LECTURER'S QUESTIONING STRATEGIES IN THE INTRODUCTION

TO RESEARCH METHODOLOGY AND THE SEMANTICS &

PRAGMATICS LESSONS AT ENGLISH LANGUAGE EDUCATION OF

IAIN SURAKARTA IN ACADEMIC YEARS 2019/2020

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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Assalamu'alaikum Wr. Wb.

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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

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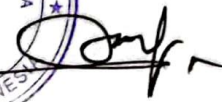Main examiner   : <u>Hj. Fithriyah Nurul Hidayati, M.Pd.</u> (   )
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DEDICATION

This thesis is dedicated to:

- My beloved parents (Bisriyanto and Wasiyem)

- My beloved brothers (Eko and Dwi)

- My bestfriends and support system (Niken and Bintang)

- My thesis advisor (Mr. Irwan Rohardiyanto, S.S., M.Hum.)

- All of the lecturers in UIN Raden Mas Said of Surakarta

- My almamater UIN Raden Mas Said of Surakarta

MOTTO

"Allah does not burden a person except according to his ability."

(Surah Al-Baqarah: 286)

"Don't explain yourself to anyone, because those who like you don't need that.

And those who hate you don't believe it."

(Ali bin Abi Talib)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "Lecturer's Questioning Strategies in the Introduction to Research Methodology and the Semantics & Pragmatics Lessons at English Language Education of IAIN Surakarta in Academic Years 2019/2020" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in bibliography.

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

Surakarta, 20th June 2023

Stated by,

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled "Lecturer's Questioning Strategies in the Introduction to Research Methodology and the Semantics & Pragmatics Lessons at English Language Education of IAIN Surakarta in Academic Years 2019/2020". Peace be Upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, support, and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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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 researcher in particular and the readers in general.

Surakarta, 20th June 2023

The Researcher

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LIST OF ABBREVIATIONS

SEMPRAG   : Semanticd and Pragmatics

L1   : Lecturer 1

L2   : Lecturer 2

M1   : Meeting 1

M2   : Meeting 2

M3   : Meeting 3

REI   : Reinforcement

PR   : Probing

AD   : Adjust

RED   : Redirect

REP   : Rephrasing

UWT   : Using wait-time

ABSTRACT

Sri Wahyu Ningsih. 2023. *Lecturer's Questioning Strategies in the Introduction to Research Methodology and the Semantics & Pragmatics Lessons at English Language Education of IAIN Surakarta in Academic Year 2019/2020*. Thesis. English Language Education. Language and Culture Faculty.

The objectives of this research were to find out the kinds of lecturer's questioning strategies in the classroom interaction and to investigate the advantages of lecturer's questioning strategies in the classroom interaction. The subjects of the research were two lecturers and ten students of Introduction to Research Methodology and the Semantics & Pragmatics lessons at English Language Education of IAIN Surakarta.

In this research, the researcher used qualitative approach. The data collection of this research was conducted through online observation, telephone interview to the lecturers and questionnaire to the students. The data were analyzed using Miles and Huberman's theory. The techniques that utilized by the researcher in analysing the data were data reduction, data display and drawing conclusion. The researcher was analyzed the data in the form of narrative analysis. In addition, the researcher used validation of the research by using two types of triangulation techniques; data sources triangulation and theoretical triangulation.

The result of the data analysis showed that the lecturers applied six kinds of questioning strategies; reinforcement, probing, adjust, redirect, rephrasing and using wait-time strategy. The probing strategy was applied frequently by the lecturers in all sessions of teaching learning activity. Meanwhile, the reinforcement strategy was applied only few times by each lecturer. In addition, the researcher obtained that there were four advantages of applying questioning strategies in the classroom interaction. The advantages were the students became more participate in the online classroom, the students were motivated in the teaching learning activity, the students' knowledge were increased in the teaching learning process and interactions between the students and the lecturers were created good. The results also showed that by applying questioning strategies the interaction built between the lecturers and the students. Moreover, the students became more motivated to participate among the lecturers in the Introduction to Research Methodology and the Semantics & Pragmatics Lessons at English Language Education of IAIN Surakarta.

Keywords: *Questioning Strategies, Classroom Interaction*

CHAPTER I

INTRODUCTION

A. Background of the Study

Interaction in English as Foreign Language classroom is necessary when teaching and learning activities take place. The interaction certainly occurs between the lecturer and the students in the classroom. It is supported by Nasir, Yusuf and Wardana's statement, that is one of the important parts of teaching process is interaction that occurs between the teacher and the learners in the EFL classroom (Nasir et. al, 2019, p. 525). Thus, the interaction cannot be separated from the teaching and learning process.

The lecturer and the EFL students interact to each other using target language. The interaction happens when there is communication between the lecturer and the students in the class. The forms of the communication are verbal and non-verbal communication. The verbal interaction takes place because of the lecturer and students' talk, while non-verbal interaction covers gestures or facial expressions by the lecturer and the students when they communicate without using words in the teaching learning process (Pratama, 2015, p. 2).

The lecturer plays prominent roles in creating the interaction to the whole of classroom. The interaction that led by the lecturer can be found in the forms of lecturer's talk and lecturer's body language. The lecturer says anything when teaching learning in direct or indirect talk that related to the material learning in the classroom. In the direct talk, the lecturer covers four areas of

teaching and learning process, that are accepting students' feelings, stimulating students' motivation and interest, using students' perception, and offering question. Different with the direct talk, the indirect talk only takes three areas, such as informing something, giving direction, and justifying students' authority (Nurpahmi, 2017, p. 37).

Meanwhile, the lecturer's body language is the lecturer using his/her body to interact with students. The actions include facial expressions such as smiling, frowning, and eye-contact, physical gestures such as movements of the hand and the head (Damanhouri, 2018, p. 69). In addition, the lecturer's talk and the lecturer's body language are needed in the teaching earning process. However, the lecturer often applied the lecturer's talk than the lecturer's body language when the process of teaching occurs in the classroom interaction.

Classroom interaction involves of the lecturer and the students' talk when in teaching learning process. The lecturer and students' talk are the keys to build interaction in the classroom. Meanwhile, in Arellano and Rodrigo's (2018, p. 14) finding, the percentage of lecturer' talk is 63% and the students' talk only 37%. The percentages show that lecturer is mostly dominant in the classroom than the students. In addition, students in Indonesia are still passive during teaching and learning process. The students were rarely active and participative in the whole of classroom interaction. The lecturer's domination of the teaching learning can discourage the students participate and speak more in target language. Therefore, the lecturer has to establish, manage, maintain, and evaluate the techniques that used to create good interaction in the classroom.

Furthermore, the lecturer has to apply appropriate techniques or strategies to build and promote the interaction in the classroom.

In addition, through interaction will help the lecturer and the students to get new knowledge by sharing their ideas, thoughts, and feelings in the learning process. Thus, the interaction can give strengths toward the learning experience to the knowledge's participants. In the EFL classroom, there are many strategies that used by the teacher in building interaction to attain the purposes and the goals of teaching learning. There are five strategies that can be used to create the classroom interaction. That are improving questioning strategies, attending to learners' linguistic levels, implementing cooperative learning, building positive teacher-learners rapport, and reducing classroom anxiety (Jia, 2013, p. 211). Additionally, each strategy has the significances of promoting classroom interaction.

The most common strategy that used by the lecturer to build interaction is by applying questioning strategies. It is based on some studies that done by some researchers. According to Muslim (2017, p. 10) states that questions strategies are used to obtain answer and promote interaction in the classroom. It means that by using questioning strategy can gain the students' knowledge and points of views also it carries out the interaction when the teaching learning process in the classroom. In addition, Harvey (2000, as cited in Sujariati, 2016, p. 109) states that questioning strategy is most effective allows students to become fully involved in the learning process. In other words, all of the students will be attracted and consciously to learn and active in the learning process. In

line with those statements, questioning strategy means the effective and significant tool to create interaction in the classroom. In addition, it could make the students more participative to the teaching learning process that led by the lecturer.

The questioning strategies always applied by the lecturer in teaching activities in the class. The lecturer asks the students to assess their understanding, thoughts, and knowledge. The questioning strategies that frequently used by the lecturer are reinforcement, probing, redirect, and using wait-time. Meanwhile, the lecturer has to determine and understand the components of the questioning strategies. According to Rifat (2017, p. 27-29) states that there are six types of questioning strategies can be used by the lecturer in teaching, such as: reinforcement, probing, adjust/refocus, redirecting, rephrasing, and using wait-time. These strategies are effective to build the interaction in the classroom.

In addition, there are two main categories of the questioning strategies. The first category is the strategies that used when the students' answer the questions are reinforcement, probing, and adjust/refocus. Meanwhile, the second category is the strategies that used when the students not answer the questions. When the students are silent or not answer the questions, the lecturer can use redirecting, rephrasing, or using wait-time. Therefore, the questions will be answered by the students after applied those strategies. Thus, the interaction created in the classroom and the goals of teaching learning will be achieved.

Furthermore, there are some researchers that have been done their studies about questioning strategies. Sujariati et al. (2016) on "English's Teacher

Questioning Strategies in EFL Classroom at SMA 1 Bontomarannu" states that their research result shows the objectives and the aims of questioning strategies that used by the teacher as a learning device can be reached by doing and applying the questioning strategies in a good and appropriate way, and make the interaction and communication between teacher and students more valuable. In addition, Rahmah (2017) carries out study on "Teacher Questioning Strategies to Improve Students' Motivation in English Classroom Learning" stated that her finding of the research showed the positive effects from the use of questioning strategies which were applied by the teachers in English classroom learning activity and also improve the students' motivation in English Learning.

Moreover, there are researchers from other country that carried out the questioning strategy in the EFL classroom. A study from Sano (2014) on "Critical Thinking Skill and Teachers' Questioning Behavior in a Japanese University EFL Context" shows that his result of the study is teachers' lower order questions as the majority than the high order questions to check the learners' comprehension and the questioning as an effective tool for developing learners' critical thinking skill. Another research is from Hamiloglu and Temiz's (2012) study "The Impact of Teacher Questions on Student Learning in EFL". Their study result shows that a good questioning strategy can help teachers to create a learning context initiating communication and negotiation of meaning in the class and provide a dialogic process aiming students gain experiences of real-life situation.

There are significant differences results of those previous studies. The results showed that there are many strengths of applying questioning strategy in the EFL classroom. In the Junior High School, the questioning strategy gave positives effects to the learning and improve the students' motivation. On the other hand, questioning strategy that applied in the Senior High School can make the interaction and communication between the teacher and the students more valuable. Moreover, questioning strategy that applied in the tertiary level can be used as an effective tool to develop the learners' critical thinking and initiate communication also gain experiences in the classroom.

Based on the preliminary research that done by the researcher at two English Language Education classes of IAIN Surakarta on 6th and 13rd February 2020, the researcher obtained six phenomena in the classroom interaction of the Research Methodology and the Semantics & Pragmatics lessons. The first phenomenon, there were five noisy students in the Research Methodology class and three noisy students in the Semantics & Pragmatics (it is abbreviated to be SEMPRAG) class when the process of teaching learning happens. The second, the circumstance of the classroom was less of interaction between the students and the lecturer. The third, the half of the students in the classroom were silent and passive in the teaching learning process. The fourth, the lecturers were rarely asked by the students towards the material learning in the teaching learning activities. The fifth, the lecturers often asked the students' understanding, but their answers frequently were not understanding yet and half of them were silent. In addition, the sixth phenomenon is the lecturers were used questioning

strategies when the students were capable or disable of answering the lecturer's questions to attain the interaction in the class and make the students involved.

The researcher established the last phenomenon at the preliminary research as the object of the research, due to there were three significant reasons. First, the applying questioning strategies in the classroom by the lecturers could encouraged the students to answer the questions. Second, the students become more interactive. Then, the last reason is that the interaction between the lecturer and the students more frequently happen when the lecturer applied the questioning strategies. Thus, the researcher investigated the object of the research.

In addition, the table 1.1 indicated that questioning strategies were applied by the lecturers in the classroom. There were two kinds of questioning strategies used by the Introduction to Research Methodology lecturer: using wait-time and redirecting. The lecturer used wait-time strategy, due to the whole students in the class are silent when the lecturer questioning to them. His purposes of applied wait-time strategy are to give a chance to be more active for students and invite the students to response the question. However, they were not response to the lecturer in the activity. Therefore, the redirecting strategy utilized by the lecturer in the class, in order to gain the students response and determine the participants of the activity. Furthermore, the half students in the class give some responses to the lecturer. These are mean, the interaction mostly occurs in the classroom when the questioning strategies applied by the lecturer in the classroom interaction.

