is very important to make students more active in the classroom while respond the teacher's question.³⁴

The third researcher is conducted by Mentari. In her research, she found there are six types of questions that teachers can use in the classroom. First, Yes/No questions, short answer, open-ended question, display questions, referential question, non-retrieval question.³⁵

The fourth researcher was done by Sari. The result of the research showed there are four questioning strategies in classroom interaction. First is descriptive questions, these kinds of questions begin with such words or expressions such as "tell", "discuss", "describe" or "show". Second is analysis

³³ Rosyidah, "An Analysis of Teacher's Questions Used in Classroom Interaction at Eleventh Grade of SMK Ma'arif NU Prambon-Sidoarjo."

³⁴ Wisnu Pratama, "An Analysis Teacher'S Questioning Strategies in Teaching English At the Tenth Grade of Sman 1 Sambit." shorturl.at/yGUW9

³⁵ Desi Mentari, "An Analysis of Teacher's Questioning Strategies During the Classroom Interaction at SMK Muhammadiyah 3 Makassar." shorturl.at/cdmnS

questions these questions provide basic facts and call for sustained answers involving critical thinking. Third is evaluation questions these questions are structured like analysis questions but are based on quotations or statements. Fourth is contrast questions these questions call attention to common elements or major differences between ideas or arguments.³⁶

The fifth researcher was done by Rahmah. She explain why questioning strategy is used. The important one is to make students pay attention to the lesson and to test, to explain, to control, to assess and to students' understanding in learning process. If teachers just give a questions to the students without used strategy it will make the students bored and lazy to answer it but if teacher used strategy it will be more effective and creative and also students make students spirit in learning process.³⁷

Finally, this research is written by researcher to add and complete the investigation of teache's questionning strategy in the classroom interaction. These review of the literature does help many information in making this research. Meanwhile, the researcher interested in researching about Teacher's Questionning Strategy in Classroom Interaction at SMP IT Darul Hasan Padangsidimpuan.

³⁶ Shierly Permata Sari, "*Teacher's Questioning Strategies in Teaching English in SMP Pangudi Luhur Salatiga.*" shorturl.at/OQ028

³⁷S Rahmah, "*Teacher Questioning Strategies: To Improve Students' Motivation in English Classroom Learning Activity,*" Banda Aceh: UIN Arraniry, 2017, p.12. shorturl.at/iJKW5

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The researcher conducted this research at SMP IT Darul-Hasan Padangsidempuan which addresses on Jln. Ompu Huta Tunjul, kel. Hutaimbaru kota Padangsidempuan. North Sumatera, Indonesia. It was done in June 2022 until September 2023.

B. Kinds of the Research

This research is qualitative approach which is descriptive qualitative research. The researcher used this type of the research to get information and deeper understanding from respondents' perspective about teachers' questioning strategy in classroom interaction at SMP IT Darul-Hasan Padangsidempuan.

C. Source of Data

The source of the data in this research from an English teacher and students in the second grade at SMP IT Darul-Hasan Padangsidempuan. In this research, the researcher make observation in the classroom and observe what type of questioning strategy that teacher uses when teaching and how the interaction occur in the classroom when apply the strategy and the researcher also conducted interview with English teacher to get clearer results.

D. Instrument of Collecting Data

To achieve the objectives of this study, the necessary data is collected through some instruments such as doing observation in the classroom, and doing interview with the teachers.

1. Observation

In instrument of collecting data, There are two instruments of this reserach. They are observation and interview. Observation have been done by the researcher in the classroom. The kind of observation is non-participant observation means that researcher only see, and observe in the classroom when teaching learning process is going and look for the observation sheet. Here are the steps in doing observations in the classroom:

- 1) The teacher, students, and researcher come to the classroom
- 2) The researcher sit and put the observation sheet on the table.
- 3) Observing the teaching-learning process by seeing, analysing it and interpreted on the observation sheet.

2. Interview

The next is interview. At this point, the researcher asked some questions to teachers that have been structured and the informant will answer the questions, and the researcher have analyzed the teacher's answer and the researcher uses the interview instrument. Here are the steps in interviewing English teacher:

- 1) The interviewer set the time to do the interview with the teacher.

- 2) The interviewer explain the purpose of the interview and the amount of the question.
- 3) The interview is recording by the interviewer to analysed and interprete.

E. Technique of Collecting Data

1. Observation

Observation checklist is used while doing the observation in a classroom. It is used to group the questioning types and technique used during teaching learning process. In this step the researcher observes and see directly English teacher strategies in giving question to see the interaction in the classroom. The researcher will use observation checklist to help the researcher to get in depth result information of the observation. The table below is the indicator of classroom interaction.

Table III. 1

Indicators of Observation

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Types of questioning strategy	a. Inferential Questions b. Literal Questions c. Metacognitive Questions			
2.	Difficulties in using the questioning strategy	a. Giving directive to the students b. Keep the teaching-			

No	Indicators	Sub Indicators	Yes	No	Observer Notes
		learning process flowing smoothly and efficiently c. Helping them to make the lesson clearer d. Planning a lesson, modules, and courses better			
3.	Student's Activeness by Using Questioning Strategy	Determine what students do			
4.	The effectiveness of questioning strategy	a. Enable students to engage the activity in the classroom b. Facilitating the process of learning c. Build students bravery d. Giving freedom to the students so they can build creativity			

As showed above, there are four indicators that used in observation variabel. Those indicators such as kind of questioning strategy, difficulties in using questioning strategy, students' activeness by using

questioning strategy, and the effectiveness of using questioning strategy

Then, also those indicators have ten sub indicators.

2. Interview

Interview is the instrument in making sure about the possibilities occurred in the classroom interaction. This instrument is used to interview the English teacher after doing observation in the classroom. Before conducting the interview, the researcher is brought general idea about the questions that have been asked. The structure of the interview is developed prior to the interview.

