

**TEACHER'S QUESTIONING STRATEGIES DURING THE ENGLISH
CLASSROOM INTERACTION AT THE SEVENTH GRADE OF MTs
NEGERI SURAKARTA II IN ACADEMIC YEAR 2019/2020**

THESIS

Submitted as A Partial Requirement

for the Undergraduate Degree in English Language Education



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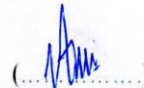
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DEDICATION

Allhamdulillahirabbil'amin, praise thanks to Allah who has given all the blessing. I would dedicate this thesis to the people who i love yesterday, now and tomorrow ever after.

1. My beloved parents, my father Mr. Habib Nasution and my mother Mrs. Siti Kuswandari.
2. My sibling, Afifah Nur Rais.

MOTTO

“... يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ...”

“... Allah will raise those who have believed among you and those who were given knowledge, by degrees...” (QS. Al-Mujaddalah; 11)

If you are working on something that you really care about, you don't have to be pushed. The vision pulls you.

(Steve Jobs)

PRONOUNCEMENT

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I hereby sincerely states that the thesis entitled “**Teacher Questioning Strategies During the English Classroom Interaction at the Seventh Grade of MTs Negeri Surakarta II in the Academic Year of 2019/2020**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, September 25th 2020

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Surakarta, September 25th 2020

The Researcher

Rafika Yunion Putandari

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ABSTRACT

Rafika Yunion Putandari. 2020. TEACHER QUESTIONING STRATEGIES DURING THE ENGLISH CLASSROOM INTERACTION AT THE SEVENTH GRADE OF MTs NEGERI SURAKARTA II IN ACADEMIC YEAR 2019/2020. Thesis. English Language Education. Cultures and Languages Faculty. State Islamic Institute of Surakarta.

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Keywords : Teacher Questioning Strategies, Classroom Interaction

This research was study about an analysis of Teacher's Questioning Strategies on classroom interaction at seventh grade of MTs Negeri Surakarta II. The objectives of this research were divided into two parts. 1), to know the types of questioning strategies used by the English teachers and students during teaching and learning process. 2), to find out the dominant type of questions used by the English teachers and students during teaching and learning process.

This research used descriptive qualitative research. The technique of collecting data used by the researcher was observation and interview. The instrument of this research are take field note, transcription, interview and observation note. The trustworthiness of data this research used methodological triangulation.

The result of this research showed that based on P, Blosser theory the types of questions used by the English teacher eleven managerial questions, four rhetorical questions, nine closed questions and twenty three open questions. The teacher was frequently used managerial questions, and closed questions in a classroom. Then, the researcher found that the teacher's reaction towards students' incorrect responses. The modification technique is one of the important ways that teachers should do when the students do not understand or cannot answer the questions. There are three modification techniques which are simply repeating, rephrasing, giving wait-time (pauses).

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CHAPTER I

INTRODUCTION

A. Background of the Study

The interaction between teachers and learners is one of the most important activity in the classroom. According to Gattis (2002:41, as noted by Sujariati, Rahman and Mahmud, 2016) a question is one of the most important tools in guiding and extending students' learning Whether helping learners to acquire basic skill or a better understanding to solve problems, or to engage in high-order thinking such as evaluation, questions are crucial. For teachers, questioning is a key skill that anyone can learn to use well. Similarly, ways of helping teachers develop their own ability to raise and formulate questions can also be learned. Raising questions and knowing the right question to ask is an important teaching skill that teachers need to be taught.

Kathleen (2015) states that there are differences between question and questioning; question is any sentence which has an interrogative form or function, while questioning is an action of asking questions. In most classrooms, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Therefore, questioning may be identified as one of the most popular instructional strategies in the classroom. Questions are the most common form of interaction between teachers and students in classroom teaching and learning process.

Shen and Yodkhumlue (2011) argue that during the process of teaching and learning, teachers's questioning plays a crucial role. Moreover, Meng et.al (2012) argues that question-and-answer activity is viewed as the most common form of communication between students and teachers in the classroom. Question and answer sequence are not only about the transmission of facts or managing classes also but it is rather the interactions between the teachers and students in the classroom where the teachers co-constructs learning with students and building on what learners already know.

In terms of teacher's questions, Meng cited by Tsui (2012) claimed that teacher's questions are all types and structures of utterances classified, either syntactically or functionally, as questions asked by teachers before, during, and after instruction in order to elicit responses from the students. Teachers questions may serve different functions which are listed by such researchers in Meng (2012). From some definition above, it can be conclude that questioning isn't the only way to control or manage the class, but also more to be the best way of interaction among the students and the teacher itself. It is a specific way to find out about how many the students understanding of the materials given.

Classroom is considered as the most important place for foreign language learners to inform and practiced their target language. Moreover, Classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using the English for in the real communication. Teachers should create communication with their

students either in oral or written forms. Communication in the classroom can be built through interaction. While David (2013) States that in Majid book convinced that teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal. Allen (2010) defines that classroom management is complex set of skills that includes much more than being able to influence and control students' behavior, there remains an overall impression that classroom management is primarily about discipline.

Teaching and learning are reciprocal and multi-dimensional processes both of which affect each other and are important components in educational contexts. In this context, teachers and students learn from one another as they build up an environment of learning in a class. A professional discourse community may also challenge teacher's conception of how teaching leads to learning.

In teaching and learning process, there are some strategies that can be applied by the teachers in improving students' motivation in learning English. One of the strategies is a questioning strategy. Questioning strategy is the question that is asked by the teachers to motivate the students in a learning activity. Harvey (2000) has argued that "questioning strategy is most effective when it allows students to become fully involved in the learning process". It means that the students would be motivated in a learning when teachers use a questioning strategy in learning activity.

This strategy has become an important strategy to help teachers to motivate their students during teaching and learning activities. By

applying questioning strategy, the teachers know what they are going to ask to their students at a classroom learning activity. Moreover, the questions strategy the teachers apply must be interesting questions in order that students want to respond and to make them motivated in learning English. In order to be sure that questions would grab students' attention, the questions should be open-ended, with more than one viable answer. Such the questions would stimulate thought and lead to discussion or debate, which in turn would lead students into learning new information.

Teaching means to show somebody, so that they will be able to do it themselves. Eventually this study shows that the teachers apparently succeeded in encouraging their students to engage and interact actively in the whole class discussion. They used a varied strategies of questioning. However, it is suggested that the teachers develop their questioning skills, particularly in giving probing question, as this strategy will solicit more responses from the students and stimulate student thinking (Davoudi & Sadeghi, 2015).

Teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. (Harld, 2013). Therefore, teachers give question to check the students understanding and to stimulate the interaction. Moreover, one of the best ways to develop teacher's role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. Questioning strategies are aimed to give students

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

Since the students answers are much affected by teacher's questions particularly in the application of questioning strategy, teacher should consider the strategy in posing question in term of the question type level and the questioning behaviors. This is important to be considered because suitable questioning strategy that is applied in the classroom can increase student's curiosity and interest, stimulated their proficiency, and motivated them to learn the English language better.

The reason why researcher chooses an analysis of teacher's questioning strategies during the classroom interaction. Because, based on the researcher's experience showing that one of the most common factors that makes class or students silent because the teachers are not interactive, unpleasant and less comfortable learning environment with their students during the classroom. Another result in researcher's experiences proved that many teacher's strategies in teaching are bored when they taught in the classroom.

The researcher selects MTs Negeri Surakarta II to conduct this research because Mts Negeri Surakarta II is popular and favorite school in district surakarta. Based on the observation in this school, asking a good question in teaching and learning activity would motivate students to study hard if its a good question given at an appropriate time. In this case, the students would prepare themselves and would follow teaching and

learning process. But, in a reality, most question asked in the classroom are not based on the real needs or interest of either teacher or students. Sometimes between teachers and students got nothing after asking and giving questions process.

Based on the researcher previous experience, the researcher tries to investigate teacher's questioning strategy in students classroom interaction and analyzed teacher's questioning strategy that affected the student's responses. Researcher's preliminary study shows that most teacher's strategies was bored and make the students less comfortable in the classroom so there was not interactive interaction. the researcher is interested in study is about Teacher Questioning Strategies during the Classroom Interaction. In order to give benefit for the teachers in delivering question for interactive learning. Moreover, the teachers also could apply various questioning strategies that can help them to elicit the student's responses in the classroom interaction.

Based on the explanation above, to find out some steps that used by the teacher to teach. Therefore researchers wants to know the the strategies and the reason by the teachers using questioning strategy at the seventh grade of MTs N Surakarta II in the academic year 2019/2020. The researcher wants to conduct a research entitled **“Teacher’s Questioning Strategies during the English Classroom Interaction at the Seventh Grade of MTs Negeri Surakarta II in Academic Year of 2019/2020”**

In MTs Negeri Surakarta II the English teacher usually use managerial and open questions were mostly used by the English teacher.

Managerial questions asked by the English teacher with routines of the classroom, used by the English teacher what going on in a classroom to check the assignment and whether the task is clear. . For example “What they do? Very good. They greet. More questions?”. Other question to keep students stay focus on the lesson, for example “What are they talking about”, other questions about classroom management, for example “ketemu lagi hari apa?”. The teacher uses 50% English language and asked to the students uses English language in teaching and learning process.

B. Identification of the Problem

Based on the background of the study, there are many problems that arise. Some problems that can be identified are as follows :

1. Some of the seventh grade of MTs Negeri Surakarta II in the academic year 2019/2020 fail to do those activities correctly or even sit silently, giving no apparent reaction towards what the teacher says.
2. Some of the seventh grade of MTs Negeri Surakarta II in the academic year 2019/2020 do the activity in Bahasa Indonesia when the teacher asks them to use English.

C. Problem Statement

From the background above, there are some questions that be formulated. The questions were:

1. What are the types of questions used by the teachers in questioning at the seventh grade of MTs N Surakarta II in the academic year 2019/2020 ?

2. What are the teachers' reaction towards students respond by using questioning strategy in classroom interaction at the seventh grade of MTs N Surakarta II in the academic year 2019/2020?

D. Limitation of the Problem

This research has been done in seventh grade of B class at MTs Negeri Surakarta II in the academic year 2019/2020. In some problems will be limited to find out the types of questions that commonly used by English teacher in classroom interaction. The researcher also describes the classroom interaction when the English teacher uses the questioning strategies then used classroom observation and interview to get the data. The researcher focused on English teacher who teach at the seventh grade.

E. The Objectives of the Study

This research talks about questioning strategies in teaching English in the classroom. The objectives of this research were:

1. To describe the questioning strategies in teaching English in the classroom at the seventh grade of MTs N Surakarta II in the academic year 2019/2020
2. To describe the teacher's reaction towards students respond by using questioning strategy of using questioning strategy in the classroom at the seventh grade of MTs N Surakarta II in the academic year 2019/2020

F. The Benefits of the Study

1. Theoretical significance

Teachers are dominating the class, controlling the topics, speaking turns of the conversation, and giving most of the questions, they provide a lot of questions and help students respond on it as well (Tony and Pharse 2013). As theoretical significance, the researcher expects this research will make the readers able to understand the the teacher's questioning strategies. The result is also expected to be a hint and reference material for future researchers who study things that are relevant to the teacher questioning strategies.

2. Practical Significance

a. For Students

The result of this research was expected that through teacher's questioning strategies the students could be more interactive, and the class could be useful. To make the students improved their ability to speak each other actively. The researcher expected that all the students could enjoy when they learn English, they could be more interesting to answer the teacher's questioning and they also would get clearly information.

b. For Teacher

It is also expected to provide information and reference in order to improve the quality of education field. For English teachers who is directly involved the teaching and learning process in order to make the teachers able to anticipate those problems in their teaching, the teacher also got effective way and efficient in

teaching in the classroom and make the students got information clearly so the purpose of the learning will reach attain.

c. For other Researchers

This study may also inspire other researchers to research issues which are related to implementation and development of Teacher Questioning strategies in order to develop the quality of education field in the future.

G. Definition of Key Term

1. Question

A question is any sentence which by word order use of interrogative words or intonation, request information and answer. In the classroom, a question is one of the most important tools in guiding and extending students learning.

2. Strategy

Strategy is a plan of action designed to achieve a long-term or overall aim. In the classroom, strategy is a way to make the question to be effective in teaching and learning process.

3. Questioning Strategy

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

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Classroom Interaction

a. Definition of Classroom Interaction

In the field of foreign language teaching, classroom interaction is different from everyday interaction. It can be known from the definitions of some experts. Richards states that, classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom. Verbal interaction means a communication which occurs using teacher and students talks.

The verbal interaction takes place because of the teacher and learners talk, while non – verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words (Dyka Widya Pratama, 2015). Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. On his journal, Habatamu Walga Adaba (2017) defines that classroom interaction is a practice that enhances the development of language skills. He also defined classroom interaction as an essential part of teaching learning process.

In short, classroom interaction is teacher and students communication within the teaching learning process. Based on the some definitions by some theories, it can be inferred that classroom interaction is a process of thought and idea exchange through verbal or non verbal communication which may develop the students language skills. Furthermore, classroom interaction can be used for knowing the students material understanding and the language development within the classroom.

b. Types of Classroom Interaction

Barker states that, there are four types of classroom interaction. They are intrapersonal, interpersonal, group, and cultural interaction. Intrapersonal interaction is an interaction which takes place within the individual. In classroom, it is included into self to self interactions. It can be teacher to self or student to self. The example of intrapersonal interaction is student that mumbles to himself. Different from intrapersonal interaction, interpersonal interaction is two individuals, which are an originator and a responder.

Interpersonal interaction may occur to any face to face encounter and is an important medium of interaction in the classroom. The three form of interpersonal interaction in the classroom is teacher to student, student to teacher, and student to student. At this interaction type, the message is transmitted to a

student by the teacher, to the teacher by a particular student, or from one student to another student respectively.

Concerning with the third type of classroom interaction, Barker states that group interaction is more frequently used in the classroom than any other single type of interaction. It involves the interaction between the teacher and several students, between several students and the teacher, or between student and several students. Example of group interaction in the classroom is group or class discussion, class recitation and activities involving group project. The group interaction type is different from any other type of interaction in that the flow of message may be very irregular and have no definite pattern. Spontaneity is a key to successful group interaction, but such spontaneity makes it difficult for the speaker to organize the message and the listener to understand the message.

The last type of classroom interaction is cultural interaction, which the originator of the message is often unknown. In most of the form of cultural interaction, there are number of originators that have helped to shape the cultural message. The rules of the school, rules in the discussions, laws, superstitious beliefs, folkways, cultural costumes, and art are all examples of the originators who have helped to shape the cultural message in cultural interaction.

In the classroom interaction, culture can function as the originator I self to self, teacher to students or student to students'

interaction. Knowing those types of classroom interaction, this study aimed to use two of them as the reference to conduct the study. As mentioned before that teacher's questions in classroom interaction will be the focus on this study. To know whether or not it is included into classroom interaction, this study used interpersonal and group interaction meaning as the reference of the study. It limited on teacher-student or teacher-students interaction.

2. Questioning Strategies

a. Definition of Question

Questioning is considered as one of the most influential teaching strategies. Gary Poole (2002) argue that, Questions are great conversation starters. Good questions invite people to open up about themselves and share their thoughts and feelings on a wide variety of topics. Questions also has great function in the context of discussion groups. Drawing participants to be more talkative out of their shells and focus on the issue at hand. Thus, asking good questions in a group setting is the quickest and easiest way to spark stimulating discussions.