Additionally, there are five reasons that supported the researcher wated to conduct this study. First, as an Islamic Institute, IAIN Surakarta has five faculties and three study programs (bachelor degree, one master degree and one doctoral degree program) within have several majors that good accredited. Second, the English Language Education major at Cultures and Languages faculty of IAIN Surakarta has excellent accreditation and applied English in the teaching activity or in the form of conversations. Third, as the subjects of this research the two lecturers often taught the students using English in the classroom and applied questioning strategy when teaching the students in the class. Fourth, the researcher established the Research Methodology and the SEMPRAG lessons as the secondary objects of the research, due to the lecturers taught in the different subject. The last reason is the researcher wanted to investigate the lecturer's questioning strategies in the different subject at English Language Education major of IAIN Surakarta.

Based on the findings of the researcher pre-research at two English Language Education classes (the Research Methodology and the SEMPRAG lessons) of IAIN Surakarta, the researcher interested to investigate the lecturers' questioning strategies in the classroom interaction and analyse the questioning strategies influences to the students' responses to obtain the advantages. Therefore, the researcher wanted to conduct the research about "Lecturer's Questioning Strategies in the Introduction to Research Methodology and the Semantics & Pragmatics Lessons at English Language Education of IAIN Surakarta in Academic Years 2019/2020".

B. Identification of the Problems

Based on the background of the study, the following problems can be identified:

1. There were five noisy students in the Research Methodology class and three noisy students in the SEMPRAG class when the process of teaching learning happens.

2. The circumstance of the classroom was less of interaction between the students and the lecturer.

3. The half of the students in the classroom were silent and passive in the teaching learning process.

4. The lecturers rarely asked by the students towards the material learning in the teaching learning activities.

5. The lecturers often asked to the students' understanding, but their answers frequently were not understanding yet and half of them were silent.

6. The lecturers used questioning strategies when the students were capable or disable of answering the lecturer's questions to make the students involved in the class.

C. The Limitation of the Problem

This study limited on finding out the kinds of questioning strategies applied by lecturers in two classes of the Research Methodology and the SEMPRAG lessons. It is because of the lecturers utilized questioning strategies when the students were capable or disable of answering the lecturer's questions to make the students involved and increase the interaction in the class. Therefore,

the researcher wanted to investigate the lecturers' questioning strategies in the different subject at English Language Education of IAIN Surakarta, in order to gain the significant findings of the kinds of lecturers' questioning strategies in the different lessons. This obtained by the researcher through the online observation in the two classes.

In addition, the researcher wanted to investigate the advantages of applying questioning strategies by the lecturers in the classes. The researcher obtained the data from two techniques. Telephone interview with the lecturers and the questionnaire that spread by the researcher to ten students of the two classes were the techniques to obtain the data of the advantages of lecturer's questioning strategies in the online classroom of the Research Methodology and the SEMPRAG lessons.

D. The Problem Statement

Based on the background of the study, the researcher wanted to investigate about the questioning strategies that applied by the lecturers in the classroom. Therefore, the problem statements in this study as follows:

1. What are the kinds of questioning strategies applied by lecturers in the Research Methodology and the SEMPRAG lessons at English Language Education of IAIN Surakarta in academic years 2019/2020?

2. What are the advantages of lecturers' questioning strategies that applied by the lecturers in the Research Methodology and the SEMPRAG lessons at English Language Education of IAIN Surakarta in academic years 2019/2020?

E. The Objectives of the Study

        According to the problem statement, the researcher established the objectives of this study are:

1. To explain the kinds of questioning strategies applied by the lecturers in the Research Methodology and the SEMPRAG lessons at English Language Education of IAIN Surakarta in academic years 2019/2020.

2. To explain the advantages of lecturers' questioning strategies that applied by the lecturers in the Research Methodology and the SEMPRAG lessons at English Language Education of IAIN Surakarta in academic years 2019/2020.

F. The Benefits of the Study

        The results of this study are expected to be useful both practically and theoretically, as follows:

1. The theoretically benefits.

   a. The results of this study are expected to give descriptions about kinds of questioning strategies utilized by lecturers and the advantages of it.

   b. Theoretically the result of the study can find out more information and useful reference to the next researchers that focus on questioning strategies in the classroom interaction.

2. The practical benefits.

   a. For the readers.

           The readers can get more understanding about the kinds of questioning strategies applied by the lecturers in classroom

interaction. In addition, the readers can get information about the advantages of applying questioning strategies by lecturers in the classroom interaction.

b. For the students.

The result of this study can give students more information about the kinds of questioning strategies and the advantages that applied by the lecturers in classroom interaction.

c. For the lecturers.

The lecturers can take action when teaching English to the students by applying questioning strategies with the goal to make the students interactive in classroom interaction. Moreover, the lecturers can get more information about the significances of applying questioning strategies in the classroom interaction.

d. For the researchers.

The finding of this study can be used as a reference to conduct the same study for the next researchers. This study may also inspire other researchers to research issues which are related to implementation and development of lecturers' questioning strategies in order to develop the quality of education field in the future.

G. Definition of Key Terms

The researcher determines two key terms of the research, in order to focus the research and to gain the objectives of the research in this study. The following are definitions of each key terms:

1. Questioning strategies.

   According to Sujariati et al. (2016: 107) states that questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching.

2. Classroom interaction.

   According to Dagarin (2005, as cited in Jiwandono and Rukmini, 2015: 4) states that classroom interaction is interaction that happen involving two parts which are the teacher and the students or between the students and they influence to each other.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Review

1. Questioning Strategies

a. Definition of Questioning Strategies

The patterns of questioning strategies are divided into: questioning and strategies. Questioning means as either a linguistic expression for information requesting, or a request itself to make sure about something which is made by such an expression (Ziyaeemehr, 2016, p. 1428). It means, questioning is when the lecturer asks some questions as the expressions to the students and there should be something requested. Meanwhile, strategy refers to a general plan of action for achieving the goals and objectives (Nickols, 2016, p. 3). This means, strategy is a plan of action that used by the lecturer to attain the goals and objectives of teaching process.

In addition, according to Sujariati et al. (2016, p. 107) defines that questioning strategies are the ways which used to ask something to the students in gaining a purpose in teaching. It means that, questioning strategies are the activities of asking questions to the students that the lecturer determined to obtain the goals of teaching learning process. Therefore, it can be concluded that questioning strategies are the ways of

the lecturer asking questions to the students and as an effective tool to raise the interaction and the goals of teaching learning process.

b. Types of Questioning Strategies

Since questioning strategies have different functions, the lecturers have to consider and determine what strategies will be using to apply the questioning to the students in the classroom. Therefore, the purposes of the teaching learning will be achieved as the indicator of the successful learning. There are six types of strategies can be used by the lecturers in questioning (Rifat, 2017, p. 27-29), as follows:

1. Reinforcement.

Reinforcement strategy can be used by the lecturers in the teaching learning when questioning to the students. The lecturers have to understand the components in reinforcement strategy, in order to gain the students' responses toward the questioning. Moreover, the lecturers have to avoid the negative reinforcements. According to Rifat (2017, p. 27) states that the instructor can reinforce by making positive statements and using positive non-verbal communication. Rifat also stated that proper non-verbal responses include smiling, nodding and maintaining eye contact, while improper nonverbal responses included looking at notes while students speak, looking at the board, or ruffling papers. These components of reinforcement can encourage the students' participation. The examples of reinforcement, such as: "Fine

answer", "Great", "What an outstanding idea", and "Super" as phrases of positive statements in reinforcement may can be used by the lecturer to reward the students' correct answer (Cicero, 2008, p. 163).

2. Probing.

      Wragg and Brown (2001, as cited in Gunawan, 2019, p. 7) asserts that probe is a tactic that works as follow-up questions when the first answers are inadequate, or inappropriate. It means, probing is the ways of asking more answer from the students that the lecturer wants to know their prior knowledge. Below are the examples of probing questions:

> L: "We are done talking about the library, what else?... **What others famous place that you know about?... Which one?**".
> S: "W building".
> S: "Starbuck".
> L: "**What else?**".
> S: "Student service?". (Gunawan, 2019, p. 9)

      Based on the Gunawan's examples of probing questions above, it can be indicated that the bold sentences are probing questions. The L as the lecturer and the S letter as the students. The lecturer follow-up the questioning used wh-questions such as, "What others…", "Which one?", and "What else?" to the students. These probing questions applied by the lecturer in order to know and assess the students' prior knowledge.

3. Adjust/refocus.

Rifat (2017, p. 28) states that when a student provides a response that appears out of context, the instructor can refocus to encourage the student to tie her response to the content being discussed. This means, adjust question is the lecturer's ways of fostering the student's answer in questioning. For examples "What do you suppose would happen if I were to drop these two objects at the same time?" (Cicero, 2008, p. 159). The sample of adjust question that asked by the lecturer is to gain the students' responses in the classroom.

4. Redirect.

In questioning, sometimes the students not give responses to the teacher's questions. Thus, the lecturer needs to apply redirecting questions. Redirecting questions are questions which is as a technique to increase the amount of students' participation and allows the lecturer to draw students into a discussion by asking them to response to a question in light of previous response from another student (Cicero, 2008, p. 161). The following are the examples of redirecting questions:

> L: "We have now studied the administrations of several presidents. Which president do you think made the greatest contribution?".
> [Pause. Several hands go up.]
> L: "**Cindi?**".
> C: "Lincoln?".
> L: "**Jeff?**".
> J : "Washington".

> L: "**Mary, what is your opinion?**".
> M: "John Kennedy". (Cicero, 2008, p. 161).

The participants of initial letters from the redirecting question example are L as the lecturer, C as Cindi (a female student), J as Jeff (a male student), and M as Marry (a female student). According to the example of redirecting questions by Cicero, it can be seen that the lecturer asked other students to response to a question in light of previous response from another student. In addition, the redirecting questions can promote students to enhance their performances. Then, it is become the effective tool to create interaction between the lecturer and the other students.

5. Rephrasing.

Fitriati et. al (2017, p. 221) defines rephrasing as a question is expressed in another way. It means, rephrasing is when the lecturer adds question, different form the sentence but same meaning/core to the students. It applied to gain the students answer, when they are not answer the previous question asked by the lecturer. The example of rephrasing used by the lecturer, "Then, the next… **How was Nyi Mas Inten character? How was Nyi Mas Inten?**" (Fitriati et. al, 2017, p. 221). This question means, the lecturer asks question with facilitate the frame of the answer to make the students responses/answers easier.

6. Using wait-time.

Using wait-time is as the lapse of time that occurs between the lecturer's question and a student's response, or the time between a lecturer's first and second questions to students, wait time influences the quality and quantity of student responses as well as the initiation of subsequent dialog (Christenbury and Kelly, 1983, as cited in Tofade et. al, 2013, p. 7). This means, using wait-time is commonly used by the lecturer gives several times after questions to gain the students responses. In addition, the lecturer usually applied this strategy consciously or unconsciously.

In summary, there are two main categories of the questioning strategies. The first category is the strategies that used when the students' answer the questions, such as: reinforcement, probing, and adjust/refocus. Meanwhile, second category is the strategies that used by the lecturer when the students are not answer the questions, redirecting, rephrasing, or using wait-time can be used to attract the students' responses and participation. Therefore, the questions will be answered by the students after applied those strategies. Thus, the interaction created in the classroom and the goals of teaching learning will be achieved.

c. **The Functions of Questioning Strategies**

According to Donald and Paul (1989, as cited in Rifat, 2017, p. 24) states, there are three main areas of the functions of questioning

strategies: diagnostic, instructional, and motivational. As a diagnostic tool, the questioning allows the lecturer to find out what the students know and how they think about the topic, so lecturer can evaluate the current state of students' thinking. It means that questioning can be used to assess the students' knowledge.

Meanwhile, the instructional function of questioning enables the lecturer to encourage and support students learn new material and relate it with a new one. Then, the motivational function concerns with questioning that can engages the students in the lesson and challenge their thinking (Donald and Paul, 1989, as cited in Rifat, 2017, p. 24-25). Thus, the researcher concludes that the functions of questioning strategies are as diagnostic, instructional, motivational tool to increase the students' participation, recognition, thinking skill, knowledge, and ability in the teaching learning process.