Table III. 2

Indicator of Interview

No	Indicator	Questions	Answer
1.	Types of questioning strategy	a. Do you use questioning strategy in the classroom? b. What the questioning strategy that you usually use in the classroom?	
2.	Difficulties in using the questioning strategy	a. Do you think applying this strategy is difficult? b. What the challenges in using questioning strategy in the classroom?	
3.	Student's Activeness by using questioning strategy	a. Are students excited with this strategy? b. How are the students' response by using this strategy? c. Do the students agree to continue this kinds of strategy?	

No	Indicator	Questions	Answer
4.	The effectiveness questioning strategy	<ul style="list-style-type: none"> a. How effective is the questioning strategy use in the classroom? b. Are the students' performance increased by using this questioning strategy? c. Do you think this questioning strategy can be used in a long term? 	

For interview, this research use four indicators which is kinds of questioning strategy, difficulties in using the questioning strategy, students' reactions by using questioning strategy, and the effectiveness questioning strategy, those indicators have ten questions.

F. The Technique of Analyzing Data

Data analysis is the process of organizing the data in order to obtain regularity of pattern form of the research. The data analysis is used after the data have been collected. The researcher will analyze the data proposed by Miles and Huberman, they define analysis as consisting of three concurrent flows of activity: data condensation, data display, and conclusion drawing. The procedures of data analysis are:

1) Data Condensation

The first step in this research is data condensation. Data condensation refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written-up field notes or

transcription. In this study, the researcher will select the data from interview.

2) Data Display

The second step in this research is data display. A display is an organized, compressed, assembly of information that permits conclusion drawing and action.

3) Conclusion Drawing

The last step in this research is Conclusion Drawing. It means after finished data reduction and data display, the researcher will conclude the result of the research based on the research problem that have been researched.³⁸

From the explanation above, it can be known that this research have three steps in analyzing the data. Those steps such as data reduction, data display, and conclusion drawing. Those three steps must be passed by the researcher in order to have the good research.

G. Checking of Trustworthiness

Every research required a standard to determine the degree of belief or truth in the results of the research. This standard was often referred to as trustworthiness. Checking the validity of the data or trustworthiness is very important. It aim to reduced reliable the data answer and be trusted

³⁸ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, third edi (London, 2014), https://books.google.co.id/books?id=3CNrUbTu6CsC&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

scientifically. It helped the researcher be better for understanding while the researcher made sense of data and information.

According to Lincoln and Guba in Salim and Syahrudin stated there were six trustworthiness such as: observation extension, persistent observation, triangulation, negative case analysis, using reference material, member check.³⁹ Here the explanation about the statement above, they were:

1. Observation Extension

With the extension of the observation meant the researcher went directly to the field, made observations, interview again with data sources that have been found or new.⁴⁰ This could improve the relationship between the researcher and the resource person, in an extension of this observation to the credibility of the data in this research it should be focused on testing the data that obtained.

2. Persistent observation

Persistent observation means searching consistently interpretation with various ways in relation to the analytical process that constant or tentative.⁴¹ This concerned that the researcher's craft in carrying out his research, so the researcher was looking for a business limiting influences.

³⁹ Salim and Syahrudin, "*Metodologi Penelitian Kualitatif Konsep Dan Aplikasi Dalam Ilmu Sosial, Keagamaan Dan Pendidikan*," 2012, <http://repository.uinsu.ac.id/552/1/METODOLOGI PENELITIAN KUALITATIF.pdf>.

⁴⁰ Eko Murdiyanto, *Metode Penelitian Kualitatif*, 1st ed. (Yogyakarta: Lembaga Penelitian dan Pengabdian pada Masyarakat UPN "Veteran" Yogyakarta Press, 2020), [https://eprints.upnyk.ac.id/24095/1/Penelitian Kualitatif -Eko mUrdiyanto.pdf](https://eprints.upnyk.ac.id/24095/1/Penelitian%20Kualitatif%20-%20Eko%20Murdiyanto.pdf).

⁴¹ Salim and Syahrudin, "*Metodologi Penelitian Kualitatif Konsep Dan Aplikasi Dalam Ilmu Sosial, Keagamaan Dan Pendidikan*."

3. Triangulation

Triangulation was a technique for checking data validity by utilizing something else outside the data it is for checking or comparison purposes to the relevant data.⁴² In other words, with this triangulation, the researcher could recheck the result of their research way of comparing it with various other sources, methods, or theories.

a. Negative Case Analysis

Negative case analysis was carried out by reviewing things that have happened, recorded in field notes, whether there were still data that did not support the main data.⁴³ It meant that the researchers were looking for different or even contradictory. If there was no more different data or contra to the findings meant that the data found has been can be trusted. But if there were researchers still got contra of the data found, the researcher may change the findings.

b. Using Reference material

Reference material is the existence of supporters to prove the data that have been found by researchers.⁴⁴ In a research using reference material such as interview data need to be supported by the recording of the interview, equipped with authentic photos or document, making them more trustworthy.

⁴² Farida Nugrahani, "Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa," *Journal Article*, 2014, 115.hlm. 115.

⁴³ dan Syahrudin Salim, *Metodologi Penelitian Kualitatif*, ed. Haidir, 5th ed. (Bandung: Citapustaka Media, 2012).hlm.167-168.

⁴⁴ Murdiyanto, *Metode Penelitian Kualitatif*.hlm.70

c. Member Check

Checking with members who involved in the data collection process is very important in checking the degree trust.⁴⁵ When the members agree with all the report from this research then the conclusion and the result of this research can be trusted.

According to Denzin in Nugrahani there were some types of triangulation, which were time triangulation, theoretical triangulation, investigator triangulation, and methodological triangulation.⁴⁶ In this research, the researcher used methodological triangulation to verify the data, because the researcher used some technique to collect the data. Methodological was a type of triangulation that was used more than one technique to collect the data for getting same data. It was used to get valid data and verify the data from the field.