Azerefegen (2008) state that, a question is any sentence which has an interrogative form or function. It refers to a problem which is presented to the learners to give answers, to tell his/her wishes, and the like. Alyssa Critelli (2013) state, In classroom setting, question is an essential element of instruction that teacher

can use it as a tool to monitor student competence and understanding, also for provoking discussion. It allows teacher to analyze the students' understanding of the material during teaching-learning process.

Questions must become a tool for gaining information from students not only based on the material but also based on their experience or knowledge. Teacher should ensure students to stay focus on the lesson by using interesting questions and easy to answer. As R.Stiggins (2008) said that giving students with questions that provide some reasons, it is better than giving them "yes or no" questions because it encourages students to be more expressive to share their opinions. Thus, teacher will know how familiar or interest they are in the material and its need teacher feedback to promote progressive learning.

b. Definition of Strategies

According to Hamruni (2009: 7), strategy is implemented by the teacher is depend on the approach that is used and how is using strategy can be implemented by some methods. According to Brown (2001) that strategies are special methods of approaching a problem for achieving a particular end, planned design for controlling and manipulating certain information. It means that strategy is the teacher's approach by implementing some methods. Strategy used by the teacher to make a plan about material to be success during teaching and learning process. Hamruni (2009: 7)

said that during teaching learning process, the teacher uses teaching method. The teacher choose technique that is appropriated with the method and the teacher has different strategy with other teachers. Strategies applied in learning activities are called learning strategies.

c. Definition of Questioning Strategies

The term of questioning strategy comes from two words, question and strategy. Question means asking for something to get information. Moreover, Cotton K (1998) defined question as any sentences which has interrogative form or function. In the other definition Linch (1991) defined that question is a command or interrogative expression used to elicit information or a response or to test knowledge. The term of questioning strategies have been long to be known in teaching and learning process. As a result there are several definitions about questioning strategy.

Questioning strategies are ways which as used to ask something to the students in acquiring of the purpose in teaching and learning process. Guest (1985) stated that questioning strategy is one of the important tools to convey students' learning which can help teachers develop their own strategies to enhance the students work and thinking.

Chin (2007) state that questioning strategy is characterized by flexibility as the teacher adjust questioning based on students respond in order to engage student in higher order thinking. Harvey

(2000) explained that questioning strategy is most effective when it allow students to become fully involved in learning process. It means teacher should think hoe to create the strategic questioning in their lesson plan before teaching and learning process.

d. Teacher's Question

Croom and Stair (2005) state that classroom questions are best used "as diagnostic tools to help indicate students' academic progress or to assess students' critical thinking". In conducting classroom interaction, giving question is different from everyday communication. Questioning is one of the most common techniques used by teacher and serves as the principal way in which teachers control the classroom interaction. In some classrooms, over half of class time is taken up by question and answer exchanges. 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 that teacher asks questions to give students a change to respond. By the time they respond, the interaction will occur to the classroom.

e. Types of Questioning Strategy

The fundamental important of questioning strategy during class process is to make it easier to implement a variety teaching method and technique. There are varieties of questioning strategies to help students take more responsibility for their own learning and engage the teaching and learning process. The key of teachers

questioning strategy is to create learning environment that are more interactive, active and collaborative.

Teachers also used teachers questioning strategy as a part of the assessment of learning in order to determine how the best structure, organize and prevent new learning. Developing questioning strategy require much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answer and to share better answer. Instructors ask students questions. We ask questions on exams and we ask questions in class. The kinds of questions instructors ask influence the quality of class discussion. Questions asked during class serve four purposes (Blosser, 1975/2000):

1. Managerial questions organize and guide class activities (Does everyone have a copy of the handout?). We use managerial questions to create structure and organize classroom tasks.
2. Rhetorical questions emphasize a point or reinforce a concept (We agreed at our last meeting that Smith's theory posed several problems that require further research, correct?). We use these questions to create transitions and don't expect students to answer these questions.
3. Closed questions have few options for answers. Usually only one response is a correct answer to the question (What kind of chemical bond holds this molecule together?). Closed questions assess current student understanding. We use these questions to

determine whether students retained recent content knowledge well enough for us to build on a concept or move on to the next topic.

4. Open questions elicit a range of relevant responses and do not have a single “correct” response (Which of the following three businesses would be the best use for a parcel of land on Nine Mile Road and why?). Students may answer open questions with opinions based on course principles (what defines “best use”), justify their choices with relevant evidence, apply theory to a specific example, or practice complex problem-solving skills used in the discipline. Open questions create conditions for extended discussion.

There are many different kinds of questions and that each is important. All kinds of questions must balance to create an effective questioning process in classroom learning activity. Johns (2007) stated that teachers who are good questioners could motivate their students, stimulate high level thinking, encourage creativity and enhance self-concept in their students themselves.

According to P.E Blosser (1975) there are several questioning strategies that can be applied by the teacher during the class such as probing question, factual question, divergent question, and higher order question. This following list is the list of questions

type that teachers can use to analyze their questioning strategies and develop a variety of question to think.

f. Questioning Strategy is used

Many reasons why teachers should give some questions to their students. Either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary.

The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process. Different researchers provide various reasons why this is so. For example, Ellis (1992) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted.

It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior (Young 1992., Richards & Lockhart 1994). It means that teacher's questions are not only a means of obliging teacher-talk to guide the students' attention but also adjudge students to be more active and focus on a particular topic, so we can check and control the students' understanding.

Adler (1982: 88-89) said, "Teachers pose questions to students in order to engage them and elicit deeper-level thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching". Therefore, in exercising the craft of good teaching, an educator must reach into the learner's hidden levels of knowing and awareness in order to help the learners reach new levels of thinking. It means that through the art of thoughtful questioning, teachers can extract not only factual information, but also aid learners in connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding.

In addition, teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of

thinking appropriate to the content and learning outcomes. Using instructional of questions can be accelerated during questioning related to facts and decelerated for more complex material and open-ended questions. Teachers can allow more waittime for students' responses for more meaningful learning. It means that instructional classroom can be as a question; furthermore, teachers should plan the question to stimulate thinking about a concept and challenge the students to attend to higher levels of thinking appropriate to the content and learning outcomes.

Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Teachers often use questions as a means to evaluate students' preparation or lack thereof. Additionally, questions are used to review and summarize previous lessons and assess achievement of instructional goals or objectives. Most importantly, teachers use questions to develop critical thinking skills and nurture insights by exposing new or related relationships. The purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each eliciting a student response and, on occasion, a teacher reaction to that response (Dillon, 1982).

g. How to Apply the Questioning strategy?

There have been some studies about teachers' questioning strategy. Durkin (1979) reveals that most teachers asked students

questions after they had taught. Another study conducted in the late 1990s (Pressley, et al. 1998) revealed that despite the abundance of research supporting questioning before, during, and after teaching to help comprehension, teachers still frequently used questions in post teaching to comprehend the material.

Eble (1988), in addition, argues that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.

1) Questioning at the beginning.

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation (Eble: 1988). In the beginning of a class, giving questions as opening questions in a conversation can make it easy for the students to answer, and does not force them to reveal too much about themselves.

The questions before teaching can be in written as a quiz or oral questions. In this session, questions play as instructional which is the question focuses on the role that questions plays in helping students learn new material and integrating it with the old one. This questions' session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going. Furthermore, this session is essential to remind the previous lesson before entering to the new material so it will be easier for students in learning and getting the purpose of the course.

The question in this session can provide some sample questions to help students write meaningful questions. These questions can then be submitted (a good way to take attendance) and randomly addressed at the beginning of the class period or used to develop exam questions. In this session, the teacher can use recall question to recall or remain anything has done. In other words, the questions used to keep students mind in remembering the lesson which has been taught. Furthermore, the questions are very useful to stimulate students before getting a new material; all at once it used to measure the input in mind.

2) Questioning at the middle of the class.

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without

questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for during class teaching and on learning process because it is more effective in fostering learning than are written questions.

Questions which are focused student attention on salient elements in the lesson result in better comprehension than no questions. Asking questions on during class teaching learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request. It also can be motivational for students in increasing their power to mastering all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material.

Students and readers or listener tend to focus only on material that will help them to answer the questions if these are posed before the lesson is end. In this session, teachers can use yes/no question or display question, or other type question which is needed by teachers. For instance, teachers want to ensure their self that the students have understood before move to other explanation or other sub topic. It also gives students chance to make clarification with an ambiguous meaning of

the learning process. Questioning students during the class can motivate students to learn more.

3) Questioning at the end of the class.

Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not.

In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Open/closed questions, or other type question can also be used by teachers in completing the target learning. Teacher can use both oral questions and written test.

Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning. Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for teachers review to address

student issues at the beginning of the next class period or review to clarify content (Eble, 1988).

B. Previous Study

To conduct the research, the researcher has some references. The references are useful for making the researcher easier to conduct a research. In this research, the researcher is taking similar research as reference. The first previous study of this research is the thesis conduct by Yamazaki (2015), entitled “An Interaction Analysis : A Teacher’s Questions, Feedback, and Students’ Production Through Classroom Observation” from University of Birmingham.

The purpose of this study was to conduct an interaction which looking at the teacher question, feedback, and students’ production. This research tried to identify whether asking question or giving feedback which will contribute to deeper insights. The differences between researcher’s paper and previous study is the spesification of question. The researcher also wants to describe how the classroom interaction when the teacher uses questioning strategy at the seventh grade students and in previous study is focused on students responses.

The second previous study is conducted by Angga (2015), entitled “Teachers Questions in English Foreign Language Classroom Interaction”. From Universitas Negeri Semarang

The purpose of this study attempted to describe the types of questions that the teacher usually applies in the classroom during teaching

and learning process. In this study, the writer wants to find out the teacher's purposes of applying those levels of questioning, and to describe the effects of applying the levels of questioning for the students' understanding of English, and to identify students' oral responses towards teacher questions. The differences between researcher's paper and previous study is spesification of questionning strategies during the class. The researcher using observe on types of questions and previous study used level of questionning.

The last previous study is entitled "English Teacher's Questioning Strategies in English Foreign Language Classroom at SMAN 1 Bontomarannu". Written by Sujariati (2017) from Sanata Dharma University.

The purpose of this study was to find out the teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. From the research above the researcher finds the similarity of this research with researcher research this research is about used questioning strategies by applying some type of questions. The differences between researcher's paper this research and previous study is focused on questionning strategies during the english classroom interaction. The previous focused on applying some type of questions.

CHAPTER III

RESEARCH METODOLOGY

A. Research Method

This research is classified as a case study using descriptive qualitative method. Case study is basically an intensive study of an individual or group that is seen having a particular case (Juliansyah Noor 2011). Regarding to the explanation, this research is a case study because of its characteristic. This study attempts to explore certain information about a phenomenon or case of the subject. The cases of this research are teacher's questions types and techniques used to conduct the classroom interaction in teaching learning process. The researcher used qualitative research because presented qualitative data. The data not presented in number, but it described in form words or pictures.

The design of this research is descriptive qualitative, where researcher presents data onto words and descriptive form. Creswell (1988) state that, qualitative research as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. In addition, qualitative method is used when the research aims to describe phenomena; and the data used are opinion (interview), behaviour, and document which is not analyzed using statistics pattern.

This research used qualitative method, it means that the data collected is not in the form of number, but the data gained from interview

manuscripts, field note, video recording, and observation. The purpose of qualitative study is to describe the empirical reality of the phenomenon in depth, detailed, thorough (Dyka Widya Pratama 2015). In this study, the descriptive research is done in the classroom, and the main point of this research is to collect the data onto descriptive way. It describes the phenomena in the classroom, such as the interaction between teacher and students while asking and responding questions on MTs N Surakarta II.

B. Place and Time of the Research

1. The Place of the Research

This research is was conducted at MTs N Surakarta II Jl. Transito Suronalan Pajang Laweyan Surakarta (57146). In this school consists of 34 clasroom, there are seven class, eight class and nine class. This school has two types of class, there are Reguler class and Program Khusus (PK) class, and this school has complete of facilities. The subject of the research was English teacher of MTs N Surakarta II. The researcher took one class, that is B class on seventh grade as subject of the research because they were very potential to find out the preference toward the use of teacher questioning strategies.

2. The Time of the Research

This classroom observation and interview was held in 26th July – 2nd August 2019. This research will conduct by following the school schedule of English Subject.

C. Source of the Data

Data obtained from the data source first through the procedures and techniques of data retrieval in the form of interviews and observation. In qualitative research, the number of data sources or the respondent is not predetermined, because if it has been obtained the maximum information, then the purpose of review has been fulfilled. To obtain clear and appropriate data with research problem, the researchers gets the primary data based on interview and observations from the subjects of the research or informant, so it can answer the problem and the purpose of the research.

The source of data in the descriptive qualitative research could human, events or activities, place or location, things, various pictures and record, documents and archives (Sutopo 2006). The source of data is an English teacher of seventh grade in MTs Negeri Surakarta II. The researcher chooses one English teacher. There are two sources of this research :

1. Events

The event is the teacher's activities during teaching and learning process. The data obtained by video recording of teaching and learning process at seventh grade in MTs Negeri Surakarta II. Through observation of the teaching and learning process to get events the teacher's activities about the types of questions used by the English teacher, how the classroom interaction when the English teacher uses questioning strategies and which questions supports higher order thinking skill used

by the English teacher. The researcher takes the data in four meetings and the material is Introduction Oneself.

2. Informant

The informant of this research is Mrs. Sri Widyaningrum, S.Pd as English teacher in MTs Negeri Surakarta II. The researcher chooses Mrs. Martha Dewi Windarta, S.Pd as the English teacher because she is a professional teacher and has a good quality. It is proven from she had been passed her school in PPG. Through interview by audio recording to get information about the types of questions used by the English teacher, how the classroom interaction when the English teacher uses questioning strategies, and which questions supports higher order thinking skill used by the English teacher in a classroom.

D. Techniques of Collecting Data

Schreiber and Abber-self (2011) have argued that an instrument is anything used to collect data. Instrument of the research is the tool or facility that is used by researcher for collecting data in order to get better result. To get an accurate data, this study used some instruments; classroom observation and interview.

1. Classroom Observation

The researcher would use nonparticipant observation research that is not directly involved with the activities of the students surveyed, therefore the researchers only as observers (Sugiono, 2015), moreover observational model, was useful means of gaining understanding about the processes involved in a situation. In this observation,

qualitative research obtained the data by simply watching the participants.

The main purpose of classroom observation is to know how often teachers use questioning strategy and the effect of teachers questioning strategy in classroom learning activity. In this research, the researchers chooses the observation to investigate teachers' questioning strategy in improving students' motivation in English classroom learning activity. The researcher observed only one English teachers. In classroom observation were see real teacher teaching situation, look at students' enthusiasm, behavior, response and activity in teaching learning process. The researcher did observation in the class to collect the data by using recording and taking note.

2. Interview

Interview is a dialog used to acquire information from someone interviewed. Interview is used to appraise someone's condition. For example: To look for the data about variable of students' background, parents, education, attention, perception (Arikunto, 2013). In this research, the aim of interview is to collect information from the teacher about questioning strategies.