2. Classroom Interaction

a. Definition of Interaction

According to Dagarin (2005, p. 128) defines that interaction is more than action followed by reaction. It means that interaction in a classroom consists of lecturer and students' action and their reaction toward it in the process of teaching learning. In addition, Hanum (2017, p. 3) asserts that interaction is the communication among the teacher and the students which run continuously as responsive acts. In other words,

interaction is the lecturer and the students' communication in the class that reacting to each other.

To sum up, interaction is the action of communication between the participants of learning and it has reciprocal effect to each other. Thus, there should be interaction between lecturer and students in the EFL classroom. In addition, it is useful to promote the learning process and to attain the goals of teaching learning process in the class.

b. Definition of Classroom Interaction

Dagarin (2005, as cited in Jiwandono and Rukmini, 2015, p. 4) defines that classroom interaction is interaction that happen involving two parts which are the teacher and the students or between the students and they influence to each other. In other words, it can be defined that classroom interaction is the interaction between two participants such as lecturer and the students or student to the students in the classroom that give effect to each other in the learning process. Additionally, it can be concluded that classroom interaction is the whole of interaction that occurs in the class done by the lecturer and the students that influences to each other as one of the prominent of learning process to gain the goals and purposes of teaching learning.

c. Aspect of Classroom Interaction

In the EFL classroom, the lecturer plays prominent roles in creating the interaction to the whole of classroom. There are three aspects of

classroom interaction that should be maintained by the lecturer, as follow:

1. Lecturer's talk.

    The interaction that led by the lecturer can be found in the form of lecturer's talk. The lecturer's talk is when the lecturer says anything during the teaching learning in direct or indirect talk that related to the material learning in the classroom. Nurpahmi (2017, p. 37) asserts that in the direct talk, the lecturer covers four areas of teaching and learning process, that are accepting students' feelings, stimulating students' motivation and interest, using students' perception, and offering question. Different with the direct talk, the indirect talk only takes three areas, such as informing something, giving direction, and justifying students' authority.

2. Lecturer's body language.

    The lecturer's body language is the lecturer using his/her body to interact with students in the teaching learning process. The actions include facial expressions such as: smiling, frowning, and eye-contact, physical gestures such as movements of the hand and the head (Damanhouri, 2018, p. 69). However, the lecturer's body language is rarely found in the EFL classroom during the teaching learning process at the university level.

3. Students' talk.

In the classroom interaction there is students' talk that necessary and important while the teaching learning process happens. According to Imbertson (2017, p. 5) defines that students' talk refers to the variety of the ways the students share ideas within a classroom. The students' talk divides into four main exchanges: asking questions, creating talk exchanges, repeating, and answering teacher's or peer's question (Mulyati, 2013, p. 6). This means that, students' talk is the whole of students' communication in the classroom.

To sum up, the aspects of classroom interaction are the lecturer's talk, lecturer's body language, and the students' talk. These have to be managed and developed by both of the lecturer and the students in the classroom when teaching learning process happen. However, the prominent aspects in the classroom interaction that very attract the occurrence of the interaction are lecturer' talk and the students' talk. Furthermore, these aspects of classroom interaction are very important and as the key holder to coin the interaction in the class. Moreover, by fostering and developing the roles of both aspects can create good interaction and gain the meaningful learning also attain the goals of teaching learning process.

d. Strategies in Promoting the Classroom Interaction

The lecturer as the key holder in the classroom interaction has to manage, maintain, and evaluate the situations within teaching learning process. In addition, building interaction in a classroom is not as easy as it said. It needs strategies and techniques to create it. There are several strategies that can be used by the lecturer in creating interaction in the classroom. According to Jia's (2013, p. 211) statement, states that there are five strategies can promote the classroom interaction, as follow:

1. Improving questioning strategies.

When the teaching learning circumstance is unwanted by the lecturer, such as: the students are noisy, passive, silent, and sleepy. Then, the teacher has to make one condition that the whole students aware and interactive in the class. According to Kalantari (2009, p. 426) declares that one of the influential strategies in creating classroom interaction is 'questioning technique'. This means, the questioning technique can be used to create the meaningful interaction in the classroom.

The ways to improve the questioning strategies can be obtained from giving different levels questions to the students. It is in line with Jia's (2013, p. 211) statement, states that it is necessary for the teacher to tailor his questions to the different levels or abilities to the learners. This means, by applying various levels questions can create the interactive situation in the classroom. Therefore, the

questioning strategies has to be applied and improved by the lecturer as the key holder to reach the teaching learning goals and the strengths of it.

2. Attending to learners' linguistic levels.

   In the TEFL classroom, the main aim of the learning is mastery the target language. The lecturer as the master of the target language. Meanwhile, the students are the learners of the language divided into beginner, intermediate, and advanced learners. Those can be found in the classroom, that means each student has different abilities and characteristics. Therefore, the lecturer needs to consider and teach with attending appropriate linguistic levels to the students.

3. Implementing cooperative learning.

   In the learning process, there are many kinds of learning style. One of the interactive and effective learning styles is cooperative learning. According to Yasin et. al (2018, p. 645) defines that cooperative leaning is different from group work as students, in cooperative learning should have equal opportunities to participate and to talk to create the output, while in group learning the tasks might be carried out by some students without distributing the tasks to the whole group. This means, the lecturer should make the cooperative learning between the students that work together to achieve the output in the learning process.

4. Building positive teacher-learner rapport.

According to Jia (2013, p. 211) stated that respect for people is considered as an essential part of education and the most important contributors to good rapport between the lecturer and the students. As a result, both the lecturer and the learners will become equally responsible for themselves and the class. It means, building positive rapport between lecturer and students can occurs through respect to each other in the classroom activity. In addition, the lecturer as the educator in this part. Then, then lecturer ought to own and give good example of attitude in the class while teaching or in the school environment even in social or public places. Therefore, the interaction happens and has good impact to the students' behaviour and abilities in the classroom interaction.

5. Reducing classroom anxiety.

In the classroom of teaching learning process, there are many conditions appear. The most condition that happen is students' behaviour. The students that passive, unable to answer the lecturer's question, make a noise, silent, and more could impact to the process of teaching learning. Moreover, there is anxiety that the students own. Therefore, the lecturer has to give good stimulus to attain the desirable circumstance and the goals teaching learning.

The lecturer should help the students to understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem, boost the self-esteem and self-

confidence of learners for whom language anxiety has already become a long term trait by providing multiple opportunities for classroom success in the language, and encourage moderate risk-taking and tolerance of ambiguity in a comfortable, non-threatening environment (Jia, 2013, p. 211). Thus, the anxiety in the classroom will decrease or even none less if the lecturer conducts the appropriate technique through the interaction in the classroom.

To sum up, there are five strategies that can be used to build the classroom interaction. That are improving questioning strategies, attending to learners' linguistic levels, implementing cooperative learning, building positive lecturer-students rapport, and reducing classroom anxiety. Moreover, each strategy has the significant of promoting classroom interaction.

However, the researcher establishes questioning strategies that applied by the lecturer in the classroom interaction to become the object of research in this study. The primary reason is based on the preliminary research that there are several students who are passive and noisy in the classroom. The secondary reason, after the lecturer used questioning to the students, the classroom condition at that time became more life and some of the students participated in the class. Furthermore, the researcher wants to conduct the research to gain the objectives and the results research that could give advantages of this study.

e. **The General Conditions in the Classroom of the Research Methodology and the SEMPRAG Lessons**

In tertiary level of education, research methodology becomes a subject of learning. According to Mishra and Alok (2017, p. 1) defines that research methodology is the approach in which research troubles are solved thoroughly by the researcher. Therefore, it is necessary for researchers in conducting researches. Many researchers conduct their studies to fulfil the requirement of graduate from their college. IAIN Surakarta has it too, since the state is built. In addition, the state gives a subject learning that can guide the students to create the research.

The Research Methodology lesson is taught by the lecturers who are comprehend in the field of the lesson. In this study, the researcher establishes this lesson as the secondary object of research, due to the primary subject teaches in the class. The lecturer uses the questioning strategies in teaching learning process in the classroom. Therefore, the researcher investigates this research in the Research Methodology lesson.

In the Research Methodology classroom, there are three main activities, such as: introduction, middle, and closing of the teaching learning. The researcher obtained the data of the classroom activities based on the pre observation in February, 2020. First, the introduction of learning that the lecturer as the key holder of the classroom interaction and process of teaching learning. However, the students involved in the learning process. Second, the middle of learning that the teacher asked

the students to be participative in the learning process, further he gave correction, feedback, explanation and questions to the students in the learning process. The last, the closing of learning led by the lecturer but he asked the students to participate in concluding the material learning.

Meanwhile, the researcher also gained the data of the teaching learning activities in the class of SEMPRAG lesson at the pre observation. Sankaravelayuthan (2018, p. 14) states that in semantics, we study the meaning of words and also how the meanings of words in a sentence are put together to form sentential meaning. He also asserts that in pragmatics is the study of the way context can influence our understanding of linguistic utterances (Sankaravelayuthan (2018, p. 31). In addition, the SEMPRAG lesson is a subject that applied in the English Language Education at IAIN Surakarta. It is significant lesson which the purposes to comprehend and foster the students' ability in the English Language Education major. Furthermore, the activities in the lesson were similar to the research methodology lesson. However, the lecturer of this class managed the classroom very well.

Furthermore, the researcher obtained six conditions as the findings at the pre-research in the two classes of Research Methodology and the SEMPRAG lessons. First, there were five noisy students in the Research Methodology class and three noisy students in the SEMPRAG class when the process of teaching learning happens. The second, the circumstance of the classroom was less of interaction between the students and the

lecturer. The third, the half of the students in the classroom were silent and passive in the teaching learning process. The fourth, the lecturers rarely asked by the students towards the material learning in the teaching learning activities. The fifth, the lecturers often asked the students' understanding, but their answers frequently were not understanding yet and half of them were silent. The last, the lecturers used questioning strategies when the students were capable or disable of answering the lecturer's questions to increase the interaction in the class and make the students involved. Additionally, those conditions indicate that the two classes of Research Methodology and the SEMPRAG lessons were controlled by the lecturers. Moreover, there is interaction in those classes. It means, those classes were appropriate as the form of teaching learning process take places.

f. The General Conditions in the Online Classroom

Algahtani (2011, as cited in Arkorful & Abaidoo, 2014, p. 400) states that the online mode classroom divided into two parts, 'synchronous' and 'asynchronous' by the application of applying optional timing of interaction. They assert that synchronous timing comprises alternate on-line access between teachers and learners, or between learners, and the asynchronous allows all participants to post communications to any other participants over the internet. This means, there are two types of interaction occurs in the online classroom with the different tools that used by the participants of learning.

The synchronous type allows learners to discuss with the teachers and also among themselves via the internet at the same time with the use of tools such as the videoconference and chat rooms. On the contrary, the asynchronous type also allows all participants to discuss among themselves at the different time (Arkorful & Abaidoo, 2014, p. 400). In addition, the interaction that happen in the online classroom depends on the lecturers' role as the educators. The interaction has to be managed by the lecturers to attain the purposes of teaching learning.

B. Previous Related Study

The researcher established this study as the research, after considered and determined the topic of research. It was executed by the researcher with looking for some studies that interested and related to establish the researcher's research. There are some researchers that have been done research about questioning strategies.

Rahmah (2017) stydy with "Teacher Questioning Strategies: to Improve Students' Motivation in English Classroom Learning" research states that her finding of the research shows the positive effects from the use of questioning strategies which were applied by the teachers in English classroom learning activity and also improve the students' motivation in English Learning. Comparing with the present research, the similarities are to find out the kinds of questioning strategies used by the teacher and the research design is qualitative approach. Meanwhile, there are diversities in conducting the research. First, her research subject are three teachers and ten

students in Junior High School, but the present study establishes two lecturers as the subject and ten students as the participant of the research. Second, her object research conducts to clarify the effect to students' motivation in learning, but the present study to seek the advantages of applying questioning strategies by the lecturers.

In addition, Sujariati et al. (2016) study carries out on "English's Teacher Questioning Strategies in EFL Classroom at SMA 1 Bontomarannu" study states that their research result shows the objectives and the aims of questioning strategies that used by the teacher as a learning device can be reached by doing and applying the questioning strategies in an appropriate way, and make the interaction and communication between teacher and students more valuable. Their study has two similarities with the researcher's research. First, they investigate kinds of teacher's questioning strategies in the classroom. Second, the research design of the study uses qualitative approach. However, their study has differences with the present study. The subject of their study are four teachers of Senior High School. Meanwhile, this present study investigates two lecturers and ten students in tertiary level or university. In addition, they particularize the reasons of using the questioning strategies and the effects of the questioning strategies on student's learning activities, but the present study investigates the advantages of using questioning strategies by the lecturer in the classroom interaction.