The methodological triangulation started with interview and observation. the first step was interview the informant. The informant was the teachers. In this section, the researcher conducted interview with two teachers who taught at the VIII grade and record the information from them. The recorders were used to make transcripts. Then, the next step was observation, the researcher conducted observation in two classes taught by both teachers and made a note about all the activity that happened in that

⁴⁵ Adhi Kusumastuti and Mustamil Ahmad Khoiron, *Metode Penelitian Kualitatif*, ed. Firatun Annisya and Sukarno (Semarang: Lembaga Pendidikan Sukarno Pressindo, 2019).hlm. 79-80

⁴⁶ Nugrahani, "Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa."hlm. 115.

classes. After it, the researcher comparing both field notes and the transcripts got the valid data.

CHAPTER IV

RESULT OF RESEARCH

A. General Findings

Before describing analysis of teachers' questioning strategies in classroom interaction at eight grade of SMP IT Darul Hasan Padangsidempuan, this research described the settings of the research as a general description of the thesis.

This research was conducted in SMP IT Darul Hasan Padangsidempuan which addressed on Jln. Ompu Huta Tunjul, Kel. Hutaimbaru kota padangsidempuan. Actually this school was a foundation which was founded by Alm. Ustadz Edi Hasan Nasution, Lc. Where the first this foundation was established in 2010, but only for kindergarten level. In 2015 this foundation was growing so that elementary and middle schools were built. In the junior high school level was led by Mrs. Asma Edi Hasan, M.Pd.

B. Findings

This study is a qualitative research. In this part, this research presented the data collected from the result of interview and observation. Based on the interview and observation this research obtained some information from the subject related to the research questions.

1. The Types of Questions are Used by the Teachers

This session explained the data found in the field. It is related to the analysis of teachers' questioning strategies in classroom interaction at

eight grade of SMP IT Darul Hasan Padangsidempuan. There were two English teachers taught at the eight grade (Mrs. LS and Mr. MS) as main subject who had been interviewed and observed.

According to Fusco, there are three kinds of questioning strategy, they are; literal question, inferential question, and metacognitive question.

a. Inferential Question

LS used inferential question when she was teaching in the classroom, which is an inferential question is a kind of questioning strategy that tries to encourage students to give their opinion about something. LS said this kind of questioning strategy really helps students' self-confidence and can also develop students' thinking patterns in answering the question given. Before start the lesson, usually LS try to create a comfortable and conducive classroom environment and she also pay attention to students' initial abilities, so we know how far they understand about the learning theme.

She usually divided her students into several groups for make the students do interaction in the class, they can interact with each other and study together. In implementing this strategy, LS tries to ask questions to her students by asking for their opinions regarding the question. Each student will express about their opinion which they think is correct. For example, she will divide her students into several groups and told them to work together in completing the task

that she gave and after the students have finished the task, LS will give each group the opportunity to express their opinion about the task that they have done⁴⁷.

For example, they are learning about descriptive text the teacher will show a picture to each group and ask them to give their opinion about the picture, so everyone in the group participates in expressing opinions and this really helps interaction in class. According to LS this strategy is very effective for building interaction between students and teacher also, because that way they can work together and give their respective opinion.

b. Literal Question

Different from LS who uses an inferential question strategy when teaching in the class, MS used literal question when he was teaching in the classroom, which is literal question is a kind of questioning strategy that asks for specific answers or questions that require specific answers.

From observation that the researcher has made before, MS makes sure his students are in good condition before starting the study and checking students' readiness for learning. To make it easier to remember and understand the lesson, MS usually uses question and answer strategy to his students. By doing the question answer session

⁴⁷ Interview with Mrs. LS..., at 09.15 am Tuesday 1 August 2023

it will make students more active in the class, because they will scramble to answer the question to get extra points for the teacher⁴⁸.

In implementing this strategy, after explaining the lesson to the students MS will test their knowledge of the subject matter by asking them a question which are related to the lesson theme and the answer must be specific and clear so that the other friends can easily understand. The teacher achieve in requiring students to answer each question specifically is so that there is longer interaction between student and teacher and so that they understand better what they are saying.

According to MS by doing this strategy, students will be more active in class, because they will try to find out the answer of the question that the teacher has given by recalling what they have learning. But the most important thing here is that the interaction between students and teacher goes very well because they will ask and answer each other.

c. Metacognitive Question

Metacognitive question is encourage students to re-flect on their own thinking and learning. By becoming more aware of their own thinking needs and processes, students build their cognitive skills. In the following example, the teacher guides a students into a

⁴⁸ Interview with Mrs. MS..., at 11.00 am Wednesday 2 August 2023

metacognitive reflection on his own learning. In the sense that students are freed to be creative and develop their own thoughts about the lesson and the teacher's job is only to guide them to create a good produce. Mrs LS and Mr MS also applied this type in class, they free students to be creative and develop their thinking and if there are student who look confused the teachers is willing to help solve the problem. This type really help students in thinking critically and can strengthen the relationship between students and teacher.

Based on the statement above, it can be concluded that both of the English teachers that taught at eight grade of SMP IT Darul Hasan Padangsidempuan have different questioning strategy when teaching in the class. But even though, both of them have different strategy they have the same achieve is to create a more lively classroom atmosphere and so that students are more active in interacting.

2. Difficulties in Using the Questioning Strategy

As a teacher, especially English teacher, of course they have their own difficulties while teaching in the classroom. This difficulties can come from any aspect. Here some difficulties of teacher in using the questioning strategy :

a. Diversity of Students' Characters

this diversity will make it difficult for the teacher at first to determine the learning model and strategy to be carried out. For

example, there are students who are cheerful and some of them is quiet and there also students who easily understand the lesson and there are those who are difficult to understand it.

But among the many difficulties the teacher must remain professional and ready to accept all the consequences by finding solutions to these difficulties so that teaching and learning can run well. Moreover, a teacher is the key to determining the quality of education, therefore they must have high motivation to teach and adequate skills in carrying out their duties.

Classroom atmosphere needs to be planned and built in such a way that students get the opportunity to interact with each other. The teacher's role is very necessary in building a comfortable, safe and active classroom atmosphere. According to LS it is not too difficult as long as we understand about students' need and readiness when learning. Therefore, as a teacher we do not only teaching in the class but try to approach students so that they are not awkward and free to express their opinion. While implementing this strategy the difficulties or challenges experienced by the LS are that she do not really know all the characters of the students in the class very well because there are so many students that she teaches.