The result of interview would be analyzed by using theme and the researcher took the conclusion in each theme. Interviewing aimed to get the addition of information in response by implemented teacher questioning strategy to improve students' motivation in learning English. The results obtained determined to extent doing of the

application of teacher questioning strategy to engage in the learning process and students' responses also teacher perception of using teacher questioning strategy during learning process. In this research, the researcher gathered data by using English teacher.

E. Techniques of Analyzing Data

According to Miles and Huberman (2011) there are steps in data analysis. They are data reduction, data display, and conclusion drawing and verification. Generally, the steps are related to each other during or after collecting data so the model of Mile and Huberman is called as an interactive model:

1. Data Reduction

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

2. Data Display

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

3. Conclusion drawing and verification

The researcher attempted to take a conclusion and to do verification by looking for meanings of every single phenomenon achieved. Conclusion was verified at the analyst process. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with short excursion back to field notes, or it may be elaborated, with lengthy argumentation and review among colleagues to developed inter subjective consensus, or with extensive efforts to replicate a finding in another data set.

F. The Trustworthiness of Data

The truthworthiness of the data in this research was in conducted by applying descriptive qualitative research, therefore, it concerned with the trustworthiness. Trustworthiness of data is the degree to measure accuratelly and represent what is supposed to. The validity of the data is important in doing inquiry to check credibility of the data. The data gathered from the research were in from of observation, some documents, and the data taken from interview. According to Patton (in sutopo 2002:78) there are four types of triangulations. They are source or data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation.

The data triangulation is the use of a variety of data sources, including time, spaces and person, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, there by increasing the validity and reliability of the results. The

approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations. It means that data triangulation is that the researcher using more than one method to get the data during the data was obtained.

From those types of triangulation, the researcher applied the methodological triangulation. To get the validation of the data, the researcher will compare the data that have been obtained from the data observation and the data interview. After observation in the classroom, then the researcher crosschecking the data to compare the data observation to the data interview and the theory.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher presents the result of the research done in MTs Negeri Surakarta II in seventh grade students. The research finding are the results to answer two research questions. The research questions are: what are the questioning strategies used by the English teacher at the seventh grade students of MTs Negeri Surakarta II, how is the classroom interaction when the English teacher used questioning strategies at the seventh grade students of MTs Negeri Surakarta II, and which questions support higher order thinking skill used by the English teacher at the seventh grade students of MTs Negeri Surakarta II. The researcher used two techniques of collecting the data, there are observation and interview. The observation conducted in seventh grade. The observation was conducted in three meetings and the duration of each observation was 80 minutes.

a. The kinds of teacher questioning strategies during the classroom interaction.

This section presents the findings of the study conducted based on the two research questions mentioned in chapter I earlier. The main purpose of the research is to investigate what questioning strategies are used by the teacher in classroom interaction at MTs Negeri Surakarta II. The Question Category System for Science (QCSS) (Blosser, 1973) consists of three levels of classification, two of which are described in this booklet.

Questions are first classified as being one of four major types: Managerial, Rhetorical, Closed, or Open.

The result of observation described the types of question used by the English teacher at the seventh grades students. Based on the observation, the researcher found out all of types question used by the English teacher. The four types of questions are Managerial, Rhetorical, Closed, or Open. The total number of types of questions used by the English teacher in four meetings was forty-seven questions.

Table 2.1

The total number of types of questions

No	Types of Question	1	2	3	4	Total
1.	Managerial Questions	3	1	3	4	11
2.	Rhetorical Questions	1	-	2	1	4
3.	Closed Questions	2	3	3	1	9
4.	Open Questions	9	5	4	5	23
Total Number		15	9	12	11	47

a. Managerial Questions

Managerial question is those used by the teacher to keep the classroom operating—to move activities (and students) toward the desired goals for the period, lesson, or unit. Such questions as “Does everyone have the necessary equipment?” “Will you turn to page 15, please?” or “Who needs more time to finish the experiment?” are managerial questions.

b. Rhetorical Questions

Rhetorical questions are used by teachers to reinforce a point or for emphasis. “The green coloring matter in plants is called chlorophyll, right?” or “Yesterday we said there are three major groups of rocks: igneous, sedimentary, and metamorphic, okay?” fit into this category. Teachers asking rhetorical questions do not really anticipate receiving oral student responses, although they sometimes get them.

c. Closed Questions

Closed questions are those for which there are a limited number of acceptable responses or “right answers.” “What is the chemical formula for water?” “What happened when you switched from low- to higher-power magnification?” or “What are plant cell walls made of?” are questions which anticipate certain answers. It is expected that students have already been exposed to the information requested by a closed question—from a teacher’s lecture, class activity, assigned reading, or some visual aid (film, filmstrip, chart, demonstration, etc.).

d. Open Questions

Open questions anticipates a wide range of acceptable responses rather than one or two “right answers.” They draw on students’ past experiences but they also cause students to give and justify their opinions, to infer or identify implications, formulate hypotheses, and make judgments based on their own values and standards. Examples of open questions might include: “If you were to design a science display for the school bulletin board, what would you include in the display and why?” “What do you suppose life on Earth might be like with weaker gravity?” “What should be included in a project to improve the school environment?” or “If you suspected that you carried some genetic abnormality, would you have children?” If you want to get a little more sophisticated in classifying your questions, the closed questions and open questions categories can be further subdivided into the types of thinking expected.

For additional information, the researcher did an interview with the teacher about the types of questions. The result of the interview used by the researcher to validate the data. The interview results also same as the classroom observation that has been explained above about managerial, rhetorical, open and closed questions. The teacher said that he often used managerial and open questions because have the greatest potential for stimulating lively class discussion, instructors seldom ask open questions during class and to check students’ attention in his classroom during

teaching-learning processes and to check students' understanding, how deep they understand the material.

Ewing and Whittington (2007) found that only 13.4% of the questions instructors asked were open questions. Nearly half the questions instructors asked were managerial or rhetorical questions (45%) and 41.6% were closed questions. Closed questions need not always be of the factual recall type in which students are expected to orally fill in the blanks or respond with one- or two-word answers. They also include those which are designed to cause students to classify or pick out similarities and differences, to apply previously learned information to a new problem, or to make a judgment using standards that have been supplied. Both levels of thinking are important for students, but it is also important that your questioning activities do not stay entirely within the closed question areas.

a. Meeting 1

In the first observation, the researcher observed at VII-B class in MTs Negeri Surakarta II on Friday, 26th July 2019 at 08.50-10.10 a.m. The material of this meeting is about the introduction. In the opening class, the English teacher greeted students and asked about the students' conditions. Then the English teacher checks students' attendance. After the English teacher checks students' attendance. Then the teacher asks some review last materials or recall the materials, (for example: what we learn on the last meeting student?).

In the main activity, after the class was conducive, the English teacher shows some slides on power point to give them materials in this

lesson and asked students to observe the task on the LCD projector. The students must observe the task very carefully, then the English teacher is asking a question to the students what information got from the materials to check students' understanding. The materials contained conversation that introducing oneself. After the English teacher reviewed the task, the English teacher gave cards to each student, then asked students to make one dialogue about one topic, but every student should understand their dialogue.

The English teacher gave 15 minutes to make a dialogue. The English teacher walked around the class to check the students' activities. When there were students asking questions, the English students came close to students and explained the student's questions. After the students finished their task, the English teacher asked every student to move to another chair to introduce one and others in some minutes. Because the time is up, the English teacher closed the activity. In the closing of the teaching and learning process.

From the observation in the first meeting, the researcher gave the table to show the findings of types of questions used by the English teacher in the seventh grade especially VII-B class. The table can be seen below:

Table 3.1

Data Finding of Types of Questions

Used by the English Teacher in the First Meeting

Types of Questions	The English Teacher's Questions
Managerial Questions	Do you bring your packet book?
	Where do you study?
	What is the room in the school?
Rhetorical Questions	Do you know the definition of the class?
Closed Questions	What is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?
	What is the room in the school?
Open Questions	How are you today?
	Now how many laboratory you have?
	Is that clear?
	What is the function of laboratory?
	Do you understand what I say?
	What kind of the answer? Ada yang bisa menjawab apakah harus I'm fine? Yang lainnya?
	What information that you want to give to the new person. Kira-kira informasi apa yang ingin kalian sampaikan?
	Can you do it?
	Where are you from, kalian mau menjawab apa?

The research finding showed that in the first meeting during the teaching and learning process, the English teacher used all types of questions. The researcher found types of questions used by the English teacher in VII-B class in the first meeting during the teaching and learning process about introduction oneself were three managerial questions, one rhetorical question, two closed questions and seven open questions. From the table in the first meeting, the most dominant types of questions were open questions which found seven questions. Open questions were dominant in the first meeting because of the open question as an introduction in the classroom which is related to classroom management.

Teacher : Good Morning.

*Teacher : Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin? **Do you bring your packet book?***

Students : Alam semesta miss. Yes

Teacher : Baik.

(Meeting 1)

From the table, it can be seen that, in managerial questions, when the English teacher ask questions to students at the beginning of the teaching and learning process to know students' condition, for example, "do you bring your packet book?". Other questions, the English teacher to keeps the class to be condusive for example "Where do you study?" and other questions.

<i>Teacher</i>	<i>: Do you know the definition of the class?</i>
<i>Students</i>	<i>: Class is place for study in the school</i>
<i>Teacher</i>	<i>: Now how many laboratories you have?</i>
(Meeting 1)	

From the table, it can be seen that, in rhetorical questions, some questions are used by the English teacher to ask the students to respond the questions based on the material, for example, “Do you know the definition of the class?”.

<i>Teacher</i>	<i>: Okay good. Next I have a question everyone can answer it. What is the room in the school?</i>
<i>Students</i>	<i>: Class, laboratory, library, teacher office, headmaster office, canteen</i>
(Meeting 1)	

From the table, it can be seen that closed questions are to check the retention of previously learned information, to focus thinking on a particular point or commonly-held set of ideas, for example, “what is our last lesson?” and “What is the room in the school?”.

<i>Teacher</i>	<i>: Yes, good. Memperkenalkan atau kenalan. In introducing yourself, ketika memperkenalkan diri kalian, what</i>
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	<i>information that you want to give to the new person?.</i>
	<i>Kira-kira informasi apa yang ingin kalian sampaikan?</i>
<i>Students</i>	<i>: The name</i>
<i>Teacher</i>	<i>: The name. Very good. Give me five.</i>
<i>Students</i>	<i>: Hobby, Job, Activity, Family</i>
	(Meeting 1)

From the table, it can be seen that open questions were to encourage the students to respond based on their own knowledge and to stimulate student thinking, for example, “what information that you want to give to the new person?”. One of the questions to encourage the students to analyze, for example, “what material, maybe, we will discuss in this class by seeing that video?”.

b. Meeting 2

In the second observation, the researcher observed at VII-B class in MTs Negeri Surakarta II on Monday, 29th July 2019 at 07.30-08.50 a.m. The material of this meeting was to continue Lovely Things. In the opening class, the English teacher greeted students and asked about the students’ conditions. Then the English teacher checked students’ attendance. After the English teacher checks students’ attendance, the English teacher asked students to the previous materials.

In the main activity, the English teacher shows some slide on power point to give them materials in this lesson about kind of text, the teacher explained the material very clearly and easy to know easy to learn

and if the student doesn't understand yet then the teacher will give one more explanation about the materials, and the last lesson teacher will give student task of activity then students started to do the task.

Sometimes the English teacher walked around in the class to monitor the student's works. After the students finished their task, they collected the task to the English teacher. In the closing of the teaching and learning process, the English teacher reviews the lesson and asked students' comments about this meeting. Then the English teacher closed the class by giving greetings.

From the observation in the second meeting, the researcher gave the table to show the findings of types of questions used by the English teacher in the seventh grade especially VII-B class. The table can be seen below:

Table 3.2

Data Finding of Types of Questions

Used by the English Teacher in the Second Meeting

Types of Questions	The English Teacher's Questions
Managerial Questions	Paham gak yes yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilaihan ganda. Paham?

Rhetorical Questions	-
Closed Questions	Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?
	How many kinds of text?
	Okay and then the next genre is procedure text. Do you know what the does it means of procedure text is? Tell about something what?
Open Questions	Good morning students?
	How are you today?
	Sudah? Do you know what is announcement?
	Okay next and then greeting card, greeting card ya for example who can make the greeting card for me? For example, congratulation for?
	What does descriptive text mean?

The research finding showed that in the second meeting during the teaching and learning process, the English teacher used procedural and divergent questions. The researcher found types of questions used by the English teacher in VII-B class in the second meeting during the teaching and learning process about lovely things were one managerial questions, three closed questions, and five open questions. From the table in the second meeting, the most dominant types of questions were open questions which found five questions.

Open questions were dominant in the second meeting because the open questions as an introduction in the classroom which related to classroom management and the activity in a classroom only listen and answer the task. rhetorical questions are nothing because not all the material to emphasize a point, to reinforce an idea or statement can answer by higher order thinking.

Teacher : Okay on your LKS book, and then in comprehension II number 20 until 22 notice, number 23 until 25 is announcement is an essay. And then in writing number 36 until 40 about announcement is multiple choices. Okay

Students : Yes

*Teacher : **Paham soalnya semua ?** jangan yes yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilaihan ganda. Paham?*

(Meeting 2)

From the table, it can be seen that, in managerial questions, there were questions to encourage student's questions, for example, "paham artinya?". Other questions to check students' works, for example, "sudah paham soalnya semua?".

<i>Teacher</i>	<i>: Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?</i>
<i>Students</i>	<i>: Introduction miss</i>
<i>Teacher</i>	<i>: Okay today is about the kinds of text. How many kinds of text?</i>
<i>Students</i>	<i>: Six</i>
<i>(Meeting 2)</i>	

From the table it can be seen that, closed questions is to check the retention of previously learned information, to focus thinking on a particular point or commonly-held set of ideas, for example, “what is our last lesson?” and “How many kinds of text?”.

<i>Teacher</i>	<i>: Notice and then short message, the second one is short message. And then the third is announcement. Sudah finish? Do you know announcement? What is announcement?</i>
<i>Students</i>	<i>: Pengumuman</i>
<i>Teacher</i>	<i>: Short message Do you know the kind of short message?</i>
<i>Students</i>	<i>: Yes</i>
<i>(Meeting 2)</i>	

From the table, it can be seen that open questions were to encourage the students to respond based on their own knowledge and to

stimulate student thinking, for example, “Sudah, finish? Do you know what is announcement?”. One of the questions to encourage the students to analyze, for example, “Okay next and then greeting card, greeting card ya for example who can make the greeting card for me? For example, congratulation for ?”.

c. Meeting 3

In the third observation, the researcher observed at VII-B class in MTs Negeri Surakarta II on Thursday, 1st August 2019 at 09.05-10.25 a.m. The material of this meeting is continue to part of the house. In the opening class, the English teacher greeted students and asked about the students’ conditions. Then the English teacher checks students’ attendance. After the English teacher checks students’ attendance, the English teacher asked students to the previous materials.

In the main activity, the English teacher shows some slide on power point to give them materials in this lesson about part of the house, the teacher explained the materials very clearly and easy to know easy to learn and if the student doesn’t understand yet then the teacher will give one more explanation about the materials.

The students asked to observe the pictures carefully and made questions about the pictures orally, then the English teacher answered the student’s questions by writing the translate and function of the picture on the whiteboard. The English teacher encourages the students to speak in English and the English teacher corrected the student’s question. The English teacher walked around in the class while pointed the students to

ask a question. The English teacher gave a lesson about part of the house and the translation also, then the teacher spoke the material and students must repeat after the teacher , and the last students must write the material to the book. Then the English teacher closed the class by giving greetings.