The other study by Sano (2014) on "Critical Thinking Skill and Teachers' Questioning Behavior in a Japanese University EFL Context"

showed that his result of the study is teachers' lower order questions as the majority than the high order questions to check the learners' comprehension and the questioning as an effective tool for developing learners' critical thinking skill. There are two similarities, the data collection of research gain from the observation, interview, and questionnaire and the validity uses triangulation technique. However, the differences are his research subjects were two lecturers and thirty students at college, but the present study established two lecturers and ten students at university as the subject of research. In his study, he focused investigate on the level of questions to seek the students' critical thinking skill. On the other hand, the present study focuses on the kinds of questioning strategies used by the lecturers and the advantages of applied it.

Additionally, the last previous study is conducted by Hamiloglu and Temiz's (2012) research on "The Impact of Teacher Questions on Student Learning in EFL". Their study result shows that a good questioning strategy can help teachers to create a learning context initiating communication and negotiation of meaning in the class and provide a dialogic process aiming students gain experiences of real-life situation. Their study has one similarity with the present study, investigates questioning strategies applied by lecturers in the college. On the other hand, there are differences with the present study. First, their research design used qualitative and quantitative approach, the present study uses qualitative approach. Second, their study focused on the impact of the questioning strategies applied by the lecturers, but this present

research focuses on only the advantages of applying the kinds of questioning strategies used by the lecturers in the classroom interaction.

Based on the previous studies and the researcher preliminary research that done by the researcher at two English Language Education classes of IAIN Surakarta on February 6th and 13rd, 2020, the researcher wants to investigate lecturers' questioning strategies in the classroom interaction and analyse the advantages of applying questioning strategies. In the pre-research the researcher found out that there are some students in the classes were noisy and passive to the learning. Additionally, the lecturers used some kinds of questioning strategies in the classroom to overcome the students' behaviour. Therefore, the researcher wants to investigate about "Lecturer's Questioning Strategies in the Research Methodology and the Semantics & Pragmatics Lessons at English Language Education of IAIN Surakarta in Academic Years 2019/2020". Moreover, the researcher wants to give benefits for the lecturers in delivering question for interactive learning and the students responses in the classroom interaction. Furthermore, the lecturers could apply various questioning strategies that can help them to elicit the students' responses in the classroom interaction.

In addition, the researcher gives a figure of the distinctions between the previous studies and the researcher study. The figure that used to simplify the reader to see the differences and to prove the researcher's study is a novel in the table 2.1.

Table 2.1 The differences of the previous studies and the researcher's study

Researches / Distinctions	Objects	Subjects	Techniques of Data Collection	Method
Rahmah's research	Questioning strategies and motivation	3 teachers and 10 students in SMP	Observation and interview	Qualitative approach
Sujariati's research	Questioning strategies	4 teachers in SMA	Observation, video recording, and interview	Qualitative approach
Sano's research	Critical thinking skill and questioning behaviour	2 lecturers and 30 students	Observation, interview, and questionnaire	Quantitative and qualitative approach
Hamiloglu and Temiz's research	Impact of questions and student learning	2 lecturers and 11 student teachers	Observation and interview	Quantitative and qualitative approach
Researcher's research	Questioning strategies	2 lecturers and 10 students	Observation, interview, and questionnaire	Qualitative approach

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher established qualitative approach to attain the research objectives. The researcher wanted to describe the kinds of questioning strategies used by lecturer in classroom interaction and the students' responses toward lecturer's questioning strategies in classroom interaction. Creswell (2012, p. 16) stated that qualitative approach is used to investigate a problem in order to get clear understanding of certain phenomenon. It was compatible with the researcher problems of the study. In this case, the researcher found out the interesting phenomenon in the classroom interaction that observed on the preliminary research. The phenomenon is there were several passive and disregard students when learning process is going on that led by the lecturers' questioning in the classroom activity. Therefore, the researcher conducted a case study in this research. Moreover, the phenomenon investigated with taking extensive data of the research by using qualitative approach.

Considering the issue that investigated in this study, the researcher established the research design of this study. The research design of this study involved of specific procedures in the research process, such as data collection, data analysis, and report writing (Creswell, 2012, p. 20). On the other hand, the researcher determined the research problems previously. In

the research design, there were three steps that the researcher conducted while doing or writing the research, such as: established techniques of data collection, determined the techniques of data analysis, and made a certain about report thesis.

Furthermore, the researcher determined the data collection certainly and appropriately. There were three kinds of techniques used by the researcher in collecting the data of the study: observations, interview and questionnaires. In collecting the research data, the researcher used two kinds of instruments. The primary instrument was the researcher itself, and the other instrument was secondary instrument (such as: tape recorder, interview list, and camera/video recorder). After the data collected, the researcher analyzed the data with a guidance theory. Data analysis techniques of this study used Milles and Huberman's theory to analyze the data. The techniques were data reduction, data display, and drawing conclusion (Miles and Huberman, 2001 as cited in Moleong, 2016, p. 337). In addition, the researcher concluded the study related to the objectives of this research.

B. Subject of the Study

In this study, the researcher determined two subjects of the research. The subjects were two lecturers as the primary subject, and ten students as the secondary subject of research at English Language Education of IAIN Surakarta. The lecturers taught the different lessons, the Introduction to Research Methodology and the SEMPRAG lessons. Therefore, the researcher

wanted to investigate the lecturer's questioning strategies in the different lessons at English Language Education major of IAIN Surakarta.

The lecturers were selected to be the subject of the study on the basis of three considerations. The first consideration was the lecturers frequently applied English as the medium of interaction when teaching in the classroom. The lecturers also used several strategies to attain the goals of teaching. Additionally, the lecturers have experiences of classroom management of the interactions that happen in teaching students at English Language Education.

In addition, the researcher established secondary subject to encourage in validity the research data. It was also determined by the researcher that there were ten students became the secondary subject of the study. The ten students selected from two classes that lecturers taught. In each class, there were only five students become the secondary subject. The students selected as purposeful sampling. It meant that the researcher intentionally selected individuals to understand the central phenomenon (Creswell, 2012, p. 206).

C. Setting of the Study

1. Place of research.

The present study conducted in English Language Education classes of Cultures and Languages Faculty at IAIN Surakarta. The college is located at St. Pandawa, Pucangan, Kartasura, Sukoharjo regency, 57168. This state has got excellent accreditation at ten departments within five faculties. One of the excellent majors is English

Language Education, that is in Cultures and Languages faculty. Thus, it became one of the reasons that the researcher wanted to conduct the research at the place.

In addition, the finding of a phenomenon that happened between lecturers and students in the classroom on the preliminary research (pre observation) became as the prominent reason. The phenomenon is there were some passive and disregard students when learning process was going on that led by the lecturers' questioning in the classroom. As the subjects of this research the lecturers often taught the students using English in the classroom and applied questioning strategy when teaching in the class. Additionally, in English Language Education classes found interactions and conversations were mostly used English, set by the faculty.

2. Time of research.

In order to get fulfillment of the research data, the researcher determined and started the study with preliminary research on February, 2020. In addition, there were many steps in the research that beyond by the researcher. Thus, the schedule of the research can be seen in the figure of table 3.1.

Table 3.1 Schedule of the research

No.	Agenda	Months						
		February 2020	March 2020	April 2020	May 2020	April 2023	May 2023	June 2023
1.	Pre-research	�						
2.	Proposal draft	▮	▮					
3.	Consultation		▮					
4.	Seminar			▮				
5.	Collecting data			▮				
6.	Analyzing the data			▮	▮			
7.	Consultation			▮	▮	▮	▮	
8.	*Munaqosyah*							▮

D. Techniques of Collecting Data

In this study, the researcher used three categories of collecting the qualitative research data. The techniques of collecting data in this study, as follows:

1. Online Observation.

Observation is the process of gathering open-ended data, first-hand information by observing people and places at a research site (Creswell, 2012, p. 213). In this research, the online observation was used by the researcher to collect the data due to the lessons were taught

by the lecturers in the online classroom during corona covid-19 pandemic era. The researcher observed the lecturers' questioning strategies and the classroom interaction by using field notes when online observation. The field notes aim to guide the researcher determines the important parts of activities in the observation.

In addition, the researcher as a nonparticipant observer during observation in the online classes. A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants (Creswell, 2012, p. 214-215). The lecturers that taught in the different classes observed by the researcher about their applying questioning strategies when teaching process happen in the online classroom interaction. The researcher took only three observations in each class. It was because of, the conditions of the spreading of pandemic virus that happening now and the schedule of teaching learning in the semester that end up to the ending of May, 2020.

2. Telephone Interview.

The researcher interviewed the lecturers by using the telephone interview to collect the more information. It was a data collection process in which the researcher gathered the data by asking a small number of general questions using a telephone (Creswell, 2012, p. 219). The questions of interview have listed by the researcher before doing the interview with the informants. On the other hand, there were

questions that made by the researcher when the interview was going on. It was belonging into unstructured and generally open-ended questions that were few in number and intended to elicit views and opinions from the participants (Creswell, 2014, p. 190).

3. Questionnaire.

In this study, questionnaire used by the researcher to get more information about the research objectives. According to Darmadi (2011, p. 260) states that questionnaire called inquiries, which have some questions that closely linked to the problem of the study to be solved, arranged, and spread to the respondents to acquire the information in the field. The questionnaire that used by the researcher in this study was close questions or questions with alternative answers. The researcher determined the alternative answers in the questionnaire categories into two answers or 'dichotomous', yes or no answer. In addition, the researcher gave the questionnaire merely to ten students from two classes (the Research Methodology and the SEMPRAG classes) of English Language Education that taught by the lecturers that applying questioning strategies in the classroom.

To sum up, the researcher used three techniques of collecting data, such as: online observation, telephone interview, and questionnaire. The primary techniques were online observation and interview. These were significant to obtain the real and deep data of research. However, the

questionnaire used in this research, due to it gave the researcher more information beside the main sources of data.

E. Technique of Data Analysis

One of the important things in conducting the research was analysing the data. In this study, the researcher established the technique of analysing the research data by using Milles and Huberman's theory. The techniques were data reduction, data display, and drawing conclusion (Miles and Huberman, 2001 as cited in Moleong, 2016, p. 337).

1. Data reduction.

Moleong (2016, p. 338) defined that reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns and removing unnecessary. In this study, the research reduced the data research with those Moleong's steps. The first step was the researcher selected the data needed that gathered. The second, the researcher determined to focusing on the important things. In focusing the data, the researcher removed the unnecessary data to get meaningful data. The third, through focusing the data selected, the researcher classified the data into themes and patterns related to the objectives of the research. In addition, the researcher summarized the classified data into brief descriptions.

2. Data display.

Data display was the next technique that applied by the researcher in analysing the data. The researcher displayed the data into a table and

the narrative text. The components of table were from the summarized of data reduction. Furthermore, the narrative text was the process of analysing the data that the researcher organized and compressed the reduction data into the detail and comprehensive information.

3. Drawing conclusion.

Drawing conclusion was the last technique in analysing the data. In the drawing conclusion, the researcher considered and assessed the detail data from narrative text definitely objective. Furthermore, the researcher established the conclusion of the research smoothly.

Based on the explanation above, the techniques of data analysis that used by the researcher in this study used Miles and Huberman's theory. There were three techniques: data reduction, data display, and drawing conclusion. These techniques were very appropriate to analyse the data research, due to the qualitative study and the researcher wanted to gain the objectives of the study.

F. Trustworthiness of the Data

According to Sugiyono (2015, p. 330) defined that triangulation is checking the validity of data using something else. Moreover, he also stated that triangulation is the best way to eliminate the differences in the construction of reality that exists in the context of a study when gathering data about various events and relating to various views (Sugiyono, 2015, p. 332). Therefore, the researcher used triangulation technique to get the valid of the data. The validity of the data obtained by using the types of triangulation

techniques. There were four types of triangulation technique, data sources, method, investigator, and theoretical triangulation that raised by Denzin (1978, as cited in Sugiyono, 2015, p. 330). However, the researcher merely used two types of triangulation techniques, as follows:

1. Data sources triangulation.

   In data sources triangulation, the researcher compared the data sources of the research, the observation, interview, and questionnaire data. The steps of data sources triangulation in this research related to the results of the data reduction. The first step, the researcher dissociated the results of the data reduction. The second step, the researcher compared the data with writing the results data in a table. In addition, the researcher crosschecked those results to get the necessary and valid information as the last step.