Same with LS, MS also has the same difficulties when applying this strategy in the class. The character of the students

is very influences the teaching and learning process. During the question and answer session there are students who are not confident to answer, but there are also those who like to seek attention by answering carelessly, this character are the challenge for MS in implementing the literal question strategy.

b. Weak in English Vocabulary

Students in Eight Grade of SMP IT Darul Hasan Padangsidempuan are still weak of vocabulary, this is rather difficult for teachers in the teaching and learning process. This is because their school does not focus too much on learning English, they more focus on religious subject because their school is an islamic school⁴⁹. Based on observed, when they study in group the teacher must always guide and explain repeatedly and translate it into Indonesian so that they understand better. This is what makes interaction between student and teacher possible, teacher will move from one group to another group to check their assignment and help them to complete it. And after finished their assignment every group collect their assignment in front of the class and LS will ask for their opinions or conclusion about the subject matter that have studied.

⁴⁹ Interview with Mrs. LS..., at 09.15 am Tuesday 1 August 2023

Mr MS also have same difficulty with Mrs LS, most students in the eight class still do not know about some of English vocabulary, making it difficult for them when they want to answer the questions the teacher gives. According to MS, this problem can be solved by getting closer to students so that we know the character of each students , this can also help the interaction between student and teacher. For English vocabulary that the students low of it we can give them at least 10 English vocabulary in every meeting and ask them to learn it, that way will make they master in vocabulary.

From the explanation above, it can be concluded, both of the English teachers' that taught in eight grade of SMP IT Darul Hasan Padangsidimpuan have the same difficulties or challenges to implementing their own questioning strategy in the class. First is about the students' character where each student has a different character. Second is about students' vocabulary where there are still many students who have not mastered some English vocabulary. But both of the teacher can solved it by guide students in learning so they can be closer each other and can solve the problem together.

3. Student's Activeness

As students of course we also have to play an important role in the teaching and learning process so that it goes well. They are required to always study hard in order to form a young generation who can lead the country well in the future. Students are also required to interact while studying in class, both among fellow students and with their teacher. This interaction aims so that they can exchange ideas, express opinions, and work together in completing the assignments that the teacher gives.

Learning at the junior high school level should be fun and interesting. Such a class atmosphere greatly influences the dynamics of the teaching and learning process. The today students also need to be widely stimulated so that the enthusiasm and teaching situation can have a positive effect on them.

From the result of interview that has been done with Mrs. LS and Mr MS, the students have many reactions while using this strategy. But on average the students very like it and excited when study in the class by using this strategy, it is because by studying in groups can make students more freely to ask question and discuss with group mates. This is also very helpful for students who do not understand the lesson but she or he embarrassed when they want to ask the teacher, they can ask their group mates and discuss it together.

Students also have time to have fun with their mates, chat with each other while studying and this can foster a social feeling between fellow

students, so that interaction between them can be carried out well. Another response from the students was that they became brave and more fearless when they wanted to ask question and express their own opinion.

According to LS, this strategy really help her in conveying subject matter to students, because that way all students in the class participate in the learning process, they become very active and more closer with each other. Ls does not need to be active in explaining lesson in the class, she allow her students to be creative and complete their assignments together. Ls said that it is not only the teacher who must be active in the classroom but also the students should be active, because this can increase their thinking ability and their courage.

Beside that, there are also students who do not excited and do not like studying using this strategy, the reason is because they do not really like crowds and fuss or in other word they are introvert person. They are more comfortable studying alone and less focused if they have to study in group.

MS also have many response from his students during implementing this strategy in the classroom. There are students who like it and also some of them do not really like and not interested. This is something normal, because people's preferences are different and teacher cannot

force their will because the main thing for a teacher is the comfort of students⁵⁰.

Students who excited with this strategy are generally students with high ambitions, because they want extra point from the teacher. They are very enthusiastic when they want to answer the question asked by the teacher eventhough most of them still pronounce their English incorrectly. Meanwhile, students who are not very interested in learning by applying this strategy are on average those who lack confidence when performing and they are afraid that the answer that they gives are wrong.

However, MS does not differentiate between his students, he gives them all the chance to answer so that they all participate in learning and increase interaction between teacher and student. If there are students who want to answer but they can not explain it in English, teacher will help so that the students are happy while learning. MS said this strategy really helps boost students' self-confidence in class and improves their memory skills because they have to answer question directly and clearly.

Student reactions are very necessary for the teaching and learning process to run well. If most students are not comfortable with the teaching method that the teacher applies in the classroom, the teacher should not continue with that method or strategy in the future. If the teacher still continue the strategy, it will make students lazy to study and unenthusiastic during studying in the class. Because no matter what

⁵⁰ Interview with Mr. MS....., at 11.00 am Wednesday 2 August 2023

students also play an important role in the continuity of learning, the teacher is only a guide. Therefore, try to find a good questioning strategy that can increase students' thinking power and knowledge and also can expand interactions between fellow students and students and between students and teacher.

From the explanation above, it can be concluded, students in the eight grade of SMP IT Darul Hasan Padangsidimpuan have various reactions while using this strategy when they are studying in the classroom, there are those who like it but there are also those who do not interesting. However, teacher can balance their differences by creating a fun and comfortable classroom atmosphere. By doing this strategy students can interact with each other more often and exchange ideas.

From the result of interview that has been done with Mr. MS and Mrs. LS both of the teacher admitted that from the various reactions that students showed, they did not demand much and always obeyed what the teacher said, so this was very helpful for the teacher. Mr. MS and Mrs. LS also said they cannot continue to apply this strategy in class because it will make students get bored easily. Try to use different strategy according to the subject matter so that students do not get bored and are comfortable while studying in the class.

4. The Effectiveness of Using Questioning Strategy

Questioning is the way to get some information from some people. In teaching, especially for the teacher, questioning strategies can use to

get information, respond, and to know who has paid attention to the material that the teacher has given. Then, teaching learning English building interaction in a classroom is needed. It is caused interaction is one of the important point of successful in teaching learning process. By using questioning strategy, clinical teachers can facilitate the development of critical thinking, decision making and problem solving in students.