From the observation in the third meeting, the researcher gave the table to show the findings of types of questions used by the English teacher in the seventh grade especially VII-B class. The table can be seen below:

Table 4.1

Data Finding of Types of Questions

Used by the English Teacher in the Third Meeting

Types of Questions	The English Teacher's Questions
Managerial Questions	What they do? Very good. They greet. More questions?
	What are they talking about? (Then wrote the answer on the whiteboard) Others?
	Give me some questions. Come on, try to deeply. Jadi gali dan gali gambar itu kira-kira tentang apa. OK?
Rhetorical Questions	Greeting. Kemudian apa? What did I do first time?

	How is the face of joko's mother? Di sini ada nggak? Ada di gambar nggak informasinya? Yang lain.
Closed Questions	Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?
	What is it about?
	Is there any one of you have a question about that picture?
Open Questions	When I enter this class, ketika at first time miss masuk kelas ini, and then, what first that I did? Yang miss lakukan apa kira-kira?
	Seeing this kind of drawing, is there any question in your mind?
	Is there anyone of you want to know the first picture, what is it about?
	Any questions?

The research finding showed that in the third meeting during the teaching and learning process, the English teacher used all type of questions. The researcher found types of questions used by the English teacher in VII-B class in the third meeting during teaching and learning process about part of house were three managerial questions, two rhetorical questions, two closed questions and four open questions. From the table in the third meeting, the most dominant types of questions were

open questions which found four questions. Open questions were dominant in the third meeting because convergent questions are about content related to material that explained by the English teacher.

<i>Teacher</i>	<i>: What they do? Very good. They greet. More questions?</i>
<i>Students</i>	<i>: Why? Why?</i>
<i>Teacher</i>	<i>: Complete questions, please.</i>
(Meeting 3)	

From the table, it can be seen that, in managerial questions, there were questions to check the students ready or not. For example “What they do? Very good. They greet. More questions?”. Other question to keep students stay focus on the lesson, for example “What are they talking about”, other questions about classroom management, for example “ketemu lagi hari apa?”.

<i>Teacher</i>	<i>: Pertanyaan. When I enter this class, ketika at first time miss masuk kelas ini, and then, what first that i did? Yang miss lakukan apa kira-kira?</i>
<i>Students</i>	<i>: Introducing.</i>
<i>Students</i>	<i>: Greeting</i>
<i>Teacher</i>	<i>: Greeting. Kemudian apa? What did I do first time?</i>
(Meeting 3)	

From the table it can be seen that, in rhetorical questions, some questions used by the English teacher to ask the students to respond the questions based on the material, for example, “What did I do first time?”

<i>Teacher</i>	<i>: Is there any one of you want to know the first picture, what is it about?</i>
<i>Students</i>	<i>: Greeting, eh introduce miss.</i>
(Meeting 3)	

From the table it can be seen that closed questions is to check the retention of previously learned information, to focus thinking on a particular point or commonly-held set of ideas, for example, “what is our last lesson?” and “Is there anyone of you have a question about that picture?”.

<i>Teacher</i>	<i>: Yes. Drawing these pictures. Seeing these kind of drawings, is there any question in your mind?</i>
<i>Students</i>	<i>: What is that? What is that miss?</i>
<i>Teacher</i>	<i>: Is there any one of you want to know the first picture, what is it about?</i>
(Meeting 3)	

From the table it can be seen that open questions were to encourage the students to respond based on their own knowledge and to stimulate student thinking, for example, “Seeing these kinds of drawings, is there

any question in your mind?”. One of the questions to encourage the students to analyze, for example, “Is there anyone of you want to know the first picture, what is it about?”.

d. Meeting 4

In the fourth observation, the researcher observed at VII-B class in MTs Negeri Surakarta II on Friday, 2nd August 2019 at 08.50-10.10 a.m. The material of this meeting is continue to adjective (macam-macam kata sifat). In the opening class, the English teacher greeted students and asked about the students’ conditions. Then the English teacher checks students’ attendance. After the English teacher checks students’ attendance, the English teacher asked students to the previous materials.

In the main activity, the English teacher played the video. Along the video played, the English teacher explained some important points related to the material. When the English teacher asked questions, the students responded to the questions related to the material. Then the English teacher asked to the students stand up. Only six students, then every student have one information. Another student asked questions of their friends related to one information. The students got a point if they can ask questions correctly. After that, the English teacher played the video again and the students should repeat the video together. Then the English teacher explained to the students what they would do. The students should draw a picture about their own reflection ten years in the future then every member of group should guess their picture’s friend. Not

for long, the students finished their assignment and the English teacher checked their assignment.

In the closing of the teaching and learning process, the English teacher reviews the lesson the student's performances and asked students to prepare all about the introduction to the next meeting. Then the English teacher closed the class by giving greetings.

From the observation in the fourth meeting, the researcher gave the table to show the findings of types of questions used by the English teacher at the seventh grade especially VII-B class. The table can be seen below:

Table 4.2

Data Finding of Types of Questions

Used by the English Teacher in the Fourth Meeting

Types of Questions	The English Teacher's Questions
Managerial Questions	Now, who wants to be a volunteer to stand up here? Who wants to be a volunteer?
	Who wants to be a volunteer to stand up here? 1 2 3 anyone? Come on. I need one, one student.
	Pokonya stand up dulu di sini nanti miss jelaskan. Gimana, nggak ada yang berani?
	My old. Ada revisi? I... am...
Rhetorical	Ayo diperbaiki. Coba. Salahnya di mana? Ayo

Questions	siapa yang mau coba memperbaiki? Tadi jawabannya masih salah. Ayo siapa? Tidak ada yang berani?
Closed Questions	Apa yang kita pelajari kemarin?
Open Questions	What kind of information that you get? What information?
	Yaa. What do you introduce? What information that you get?
	What else?
	Very good. Next. How old are you?
	Now. I dare you. How many information, ada berapa informasi tadi?

The research finding showed that in the fourth meeting during the teaching and learning process, the English teacher used procedural, convergent, and divergent questions. The researcher found types of questions used by the English teacher in VII-B class in the fourth meeting during the teaching and learning process about introduction oneself were four managerial questions, only one rhetorical and closed questions, and five open questions. From the table in the fourth meeting, the most dominant types of questions were open questions which found five questions. Open questions were dominant in the fourth meeting because

open questions are about content related to material that is explained by the English teacher.

<i>Teacher</i>	<i>: Now, who wants to be a volunteer to stand up here? Who wants to be a volunteer?</i>
<i>Students</i>	<i>: Volunteer itu apa miss?</i>
<i>Teacher</i>	<i>: Relawan</i>
<i>Students</i>	<i>: Maksudnya apa miss?</i>
<i>Teacher</i>	<i>: Who wants to be a volunteer to stand up here? 1 2 3 anyone? Come on. I need one, one student.</i>
	<i>(Meeting 4)</i>

From the table, it can be seen that, in managerial questions, there were questions to check the students ready or not. For example “Who wants to be a volunteer?”. Other questions to keep students stay focus on the lesson, for example “Pokonya stand up dulu di sini nanti miss jelaskan. Gimana, nggak ada yang berani?”, other questions about classroom management, for example “My old. Ada revisi? I... am...”

<i>Teacher</i>	<i>: Ayo diperbaiki. Coba. Salahnya di mana? Ayo siapa yang mau coba memperbaiki? Tadi jawabannya masih salah. Ayo siapa? Tidak ada yang berani? Punya Farel masih gagal, belum ada yang bisa. Sekarang next, Hilmy.</i>
<i>Students</i>	<i>: Where you came from?</i>
<i>Teacher</i>	<i>: Where you came from? No. Others?</i>

<i>Students</i>	: <i>How are you?</i>
<i>Teacher</i>	: <i>Betul. As, she's true. Point five. Have a seat please.</i>
(Meeting 4)	

From the table it can be seen that, in rhetorical questions, some questions used by the English teacher to ask the students to response the questions based on the material, for example, “Ayo diperbaiki. Coba. Salahnya di mana? Ayo siapa yang mau coba memperbaiki? Tadi jawabannya masih salah. Ayo siapa? Tidak ada yang berani? Punya Farel masih gagal, belum ada yang bisa. Sekarang next, Hilmy.”.

<i>Teacher</i>	: <i>Apa pelajaran yang kita pelajari kemarin students?</i>
<i>Students</i>	: <i>We learn about drawing picture miss.</i>
<i>Teacher</i>	: <i>Now let's see the first video. (The class was noisy)</i>
<i>Students!</i>	
<i>Students</i>	: <i>Yess Miss.</i>
(Meeting 4)	

From the table, it can be seen that closed questions are to check the retention of previously learned information, to focus thinking on a particular point or commonly-held set of ideas, for example, “what is our last lesson?”

<i>Teacher</i>	<i>: Nggak, nggak. miss nggak suka. Pengen jadi volunteer ya volunteer, nggak ya nggak. Miss nggak suka. OK. Next, tadi sudah mulai dari awal ya videonya, introduction, what kind of information that you get? What information?</i>
<i>Students</i>	<i>: How to introduce.</i>
<i>Teacher</i>	<i>: Yaa. What do you introduce? What information that you get?</i>
<i>Students</i>	<i>: Name, age, where do you from and birthday.</i>
<i>Teacher</i>	<i>: Yaa, birthday.</i>

(Meeting 4)

From the table, it can be seen that open questions were to encourage the students to respond based on their own knowledge and to stimulate student thinking, for example, “What kind of information that you get? What information?”. One of the questions to encourage the students to analyze, for example, “What else?”.

b. Teacher’s Reaction towards Students’ Responses

The teacher stated that during question and answer sessions, students often give wrong or silly answers. It can happen because the students do not understand the questions, lack of vocabulary and unrecognize the pronunciation. Based on the study in the seventh grade, students gave responses to teacher’s questions using words, phrases and simple sentences. Most of the responses were given correctly, but there are still some answers that were given incorrectly. The analysis of teacher’s

reaction toward students' correct responses and incorrect responses will be explained below.

a. Teacher's reaction towards students' correct answer

Clark and Star (1986) theory stated that there are six ways teachers can react towards students. There are rephrasing or rewording answers, comparing the answer with another student, encouraging others (students) for giving another answer, rewarding students' answers, giving further questions from the answer before, and giving students time to think further. Based on the teacher's interview results in this research, there are two ways that are used by the teacher to react towards students' correct answers, they are encouraging others (students) for giving another answer and rewarding students' answers.

*Teacher : If somebody ask you how are you today, what kind of expression what kind of the answer? Ada yang bisa menjawab apakah harus I'm fine? Yang lainnya?
...Yes, Anita?*

Anita : I'm Angry

*Teacher : I'm angry. **Very good.** What about **the others?***

Students : Wonderful.

*Teacher : **Great! Wonderful***

(Meeting 1)

*Teacher : The name. **Very good.** Give me five.*

Students : Hobby, Job, Activity, Family

<i>Teacher</i>	: <i>Okay Good. Lalu, kemudian jika ada yang bertanya pada kalian, where are you from, kalian mau menjawab apa?</i>	(Meeting 1)
<i>Teacher</i>	: <i>What is their hobby? Yes. What are their hobbies? (Then wrote the answer on the whiteboard) Other, please. Other other. Ayo tadi yang belum siapa. Yang mau dan yang belum. Yaa. Jangan dipaksa. Any others? Mungkin ada yang lain? Mungkin mau pindah ke gambar berikutnya? OK. Hobby mereka apa?</i>	
<i>Students</i>	: <i>Fishing.</i>	(Meeting 3)
<i>Teacher</i>	: <i>School, yaa. What else? Ini ada pengulangannya. Perhatikan. (Played video) miss sebut namanya ya. Siap-siap menjawab. Hello, how are you?</i>	
<i>Students</i>	: <i>I am fine.</i>	(Meeting 4)
<i>Teacher</i>	: <i>Complete please.</i>	
<i>Students</i>	: <i>My name is Agung Ega.</i>	
<i>Teacher</i>	: <i>That's really good. Next. How old are you?</i>	
<i>Students</i>	: <i>My old is twelve.</i>	
<i>Teacher</i>	: <i>My old. Ada revisi? I... am...</i>	
		(Meeting 4)

Teacher : *How are you today?*

Students : *I am fine thank you and you?*

The teacher said that when students answer the questions correctly, she often rewards them by saying “thanks” or “good”, there are three reactions of students’ correct answer which are “And you?”, “What else?” and “very good”. The questions “And you?” and “What else” are included in encouraging others (students) for giving another answer, and “That’s really good” is included in rewarding students’ answers. The purpose is to motivate the students and he hopes that the students won’t afraid of answering the questions. Besides rewarding, the teacher also encourages other students for giving another answer. It is also for motivating students to complete the previous answer to become a truly correct answer. It is indicating that motivate the students is important, especially when the students answer with the correct answer. It can increase students’ motivation to answer the next questions and more focus on the teaching-learning process.

b. Teacher’s reaction towards students’ incorrect answer

Modifying questions play a significant role to help students understand the teacher’s questions and answer them. In this research, the researcher found some teacher’s reactions in observation class and interview results after asking questions in English, and the students cannot answer or do not understand the questions.

The modifying techniques are used by the teacher in class, they are Simply repeated, Rephrased, Wait-time (pause), and use Native Language.

a. Simply Repeated

<i>Teacher</i>	<i>: Greeting. Kemudian apa? What did I do first time?</i>
<i>Students</i>	<i>: Emm lupa miss, nggak tahu..</i>
<i>Teacher</i>	<i>: Hayo diingat dulu, draw?</i>
<i>Students</i>	<i>: Drawing pictures</i>
<i>Teacher</i>	<i>: Yes. Drawing these pictures. Seeing these kind of drawings, is there any question in your mind?</i>

(Meeting 2)

During observation in class, the researcher only found some of the simply repeated techniques that are used by the teacher. After asking questions, the teacher often waited for students for answering the questions and then she repeated the question again until there is student answered the question, but if there is no student answering the question, the teacher move to the other modification technique.

b. Rephrased

<i>Teacher</i>	<i>: Okay on your LKS book, and then in comprehension II number 20 until 22 notice, number 23 until 25 is announcement is an essay. And then in writing number</i>
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	<i>36 until 40 about announcement is multiple choices.</i>
	<i>Okay</i>
<i>Students</i>	<i>: Yes</i>
<i>Teacher</i>	<i>: Paham gak yes yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilaihan ganda. Paham?</i>
	<i>(Meeting 2)</i>

The teacher rarely rephrased the questions during the teaching-learning process. If there is no student answer the question, the teacher directly repeated or translated it into Bahasa to make the questions clear, then the students can answer it correctly.

c. Wait Time (Pause)

<i>Teacher</i>	<i>: Okay next and then greeting card, greeting card ya for example who can make the greeting card for me?</i>
	<i>For example, congratulation for?</i>
<i>Students</i>	<i>: Congratulation for your</i>
<i>Teacher</i>	<i>: For your?</i>
<i>Students</i>	<i>: Congratulation for your success</i>
<i>Teacher</i>	<i>: For?</i>
<i>Students</i>	<i>: Congratulation for your success for the winner.</i>
	<i>(Meeting 3)</i>

The teacher said that when students do not understand or cannot answer the questions, she often used three of four modification techniques, they are repeating the question, give students more time to think the answer, and use native language. This modification technique is commonly used by the teacher in class during observation. Wait-time (pause) used by the teacher in class during observation, after giving a question to the students, the teacher gave one until five seconds for students to answer the question. If there is no student answering the question, the teacher moved to the other modification techniques. This research is conducted an excellent class that has excellent students, so the teacher might not require more than five seconds. However, more time may be given to low proficient students to think and answer the questions.

d. Use Native Language

Teacher : Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?