2. Theoretical triangulation.

   In this study, the theoretical triangulation used by the researcher to attain the validity of the data. The researcher used other theories or thesis statements that relevant to the researcher's findings. It was used by the researcher, in order to get the deep of understanding and theoretical knowledge of the results' findings.

In summary, the researcher used two techniques of triangulation data to get the valid data or trustworthiness of the research data/findings. The techniques were the data sources and the theoretical triangulation techniques. These determined by the researcher based on the need and the data obtained.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher analysed the data collected from the online observation, interview with the lecturers, and the questionnaire that given to the students in the Introduction to The Research Methodology and the SEMPRAG lessons at IAIN Surakarta. Furthermore, this chapter answers the problem statements of the study: the kinds of the questioning strategies that applied by the lecturers in Introduction to The Research Methodology and the SEMPRAG lessons at IAIN Surakarta and the advantages of applying the questioning strategies in the Introduction to The Research Methodology and the SEMPRAG lessons at IAIN Surakarta.

The researcher identified and calculated the kinds of the questioning strategies that utilized by the lecturers in the online classroom by online observation. However, the advantages of applying questioning strategies by the lecturers were identified from online observation, telephone interview and questionnaire.

A. Research Findings

1. Kinds of the questioning strategies applied by the lecturers.

   The researcher found out that lecturers utilized questioning strategies in the Introduction to The Research Methodology and the SEMPRAG lessons at IAIN Surakarta. The kinds of the questioning strategies that applied by the lecturers obtained the researcher by online observation.

Furthermore, the lecturers applied the kinds of the questioning strategies in every meeting that observed by the researcher.

Meanwhile, the kinds of the questioning strategies that applied by the lecturers were different in the form, quantity and frequency. It can be seen from the data finding in the table 4.1. The researcher used coding to ease the data explanation. The coding determined by the researcher in the forms of number, alphabetic capital, and numeral.

Table 4.1 Data finding of the kinds of the questioning strategies

applied by the lecturers

Lecturer	Meeting	Questioning Strategies					
		REI	PR	AD	RED	REP	UWT
L1	M1	1	3	1	2	2	2
	M2	0	3	2	0	1	1
	M3	1	4	1	3	0	1
Total		2	10	4	5	3	4
L2	M1	0	1	0	2	0	1
	M2	1	2	1	1	1	1
	M3	0	0	1	1	0	2
Total		1	3	2	4	1	4

Notes of the coding:

L1   : Lecturer 1

L2   : Lecturer 2

M1   : Meeting 1

M2   : Meeting 2

M3   : Meeting 3

REI   : Reinforcement

PR   : Probing

AD   : Adjust

RED   : Redirect

REP   : Rephrasing

UWT   : Using wait-time

Based on the table of data finding, the researcher obtained the kinds of the questioning strategies that applied by the lecturers in the online classroom. There were six kinds of questioning strategies that utilized by the lecturers Introduction to The Research Methodology and the SEMPRAG lessons at IAIN Surakarta. The findings were conqruent with the Rifat theory (2017) that there were six kinds of questioning strategies that applied by the lecturers, as follows:

a. Reinforcement

From the data finding, the researcher obtained and classified data of the lecturer 1 and the lecturer 2 applied reinforcement strategy in the online classroom. There were several differences of reinforcement strategy that utilized by the lecturers. The sample of reinforcement strategy that applied by the lecturers can be seen:

S   : *"Ada 4 pak."*

> L1 : "***Ya, betul. Ada 4. (Thumbs up)*** *Apa saja? Yaitu: achievement test, intelligence test, aptitude test and next performance test.*"
> S : "*Baik pak.*"

The conversation above happened in the online classroom of teaching learning process lecturer 1 on 15th April 2020 at the first online observation. The speaker of L1 was lecturer 1 and the speaker of S was student in the online classroom. He gave non-verbal response of reinforcement to the student who answered the correct answer about how many types of test that the material being discussed. However, he merely applied 1 form of reinforcement strategy in the online observation.

Meanwhile, the lecturer 2 applied one form of reinforcement strategy only in the second meeting of online observation on 21st April 2020. The data can be seen in the dialog below:

> S : "*Alhamdulillah sudah baikan miss, ini tinggal rawat jalan di rumah dan di rumah sakit hehe.*"
> L2 : "***Alhamdulillah Alhamdulillah Alhamdulillah semoga semua sehat selalu****. Today the topic of discussion is implicature.*"

The speaker of S was a student and the speaker of L2 was the lecturer 2. She gave positive verbal statement as the reinforcement to the student's response. Her response was calm and grateful to obtain the others students' attention in the online classroom. Therefore, the interaction occurred in the online classroom.

To sum up, the reinforcement strategy applied by the lecturers in the online classroom in the forms of verbal and non-verbal statement.

Those made the interaction occurred between the students and the lecturer in the Introduction to Research Methodology and the SEMPRAG classes. Moreover, based on the online observation the lecturers obtained the students' attention and knowledge of the material learning by applying the reinforcement strategy.

b. Probing

Based on the research findings, the researcher found out the lecturers utilized the probing strategy in the classroom interaction of Introduction to Research Methodology and the SEMPRAG classes. However, the lecturer 1 was applied the strategy more frequent than the lecturer 2. The sample of probing data of the lecturer 1 as follows:

> L1   : "*Ya. Betul ada 4. **Apa saja?** Yaitu: achievement test, intelligence test, aptitude test and next performance test.*"
> S   : "*Baik pak.*"

The data above obtained by the researcher when online observation of the lecturer 1 at the first meeting on 15th April 2020. The speaker of L1 was the lecturer 1 and the speaker of S was a student in the online classroom. He asked the students about the material to gain more student's answer. His question delivered calmly to the students. However, the lecturer immediately answered the question without waiting the student answer.

In addition, he applied other forms of probing strategy in the classroom interaction. The sample can be seen:

> L1 : "***Apa lagi kira-kira contohnya? Berat badan itu scale tidak?***"
> S : "*Ya, pak.*"

The data obtained by the researcher when online observation of the lecturer 1 at the first meeting. The speaker of L1 was the lecturer and the speaker of S was the students. He asked the students about the material of learning. He deliverd the question calmly to attract the students' responses and assess the students' knowledge. In addition, the students gave response to his question.

Moreover, when the lecturer 1 applied questioning strategies there were several responses that showed the students' responses were not expected by the lecturer.

> L1 : "***Validity itu apa? Reliability itu apa?***"
> S : "*Bingung pak.*"

The finding obtained by the researcher in the classroom interaction. The circumstance happened between the L1 as the lecturer and the S as the student. The lecturer delivered probing calmy in order to gain the students knowledge and responses. However, the students' response showed that they were confused about the material being questioned. Therefore, the lecturer concluded that the materials has to explain more after assessed the students' knowledge from their responses.

Meanwhile, the researcher obtained that there were several responses that showed the students' responses were out of of topics.

The circumstance happened when the lecturer used the probing strategy in the classroom interaction.

> L1 : "***Reliability and validity dalam penelitiannya terdapat darimana? Apa saja?***"
> S : "*Share PPT dong pak. Buat dicatat*"
> L1 : "*Nanti saya share di Google Classroom.*"

The finding above showed that the student's response was out topic and unexpexted by the lecturer. The speaker of L1 was lecturer 1 and the speaker of S was a student. The lecturer asked about the material of learning to assess the students' knowledge. On the other hand, the student responded out of context answer. However, the lecturer gave good respond to the student.

Meanwhile, the lecturer 2 merely utilized 2 forms of probing strategy in the second meeting of online observation. The forms of probing strategy as follows:

> L2 : "*Kalau tadi mbak bilang implicature adalah menaati maksim, **contohnya gimana**?*"
> S : "*Conversational implicature: the participants are adhering to the cooperative principles and the maxims (dari buku Yule) ……. *"

The finding showed that the lecturer applied probing strategy in the classroom interaction. The speaker of L2 was the lecturer 2 and the speaker of S was a student. The lecturer asked probing question calmly to the student in order to attain the student's response and asses the student's knowledge of understanding the material of learning. Furthermore, the student responded with her good answer.

Moreover, by applying probing strategy the students consciously get the correct knowledge. The probing strategy that used by the lecturer when she found the material of the students' presentation was incorrect. The data as follows:

L2   : "**Conventional or Conversational?**"
S   : "*Oh mrs, itu conversational.*"

The finding indicated that the speaker of L2 was the lecturer 2 and the speaker of S was a student. The lecturer asked the probing question enthuciastically to correcting the students' wrong material. Thus, the student responded with the correct material. Therefore, the probing strategy that used by the lecturer increased the student knowledge in the classroom interaction.

Based on the findings avove the lecturers applied probing strategy in the Introduction to Research Methodology and the SEMPRAG classes. However, the lecturer 1 was applied the strategy more frequent and more various forms than the lecturer 2. In addition, the lecturers obtained assessment and the purpose of the teaching learning activity by applying probing strategy in the classroom interaction. Additionally, that strategy built good interaction in the Introduction to Research Methodology and the SEMPRAG classes.

c. Adjust

In this research, the researcher attained the data of adjust strategy that applied by the lecturer in a small quantity. It displayed in the table

4.1 of data finding. The lecturer 1 and the lecturer 2 utilized the adjust strategy in the online classroom with the different form:

> S : "*Ketinggalan pak.*"
> L1 : "***Gimana kok bukunya ketinggalan?***"
> S : "*Lupa pak.*"

The finding showed that the speaker of S was the student and the L1 was the lecturer 1. The lecturer applied the adjust strategy with displeasure to the student's response. Moreover, the student's response was out of topic. Meanwhile, the lecturer attained the data of the students' activeness from the students' response.

On the other hand, the sample of the adjust strategy that applied by the lecturer 2 in the classroom interaction in the form:

> S : "*InsyaAllah tidak miss.*"
> L2 : "***Coba slide ke 5 judulnya apa?***"
> S : "*InsyaAllah tidak.*"

The speaker of S in the finding above was the students and the speaker of L2 was the lecturer 2. The lecturer delivered the question enthusiastically to attract the students' attention and responses. She asked the students' understanding about the presentation material before they presenting the material. Furthermore, the students anwered and responded calmly to the lecturer's question.

Based on the data above, the lecturers applied adjust strategy in the classroom interaction in the different forms and circumstances. Moreover, the lecturers were able created the good interaction and

attained the purpose of teaching learning in the Introduction to Research Methodology and the SEMPRAG classes.

d. Redirect

Based on the data findings, the researcher found out the lecturers applied redirect strategy as the most and frequently used by the lecturers in the online classroom. The lecturer 1 applied 5 forms of redirect strategy in the meetings of online observation. Meanwhile, the lecturer 2 used 4 forms of redirect strategy in the meetings of online observation.

> L1 : "***Ada lagi pertanyaan?***"
> S1 : "*Dikirim lewat apa pak?*"
> L1 : "*Dikirim di google classroom.*"
> S2 : "*Deadline jam berapa pak?*"

The speaker of L1 is the lecturer 1, the speaker of S1 was a student and the S2 was the other student. The lecturer asked the students' participation in the teaching learning activity. He was delivered the question in calm way in order to attract the other students to participate to the material being discussed. Therefore, the students participated and asked the lecturer in the online classroom. Meanwhile, there was a condition that the students were understood about the material of learning when the lecturer applied redirecting strategy:

> L1 : "***Ada pertanyaan lagi?***"
> S : "*Tidak, pak.*"

The finding showed that the speaker of L1 was the lecturer 1 and the speaker of S1 was the students. The lecturer asked the students' participation in the teaching learning activity. He was delivered the

question calmly in order to attract the other students' participation and responses. However, the other students were responded short answer without question that indicated the students understood to the material of learning.

On the other hand, the lecturer 2 applied the redirect strategy in the various forms. The sample of the finding:

> L2 : "***Ada pertanyaan lagi?***"
> S   : "*Latifa.*"

The sample showed that the speaker of L2 was the lecturer 2 and the speaker of S was a student. The lecturer applied redirect strategy enthusiastically in order to attract the other students' participation in the online classroom. Furthermore, there was a response from the student to the lecturer's question.

However, there was a condition of no responses from the students when the lecturer applied redirect strategy, the data:

> L2 : "***Ada pertanyaan lagi?***"
> S   : (…. No response)
> L2 : (…. After 4 minutes) "*Halo?*"
> S   : "Hi, miss."