Giving question is not only for testing whether or not students understand the lesson, but it is also used to control the interaction. It means giving question is very useful to build interaction between students and teacher and also to provide change for students to respond to questions posed by the teacher.

From the interviews and observations that have been conducted with Mrs. LS and Mr MS the questioning strategy that they applies is very effective in continuing learning in the classroom. This is the effectiveness of using questioning strategy according to Mrs LS and Mr MS :

a. Students More Confidence and Increasing in Learning

Both of English teachers said progress in learning was increasing and their confidence in performing was also getting better. By studying in groups, students become more confidence in giving opinion and their learning also have increased. No one felt alienated or less intelligent because they all participated in

finishing the assignment given by the teacher. They are also free to be creative, express and give their own opinion, not just sitting quietly in their chair, listening to the teachers' explanations but also taking part in solving the subject matter. Mr MS also said by asked them a question it build their confidence to answer it to get extra point and their mindset will be increasing because they try to remember and find out the correct answer.

b. Students More Active in the Classroom

Mrs. LS said, it should not only be teachers who play an active role in the learning process in the classroom, eventhough teachers are assigned to teach their students, students must also play an active role in the learning process in the classroom, the reason is so that the learning process in class continues run in a balanced, comfortable, and controlled manner. A teacher is only a medium for conveying information to students and the student' task is to digest and expand the information that the teacher has provided. According to Mrs. LS studying in groups is more exciting and fun because the sense of family will be felt more and students will not feel awkward in expressing their own opinion⁵¹.

Mr. MS also has the same opinion with Mrs. LS. During applying this strategy in the class, students become more active in learning and communication between students and teacher can

⁵¹ Interview with Mrs. LS..., at 09.15 am Tuesday 1 August 2023

be well established. When the question and answer process was going on, many students were very enthusiastic to answering because the question that MS asked were not too difficult regarding material they had studied. During the question and answer session it can generate curiosity of students and develop their mindset because they will try to find the answer and remembering again about the lesson.

From the explanation above, it can concluded, both of the English teachers that taught in eight grade of SMP IT Darul Hasan Padangsidimpuan said learning by using questioning strategy is very effective for student learning development and is very good to apply when studying in the class. The reason is that students become more active and communication between student and teacher is well established, their thinking patterns can also develop more and build students' confidence.

C. Discussion

Based on data description above that the data collected from all teachers in the eight grade they are Mrs. LS and Mr. MS as the subject of this research. The researcher found the types of questioning strategy that the both of teachers applied in teaching English. As a teacher we should have a strategy for asking question in the classroom, the aim is so that interaction or communication between students and teacher can be well established and

liven up the atmosphere while studying. This strategy also very important to help students improve their thinking power and self-confidence.

As this research presented above, there three known types of questioning strategies that both of teacher used in teaching English. Those types were : inferential question, literal question, and the last was metacognitive question. By doing the strategies, it is hoped that students' development in learning will increase and interactions in class will also occur more frequently so that they can exchange opinions with each other.

The result of this research are supported by Fusco who report the type of questioning strategies that teachers use while teaching in the classroom divided into 3 types, they are : inferential question, literal question, and the last is metacognitive question.⁵² The result of this research showed that using this strategy really needed by teacher when teaching in the class to create a class atmosphere that is fun and not boring, and also to buid good communication and good interaction between students and teacher and between student to student. Interaction is also an important point in teaching and learning activities because not only students benefit, but teachers also get feedback on whether the material presented is weel received by students.

In Erianti et.al research, they reveals that there are three types of questioning strategies such : display question refer to ones that the teachers

⁵² Fusco Esther, *Effective Questioning in the Classroom*, vol. 14 (New York: Teachers College Press, 2015), <https://doi.org/10.1017/s1030011200022314>.

know the answer and which are designed to elicit or display particular structures. It means the teacher already knows the answer to the question that she or he gave but she or he only want to test the students' ability to answer, for example :”what is the colour of sky?”. Referential question refer to the questions that the teacher do not know the answer to, and can gain various subjective information. It means the teacher do not know the answer about the question that she or he gave it is same with ask opinion to the students that related to question, example of this question is :”what do you think about our country?”. And procedural question refer to the question which serves several functions and also used as teaching routines for the beginning of the process. It means this question refers to initial learning activities in which the teacher asks how student are doing and this question usually asking in the beginning, example of this question is :”how are you andi”?⁵³

Regarding to result of this result. The researcher find differences in types of questioning strategies that teacher used in teaching in the classroom. Even though they both apply different types or strategies in asking question, the goal remains the same namely to make it easier for students and teacher to interact because interaction is very important in the classroom so that the relationship between students and teacher becomes

⁵³ Ayu Erianti, Erwin Akib, and Farisha Andi Baso, “*An Analysis of Teachers' Questioning Strategies in ELT (English Language Teaching) the Classroom Interaction At Eleventh Grade Sma Muhammadiyah 1 Unismuh Makassar,*” *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 7, no. 1 (2018): 61, <https://doi.org/10.26618/exposure.v7i1.1348>.

closer and also student can enjoy the class, teacher also know the character of their students.

In Erlinda and Sari research, they reveals that there are three types of questioning strategies that teachers used in the classroom such : procedural question relate to classroom procedures, routines and classroom management, they are used to ensure the smooth flow of the teaching process. Unlike procedural questions, covergent and divergent are designed to engage students in the content of the lesson, facilitate their comprehension, and promote classroom interaction. Convergent questions encourage similiar student responses and short answer like yes/no or short statements. They require students to recall the previously taught material to answer the questions without getting involved in high level thinking skills. On the contrary, divergent questions is different from convergent questions, they encourage diverse long responses with higher-level thinking that require students to give their own answer and express themselves instead of just recalling previous lesson. Meaning students must explain their answer with detailed explanations based on their own language and develop their answer as best as possible. The differences between Erlinda and Dewi's research lies in the term, but the aims and objective remain the same, namely to create interaction in the class the teachers ask the students to answer questions about in as much detail as possible and ask for their opinions, so

that teacher know the extent of students' abilities in understanding the subject matter that has been taught.⁵⁴

In conclusion, a teacher must have questioning strategies in teaching in the classroom and apply the strategy well to the students, because by learning to use strategy students will be better able to comprehend the lesson and they also express themselves more often in the class. There are many types of Questioning strategies that teacher can use all of which have the same goals and objectives.