Students : Kind of text miss

Teacher : Pertanyaan. When I enter this class, ketika at first time miss masuk kelas ini, and then, what first that i did? Yang miss lakukan apa kira-kira?

(Meeting 3)

The teacher used this modification technique is to make the questions clear. During the observation, after asking questions, the

teacher often directly translates it into Bahasa, so the students can directly answer the questions without thinking about the meaning of the questions.

The teacher said that when students do not understand or cannot answer the questions, she often used three of four modification techniques, they are repeating the question, give students more time to think the answer, and use native language. The teacher has his own reason why used those three-modification techniques. First is repeating the questions, the teacher wants to make students memorize the words mean. Second is giving students more time to think the answer, he wants to let the students train their thought to answer using English and improve their speaking and arranging the words. The last is using native language, the teacher said that sometimes she uses native language to make the students easy to understand and memorize the words. Besides, the teacher's still stresses the students to memorize the expression. The teacher believes that by translating the question can improve students understanding of the words and the pattern of the sentences.

It is indicating that the teacher often uses native language after repeating the questions and giving more time to think. The result of the interview is similar to the modifying technique checklist below. This implies that Bahasa is still often used in English teaching-learning processes. Using other languages such as Bahasa when students do not understand questions, maybe necessary in teaching

English. But if it is used whenever students do not understand the teacher's questions, it may encourage students to expect questions asked in Bahasa. This may affect language learning purposes cannot be achieved.

B. Discussion

It is not surprising to see the big number of questions asked by the teachers during teaching-learning process, since questioning is considered as one of the most influential teaching strategies. It is supported by Critelli and Tritapoe (2013) who said that questioning process is an important part of instruction that allows teacher to monitor students' competence and understanding as well as increase discussion. Questioning is essential tool to enhance education in general and language teaching.

Question in language classrooms plays a significant role in promoting learners' language proficiency. Enhancing students' language proficiency by questioning, teacher use different types of questions to make teaching effective, and the effectiveness of learning is if students are actively involved in the process. After getting the data of the teacher's questions, this research analyzed the type of question that tends to be used by the teacher and techniques used while giving the questions in the classroom interaction. After the result of the research question presenting on the research finding, then the data are discussed in the discussion.

1. The kinds of teacher questioning strategies during the classroom interaction.

The first research question is what are the types of questions used by the English teacher at the seventh grade students of MTs Negeri Surakarta II. The researcher observation in a classroom in four meetings at VII-B class in MTs Negeri Surakarta II on Friday, 26th July 2019 until Friday, 2th August 2019.

Based on P.E Blosser (1975) there are several questioning strategies that can be applied by the teacher during the class such as managerial questions, rhetorical questions, closed questions, and open questions. This following list is the list of questions type that teachers can use to analyze their questioning strategies and develop a variety of question to think, all of the types of questions used by the English teacher in classroom interaction. The researcher found that forty seven questions in four meetings, from forty seven questions, there was eleven managerial questions, four rhetorical questions, nine closed questions and twenty three open questions. The total number of managerial questions in the first meeting are three questions, in the second is only one and third are three questions, in the fourth meeting are four questions. The total number of rhetorical questions in the first meeting is one question, in the third meeting are two question, in the fourth meeting are one question. The total number of closed questions are in the first meeting are two questions, in the second and third are three questions, in the fourth meeting only one questions. The total number of open questions in the first meeting are nine

questions, in the second are five and third are four questions, in the fourth meeting are five questions.

From the types of questions based on P.E Blosser (1975) showed that managerial and open questions were mostly used by the English teacher. Managerial questions asked by the English teacher with routines of the classroom, the questions are not related to the material, used by the English teacher what going on in a classroom to check the assignment and whether the task is clear. In managerial questions the students can answer with a short answer. Managerial questions became second order as types of questions used by the English teacher during teaching and learning process because of managerial questions in a classroom as introduction in the classroom which related to classroom management.

While open questions encouraging the students to respond to the question based on the material. In convergent questions, the students could answer the questions based on the material or previous information. Open questions are to promote discussion or student interaction, to stimulate student thinking, to allow freedom to hypothesize, speculate, share ideas about possible activities, open questions engaging the students to stay focus on the material and so many questions. Open questions became first order as types of questions were used by the English teacher during the teaching and learning process because open questions were about content related to material that explained by the English teacher, so the English teacher always used types of open questions.

The purpose of the English teacher gave the questions to the students are checking the understanding of students, whether the students understood about the material, to test the students and to try the students speak comfortably. When the English teacher used procedural and convergent questions, the students can easily answer the questions correctly because the students answer based on the previous material or information and confirm the previous answer, the students only used short answers such as yes no question or short statement.

Based on P.E Blosser (1975), open questions encouraging the students to answer the questions in higher level thinking. It can encourage the students to respond to the questions based on their own knowledge, but the students must answer the questions with a long answer. But in seventh grade students only respond to the question with a short answer because of limited vocabulary. The total number of rhetorical questions only four questions in four meetings. It means rhetorical questions is rarely used by the English teacher.

The students were interesting to answer managerial and open questions because the students can answer the questions correctly. While rhetorical questions, the students must take more time to think the answer. It can be concluded that types of questions managerial questions and open questions can control the classroom than rhetorical questions, because the rhetorical questions need to answer the questions with high order thinking. Based on the interview, the English teacher said that questions can measure the understanding of the students about the material.

2. Teacher's reaction towards students' responses

a. Teacher's reaction towards students' incorrect answer

Teacher's questioning is one of the ways to increase students' productive skills. However, teacher's questions are not always clear and sometimes make students confuse and make them think that the questions are ambiguous. Thus, the teacher should modify the questions to make it clear. As Chaudron (1988) said that teachers should modify the questions when students do not understand the questions by rephrasing or rewording the questions.

Tsui (1995) explained that the teacher should remember when students cannot answer the questions, he/she should repeat the questions, but when the answer or response is not coming even after repetition, the teacher should modify the questions. This is supporting the finding of the current research for the research question, there are some questions that show after the teacher asked questions in English, he gave students one until five seconds to think the answer, and the students keep silent. Then, the teacher repeated the question one more time, but still there is no answer from the students.

It is different from the previous study by Rose-Marie Weber (1988), she found that when the students cannot answer the questions or give an incorrect answers, the teacher rejected the answers by evaluating them negatively expressing doubt or instructing the students to read un their books for the preferable answer. Modifying teacher's questions is providing students' essential support to facilitate

language comprehension. Therefore, the forth of modification techniques that are simply repeating, rephrasing, using wait-time (pauses) and using native language may serve some purposes. It ensures students hear and understand the questions and it also gives the other students to think about the questions and possible answer to it.

b. Teacher's Reaction towards Students' Correct Answer

Based on Amdeselasse (1999), students may answer partly correct or incorrect answers. In this case, the teacher should give a reaction that is appropriate with the responses and situations in which it is presented. Based on the interview result, the teacher usually praises the students' correct answer by saying "thanks" or "good", but when the students give an incorrect answer, the teacher usually repeats the question and give students more time to think the answer. If the students are still cannot answer the questions, he modifies the questions into Bahasa, so the students can understand the questions clearly.

As Richard & Lockhart (1999) stated that teachers can praise students who answer correctly by saying "Good", "Yes, that is right" or "Yes, an excellent answer". Indicating an incorrect answers, the teacher can responses by saying "No, that is not quite right" or "Mmm". The finding of teacher's reactions towards students' correct responses in this research is similar to the previous studies by Noorizah Mohd. Noor (2010), he found that the teacher said "Good",

“Very Good”, “Yes”, “Correct”, and “Ok” when the students gave the correct answer. The teacher also praising the students after giving a correct answer. Rose-Marie (1988) also found in her research that the teacher often gave responses by saying “Ok”, “Good”, “Correct”, and “Right” to the students who gave a correct answer.

It is can make students to expect the question in Bahasa, sometimes after asking questions in English, without giving students time to answer, teacher translated it into Bahasa directly. Maybe it can make students understand the questions directly, but it has also encouraged them to answer using Bahasa not English. In this case, this research suggests that teacher should try to use English although react towards students’ incorrect answer. It can train them to think about the meaning of the questions and memorize them.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion in chapter four, the researcher makes some conclusion about the types of questions used by the English teacher at the seventh grade students of MTs Negeri Surakarta II, the classroom interaction when the English teacher uses questioning strategies at the seventh grade students of MTs Negeri Surakarta II, and questions support higher order thinking skill used by the English teacher at the seventh grade students. The researcher concluded that :

1. The kinds of teacher questioning strategies during the classroom interaction

The English teacher in seventh grade students of MTs Negeri Surakarta II used all the types of questions. They are managerial questions, rhetorical questions, closed questions and open questions. From the result of the research finding, the researcher observation in VII-B class in five meetings on Friday, 26th July 2019 until Friday, 2nd August 2019. The researcher found that the total number of types of questions used by the English teacher in four meetings was forty seven questions. From forty seven questions, there was eleven managerial questions, four rhetorical questions, nine closed questions and twenty three open questions. Managerial questions, and closed questions were a type of questions that

were commonly used by the English teacher in a classroom. Every type of question has the function. Managerial questions are to keep the classroom operations moving, to check student's assignments, to check whether the task is clear and can control the classroom. Closed questions are to stimulate students thinking, encourage the students to respond to the question based on the material while divergent questions are to encourage the students to respond to the questions with a long answer.

2. Teacher's reaction towards students' responses

There are teacher's reactions towards students' responses which are reactions towards students' correct answers and incorrect answers. First is teacher's reaction towards students' incorrect responses. The modification technique is one of the important ways that teachers should do when the students do not understand or cannot answer the questions. There are three modification techniques which are simply repeating, rephrasing, giving wait-time (pauses).

B. Suggestion

After doing the research, interpreting the data and discussing the result, the researcher would like to suggest her experiences in conducting this research. It is expected that the result of the study gives useful contributions to the teaching-learning process, especially in teaching and speaking skills for English teachers and other researchers.

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

1. For English Teacher

The English teacher is advised to frequently use questioning strategies and know the types of questions extensively. Because asking questions can help the students to create their critical thinking, improve their speaking skill, improve their vocabulary, can increase their confidence. The English teacher must know the level of each student so the English teacher can easily apply questioning strategies. The English teacher can try to apply questions based on higher order thinking skills frequently in a classroom.

A teacher should be more aware of using questioning strategies. Because by asking questions to the student, it can help students to create their level of thinking. It is also important to think about how to use appropriate vocabulary in every question, so the students will not be confused or miss understanding with the questions. Making sure when you want to modify your questions, it is clear enough for students to understand it. The teacher should keep trying to draw students' attention and try to keep interacting with them for controlling their focus on the material. The English teacher can always build classroom interaction so the classroom is always active and should keep the student's attention and control the classroom.

2. For Other Researcher

For other researchers who want to research similar topics about questioning strategies. It is better if they analyze the questioning strategies in

classroom interaction that supports higher order thinking skill based on the newest curriculum and analyze more than one teacher and one classroom. So that will get a lot of the data and can compare with another teacher. Other researchers can research different findings for example, the technique of the teacher uses questioning strategies.

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APPENDICES

APPENDIX 1

FIELD NOTE

FIELD NOTE

Meeting : 1

Day / Date : Friday, 26th July 2019

Time : 08.50-10.10

Place : VII-B MTs Negeri Surakarta II

The first observation, the researcher observation on Friday at VII-B MTs Negeri Surakarta II. Firstly, the English teacher started the teaching and learning process by greeting “Assalammualaikum warohmatullahi wabarokatuh”, “Good Morning”, and “How are you today”, then checked students attendances. After the English teacher checks students’ attendance. Then the teacher ask some review last materials or recall the materials, (for example : what we learn on the last meeting student?).

In the main activity, after the class was condusive, the English teacher show some slide on power point to give them a materials in this lesson and asked students to observe the task on the LCD proyector. The students must observed the task very carefully, then the English teacher asking question to the students what information that got from the materials to check students’ understanding. The materials contained conversation that introducing oneself. After the English teacher review the task, the English teacher gave cards to each students, then asked students to make one dialogue about one topic, but every students should understand about their dialogue.

The English teacher gave 15 minutes made a dialogue. The English teacher walked around the class to check students' activities. When there were students asking questions, the English students came close to students and explained the student's questions. After the students finished their task, the English teacher asked every students moved to other chair to introduction one and other in some minute. Because the time is up, the English teacher closed the activity. In the closing of the teaching and learning process. Before closed the activity, the English teacher gave explanation about the rules for the next meeting. Then the English teacher closed the class by saying hamdallah together.

FIELD NOTE

Meeting : 2

Day / Date : Monday, 29th July 2019

Time : 07.30-08.50

Place : VII-B MTs Negeri Surakarta II

The second observation, the researcher observation on Saturday at VII-B MTs Negeri Surakarta II. Firstly, the English teacher started the teaching and learning process by greeting “Assalammualaikum warohmatullahi wabarokatuh”, “Good Morning”, and “How are you today”, then checked students attendances. After the English teacher checks students’ attendance. Then the teacher ask some review last materials or recall the materials, the English teacher asked students to the previous materials.

In the main activity, the English teacher show some slide on power point to give them a materials in this lesson about kind of text, the teacher explained the matterials very clearly and easy to know easy to learn and if the student don’t understand yet then the teacher will give one more explanation about the materials, and the last lesson teacher will give student task of activity then students started to do the task.

Sometimes the English teacher walked around in the class to monitor the student’s works. After the students finished their task, they collected the task to

the English teacher. In the closing of the teaching and learning process, the English teacher review the lesson and asked students' comments about this meeting. Then the English teacher closed the class by giving greetings.

The English teacher closed the activity. In the closing of the teaching and learning process. Before closed the activity. Then the English teacher closed the class by saying hamdallah together.

FIELD NOTE

Meeting : 3

Day / Date : Thursday, 1st August 2019

Time : 09.05-10.25

Place : VII-B MTs Negeri Surakarta II

The third observation, the researcher observation on Saturday at VII-B MTs Negeri Surakarta II. Firstly, the English teacher started the teaching and learning process by greeting “Assalammualaikum warohmatullahi wabarokatuh”, “Good Morning”, and “How are you today”, then checked students attendances. After the English teacher checks students’ attendance. Then the teacher ask some review last materials or recall the materials, the English teacher asked students to the previous materials.

In the main activity, the English teacher show some slide on power point to give them a materials in this lesson about part of house, the teacher explained the matters very clearly and easy to know easy to learn and if the student don’t understand yet then the teacher will give one more explanation about the materials.

The students asked to observe the pictures carefully and made a questions about the pictures orally, then the English teacher answered the student’s questions by wrote the translate and function of picture on the whiteboard. The

English teacher encourage the students to speak in English and the English teacher corrected the student's question. The English teacher walked around in the class while pointed the students to ask question. The English teacher gave lesson about part of house and the translate also, then tacher speak the material and students must repeat after teacher , and the last students must write the material to the book.