The sample showed that the lecturer 2 as the speaker of L2 and the students as the speaker of S. The lecturer delivered redirect strategy enthusiastically in order to attract the other students' participation. However, there was no response from the students. After several time, the lecturer asked students' attention by greeting them. Therefore, the

students gave responses to it. The other sample of no responses when redirect strategy applied by the lecturer 2 as follows:

L2 : " .... . **Any other question?**"
S   : (…. No response)
L2 : "*Halo pada kemana?*"
S   : "Not yet miss."

When the lecturer as L2 gave redirect strategy to the students as S in the classroom interaction, there was no responses from them. The lecturer delivered question enthuciastically in order to attract the other students in the online classroom. However, there was no responses from them due to the students were understood to the material of learning and some of them were less active. Therefore, the lecturer asked another question to attract their attention and responses.

Based on the findings above, the lecturers were applied different ways and forms of redirect strategy in the Introduction to Research Methodology and the SEMPRAG classes. Moreover, the strategy applied by the lecturers to attain the students' participation and responses. In addition, the students were active and participate in the classroom interaction. However, sometimes the students did not respond the lecturers' redirect strategy.

e. Rephrasing

In the data finding, the researcher obtained rephrasing strategy also was applied by the lecturer in the classroom interaction. However, the quantity of strategy was few than the redirect strategy. The lecturer 1 applied 3 forms of rephrasing strategy. Meanwhile, the lecturer 2 only

utilized 1 form of rephrasing strategy in the classroom interaction. The sample of the rephrasing strategy that applied by the lecturers as follows:

> L1   : "*Ada yang tahu gak perbedaan antara test and scale?* **What do you know the different between a test and a scale?**"
> S   : "*Belum, pak.*"

The finding showed that the speaker of L1 was the lecturer 1 and the speaker of S was the students. The lecturer asked about the material in calmly way to attract the students' responses. After that, the students respond honestly not mastering the material. Therefore, they need explanation from the lecturer. At the other finding also showed that the lecturer applied rephrasing strategy:

> L1   : "*Lanjut, apasih aptitude test?* ***Apa yang dimaksud aptitude test?***"
> S   : "*Tidak tahu pak.*"

The speaker of L1 was the lecturer 1 and the speaker of S was the students. The lecturer delivered rephrasing strategy calmly in order to gain the students' responses and asses the students' knowledge. Based on the students' response, the lecturer obatained that the students do not know the material of learning. Therefore, he need to explain the material to the students.

> L1   : "*Ada pertanyaan sebelum saya tutup?*"
> S   : "(…… No response)"
> L1   : "***Gak ada yang bertanya?***"
> S   : "*Belum, pak.*"

In addition, the sample above revealed that the lecturer 1 as the L1 used rephrasing strategy to the students as S in the classroom interaction. He delivered rephrasing strategy curiously after there was no response from the students to previous question. His purpose of applying it was to attain the students' responses and participation.

Meanwhile, the lecturer 2 applied the rephrasing strategy merely 1 in the online observation. The finding can be seen:

> L2 : "*Oke. Tidak ada pertanyaan lagi?* **Saya tungguin gak ada yang tanya nih?** *Oke kita sudahi ya*? Thank you for the presenters."
> S : "*Iya miss.*"

The speaker of L2 was the lecturer 2 and the speaker of S was the students. The lecturer delivered rephrasing strategy calmly in order to gain the students' responses to the questions. However, the students did not respond the previous question. Therefore, she delivered more questions with different form but has same meaning to attract the students' responses. In addition, the students responded to the questions.

Based on the findings above, the lecturers applied rephrasing strategy in the online classroom when the students did not answer or gave response to the question. In addition, by applying rephrasing strategy the lecturers obtained the use of it, such as: to attain the students' responses and to asses the students' knowledge to the material of learning in the online classroom. However, the lecturers applied few

forms of the strategy in the Introduction to Research Methodology and the SEMPRAG classes.

f. Using wait-time

In this research, the researcher obtained the data that showed the lecturers also applied using wait-time strategy in the online classroom. The lecturer 1 and the lecturer 2 were applied same quantity of using wait-time strategy but in the different forms. The findings of the strategy as follows:

L1   : "*Apa saja alat-alat penelitian?*"
S   : "(…… No response)"
L1   : **(Using wait-time)** "*Buka bukunya.*"
S   : "*Baik, pak.*"
S1   : "*Ketinggalan pak.*"

The finding showed that the speaker of L1 was the lecturer 1, the speaker of S was the students and the speaker of S1 was a student. The lecturer asked about the material to the students. Therefore, the lecturer gave time lapse to wait the students' response. However, there was no response from them. After that, the lecturer asked them to open their book. Finally, they respond different sentences that indicated there was an interaction in the classroom.

In addition, there was a finding that showed there was no response from the students when the lecturer applied wait-time strategy:

L1   : "…. *Apa itu validity and reliability?*"
        (Using wait-time)
S   : "(…… No response)"
L1   : "*Validity is the accuracy of instrument to the measurement atau valid. Then, reliability refers to consistency of measurement atau konsisten.*"

> L1 : "*Seperti itu ya. Seperti itu untuk pembahasan hari ini tentang tools of research.*"
> S : "*Ya pak.*"

The finding above showed that the speaker of L1 was the lecturer 1 and the speaker of S was the students. He asked about their knowledge of the material to the students. After that, he gave time lapse to wait the students' response. However, there was no response from them. Therefore, he explained calmly the material and statements to the students. After that, they responded to his explanation and statement. In addition, there was a finding that showed he used other wait-time strategy:

> L1 : "*Ada pertanyaan sebelum saya tutup?*"
> S : "(…… No response)"
> L1 : (**Using wait-time**) "*Gak ada yang bertanya?*"
> S1 : "*Belum, pak.*"
> S2 : "*Tidak pak. Terimakasih.*"

The sample showed that the speaker of L1 was the lecturer 1, the speaker of S1 was a student and the speaker of S2 was the other student. The lecturer asked their participation to ask about the material to the students. Therefore, he gave time lapse to wait the students' response. However, there was no response from them. Therefore, he gave more question to gain the students' response. Thus, they responded with different statements.

On the other hand, the lecturer 2 applied using wait-time strategy merely 2 forms. The forms were applied during the online classroom:

> L2 : "*Ada pertanyaan lagi?*"
> L2 : (….. After 4 minutes: **Using wait-time**) "Hallo?"

S   : "Hi miss."
S   : "*Tidak miss*."

The speaker of L2 was the lecturer 2 and the speaker of S was the students. The lecturer delivered a question calmly to attain the students' participation. After that, she gave time lapse to the students. However, there was no response from them. Therefore, she greeted them to attain the students' attention and responses. Thus, they gave responses with greeted her back and answer her question.

In addition, there was finding that showed the lecturer applied similar form of wait-time strategy:

L2 : " …. . Any other question?"
S   : (…. No response)
L2 : **(Using wait-time)** "*Halo pada kemana*?"
S   : "Not yet miss."

The finding showed that the speaker of L2 was the lecturer 2 and the speaker of S was the students. The lecturer asked the students' participation to ask question. After that, she gave time lapse to wait the students' responses. However, there was no response from them. Therefore, she greeted them to attain the students' attention and responses. Thus, they gave responses with answer her question.

Based on the findings above, the lecturers applied using wait-time strategy in the Introduction to Research Methodology and the SEMPRAG classes. The strategy used by the lecturers to gain the students' responses and participation in the online classroom.

Meanwhile, the was no responses from the students when the lecturers applied the strategy.

2. The Advantages of Applying Questioning Strategies

In this research, the researcher obtained data about the advantages of applying questioning strategy in the Introduction to Research Methodology and the SEMPRAG classes. The data collected by the online observation, interview with the lecturers and questionnaire given to the students. According to Donals and Paul (1989) the researcher obtained the advantages of lecturers questioning strategies, as follows:

a. The students became more participate in the online classroom.

Based on the online observation, the researcher found that the lecturers used questioning strategy to increase the students' participation in the teaching learning process. The amount of students' participation increased when the lecturers applied redirect strategy. The expression of lecturer and students' participation can be seen in the form:

L1   : "*Ada lagi pertanyaan?*"
S1   : "*Dikirim lewat apa pak?*"
L1   : "*Dikirim di google classroom.*"
S2   : "*Deadline jam berapa pak?*"

The speaker of L1 was the lecturer 1, the speaker of S1 was a student and the S2 was the other student. He asked about the students' participation in the teaching learning activity. He was delivered the

question in calm way in order to attract the other students to participate to the material being discussed.

In addition, the lecturers stated that by applying questioning strategy can promote the students' performance and attention in the online classroom. One of the lecturer expressed "Sure. The students became more active in the online classroom when I applied questioning strategies". His statement indicated that the questioning strategy can enhance the students' performance in the online classroom.

Additionally, the questionnaire given to the students showed that they were participated when the lecturers give question to them. The data of questionnaire showed 100% students agreed that the questioning strategy can promote the students' participation in the online classroom.

b. The students motivated in the teaching learning activity.

Based on the questionnaire, the students became motivated to the teaching learning process when the lecturers applied questioning strategy. The questionnaire showed 100% students agreed to the question. The question is "*Do you motivated to the teaching learning activity when the lecturer applies the questioning strategies?*". The 10 students responded yes answer in the questionnaire. Moreover, based on the online observation, the students motivated to response and participate in the online classroom when the lecturers delivered questions. One of the expression was showed in the expression:

> L2 : "*Ada feedback? Saya rasa jawabannya jelas. **Ada pertanyaan lain?***"

> S1   : "*Saya miss. Annindia*."
> S2   : "*Annida, miss*."

Thus, the speaker of L2 was lecturer 2, the speaker of S1 was a student (named Annindia) and the speaker of S2 was the other student (named Annida). When the lecturer delivered question to the students, the S1 answer with mention her name before she stated her question. Then, the S2 also responded the question with mention her name too. It indicated that the students motivated to the teaching learning process. The students also motivated to response the lecturers' questions to get the good score of percentage daily score.

c. Increased the students' knowledge in the teaching learning process.

Based on the online observation, the researcher found that the lecturer applied questioning to the students in order to increase the students' knowledge. In the online classroom, the questioning strategies were important due to online learning has inadequate understanding of learning and technical equipment. One of the expressions showed the students' knowledge increasing:

> L1   : "*Apa lagi kira-kira contohnya? Berat badan itu scale tidak?*"
> S   : "*Ya, pak.*"

The speaker of L1 was lecturer 1 and the S was the student. The interaction between the lecturer and the student took placed in the online classroom. The lecturer asksed probing question to the students in order to assess the students' knowledge. The finding showed the students' responses are appropriate to the questions.

Additionally, the questionnaire represented that the lecturers' questioning strategies were useful to increase the students' knowledge. The data of questionnaire showed 100% students agreed to the question "*Do you think that the lecturers' questioning strategies could increase your knowledge in the teaching learning process?*". Therefore, the students' knowledge increased after the lecturers applied questioning strategies in the online classroom.

d. Create good interaction between the students and the lecturers.

Based on the online observation, the researcher obtained circumstance of good interaction between the lecturers and the students in the online classroom. The circumstance happened when the lecturers applied questioning strategies to the students in the online classroom. The finding showed:

L1	: "***Ada lagi pertanyaan?***"
S1	: "*Dikirim lewat apa pak?*"
L1	: "*Dikirim di google classroom.*"
S2	: "*Deadline jam berapa pak?*"

The data took place in the online classroom with the speaker of L1 was the lecturer 1, the speaker of S1 was a student and the S2 was other student. The lecturer asked about the students' responses to the materials were explained by the lecturer in the teaching learning process. He was delivered the question in calm way in order to attract the other students to participate to the material being discussed. Thus, the students' responses and participation create good interaction between the lecturer and the students.

In addition, the questionnaire reported that the lecturers' questioning strategies built interaction in the online classroom. The data showed that the students 100% agreed to the question "*Do you think that the lecturer's questioning strategies could create the good interaction between the lecturer and you in the whole of the teaching learning activity?*". The students were answer '*yes*' to the question without doubt due to that is close question and effective question to gain the real data. Therefore, the questioning strategies that applied by the lecturers in the online classroom created good interaction between the lecturers and the students.

Based on the findings above, the researcher concluded that there were four advantages of questioning strategies that applied by the lecturer in the Introduction to Research Methodology and the SEMPRAG lessons in IAIN Surakarta. The advantages such as: the students became more participate in the online classroom, the students motivated in the teaching learning activity, the students' knowledge increased in the teaching learning process and create good interaction between the students and the lecturers.