D. Checking Trustworthiness

According to Denzin in Nugrahani there were some types of triangulation, which were :

1. Time triangulation

In source triangulation, the researcher used many sources of participant to get the accuracy of data.

2. Theoretical triangulation

Theoretical triangulation means the researcher compared the data finding with the perspective theory that is relevant.

3. Investigator triangulation

Investigator triangulation means a technique that used more than one researcher in collecting and analyzing data. From some researcher's

⁵⁴ Rita Erlinda and Dewi Rahma Sari, "Teacher Questions in EFL Classrooms," *Journal Article* 17, no. 1 (2019): 179, <https://doi.org/10.21464/mo.26.1.10>.

view in interpreting information and collecting the data, the validity of can be increased.

4. Methodological triangulation

Methodological triangulation is using the same method on different occasions or different methods on the same object of the study.⁵⁵ In this research, the researcher used methodological triangulation to verify the data, because the researcher used some technique to collect the data. Methodological was a type of triangulation that was used more than one technique to collect data for getting same data. It was used to get valid data and verify the data from the field.

The methodological triangulation started with interview and observation. The first step was interview the informant, the informant was the teachers. In this section, the researcher conducted interview with two teachers who taught at the eight grade and record the information from them. Then, the next step was observation, the researcher conducted observation in two classes taught by both teachers and made a note about all the activity that happened in the class. After it, the researcher comparing both field notes and the transcripts got the valid data.

⁵⁵ Farida Nugrahani, "Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa," *Journal Article*, 2014, 115.

E. Threads of the Research

This research has been carried out by researcher in accordance with the steps in such way as to obtain the best possible result. These steps were taken to obtain objective and methodical research result; however, a lack of research made it more difficult to obtain superior results. However, researcher was trying to preserve the findings obtained. Based on the findings of observations and interviews with the researcher the types of questioning strategies that English teachers used in the eight grade of SMP IT Darul Hasan Padangsidempuan as follows : literal questions and inferential question.

The weaknesses of this study were : time constraints, the English teachers were interviewed by the researcher in a short time. Other activities, costs, competencies, and insights of researcher were other teacher weakness. Even though, there were many problems, the researcher was tried to do the best she could, so the researcher worked together with the supervisor to corrected some of the deficiencies that weaken the significance to the research.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTION

In this chapter, the researcher elaborates the summary of this research. The conclusion contains the answers from the research problems or the goal of the research. And suggestions are for the teachers, headmasters, and for the readers. These are the explanation :

A. Conclusions

After doing the research, the researcher found some result that present in this paper:

1. Teachers used three types of questioning strategies during teaching in the classroom, such as : literal question, inferential question and metacognitive question.
2. The difficulties by using questioning strategies are : Do not really know all the characters of the students in the class very well because there are so many students that teachers teach, most students at eight grade of SMP IT Darul Hasan Padangsidimpuan are still do not know some of English vocabulary so this is rather difficult for teachers in the teaching and learning process.
3. Student's Activeness
students in the eight grade of SMP IT Darul Hasan Padangsidimpuan have various reactions while using this strategy when they are studying in the classroom, there are those

who like it but there are also those who do not interesting. But on average the students very like it and excited when study in the class by using this strategy.

4. The Effectiveness Using Questioning Strategy

From the interviews and observations that have been conducted with Mrs. LS and Mr MS the questioning strategy that they applies is very effective in continuing learning in the classroom. Students become more active and communication between student and teacher is well established, their thinking patterns can also develop more and build students' confidence. So both of them said this strategy was very effective for students learning development in the classroom.

B. Implications

Based on the result of the research, the implications of the research are :

1. Based on the research result above that teachers' questioning strategies are very important to apply it when studying in the classroom, because this can build good interaction between students and teacher and between student with student, so that this makes students more active in asking questions without fear anymore and can make atmosphere in the class more fun and exciting.

2. Teachers must apply strategies in asking questions to students so that students get used to performing and it is not only the teacher who plays an active role in the class but the students too.
3. Teachers' questioning strategies is very necessary for the progress of students' learning development. If the teachers continues to apply this strategies when learning, an active, not passive class will be created.

C. Suggestions

Based on the findings of the research, the researcher suggestes some suggestions as follow :

1. For the teachers

The teachers can make questioning strategies more enjoyable and diverse. The question which teacher's uses can more diverse and a little bit more than before.

2. For the students

The students are able to be more focus in paying attention during the English lesson, especially during questioning. All students can be braver during questioning strategy so that the class can be more active and not bored.

3. For the readers

Hopefully this research can be useful and become a references for readers choose the same tittle as the researcher. Readers are expected to learn more.

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APPENDIX I

List of questions that has interviewed

1. What are the types of teachers' questioning strategies in classroom interaction that teacher used in teaching English at Eight grade of SMP IT Darul Hasan Padangsidempuan.
2. What are the difficulties in using the questioning strategies in classroom interaction at Eight grade of SMP IT Darul Hasan Padangsidempuan
3. What are the students' reactions by using the questioning strategies in classroom interaction at Eight grade of SMP IT Darul Hasan Padangsidempuan
4. How effectiveness in using the questioning strategies in classroom interaction at Eight grade of SMP IT Darul Hasan Padangsidempuan

APPENDIX II

Guidance Observation Sheet of Teachers' Questioning Strategies at the Eight grade of SMP IT Darul Hasan Padangsidempuan