Then the English teacher closed the class by giving greetings. The English teacher closed the activity.In the closing of the teaching and learning process. Before closed the activity. Then the English teacher closed the class by saying hamdallah together.

FIELD NOTE

Meeting : 4

Day / Date : Friday, 2nd August 2019

Time : 08.50-10.10

Place : VII-B MTs Negeri Surakarta II

The fourth observation, the researcher observation on Saturday at VII-B MTs Negeri Surakarta II. Firstly, the English teacher started the teaching and learning process by greeting “Assalammualaikum warohmatullahi wabarokatuh”, “Good Morning”, and “How are you today”, then checked students attendances. After the English teacher checks students’ attendance. Then the teacher ask some review last materials or recall the materials, the English teacher asked students to the previous materials.

In the main activity, the English teacher played video. Along the video played, the English teacher explained some important points related the material. When the English teacher asked questions, the students responded the questions related the material. Then the English teacher asked to the students stand up. Only six students, then every students have one information. Another students asked questions to their friends related one information. The students got a poin if they can asked questions correctly. After that the English teacher played video again and the students should repeated the video together. Then the English teacher explained to the students what they would do. The students should drew a

picture about their own reflection ten years in future then every member of group should guess their picture's friend. Not for long, the students finished their assignment and the English teacher checked their assignment.

In the closing of the teaching and learning process, the English teacher review the lesson the student's performances and asked students to prepare all about introduction to the next meeting. Then the English teacher closed the class by giving greetings. The English teacher closed the activity. In the closing of the teaching and learning process. Before closed the activity. Then the English teacher closed the class by saying hamdallah together.

APPENDIX 2

TRANSCRIPTION OF

CLASSROOM OBSERVATION

TRANSCRIPTION OF CLASSROOM OBSERVATION

- Meeting : 1
- Day / Date : Friday, 26th July 2019
- Class : VII-B
-
- Teacher : Good morning students?
- Students : Good morning miss
- Teacher : How are you today?
- Students : I am fine thank you and you?
- Teacher : I am fine too who is absent today?
- Students : Yusup
- Teacher : Yusup he or she?
- Students : He miss.
- Teacher : Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin? Do you bring your packet book?
- Students : Alam semesta miss. Yes
- Teacher : Baik, then sebutkan apa yang kita hafalkan pada bab alam semesta kemarin!

- Students : Awan-cloud
Matahari-sun
Petir-thunder
Hujan-rain, and etc
- Teacher : Good! Okay I will ask to Dea. Where do you study?
- Dea : I am study in MTs Negeri Surakarta II
- Teacher : Okay good. Next I have a question everyone can answer it.
What is the room in the school?
- Students : Class, laboratory, library, teacher office, headmaster office,
canteen
- Teacher : Do you know the definition of the class?
- Students : Class is place for study in the school
- Teacher : Now how many laboratory you have?
- Students : Six
- Teacher : Okay six mention it
- Students : Biology, computer, two languages laboratory, social
laboratory, chemistry laboratory
- Teacher : What is the function of laboratory?
- Students : To do some experiment

- Teacher : How many library do you have?
- Students : One
- Teacher : Do you understand what I say?
- Students : Yes
- Teacher : If somebody ask you how are you today, what kind of expression what kind of the answer? Ada yang bisa menjawab apakah harus I'm fine? Yang lainnya?Yes, Anita?
- Anita : I'm Angry
- Teacher : I'm angry. Very good. What about the others?
- Students : Wonderful.
- Teacher : Great! Wonderful
- Students : I'm Great
- Teacher : I'm great. Yes. What about the others?
- Students : I'm happy
- Teacher : Yes. Happy. Kelihatan ya dari wajahnya. Others?
- Students : I'm okay.
- Teacher : Yes. I'm Okay. Banyak sekali ya jawabannya.

- Teacher : Hari ini kita akan mempelajari tentang introduction, What is introduction?
- Students : Memperkenalkan
- Teacher : Yes, good. Memperkenalkan atau kenalan. In introducing yourself, ketika memperkenalkan diri kalian, what information that you want to give to the new person. Kira-kira informasi apa yang ingin kalian sampaikan?
- Students : The name
- Teacher : The name. Very good. Give me five.
- Students : Hobby, Job, Activity, Family
- Teacher : Okay Good. Lalu, kemudian jika ada yang bertanya pada kalian, where are you from, kalian mau menjawab apa?
- Students : I'm from home
- Teacher : I'm from home..... I am from home. I am from Solo. Bisa juga. Where do you live? I live in Solo. Banyak ya. Informasinya banyak sekali. Jadi ketika kenalan, tidak cukup cuma nama saja. Kemudian kalian akan membuat dialog dengan menggunakan tema yang tertulis pada kertas tersebut. Nantinya, setiap grup akan menerima satu kartu dan membuat satu dialog. Dialognya cumasatu, tapi setiap

anggota harus mempunyai salinannya dan harus paham tentang dialog yang dibuat tersebut.

Students : Buat dialognya terdiri dari berapa orang miss?

Teacher : Terserah kalian. Dua orang boleh, tiga orang boleh. Lima juga boleh, yang terpenting buatnya Cuma satu dan setiap anggota harus punya salinannya. Okay. Are you ready? Sekarang miss bagikan ya kartunya. (Gave the cards to each group). I give you 15 minutes to make a dialog. Buat semenarik mungkin, Jangan takut karena nati miss akan keliling membantu kalian.

(Students worked in group)

(Teacher moved around)

Teacher : Okay Time is up. Sekarang dengarkan miss. Salah seorang anggota grup tetap duduk ditempatnya, sedangkan anggota yang lain pindah, menyebar ke setiap grup lainnya. Jadi nantinya, disetiap grup terdiri dari setiap orang dari setiap grup dan di grup yang baru nanti akan ada 5 buah dialog dari masing-masing grup. Now, move!

(Students move around)

Students : Sudah miss

- Teacher : Baca dan ceritakan setiap dialog kalian secara bergantian di dalam grup kalian yang baru. Jadi semuanya nanti akan mendapat giliran bercerita tentang diaog masing-masing. Sudah semuanya? Sudah mendengar semua dilaog dari teman kalian?
- Students : Sudah miss
- Teacher : Jadi kalian sudah paham kan dialog mereka tentang apa. Kalau disuruh membuat lagi bisa ya?
- Students : Bisa miss
- Students : Miss tapi waktunya habis
- Teacher : Okey kita bikin tugas saja ya, dikumpulkan next meeting!
- Students : Yaa miss
- Teacher : Let's say hamdalah together
- Students : Alhamdulillahirabbil'alamin
- Teacher : See you! Wassalamu'alaikum Wr Wb
- Students : Wa'alaikum salam Wr Wb.

TRANSCRIPTION OF CLASSROOM OBSERVATION

- Meeting : 2
- Day/Date : Monday, 29th July 2019
- Time : 07.30-08.50
- Class : VII-B
-
- Teacher : Good morning students?
- Students : Good morning miss
- Teacher : How are you today?
- Students : I am fine thank you and you?
- Teacher : I am fine too who is absent today?
- Students : No one miss
- Teacher : Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?
- Students : Introduction miss
- Teacher : Okay today is about the kinds of text. How many kinds of text?
- Students : Six

- Teacher : Six? I think you know about this and you know that is in every day you can find this. Okay have you finish to write it have you ready?
- Students : Yes
- Teacher : They are type of reading the functional about notice text. Do you know notice?
- Students : Yes
- Teacher : Notice and then short message, the second one is short message. And then the third is announcement. Sudah finish? Do you know announcement? What is announcement?
- Students : Pengumuman miss.
- Teacher : Short message Do you know the kind of short message?
- Students : Yes miss.
- Teacher : Okay next and then greeting card, greeting card ya for example who can make the greeting card for me? For example, congratulation for?
- Students : Conggratulation for your
- Teacher : For your?
- Students : Conggratulation for your success
- Teacher : For?

- Students : Conggratulation for your success for the winner on the last test in this semester
- Teacher : Okay and then short English
Do you know short English?
- Students : Yes miss.
- Teacher : Okay on your LKS book, and then in comprehension II number 20 until 22 notice, number 23 until 25 is announcement is an essay. And then in writing number 36 until 40 about announcement is multiple choices. Okay
- Students : Yes miss.
- Teacher : Paham gak yes yes nanti gak paham. Di LKS no 20 sampai 22 itu notice, no 23 sampai 25 announcement dalam isian, terus no 36 sampai 40 announcement tapi pilaihan ganda. Paham?
- Studens : Yess miss.
- Teacher : Descriptive text. Do you know about descriptive text?
- Students : Yes miss.
- Teacher : What is does means of descriptive text?!
- Student : Text that purpose to describe someone or something.

- Teacher : Okay and then the next genre is procedure text. Do you know what it means of procedure text is? Tell about something what?
- Students : Steps to do something for example cooking.
- Teacher : Okay you can study on your LKS book. Next this is the exercises you can put it one by one.
- Number 1 until number 5 in the piece of paper.
- Students : Yah ..
- Teacher : This is Bu Amin has if it is Bu Anik has I will give to you. Because it is Bu Amin has you must back it. Okay number 1!
- Students : Sebentar Miss.
- Teacher : Number one until number five just the answer.
- Students : Indro is a newspaper and then a teacher b girl gitu Miss?
- Teacher : No what is the answer for example a, b, c, or d just the answer. Okay?
- Students : Okay miss.
- Teacher : Okay keep silent please! Have you finished? Okay number one.
- Students : Indro is newspaper boy.

- Teacher : Indro is a newspaper boy.
- And then number two.
- Students : He delivers newspaper to different houses everyday.
- Teacher : He delivers. Next number three.
- Students : He has about thirty magazines in his neighborhood.
- Teacher : He has about thirty magazines.
- Okay good next how it is means in Indonesia? Translate it for me!
- Students : Indro seorang tukang koran. Dia mengantarkan Koran ke rumah rumah yang berbeda setiap hari. Dia mempunyai sekitar 30 pelanggan koran yang tetangga-tetangganya.
- Teacher : Okay next number four Anisa.
- Anisa : Now the government doesn't permit people to hunt the rare animals, like komodo, cendrawasih.
- Teacher : To hunt.
- Next number five you!
- Student : Those animals must be protected so that they are not extinct.
- Teacher : Must be protected.

Okay that number one until five, next number six until ten.

Okay?

Students : Okay miss.

Teacher : Okay have you finished number six until number ten?

Students : Yes miss.

Teacher : Okay number six Caesar.

Caesar : Amin : Are you thirsty, Lidia?

Lidia: No, but I am hungry. I want to eat now.

Teacher : I am hungry.

Okay good!

Okay next number seven Fahri what is number seven Fahri?

Fahri : Amin : What about you, Mia?

Mia: I feel tired, so I want to sleep.

Teacher : I want to sleep.

Okay good!

Next translate in Indonesia what it is means?

Students : Amin: Apakah kamu haus , Lidia?

Lidia: Tidak, tetapi aku lapar. Aku ingin makan sekarang

Amin: Bagaimana denganmu Mia?

Mia: Aku merasa capek sekali jadi aku ingin segera tidur.

Teacher : Okay next number eight Dewi.

Dewi : In Indonesia, many people like to read Kompas. It is the newspaper.

Teacher : It is the newspaper.

Okay good!

Next number nine is you!

Student : It has many readers.

Teacher : It has many readers.

Okay next number ten is you!

Student : They read about health, entertainment, sport. With almost 40 pages. Kompas is very thick.

Teacher : Kompas is very thick. Okay good!

Next Meta translates it in Indonesia for me!

Meta : Di Indonesia banyak orang suka membaca Kompas. Itu adalah Koran. Kompas mempunyai banyak pembaca. Mereka membaca tentang kesehatan, hiburan, olahraga. Dengan lebih dari 40 halaman. Kompas sangat tebal.

Teacher : Okay good!

Next is number eleven until number fifteen.

Do you know Mount Krakatau?

Students : Yes miss.

Teacher : Mount Krakatau is an active?

Students : Volcano.

Teacher : Okay next you ! what is your name? you?

Students : Anggita.

Teacher : Yes, you.

Anggita : It is located in Sunda strait, between Sumatera and Java.

Teacher : It is located in Sunda strait.

Okay next Ryan!

Ryan : It erupted in 1883

Student : Has erupted

Teacher : It has erupted in 1883

Kenapa pakai has? Why used has?

Students : Karena sampai sekarang masih.

Teacher : Okay next number fourteen.

Thousand people?

Students : Died.

Teacher : Thousands of people died at the calamity. Okay next number fifteen until number twenty.

Students : Waktunya habis miss.

Teacher : Sudah bel?

Teacher : Let's say hamdalah together

Students : Alhamdulillahirabbil'amin

Teacher : See you! Wassalamu'alaikum Wr Wb

Students : Wa'alaikum salam Wr Wb

TRANSCRIPTION OF CLASSROOM OBSERVATION

- Meeting : 3
- Day / Date : Thursday, 1st August 2019
- Time : 09.05-10.25
- Class : VII-B
-
- Teacher : Good morning students?
- Students : Good morning miss
- Teacher : How are you today?
- Students : I am fine thank you and you?
- Teacher : I am fine too, who is absent today?
- Students : No one miss
- Teacher : Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?
- Students : Kind of text miss.
- Teacher : Pertanyaan. When I enter this class, ketika at first time miss masuk kelas ini, and then, what first that i did? Yang miss lakukan apa kira-kira?

- Students : Introducing.
- Students : Greeting.
- Teacher : Greeting. Kemudian apa? What did I do first time?
- Students : Emm lupa miss, nggak tahu..
- Teacher : Hayo diingat dulu, dra?
- Students : Drawing pictures.
- Teacher : Yes. Drawing these pictures. Seeing these kind of drawings, is there any question in your mind?
- Students : What is that? What is that miss?
- Teacher : Is there any one of you want to know the first picture, what is it about?
- Students : Greeting, eh introduce miss.
- Teacher : Let me answer your questions. Let me answer. miss akan menjawab pertanyaan saja, if there is no question from you, kalau tidak ada pertanyaan dari kalian. That's it. Tidak miss jelaskan, ya.. any question? miss akan tunjukkan first picture, second picture, third picture and then the last picture.Ok now please. Is there any one of you have a question about that picture? Yes, very good.
- Students : What is picture number 1?

- Teacher : Picture number 1, OK. This picture, I answer with this.
(Wrote “they are two people”)
- Students : What they do? They are couple.
- Teacher : What they do? Very good. They greet. More questions?
- Students : Why? Why?
- Teacher : Complete questions, please.
- Students : Why do ...
- Teacher : Why do? They?
- Students : Greet.
- Teacher : Why do they greet (Then wrote the answer on the whiteboard).
- Students : (Clapped)
- Teacher : Other please.
- Students : What are they ...
- Teacher : What are they ...
- Students : Talking about.
- Teacher : What are they talking about? (Then wrote the answer on the whiteboard) Others?
- Students : Miss..