B. Discussion

In this research, the researcher obtained and analysed the data to gain the objectives of the research. The data collected through online observation, interviewed 2 lecturers through telephone interview and gave questionnaire to 10 students in the Introduction to Research Methodology and SEMPRAG Lessons at IAIN Surakarta. There were two problem statements in this

research: "What are the kinds of questioning strategies applied by the lecturers in the Introduction to Research Methodology and SEMPRAG Lessons at IAIN Surakarta?" and "What are the advantages of questioning strategies that applied by the lecturers in the Introduction to Research Methodology and SEMPRAG Lessons at IAIN Surakarta?". Towards this, the researcher elaborated the important points of the data as the research findings in order to answer the research questions.

1. Kinds of the lecturer's questioning strategies

Based on the first problem statement, the researcher analised the finding that the lecturer of Introduction to Research Methodology and the lecturer of SEMPRAG Lessons in IAIN Surakarta applied kinds of questioning strategies in the online classroom. The finding showed that the lecturers used similarly strategy in asking questions to the students. The kinds of questioning strategies that applied by the lecturers are: reinforcement, probing, adjust/refocus, redirect, rephrasing and using wait-time. This result of the study is consistent with Rifat's study (2017) with revealed that there are six types of strategies can be used by the lecturers in questioning.

Based on the findings, the researcher found out that the kinds of the questioning strategies that applied by the lecturers are usefull to make the interaction among the students in the online classroom. One of the kinds of the strategy that increase the interaction between the lecturer and the students is probing. When the lecturers applied probing strategy the

students gave responses fast than the other strategy. Moreover, the lecturers applied probing strategy frequently in order to gain the students' participation and to assess their knowledge.

The interaction also happened when the lecturer applied reinforcement strategy in the online classroom. The forms of the strategy that found in the findings are the fewest than the other strategy. The strategy can encourage the students' participation due to reinforcement strategy applied with phrases of positive statements. It is consistent with Cicero statement (2008, p. 163) stated that several forms of positive statements of the strategy can be used by the lecturer to reward the students' correct anwer. The results indicate that the strategy also can enhance the students' motivation after received the positive statements.

In addition, there are other strategies that applied by the lecturers in the online classroom: adjust strategy, redirect strategy, rephrasing strategy and using wait-time strategy. The strategies used by the lecturers in conscious and sametimes unconscious in the online classroom. The adjust strategy applied by the lecturer in the classroom when the students' responses were out of context. The result demonstrates a correlation with Rifat's study (2017, p. 28) that stated when a student provides a response that appears out of context, the lecturer can refocus to encourage the student to tie her response to the content being discussed. Furthermore, the lecturers applied the strategy to attain the students' responses that corresponding to the materials being discussed in the online classroom.

However, the lecturers merely utilized few forms of adjust strategy in the online classroom. On the other hand, the is interaction between the lecturers and the students when the lecturers applied the strategy.

Furthermore, the lecturers also applied redirect strategy in the online classroom. The redirect strategy used by the lecturers when there is no response from the students in the online classroom. Therefore, the lecturers applied the strategy to obtain more students' responses. This analysis consistent with the Cicero's study (2008, p. 161) stated that redirecting questions which is a technique to increase the amount of students' participation and allows the lecturer to draw students into a discussion by asking them to response to a question. Thus, the lecturers can promote the interaction among the students in the online classroom by applying the strategy. On the other hand, the strategy became a tool to assess the students' understanding and activeness in the online classroom. It is supported in the finding, that frequently students gave responses and sometimes they do not give response when the lecturers applied the strategy.

The interaction in the online classroom also can be promoted by the rephrasing strategy that used by the lecturers. The finding showed that the lecturers used more question that have similar meaning to the previous question in the teaching learning activity in order to attain the students' responses. This is supports by Fritriati et al (2017, p. 221) defines rephrasing as a question is expressed in another way to gain the students'

answer. The strategy is similar with the redirect strategy in the timing, when there is no response from the students then the lecturer applied the strategy. Therefore, it can promote the students to response and answer the question. Moreover, the strategy is used to assed the students' knowledge. Meanwhile, the lecturers applied few froms of the strategy than the redirect strategy in the online classroom.

In addition, the last strategy that applied by the lecturers in the online classroom is using wait-time. The strategy is used to increase and attain the students' response. However, the results contradict to the theory of Christenbury and Kelly, 1983) that showed using wait-time strategy can not increase or promote the students' responses or answers. Meanwhile, there is interaction between the lecturers and the students when the lecturers applied using wait-time strategy in the online classroom.

2. The advantages of lecturer's questioning strategies

Based on the second problem statement, the researcher analised the finding that there were kinds of questioning strategies that applied by the lecturer of Introduction to Research Methodology and the lecturer of SEMPRAG Lessons in IAIN Surakarta. Additionally, the researcher obtained that there are four advantages of applying questioning strategies in the online classroom. The advantages are the students became more participate in the online classroom, the students motivated in the teaching learning activity, increased the students' knowledge in the teaching learning process and created good interaction between the students and the

lecturers. The result also showed that by applying questioning strategies, the interaction built between the lecturers and the students. Moreover, the students became more motivated to participate among the lecturers in the online classroom.

Based on the findings, the first advantage of applying questioning strategies is the students became more participate in the online classroom. It is consistent with the theory of Donals and Paul (1989) that showed the lecturers' questioning strategies can increase the students' participation in the online classroom. Therefore, the questioning strategies became as an instructional tool that enable the lecturers to encourage and support the students to participate in the online classroom.

In addition, the second advantage is the students motivated in teaching learning activity. This is also consistent with the theory of Donals and Paul (1989) that showed the students more motivated to the teaching learning activity when the lecturers applied questioning strategies in the online classroom. Therefore, the questioning strategies became as a motivational tool to increase the students' participation, recognition and ativeness in the online classroom.

Furthermore, the third advantage of questioning strategies is increase the students' knowledge in the teaching learning process. This is also convenient with the theory of Donals and Paul (1989) that showed the lecturers can assess the students' thinking, understanding and knowledge when thwy applied questioning strategies. It increased the students'

knowledge the lecturers applied it with technique that suitable and enable the students to more easy in understanding and attain their knowledge.

In addition, the last advantage of lecturers' questioning strategies is created good interaction between the students and the lecturers. It is showed in the finding that there is good interaction between the students and the lecturers when the lecturers applied questioning strategies in the online classroom. The forms of interaction are students' responses, lecturers' questions, leccturers' answers and the vise versa of questioning and answering in the online classroom.

Based on the finding above, the result was answered and explained the objectives of the research. However, this research is far from perfection. Therefore, the researcher suggested for the further research is needed to establish and limit the kinds of questioning strategies that convenient in the teaching learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research explained kinds of the questioning strategies and the advantages of lecturer's questioning strategies that applied by the lecturer's in Research Methodology and SEMPRAG Lessons at IAIN Surakarta. Based on the findings, the researcher found that the lecturers applied six kinds of questioning strategies during the teaching learning process in the online classroom. They used reinforcement, probing, adjust, redirect, rephrasing and using wait-time strategy. The probing strategy was applied frequently by the lecturers in all sessions of teaching learning activity. Meanwhile, the reinforcement strategy was applied only few times by each lecturer.

In addition, the researcher obtained that there were four advantages of applying questioning strategies in the online classroom. The advantages are the students became more participate in the online classroom, the students motivated in the teaching learning activity, the students' knowledge were increased in the teaching learning process and create good interaction between the students and the lecturers. The result also showed that by applying questioning strategies, the interaction built between the lecturers and the students. Moreover, the students became more motivated to participate among the lecturers in the Research Methodology and SEMPRAG Lessons at IAIN Surakarta.

B. Suggestion

After conducting the research, the researcher wants to presents some suggestions to the lecturers, to the students and to the future researcher. The suggestions are as follows:

1. To the lecturers

    Based on the result of the research, the researcher suggests that lecturers should apply more frequently questioning strategies in the teaching learning activity to create good interaction among the students in the classroom. In addition, the lecturers should be more creative to create the interaction to attain the purpose of teaching learning process.

2. To students

    The researcher suggests that the students should prepared the materials of learning before classroom be held in order to built the good teaching learning process in the classroom. Additionally, the students should be active in the classroom to attain the good score and knowledge.

3. To the future researcher

    The results of this study can be used as a basis for further research. Therefore, the future research should aware and make improvement of the imperfection of this research.

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APPENDICES

Appendix 1. Fieldnotes of the Online Observation

In this study, the researcher did the online observation three times on each lecturers' teaching learning process in the classroom. The transcripts are:

a. The Transcript of the online observation lecturer 1

1) The first online observation was on 15th April 2020

> L: "Check check, terdengar suara saya?"
> S: "Dengar pak."
> S: "Terdengar pak."
> S: "Tidak pak."
> L: "Coba dicheck sinyalnya yang belum bisa dengar."
> S: "Baik pak."
> L: "Check lagi sambil menunggu yang lain bergabung, sudah terdengar suara saya?"
> S: "Sudah pak."
> S: "Dengar pak."
> L: "Baiklah. Kita mulai kelas pagi ini. Assalamu'alaikum Warramatullahi Wabarakatuh."
> S: "Wa'alaikumsalam Wr. Wb."
> S: "OK. Pak. Wa'alaikumsalam Wr. Wb."
> L: "OK. Now, we are going to learn chapter 8 part 4 page 200 Fundamental of Measurement."
> L: "The opening is Tools of Research. Ada yang tahu gak, perbedaan antara test and scale? What do you know the different between a test and a scale?"
> S: "Belum pak."
> L: "Apa saja alat-alat penelitian?"
> S: "(….. No response)"
> L: "Buka bukunya."
> S: *"Baik, pak."*
> S: "Ketinggalan pak."
> L: "Gimana kok bukunya ketinggalan?"
> S: "Lupa pak."
> L: "Yaudah diperhatikan."
> L: "Burem ya tulisannya?"
> S: "Iya pak, burem."
> L: "Saya jelaskan sambil dibuka bukunya."

L: "Tools of research yang pertama yaitu test. Test is a series of questions that is used to determine a person's ability or understanding of something. There are four types of test in the research: achievement test, intelligence test, aptitude test and next performance test."

L: "Ada berapa tadi?"

S: "Ada 3 pak."

S: "Ada 4 pak."

L: "Ya. Betul ada 4. Apa saja? Yaitu: achievement test, intelligence test, aptitude test and next performance test."

S: "Baik pak."

L: "Lanjut, apasih aptitude test? Apa yang dimaksud aptitude test?"

S: "Tidak tahu pak."

L: "Tes. Masih lancar gak nih sinyalnya?"

S: "Muter-muter pak."

S: "Muter terus pak. Saya juga ikut muter gadapet sinyal."

L: "Sinyalnya itu. Coba ganti tempat"

L: "Sinyalnya masih oke ya?"

S: "Lancar pak."

S: "Alhamdulillah lancar pak."

L: "Ok. Lanjut ke materi. Apa itu scales?"

L: "A scale is device or an object used to measure or quantify any event or another object. Contoh scale yaitu nominal scale, ordinal scale, interval scale, dan ratio scale."

L: "Apa lagi kira-kira contohnya? Berat badan itu scale tidak?"

S: "Ya pak."

L: "Betul, itu masuk ke ratio scale. Sekarang ke validity dan reliability. Apa itu validity and reliability?"

S: "(…… No response)"

L: "Validity is the accuracy of instrument to the measurement atau valid. Then, reliability refers to consistency of measurement atau konsisten."

L: "Seperti itu ya. Seperti itu untuk pembahasan hari ini tentang tools of research."

S: "Ya pak."

S: "Baik pak."

L: "Ada pertanyaan sampai sini? Sambil minum kopi dulu silahkan bertanya."

S: "Tidak pak."

L: "Kok yang respon cuma sedikit ini?"

L: "Tes. Masih lancar ya? Sinyalnya ya?"

S: "(…… No response)

L: "Cek cek. Halo?"

S: "Hai"

L: "Sinyalnya masih lancar ya?"

S: "Iya pak. Masih."

S: "Saya mau tanya pak."
S: "Tanyanya nanti saja pak di google classroom."
L: "Ok. Saya beri tugas buat Mind Map about Tools of Research."
S: "Dikumpulkan kapan pak?"
L: "Submitted on 17th April 2020. Paham kira-kira?"
S: "Iya pak. Paham."
S: "Baik pak."
L: "Ada lagi pertanyaan?"
S: "Dikirim lewat apa pak?"
L: "Dikirim di google classroom."
S: "Deadline jam berapa pak?"
L: "Deadline pukul 24.00. Paham kan?"
S: "Paham pak. Makasih pak."
L: "Ada pertanyaan lagi?"
S: "Tidak, pak."
L: "Ok. Kalau tidak ada, saya akhiri. Next online classroom Kamis 9 pm. Akhirukalam Wassalamu'alaikum Warahmatullahi Wabarakatuh."
S: "Wa'alaikumsalam."
S: "Wa'alaikumsalam. Oke pak."