Date : 2 August 2023

Teachers' Name : Mrs. LS

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Kinds of questioning strategy	Teachers use questioning strategy when teaching in the class			
2.	Difficulties in using the questioning strategy	a. Giving directive to the students			
		b. Keep the teaching-learning process flowing smoothly and efficiently			
		c. Helping them to make the lesson clearer			
		d. Planning a lesson, modules, and courses better			
3.	Student's Reactions by Using Questioning Strategy	Determine what students do			
4.	The effectiveness of	a. Enable students to engage the			

No	Indicators	Sub Indicators	Yes	No	Observer Notes
	questioning strategy	activity in the classroom			
		b. Facilitating the process of learning			
		c. Build students bravery			
		d. Giving freedom to the students so they can build creativity			

**Guidance Observation Sheet of Teachers' Questioning Strategies at the
Eight grade of SMP IT Darul Hasan Padangsidimpuan**

Date : 1 August 2023

Teachers' Name : Mr. MS

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Kinds of questioning strategy	Teachers use questioning strategy when teaching in the class			
2.	Difficulties in using the questioning strategy	a. Giving directive to the students			
		b. Keep the teaching-learning process flowing smoothly and efficiently			
		c. Helping them to make the lesson clearer			
		d. Planning a lesson, modules, and courses better			
3.	Student's Reactions by Using Questioning Strategy	Determine what students do			
4.	The effectiveness of questioning strategy	a. Enable students to engage the activity in the classroom			

No	Indicators	Sub Indicators	Yes	No	Observer Notes
		b. Facilitating the process of learning			
		c. Build students bravery			
		d. Giving freedom to the students so they can build creativity			

APPENDIX III

Interview to the English Teacher

Date : 2 August 2023

Teachers' Name : Mrs. LS

1. Question : Do you use questioning strategies in the classroom, Miss?
Answer :
2. Question : What the strategy that you usually do in the classroom to build interaction, Miss?
Answer :
3. Question : Do you think applying this strategy is difficult, Miss?
Answer :
4. Question : What is the challenge in using the questioning strategy in the classroom, Miss?
Answer :
5. Question : Are students excited with this strategy, Miss ?
Answer :
6. Question : How are the students' response by using this strategy, Miss?
Answer :
7. Question : Do the students agree to continue this kind of strategy, Miss?
Answer :
8. Question : How effective is the questioning strategy to build interaction in the classroom, Miss?
Answer :
9. Question : Are the students performance increased by using this questioning strategy, Miss?
Answer :
10. Question : Do you think the questioning strategy can be used in long term, Miss?
Answer :

Interview to the English Teacher

Date : 1 August 2023

Teachers' Name : Mr. MS

1. Question : Do you use questioning strategies in the classroom, Sir?
Answer :
2. Question : What the strategy that you usually do in the classroom to build interaction, Sir?
Answer :
3. Question : Do you think applying this strategy is difficult, Sir?
Answer :
4. Question : What is the challenge in using the questioning strategy in the classroom, Sir?
Answer :
5. Question : Are students excited with this strategy, Sir ?
Answer :
6. Question : How are the students' response by using this strategy, Sir?
Answer :
7. Question : Do the students agree to continue this kind of strategy, Sir?
Answer :
8. Question : How effective is the questioning strategy to build interaction in the classroom, Sir?
Answer :
9. Question : Are the students performance increased by using this questioning strategy, Sir?
Answer :
10. Question : Do you think the questioning strategy can be used in long term, Sir?
Answer :

Appendix IV. Analysis of Observation Sheet

Guidance observation about Analysis of Teachers' Questioning Strategies In Classroom Interaction at Eight Grade of SMP IT Darul Hasan Padangsidimpuan

Date : 2 August 2023

Teacher's Name : Mrs. LS

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Kinds of questioning strategy	Teachers use questioning strategy when teaching in the class	✓		Teacher use questioning strategy when teaching in the class
2.	Difficulties in using the questioning strategy	a. Giving directive to the students	✓		Teacher always give their students directive before doing something
		b. Keep the teaching-learning process flowing smoothly and efficiently	✓		Teacher always ensures that the teaching and learning process runs well.
		c. Helping them to make the lesson clearer	✓		Teacher explain the lesson clearer
		d. Planning a lesson, modules, and courses better	✓		Before teaching, teacher plan a lesson, module, and courses better
3.	Student's Reactions by Using Questioning Strategy	Determine what students do	✓		During the teaching and learning process, teacher

No	Indicators	Sub Indicators	Yes	No	Observer Notes
					always determine what students do
4.	The effectiveness of questioning strategy	a. Enable students to engage the activity in the classroom	✓		Teacher always make sure all the students to engage activity in the classroom
		b. Facilitating the process of learning	✓		Teacher facilitating the process of learning
		c. Build students bravery	✓		Teacher try to build students' bravery
		d. Giving freedom to the students so they can build creativity	✓		Teacher free their students to be creative

Appendix IV. Analysis of Observation Sheet

Guidance observation about Analysis of Teachers' Questioning Strategies In Classroom Interaction at Eight Grade of SMP IT Darul Hasan Padangsidempuan

Date : 2 August 2023

Teacher's Name : Mr. MS

No	Indicators	Sub Indicators	Yes	No	Observer Notes
1.	Kinds of questioning strategy	Teachers use questioning strategy when teaching in the class	✓		Teacher use questioning strategy when teaching in the class
2.	Difficulties in using the questioning strategy	a. Giving directive to the students	✓		Teacher always give their students directive before doing something
		b. Keep the teaching-learning process flowing smoothly and efficiently	✓		Teacher always ensures that the teaching and learning process runs well.
		c. Helping them to make the lesson clearer	✓		Teacher explain the lesson clearer
		d. Planning a lesson, modules, and courses better	✓		Before teaching, teacher plan a lesson, module, and courses better
3.	Student's Reactions by Using Questioning Strategy	Determine what students do	✓		During the teaching and learning

No	Indicators	Sub Indicators	Yes	No	Observer Notes
					process, teacher always determine what students do
4.	The effectiveness of questioning strategy	a. Enable students to engage the activity in the classroom	✓		Teacher always make sure all the students to engage activity in the classroom
		b. Facilitating the process of learning	✓		Teacher facilitating the process of learning
		c. Build students bravery	✓		Teacher try to build students' bravery
		d. Giving freedom to the students so they can build creativity	✓		Teacher free their students to be creative