- Teacher : Yes. Give me some questions. Come on, try to deeply. Jadi gali dan gali gambar itu kira-kira tentang apa. OK?
- Students : What is their hobby?
- Teacher : What is their hobby? Yes. What are their hobbies? (Then wrote the answer on the whiteboard) Other, please. Other other. Ayo tadi yang belum siapa. Yang mau dan yang belum. Yaa. Jangan dipaksa. Any others? Mungkin ada yang lain? Mungkin mau pindah ke gambar berikutnya? OK. Hobby mereka apa?
- Students : Fishing.
- Teacher : Yaa. Mereka punya hobi, ada dua orang yaa, awalnya bertemu, kemudian apa. Apa yang mau ditanyakan lagi?
- Students : Who is the third people?
- Teacher : Ini menjadi pertanyaan. Who is the third people? Siapa ini? Ini sebenarnya orang yang sama. Beda scene nya. sama person. Other please. Topinya itu lho dilihat.
- Students : What do they do after fishing?
- Teacher : What do they do after fishing? (Then wrote the answer on the whiteboard) Then? Ini sebelah sini belum.
- Students : Where do they fishing?
- Teacher : OK. Very good. Ada yang Tanya, where do they fishing?

- Students : In the river.
- Teacher : They go to fish in the river (Then wrote the answer on the whiteboard).
- Students : Kok go fish?
- Teacher : You may use go to fish or atau they go fishing.
- Students : Merk topinya apa miss?
- Teacher : The brand of the hat. What is the brand of the hat?
(Then wrote the answer on the whiteboard)
- Students : What they get?
- Teacher : Hmm. OK. What do they get?
(Then wrote the answer on the whiteboard)
- Students : What did they cook?
- Teacher : Yes. What do they cook? Jacky cooks catfish. Jacky cooks the catfish. (Then wrote the answer on the whiteboard) Yes. You get poins.
- Students : Where is the gas?
- Teacher : Where is the gas? Hahaha. OK. Where is the stove? (Then wrote the answer on the whiteboard)
- Students : How many people is cooking?

- Teacher : Only one (Then wrote the answer on the whiteboard). Yang masak kan?
- Students : Yang masak.
- Teacher : Iya, orangnya yang masak kan? Hanya satu.
- Students : What is the brand of the oil? (Raise her hand)
- Teacher : Bimoliiiiii.
- Students : Why his hair is circle?
- Teacher : Afro ini afro. Afro style. Ya kamu... Sstt. Perhatikan baik-baik cara dia bertanya.
- Students : When jacky is cooking...
- Teacher : When jacky is cooking...
- Students : What is joko doing?
- Teacher : When jacky is cooking, what is Joko doing? (Gave two thumbs up). Joko is waiting (Then wrote the answer on the whiteboard).
- Students : Miss, kenapa mancingnya dua yang dimasak satu? (Raised her hand)
- Students : Satunya lepas....Satunya jatuh dijalan.....Miss, satunya buat stok.
- Teacher : Ini?

- Students : Why jacky not eat fish? (Raised her hand)
- Teacher : Mereka nanti akan berbagi. Next, this is the last picture.
- Students : Kenapa mereka berpisah?
- Students : Why joko leaves ...
- Teacher : Why joko leaves...
- Students : Jacky's house?
- Teacher : Why joko leaves Jacky's house? Because maybe Joko's mother is calling (Then wrote the answer on the whiteboard).
- Students : What is apakah rumah joko dekat dengan rumah Jacky?
- Teacher : (Wrote the answer)
- Students : Why is there no window in the house?
- Teacher : (Wrote the answer)
- Students : (Raised hand) miss, aku tanya. How is the face of Joko's mother's?
- Teacher : How is the face of joko's mother? Di sini ada nggak? Ada di gambar nggak informasinya? Yang lain.
- Students : (stood up) How old are they?
- Teacher : (Wrote the answer)

- Students : What time is that?
- Teacher : What time? (Wrote the answer) OK. Now. students!
- Students : Yes Miss!
- Teacher : OK. This is the first step. Pada step pertama, you try to speak up. Di step yang pertama kita berbicara. Yang pertama, you observe, kalian tadi udah mengamati gambaran-gambaran miss yang kalian harus agak bagus.
- Students : Hahaha.
- Teacher : Kemudian step yang kedua tadi dengan malu-malu yaa miss harus mendekat try to asking. There are some questions there on the board. Gambarnya itu tentang apa ya? Kalian tadi sudah bertanya. And then, the next step, step yang ketiga nanti, I want you to... (silent) I want you... I want you... (sang a song of JKT48).
- Students : Hahaha..
- Teacher : Okay, because time is up, we close this lesson by saying hamdallah together.
- Students : Alhamdulillahrabbal'alamiin.
- Teacher : Wasalamu'alaikum wr.wb
- Students : Wa'alaikum salam wr.wb

TRANSCRIPTION OF CLASSROOM OBSERVATION

- Meeting : 4
- Day / Date : Friday, 2nd August 2019
- Time : 08.50-10.10
- Class : VII-B
-
- Teacher : Assalamu'alaikum wr.wb.
- Students : Wa'alaikumsalam wr.wb.
- Teacher : Good morning.
- Students : Good morning.
- Student : How are you today?
- Teacher : I am fine, and you? I am fine, too. Thank you. Let's say Basmallah together.
- Students : Bismillahirrahmannirrohim.
- Teacher : Apa pelajaran yang kita pelajari kemarin students?
- Students : We learn about drawing picture miss.
- Teacher : Now let's see the first video. (The class was noisy)
Students!

- Students : Yess Miss.
- (Played video)
- (Along the video played, teacher explained some important points related to the material)
- Teacher : Now, who wants to be a volunteer to stand up here? Who wants to be a volunteer?
- Students : Volunteer itu apa miss?
- Teacher : Relawan.
- Students : Maksudnya apa miss?
- Teacher : Who wants to be a volunteer to stand up here? 1 2 3 anyone? Come on. I need one, one student.
- Students : Disuruh ngapain miss?
- Teacher : Pokonya stand up dulu di sini nanti bunda jelaskan. Gimana, nggak ada yang berani? Poin 10 hilang sia-sia.
- Students : Wah 10? Saya mau miss.
- Teacher : Nggak, nggak. Bunda nggak suka. Pngen jadi volunteer ya volunteer, nggak ya nggak. Bunda nggak suka. OK. Next, tadi sudah mulai dari awal ya videonya, introduction, what kind of information that you get? What information?
- Students : How to introduce.

- Teacher : Yaa. What do you introduce? What information that you get?
- Students : Name, age, where do you from and birthday.
- Teacher : Yaa, birthday.
- Students : Live. Where do you live.
- Teacher : Yaa, adress.
- Students : School.
- Teacher : School, yaa. What else? Ini ada pengulangannya. Perhatikan. (Played video) miss sebut namanya ya. Siap-siap menjawab. Hello, how are you?
- Students : I am fine.
- Teacher : Very good. Next. What's your name? Eg.....?
- Students : Ega miss.
- Teacher : Complete please.
- Students : My name is Agung Ega.
- Teacher : Very good. Next. How old are you?
- Students : My old is twelve.
- Teacher : My old. Ada revisi? I... am...
- Students : My age is twelve years old.

- Teacher : Next. Where do you live?
- Students : I live in Palur.
- Teacher : Palur. Good job. Next. Where are you from?
- Students : I from Indonesia.
- Teacher : Next, when is your birtday?
- Students : My birthday is in April.
- Teacher : Where do you go to school?
- Students : I go ...
- Teacher : I go ... to ...
- Students : I go to MTs N Surakarta II junior high school.
- Teacher : Very good.
- Students : Miss, kalau mau nanya agama gimana? Agamamu apa gitu.
- Teacher : What is your religion?
- Now. I dare you. How many information, ada berapa informasi tadi?
- Students : Name, age, birthday, from, school, live.
- Teacher : Now, stand up six students. Stand up six students. OK. Six students. Stand up please. (one by one of students stood up)
- 1 2 3 OK very good. 4 5 good excellent, 6. OK. And then I

still need, nanti nanti. OK. Sudah enam. OK. We will imitate, kita akan imitate kita akan meniru ini, yaa, nanti kalian you may choose one of the information. For example, my name is Rizky. Prepare satu. And then, kamu (Pointed one student). Prepare one answer from that information. I am...

Students : Twelve years old.

Teacher : Very good. Kemudian (Pointed one student). One information, answer. I live in ...

Students : I live in solo.

Teacher : OK very good. Next, (Pointed one student) my birthday is ...

Students : My birthday is in July.

Teacher : Very good. (Pointed one student)

Students : I go to MTs N Surakarta II Junior High School.

Teacher : OK, very good. Now, please. Who ask Zahra? Ada yang berani bertanya pada Zahra? Tanya apa saja. Yes. (Pointed one student)

Students : What is your name?

Teacher : Is that correct Zahra?

- Students : Yes.
- Teacher : Now please who want to ask Farel?
- Students : No.
- Teacher : Ayo diperbaiki. Coba. Salahnya di mana? Ayo siapa yang mau coba memperbaiki? Tadi jawabannya masih salah. Ayo siapa? Tidak ada yang berani? Punya Farel masih gagal, belum ada yang bisa. Sekarang next, Hilmy.
- Students : Where you came from?
- Teacher : Where you came from? No. Others?
- Students : How are you?
- Teacher : Betul. As, she's true. Point five. Have a seat please.
- Students : Where do you school?
- Teacher : Where do you school is OK. Tapi sebaiknya menggunakan where do you study. OK. Great. Point five. The last one, who want to ask Zahra? Yang sudah dapat poin jangan tanya lagi, beri kesempatan yang lain.
- Students : How old are you?
- Teacher : How old are you, is it correct, Zahra?
- Ayo, tadi, masih kurang satu. Syifa belum tertebak. Ayo yang lainnya. Yang belum dapat poin siapa?

- Students : When is your birthday?
- Teacher : Syifa perhatikan baik-baik pertanyaannya.
- Students : When is your birthday?
- Teacher : Great. Sudah ya. Itu yang betul. When is your birthday Pay attention please (Played video) Miss akan putar videonya sekali lagi, nanti kita jawab bersama-sama. Hello, my name is ...?
- Students : Mark.
- Teacher : My age is..
- Students : 52 years old.
- Teacher : I was born in ...
- Students : 1959
- Teacher : I like...
- Students : I like watching movie.
- Teacher : I live in...
- Students : Japan.
- Teacher : I don't like ...
- Students : I don't like asparagus.
- Teacher : My favorite colour is ...

Students : Blue.

Teacher : I have...

Students : A cat and a dog.

Teacher : OK. For the next step, step berikutnya, Ega matiin lcdnya please. Because time is up too, let's say hamdallah together!

Students : Alhamdulillahrabbal'alamiin.

Teacher : Wasaalamu'alaikum wr.wb

Students : Wa'alaikum salam wr.wb

APPENDIX 3

INTERVIEW GUIDE

INTERVIEW GUIDE

1. Di kelas 7 ada 3 kelas. Setiap kelas ada berapa siswa?
2. Diantara 3 kelas tersebut, kelas manakah yang paling unggul dan paling
3. aktif dalam pelajaran bahasa Inggris?
4. Apakah ada masalah atau tantangan pada saat mengajar di kelas 7?
5. Apakah anda sering memberikan pertanyaan pada saat pembelajaran?
6. Apa pendapat anda tentang peranan pertanyaan di dalam proses pembelajaran?
7. Pertanyaan seperti apa yang biasa anda gunakan untuk mengajar di dalam kelas?
8. Apa reaksi anda terhadap siswa yang benar dan yang salah menjawab suatu pertanyaan?
9. Apa pendapat anda tentang peranan pertanyaan dalam proses belajar mengajar?
10. Strategi bertanya seperti apa yang anda gunakan saat mengajar didalam kelas?
11. Metode apa yang yang anda gunakan untuk menunjang strategi anda dalam bertanya?
12. Apakah strategi yang anda gunakan tersebut dapat memudahkan anda ketika mengajar didepan kelas?
13. Apakah siswa terlibat aktif dalam proses pembelajaran?
14. Bagaimana cara anda mengikut sertakan siswa agar terlibat dalam kelas anda?
15. Apakah strategi bertanya anda dapat memotivasi siswa untuk lebih mendalami pelajaran anda?

16. Bagaimana cara anda mengetahui bahwa strategi bertanya anda mampu meningkatkan motivasi siswa dalam proses belajar mengajar?
17. Apakah anda mengalami kendala saat bertanya didepan kelas? Jika ada solusi apa yang anda gunakan untuk menyelesaikanya?
18. Pertanyaan seperti apa yang biasa anda gunakan untuk mengajar di dalam kelas?
19. Saat mengajar di kelas, apakah anda sering menanyakan pertanyaan yang masih terkait dengan materi?
20. Menurut anda, ketika anda memberikan pertanyaan ke siswa tentang materi, Apakah siswa pasti bisa menjawab?
21. Sebelum mengajar, apakah anda merencanakan pertanyaan?
22. Apakah dengan strategi bertanya bisa membangun interaksi di kelas?
23. Menurut anda, seberapa pentingkah interaksi antara guru dan murid?

APPENDIX 4

TRANSCRIPTION OF

INTERVIEW

TRANSCRIPTION OF INTERVIEW

- Researcher : Assalammu'alaikum wr. wb.
- Teacher : Wa'alaikumsalam wr wb.
- Researcher : jadi saya disini akan menanyakan tentang strategi bertanya guru ke siswa dalam interaksi kelas bu.
- Teacher : Silahkan mbak.
- Researcher : Di kelas 7 kan ada 3 kelas. Setiap kelas ada berapa siswa bu?
- Teacher : Rata-rata ada 27 siswa.
- Researcher : Diantara 3 kelas tersebut, kelas manakah yang paling unggul dan paling aktif dalam pelajaran bahasa Inggris?
- Teacher : Basically untuk kelas kita dibuat tiga kelas itu sebenarnya tidak yang pintar kelas ini ini tu enggak. Rata aja, tapi memang kebetulan untuk bahasa Inggris nya yang bagus dan aktif itu di kelas B ini.
- Researcher : Apakah ada masalah atau tantangan saat mengajar di kelas 7?
- Teacher : Kalo kelas 7 sebenarnya tidak ada masalah ya dari segi materi. Karena materi K13 itu sangat sangat simple sekali, mulai dari memperbanyak kosa kata benda kemudian kata sifat atau agak susah pun paling cuma simple present sama continous, intinya basically gampang. Tapi memang yang

susah itu mungkin karena mereka masih adaptasi mungkin dari SD anak-anak ke SMP remaja itu aja.

Researcher : Apakah anda sering memberikan pertanyaan pada saat pembelajaran?

Teacher : Di proses belajar mengajar pastinya akan ada yang memberi pertanyaan dan juga menjawab juga. Kalau disini dari segi guru ketika guru itu bertanya bisa bertujuan beberapa hal. Yang pertama itu bisa mengecek kemampuan, pemahaman siswa jadi untuk mengecek anak ini sudah paham apa belum seperti itu. Yang kedua memang untuk mengetes, menguji siswa. Mereka ini sudah tahu apa belum setelah saya berikan.

Researcher : Apa pendapat anda tentang peranan pertanyaan dalam proses belajar mengajar?

Teacher : Menurut saya pertanyaan itu sangat penting, karena pertanyaan dapat memotivasi siswa dalam proses belajar mengajar. Jadi, saya selalu menggunakan pertanyaan disetiap saya mengajar didalam kelas, jika anak-anak tidak mau bertanya maka saya yang akan bertanya.

Researcher : Strategi bertanya seperti apa yang anda gunakan saat mengajar didalam kelas?

Teacher : Untuk bertanya didalam kelas, yang paling simple itu menggunakan pertanyaan 5w dan yang paling simple itu menanyakan pertanyaan menggunakan what, contohnya

menanyakan arti kosa kata. Misalnya what is kamus in English?

Researcher : Metode apa yang yang anda gunakan untuk menunjang strategi anda dalam bertanya?

Teacher : Untuk membuat siswa menjawab pertanyaan saya, saya selalu menggunakan kalimat informal dalam memanggil mereka, contohnya pemakaian kata-kata cut bang dan cut kak disetiap pertanyaan yang saya gunakan. Sehingga siswa menjawab pertanyaan saya dengan antusias, karena hal kecil tersebut menghilangkan sekat yang ada antara siswa dan guru.

Researcher : Apakah strategi yang anda gunakan tersebut dapat memudahkan anda ketika mengajar didepan kelas?

Teacher : Ya, dengan bertanya memudahkan siswa saya dalam memahmi pelajaran yang akan saya sampaikan. Walaupun tidak seluruh siswa mengerti dengan pertanyaan saya. Namun, itulah yang menjadi tugas saya sebagai seorang guru, meluruskan mereka agar mengerti dan tau apa saja yang seharusnya mereka pelajari.

Researcher : Apakah siswa terlibat aktif dalam proses pembelajaran?

Teacher : Ya, siswa terlibat aktif dalam proses belajar mengajar. Namun, siswa laki-laki lebih aktif dan antusias saat proses belajar mengajar sedang berlangsung. Walaupun mereka terlibat aktif, saya sebagai seorang guru wajib

mengarahkan mereka didalam kelas, karena jika tidak ada control keaktifan mereka bisa menjadi kearah yang tidak baik. Contohnya mengganggu teman sebayanya yang kurang paham akan pelajaran. Hal sekecil apapun yang dilakukan siswa harus langsung kita respon, dan arahkan ketempat yang benar. Karena itu bias berdampak untuk masa depan siswa.

Researcher : Bagaimana cara anda mengikut sertakan siswa agar terlibat dalam kelas anda?

Teacher : Cara melibatkan siswa supaya aktif dalam proses belajar mengajar maka, ibu sebagai seorang guru wajib memberi contoh terlebih dahulu, misalnya seperti materi introduction yang saya ajarkan tadi. Sebagai seorang guru saya wajib memberikan contoh mengungkapkan kalimat introduction dalam bahasa inggris, kemudian barulah saya meminta para siswa mengatakan atau memperkenalkan diri mereka menggunakan bahasa inggris.

Researcher : Apakah strategi bertanya anda dapat memotivasi siswa untuk lebih mendalami pelajaran anda?

Teacher : Menurut pendapat saya, jika saya menggunakan metode seperti yang saya lakukan saat bertanya didepan kelas anakanak lebih termotifasi dalam belajar. Karena mereka menganggap saya seperti teman yang mengayomi. Jadi disetiap ada pertanyaan mereka selalu antusias dan aktif

dalam belajar bahasa inggris. Contohnya saja seperti siswa perempuan, walaupun mereka kurang terlibat aktif dalam proses belajar mengajar, saat saya datangi mereka ingin terlibat aktif dan semangat mengikuti proses belajar mengajar.

Researcher : Bagaimana cara anda mengetahui bahwa strategi bertanya anda mampu meningkat motivasi siswa dalam proses belajar mengajar?

Teacher : Sejauh ini ibu tidak pernah mempersoalkan bahwa siswa ibu harus termotivasi mengikuti pelajaran bahasa inggris. Karena bagi saya saat siswa mau membuka mulut dan berbicara artinya siswa sudah mau belajar. Yang menjadi focus saya adalah bagaimana membuat seluruh siswa saya percaya diri dalam mengemukakan pendapat. Karena, didalam kelas VII-B ada salah satu siswa yang yang kurang bisa berbicara, mungkin karena anxiety. Namun, Alhamdulillah sekarang sudah lumayan dan saya yakin dia bisa.

Researcher : Apakah anda mengalami kendala saat bertanya didepan kelas? Jika ada solusi apa yang anda gunakan untuk menyelesaikanya?

Teacher : Kesulitan yang saya hadapi dalam melakukan pertanyaan, saya belum bisa atau terbiasa menanyakan pertanyaan higher order question, itupun terjadi karena selama ini

saya mengajar siswa kelas VII. Sehingga pertanyaan-pertanyaan yang sering saya gunakan adalah pertanyaan low level question. Karena saat saya beri pertanyaan yang mudah saja, terkadang masih banyak siswa yang tidak bisa menjawab. Padahal pertanyaan tersebut sudah sering saya ulang dan tanyakan kepada mereka. Jika sudah seperti maka, solusi yang saya lakukan adalah saya akan melakukan drilling kembali kepada mereka diakhir pembelajaran, untuk mengingatkan kembali para siswa hal-hal yang sudah pernah saya ajarkan.

Researcher : Pertanyaan seperti apa yang biasa anda gunakan untuk mengajar di dalam kelas?

Teacher : Kadang kala tergantung dengan kelasnya juga ya ketika dikasih materi mendeskripsikan garden lah kayak gitu, jadi kalau anak yang sudah pengetahuannya lebih, kita cukup menanyakan “yang ada di garden itu apa saja?” kayak gitu kan. Kalau anaknya pinter tinggal nyebutin aja, oo ini...ini...karena mereka basically punya kosa katanya itu. Tapi kan beda ketika mungkin ada beberapa anak yang nggak paham, jadi dibuat seperti Yes/No questions gitu. “eh itu ada ini ya?” kayak gitu gitu “disini ada ini kan?” mereka tinggal menjawab ya atau tidak.. Jadi ya memang harus mancing mancing gitu.

- Reaearcher : Apa reaksi anda terhadap siswa yang benar dan yang salah menjawab suatu pertanyaan?
- Teacher : Biasanya kalo siswa sudah menjawab pertanyaan dengan benar nanti saya kasih reward dalam bentuk ucapan seperti thanks dan good, untuk jawaban siswa yang belum benar biasanya saya menggunakan tiga dari empat teknik modifikasi seperti akan saya ulang pertanyaannya, saya berikan waktu untuk berfikir tentang jawaban dari pertanyaan dan pakai native language sih sebenarnya, tapi terkadang kalau pakai native language itu tetap harus saya terjemahkan ke dalam bahasa dulu supaya murid tersebut paham dengan suatu pertanyaan yang saya berikan.
- Researcher : Saat mengajar di kelas, apakah anda sering menanyakan pertanyaan yang masih terkait dengan materi?
- Teacher : Iya..pastinya yang menyangkut tentang materinya, biar anak-anak juga konsen, kemudian tidak ada salahnya juga memberikan example atau gambaran lain itu bisa mengkaitkan apa yang ada di materi, atau apa yang ada di pengalaman siswa
- Researcher : Menurut anda, ketika anda memberikan pertanyaan ke siswa tentang materi, Apakah siswa pasti bisa menjawab?
- Teacher : Kadang kala tidak. Karena sekali lagi berdasarkan pengalaman masing-masing, mungkin banyak faktor, kayak mungkin mereka sudah seneng bahasa Inggris,

kemudian di SD nya sudah ada bahasa Inggris dan ketika konsentrasinya penuh, saya kasih soal langsung bisa gitu. Tapi ada juga yang nggak mudeng bahasa Inggris sama sekali itu juga ada.

Researcher : Sebelum mengajar, apakah anda merencanakan pertanyaan?

Teacher : Pastinya saya siapkan pertanyaan nya yang sesuai dengan materinya. Jadi kaya step pertama, sekiranya observasi tentang apa, karena takutnya kalau tidak ada persiapan nanti tujuan pembelajaran akan mencong kemana mana, kemudian pembahasannya juga kemana mana kayak gitu. Sebenarnya itu sudah sesuai dengan alurnya apa...scientific ya. Scientific learning itu dimana memang dimulai dari observasi, kemudian questioning. Nah questioning disitu kan memang dimana guru dan siswa itu benar-benar kaya menyatukan pemahaman, biar proses belajar atau materi belajar ini nggak ke kanan atau nggak ke kiri. Untuk meluruskan nya itu memakai questioning itu, jadi hari ini kita kan belajar ini kan? Seperti itu. Miss itu apa sih miss? Jadi membuat batasan itu di pertanyaan.

Researcher : Apakah dengan strategi bertanya bisa membangun interaksi di kelas?

Teacher : Strategi bertanya itu sangat penting sekali. Jadi berbagai bentuk strategi harus bisa diciptakan oleh guru. Jadi

bertanya nya kan tidak harus secara oral, kadang anak ditatap matanya aja sudah takut atau ketika kita menunjukkan pertanyaan dengan bentuk slides atau gambar itu strateginya kayak gitu. Untuk komunikasi antara guru dan siswa kan harus interaktif ya. Kalau di K13 guru sebagai fasilitator jadi anak-anak itu discuss. Seperti yang pertama tadi observasi, kemudian mereka harus berfikir dulu sendiri kemudian dibandingkan dengan temannya associating, kemudian kedepan mereka harus communicating jadi menjadi satu kesatuan.

Researcher : Menurut anda, seberapa pentingkah interaksi antara guru dan murid?

Teacher : Interaksi guru dengan murid itu sangat penting sekali, karena kedekatan guru itu untuk menumbuhkan percaya diri, kemudian anak ketika tidak paham berani bertanya, apalagi di K13 kan step paling akhir ada communicating. Jadi kalau anak-anak kayak nggak berani untuk bertanya itu nggak baik.

Researcher : Iya bu cukup sekian saja pertanyaan dari saya, terimakasih atas waktunya. Wasalammu'alaikum wr.wb.

Teacher : Sama-sama mbak, Wa'alaikum salam wr.wb.

APPENDIX 5

OBSERVATION NOTE

OBSERVATION NOTE

Name of Teacher : Dra. Sri Widayati

Students : 27 Students

Place : VII-B MTs Negeri Surakarta II

Teacher questioning strategies	Important note
Greet students before start teaching	Always greet students before learning process by reciting Al-fatihah, and she greeted students very well when she started the learning process.
Ask students condition before learning process	She asked students condition before she started the class.
Ask the previous lesson before describe about material will given	She asked previous lesson and boys were interested with the question. She cannot handle all of the class with the question. She also described the material that would given clearly.
All students clear about the structure and objective of the lesson	Some students understood and some other busy on their own activities.
Teacher asks and checks for understanding of instruction.	In the first meeting teacher did not check students understanding, but in

	the next meeting she checked students' understanding.
Question used to ensure students are listening	Yes, question used to ensure students are listening.
Students are active listener	Students were very active during teaching and learning.
Teacher ask clear question	Yes, teacher asked clear question.
Teacher engage the students in to discussion	Teacher tried to engage students into discussion, but she could not control the classroom.
Teacher give opportunities to the students to help another student	Yes. She gave opportunities to another students to help their fiend.
Teacher build the interest of student	She tried to build interest with playing video quiz from computer (LCD) and students were interested.
Teacher creates interactive, communicative and collaborative class.	Yes. The whole class were active, interactive, communicative and collaborative and the students always get the point.
Teacher help given to the students who need support and resources to	Teacher Support students to solve

solve the problem.	their problem
Teacher support students with difficulties.	Teacher also helped students who get difficulties in learning process.
Teacher as a coach behavior	As a teacher she can control the class she also created an active class.

APPENDIX 6

DATA FINDINGS ON TYPES OF

QUESTIONS

**THE DATA FINDINGS ON TYPES OF QUESTIONS USED BY ENGLISH
TEACHER AT THE SEVENTH GRADE STUDENTS OF MTS NEGERI
SURAKARTA II**

No	Aspect (Types Of Questions)	Data (The English Teacher's Questions)
1.	<p>Managerial Questions :</p> <p>Managerial question is those used by the teacher to keep the classroom operating—to move activities (and students) toward the desired goals for the period, lesson, or unit.</p>	<p>(1) Do you bring your packet book?</p> <p>(2) Where do you study?</p> <p>(3) What is the room in the school?</p> <p>(4) Paham gak? Yas yes yas yes nanti ternyata nggak paham. Di lks halaman 20 itu notice, no 23 sampai 25 itu announcement.</p> <p>(5) What they do? Very goog. They greet. More questions?</p> <p>(6) What are thwy talking about? Others?</p> <p>(7) Give me some questions. Come on, try to deeply, jadi gali dan gali gambar itu kira-kita tentang apa, ok?</p> <p>(8) Now, who wants to be a volunteer to stand up here? Who wants to be a</p>

		<p>volunteer?</p> <p>(9) Who wants to be a volunteer? Anyone? Come on, i need one students</p> <p>(10) Pokoknya standup dulu, nanti miss jelaskan, gimana? Nggak ada yang berani?</p> <p>(11) My old.. ada revisi? I... am....</p>
2.	<p>Rhetorical Questions :</p> <p>Rhetorical questions are used by teachers to reinforce a point or for emphasis. Teachers asking rhetorical questions do not really anticipate receiving oral student responses, although they sometimes get them.</p>	<p>(1) Do you know the definitions of the class?</p> <p>(2) Greeting, kemudian apa? What did i do first time?</p> <p>(3) How is the face of joko's mother? Di sini ada nggak? Ada di gambar nggak informasinya? Yang lain.</p> <p>(4) Ayo diperbaiki. Coba. Salahnya di mana? Ayo siapa yang mau coba memperbaiki? Tadi jawabannya masih salah. Ayo siapa? Tidak ada yang berani?</p>
3.	<p>Closed Questions : Closed questions are those for which there are a limited number of</p>	<p>(1) Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajaran kemarin?</p>

<p>acceptable responses or “right answers.” “What is the chemical formula for water?” “What happened when you switched from low- to higher-power magnification?” or “What are plant cell walls made of?” are questions which anticipate certain answers. It is expected that students have already been exposed to the information requested by a closed question—from a teacher’s lecture, class activity, assigned reading, or some visual aid (film, filmstrip, chart, demonstration, etc.).</p>	(2) What is the room in the school?
	(3) Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajari kemarin?
	(4) How many kinds of text?
	(5) Okay and then the next genre is procedure text. Do you know what the does it means of procedure text is? Tell about something what?
	(6) Okay, what is our last lesson? Apa pelajaran terakhir yang kita pelajari kemarin?
	(7) What is it about?
	(8) Is there any one of you have a question about that picture?
	(9) Apa yang kita pelajari kemarin?
	4. Open Questions :
	(2) Now how many laboratory you have?

		(3) Is that clear?
		(4) What is the function of laboratory?
		(5) Apa yang kita pelajari kemarin?
		(6) Do you understand what I say?
		(7) What kind of the answer? Ada yang bisa menjawab apakah harus I'm fine? Yang lainnya?
		(8) What information that you want to give to the new person. Kira-kira informasi apa yang ingin kalian sampaikan?
		(9) Can you do it?
		(10) Where are you from, kalian mau menjawab apa?
		(11) Good morning students?
		(12) How are you today?
		(13) Sudah? Do you know what is announcement?
		(14) Okay next and then greeting card, greeting card ya for example who can make the greeting card for me? For

		example, congratulation for?
		(15) What does descriptive text mean?
		(16) When I enter this class, ketika at first time miss masuk kelas ini, and then, what first that I did? Yang miss lakukan apa kira-kira?
		(17) Seeing this kind of drawing, is there any question in your mind?
		(18) Is there anyone of you want to know the first picture, what is it about?
		(19) Any questions?
		(20) What kind of information that you get? What information?
		(21) Yaa. What do you introduce? What information that you get?
		(22) What else?
		(23) Very good. Next. How old are you?
		(24) Now. I dare you. How many information, ada berapa informasi tadi?