Analysis of Interview to the English Teacher

Date : 2 August 2023

Teachers' Name : Mrs. LS

1. Question : Do you use questioning strategies in the classroom, Miss?
Answer : Yes, I do
2. Question : What the strategy that you usually do in the classroom to build interaction, Miss?
Answer : First, create a comfortable and conducive classroom environment and usually I divided them into several groups for build interaction, they can interact with each other and work together and during studying in groups they will discuss about assignment that I give and I will ask their opinion in each group
3. Question : Do you think applying this strategy is difficult, Miss?
Answer : Actually, it is not too difficult but we have to understand about students' need and readiness when learning. That it can adjust to the learning method used.
4. Question : What is the challenge in using the questioning strategy in the classroom, Miss?
Answer : The challenge is do not know yet about the students' character very well, it is difficult to find out a strategy or asking question that suits for them.
5. Question : Are students excited with this strategy, Miss ?
Answer : Yes, they are very excited by using the strategy because study by groups make them happy, having fun and have time to chat with each other while studying.
6. Question : How are the students' response by using this strategy, Miss?
Answer : The response of the students they become bolder and fearless when they ask and answer question from the teacher, on average they gave a good response, they having fun while studying but there are also students who do not very excited it is because they do not like study English
7. Question : Do the students agree to continue this kind of strategy, Miss?

Answer : I think they just agree but impossible to use this strategy continuously. If possible we have to develop a new strategy in accordance with their lesson.

8. Question : How effective is the questioning strategy to build interaction in the classroom, Miss?

Answer : Very effective, because by using this strategy they become more active and self confident and also know each other better

9. Question : Are the students performance increased by using this questioning strategy, Miss?

Answer : Yes, their performance is growing and their knowledge is also increasing.

10. Question : Do you think the questioning strategy can be used in long term, Miss?

Answer : Yes I think so. But do not be too monotonous and if possible use a different strategy in each new subject matter.

Analysis of Interview to the English Teacher

Date : 1 august 2023

Teachers' Name : Mr. MS

1. Question : Do you use questioning strategies in the classroom, Sir?
Answer : Yes, I do
2. Question : What the strategy that you usually do in the classroom to build interaction, Sir?
Answer : When we start the lesson, to remind the lesson before, I usually use question and answer strategy with students so they do not forget about the previous lesson. And usually ask them to answer it with the specific answer so that make they more comprehend and got the clear answer
3. Question : Do you think applying this strategy is difficult, Sir?
Answer : Yes, because the averange students here is still unfamiliar with English vocabulary, so we have to translate it first.
4. Question : What is the challenge in using the questioning strategy in the classroom, Sir?
Answer : The challange is do not know yet about the students' character very well, it is difficult to find out a strategy or asking question that suits for them.
5. Question : Are students excited with this strategy, Sir ?
Answer : Yes, they are very interested and sometimes I also made a game so they do not get too bored and interaction between students is maintained.
6. Question : How are the students' response by using this strategy, Sir?
Answer : The response of the students was that some of them like it but some were not interested because they really did not like English lesson
7. Question : Do the students agree to continue this kind of strategy, Sir?
Answer : For students, they always obey what the teacher says or does and does not demand anything as long as it is not boring, so they just agreed
8. Question : How effective is the questioning strategy to build interaction in the classroom, Sir?

Answer : Very effective, because this strategy help them to be more active in learning and communication between them can be well established.

9. Question : Are the students performance increased by using this questioning strategy, Sir?

Answer : Yes, beacuse during the question and answer session it can generate curiosity of students and develop their mindset because they will try to find the answer and remembering again about the lesson.

10. Question : Do you think the questioning strategy can be used in long term, Sir?

Answer : I think yes, but do not be too monotonous and if possible use a different strategy in each new lesson.

APPENDIX V : Photographs

1. Interview with Mrs. LS



2. Interview with Mr. MS



OBSERVATION







KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B 2023 /Un.28/E.1/PP.00.9/05/2023
Tempat : -
Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

29 Mei 2023

1. Dr. Eka Sustri Harida, M.Pd. (Pembimbing I)
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Ela Septi Hairani
NIM : 17 203 00060
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Analysis of Teachers' Questioning Strategies in Classroom Interaction at Eight Grade SMP IT Darul Hasan Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2023 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
Wakil Dekan
Wakil Dekan Bidang Akademik

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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ela Septi Hairani
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Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Jend Sudirman Untemanis Gg. Syukur No. 05

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **Analysis of Teachers' Questioning Strategies in Classroom Interaction at Eight Grade SMP IT Darul Hasan Padangsidimpuan**"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Padangsidimpuan, 31 Mei 2023
a.n Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafri Siregar, S.Psi., MA
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Padangsidimpuan, 08 Agustus 2023

Nomor : 074/SK/U.SMP/VIII/2023
Lampiran : -
Sifat : Biasa
Perihal : Surat Balasan Penelitian

Yang bertanda tangan di bawah ini :

Nama : **ASMA EDI HASAN, M.Pd**
Jabatan : Kepala Sekolah
Unit Kerja : SMP Islam Terpadu Darul Hasan Padangsidimpuan
Alamat : Jl. Ompu Huta Tunjul Gg. At-Taubah 1, Kel. Hutaimbaru, Kec. P.Sidimpuan
Hutaimbaru

Menerangkan bahwa Mahasiswa di bawah ini:

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Judul : Analysis of Teacher's Questioning Strategies in Classroom Interaction at the Eight Grade of SMP IT Darul Hasan Padangsidimpuan
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Program Studi : Tadris Bahasa Inggris (TBI)
Perguruan Tinggi : Universitas Islam Negeri Syekh Ali Hasan Ahmad Addari Padangsidimpuan

adalah benar telah melakukan penelitian di SMP Islam Terpadu Darul Hasan Kota Padangsidimpuan pada tanggal 21 Juli 2023

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 08 Agustus 2023
Kepala Sekolah,


Asma Edi Hasan, M.Pd