2) The second online observation was on 18th April 2020

L: "Sudah pada gabung belum?"
S: "Sudah beberapa pak."
L: "Baiklah. Assalamu'alaikum Wr. Wb. Selamat malam semua."
S: "Wa'alaikumsalam Wr. Wb."
S: "Selamat malam pak."
L: "Baiklah kita mulai online classroom kita dengan membaca basmallah bersama"
S: "Bismillahirrahmanirrahim"
L: "Pertemuan kemaren sudah saya bahas sedikit tentang Validity and Reliability ya?"
S: "Ya pak"
S: "Betul pak"
L: "Validity itu apa? Reliability itu apa?"
S: "Bingung pak"
L: "Kalau bingunng kita bahas"
S: "Ya pak. Tolong dijelaskan"
L: "Baiklah bisa dilihat di PPT. Validity refers to how accurately a method measures what is intended to measure. If research has high validity, that means it produce results that correspondence to real properties, characteristic and the variations in the physical or social world"
L: "Suara saya sudah terdengar?"
S: "Muter-muter pak."

L: "Tadi sampai mana ya?"

S: "Pak, besuk di YouTube saja."

S: "Ya pak. Di YouTube bisa di download."

L: "Gitu ya?? Ya di-subscribe sampai 1.000 nanti baru bisa begini – live."

S: "Baik pak. Lama sepertinya."

S: "Ya pak. Nanti di-subscribe kok."

L: "Hallo. Cek cek. Bisa mendengar suara saya lagi? Hallo?"

S: "Hallo, pak."

S: "Bisa, pak."

S: "Ada pak."

S: "Udah pak. Minta di-refresh ternyata."

L: "Tadi sampai ensuring validity ya?"

S: "Ya, pak."

L: "Reliability and validity dalam penelitiannya terdapat darimana? Apa saja?"

S: "Share PPT dong pak. Buat dicatat."

L: "Nanti saya share di Google Classroom."

S: "Okay."

L: "Bisa dilihat di PPT. Reliability and Validity in Research dapat dilihat dari Literature review, Methodology, Results, Discussions, and Conclusion. Semuanya harus konsisten."

S: "(…… Thumbs up)"

L: "Begitu ya teman-teman?"

S: "Ya pak. (…… Thumbs up)"

L: "Inti materinya akan saya ringkas atau kalian mau presentasi?"

S: "Rangkum secara singkat saja pak."

L: "Validity and reliability are very important in research. Those are needed in measuring the research to get the valid and consistency of data."

S: "(…… Thumbs up)"

L: "Saya kira itu saja. Ada pertanyaan sebelum saya akhiri?"

S: "Belum, pak."

S: "Tadi ada, udah kejawab pak."

L: "Ada pertanyaan sebelum saya tutup?"

S: "(…… No response)"

L: "Gak ada yang bertanya?"

S: "Belum, pak."

S: "Tidak pak. Terimakasih."

L: "Baiklah saya akhiri pertemuan hari ini dengan membaca *Alhamdulillahirabbil-'alamin. Wassalamu'alaikum Wr.Wb.*"

S: "*Wa'alaikumsalam.*"

S: "*Wa'alaikumsalam*, terimakasih pak."

3) The third online observation was on 23rd April 2020

> L: "*Assalamu'alaikum Wr. Wb.* teman-teman"
> S: "*Wa'alaikumsalam*, pak"
> S: "*Wa'alaikumsalam*"
> L: "Bagi teman-teman yang masih bingung experimental research, pada pertemuan sebelumnya sudah kita bahas ya?"
> L: "Bahwa dalam research ada 2 macam: experimental dan non-experimental research."
> S: "Iya, pak"
> L: "Kalau experimental research itu apa? Ciri-cirinya adalah manipulative and control variable."
> S: "Baik, pak."
> S: "(…… Thumbs up)"
> L: "Experimenter itu? Kita ya?
> S: "Yes, Sir."
> L: "Itulah ya? Jadi, kalau Anda baca buku pasti sudah paham."
> S: "Baik, pak."
> L: "Tadi yang sudah saya sampaikan paham? Jadi, pada experimental ada 3 hal yang paling penting. Yang pertama, control, kemudian manipulative dan observation and measurement."
> L: "Begitu ya? Jadi, ada tiga karakteristik experimental."
> S: "Baik, pak."
> S: "Yes, Sir."
> L: "Kita juga harus memperhatikan validity. Minggu lalu, kita sudah membahas validitas dan reabilitas ya?"
> S: "Yes, Sir."
> L: "Ada dua macam validitas ya? Yakni: validitas internal dan validitas ekstrernal."
> S: "Iya, pak."
> L: "Apa itu internal validity? Ini kok font-nya susah ya. Saya ganti dulu ya? Bentar ya?"
> S: "Iya, pak."
> L: "Hah, ini enak ya? Nah, ini enak, OK."
> S: "Ya, pak."
> L: "Jadi, validitas internal itu berkaitan dengan?"
> S: "(…… No response)"
> L: "Sebentar, jangan-jangan masih bingung tentang variabel? Mudah-mudahan tidak ya?"
> S: "Tidak, pak."
> L: "Contoh, faktor gaji terhadap kinerja yang baik. Nah, gaji itu adalah dependent variable dan kinerja yang baik adalah independent variable. Jadi, 2 variabel yang saling mempengaruhi."
> S: "Baik, pak."
> L: "Sekarang kita ke threats ya. Apa threat itu?"

S: "Tidak tahu pak."

L: "Threats to internal validity yaitu ancaman terhadap validitas internal. Ada banyak bisa dibaca di slide ya. Ada history, maturation, testing, instrumentation, statistical regression, selection bias, selection maturation interaction, and more."

S: "Baik, pak."

S: "(...... Thumbs up)"

L: "Ok. Jadi, validity itu dipengaruhi oleh banyak hal. Apa itu? Baca bukunya ya. Nanti, yang sudah bisa tanya saya."

S: "Baik, pak."

L: "Ini salah ketik ya. Ini bukan rate, tapi ini adalah faktor-faktor yang mempengaruhi validity ya. Silahkan dibaca."

S: "Baik, pak."

S: "Siap, pak."

L: "Ada pertanyaan?"

S: "Tidak, pak."

S: "Belum ada pak."

L: "Baiklah, tugas kalian, silahkan buat Mind Map chapter 10 and chapter 11."

S: "Siyap, pak."

S: "Jangan banyak-banyak pak."

S: "Waw, mantap."

S: "Chapter 10 and 11 pak?"

L: "Betul. Buat Mind Map chapter 10 and 11 dan dibaca chapter 11 ya. Submitted Jum'at, 24th 2020 at 24.00."

S: "Baik, pak."

S: "Buat Mind Map chapter 10 dan 11. Baca chapter 11."

S: "Jum'at besuk itu pak?"

L: "Iya, Jum'at besuk."

S: "Submit dimana pak? GC?"

L: "Iya, submit di Google Classroom ya."

S: "OK. Pak."

S: "Baik, pak."

L: "Ada pertanyaan lagi?"

S: "Tidak, pak."

S: "Belum, pak."

L: "Baiklah, kalau tidak ada. Kita tutup pembelajaran hari ini dengan membaca hamdallah bersama. Alhamdulillahirabbil'alamin. Wassalamu'alaikum Wr. Wb."

S: "Alhamdulillahirabbil'alamin"

S: "Wa'alaikumsalam Wr. Wb."

S: "Wa'alaikumsalam, terimakasih pak."

b. The Transcript of the online observation lecturer 2

1. The first online observation was on 14th April 2020

L: "Assalamu'alaikum Wr. Wb, Good morning everyone. Hope you are fine today. Today is my turn to present the materials about Implicature and Maxims. I have prepared the slides containing my voices in Google Classroom. Please download the slides and you may ask questions later on."

S: "Wa'alaikumussalam Wr. Wb. Morning miss."

L: "I will give you 20 minutes to read and understand the slides. Then, you may ask questions. Time is yours."

S: "Wa'alaikumsalam miss, morning miss."

S: "OK, miss."

S: "Wa'alaikumsalam Wr. Wb. Oke miss."

S: "Wa'alaikumussalam, oke miss."

L: "Oke, let's start. Anyone wants to ask question? Mention your name first."

S: "Siti Alifah."

S: "Clarissa."

S: "Annindia Febrianti mau tanya miss. Kalau lawan bicara tidak paham bahwa kita sedang menggunakan implikatur bagaimana miss? Kita harus menjelaskan secara langsung atau menggunakan implikatur lain?"

S: "Lani."

S: "Mila miss."

L: "Siti Alifah, Clarissa, Mila please."

S: "Mrs. Saya ingin bertanya, apakah implicature itu harus tidak memenuhi cooperative principles? Seperti contoh njenengan di bagian contoh maxim of relations itu. Yang "I'm still in the bathroom" Karena di materi presentasi saya minggu depan di bagian conversational implicature itu adalah implicature yang terjadi di dalam percakapan yang mematuhi cooperative principles mrs."

S: "Yang contoh maxim of relation kalimat X: Mam, there is a phone call for you. Y: I am still in the bathroom. Itu bukane bisa berkaitan dan relevan juga ya miss? Kalau ibunya memang sedang di kamar mandi. Bisa dijelaskan mungkin kok bisa salah miss hehe."

S: "Miss, adakah ciri-ciri yang menandai bahwa perkataan penutur termasuk dalam violating the maxim of quality?"

L: "Implicature adalah ujaran yang maknanya tersirat, apa yg dikatakan tidak sama dengan apa yg dimaksud, maka implicature pasti terjadi jika ada pelanggaran Maxims."

S: "Kalau begitu lalu bedanya implicature dengan non observance of the maxims bagaimana mrs? Karena keduanya tidak mematuhi maxims."

L: "Bisa dijelaskan mungkin kok bisa salah miss hehe. Di dalam Pragmatics itu context bound ya, jadi tidak ada salah benar, karena semua berkaitan dengan konteks. Tanda X yg saya

tambahkan di slide berarti melanggar Maksim bukan salah. Melanggar maxim of relation artinya apa yg dijawab tidak nyambung/tidak relevan dengan apa yang ditanyakan secara langsung. harusnya kalau diberi tahu. Mam, there is a phone call for you, maka jawabannya yes atau no atau OK, wait a minute atau OK give it to me. Kalau dijawab seperti ini maka relevan. Tapi, kalo dijawab: aku lagi di kamar mandi. Kan gak nyambung secara literal ya, tapi karena melanggar maksim maka ini implicature maknanya tersirat maksudnya, aku ga bisa angkat telfon karena lagi di kamar mandi.

Kalau begitu, lalu bedanya implicature dengan non observance of the maxims bagaimana mrs? Karena keduanya tidak mematuhi maxim. Jawabannya, non observance the maxim itu pelanggaran maksimnya, hasilnya berupa implicature. Kamu bisa melanggar maksim quality quantity dan sebagainya dalam bentuk flouting maupun violating, ujarannya menjadi implicature."

S: "Baik mrs."

S: "Baik paham miss terimakasih."

L: "Miss, adakah ciri-ciri yang menandai bahwa perkataan penutur termasuk dalam violating the maxim of quality? Jawabannya, violating maxim adalah ujaran yang sengaja dibuat penutur untuk berbohong, maksim of quality berarti tidak mengatakan hal yg salah atau hal yg kita tidak yakini kebenarannya. Violating Maxim of Quality berarti ketika penutur sengaja menutupi kebenaran agar lawan tuturnya gak tau kebenaran tersebut.

Mbak Siti, coba dari apa yg sudah kamu baca untuk presentasi minggu depan. Kalau tadi mbak bilang implicature adalah menaati maksim, contohnya gimana?"

S: "Conversational implicature: the participants are adhering to the cooperative principles and the maxims (dari buku Yule) Contoh:
Charlene: I hope you brought the bread and the cheese.
Dexter: Ah, I brought the bread."

L: "Charlene: I hope you brought the bread and the chesee.
Dexter: Ah, I brought the bread. Ya gak menaati dong."

S: "Iya mrs. Saya terkecoh sama arti dari conversational implicature."

L: "Kuharap kamu bawa roti dan keju. Ah, yang tak bawa roti. Berarti flouting the maxim of quantity."

S: "Baik miss, terimakasih atas jawabannya."

S: "Oh baik mrs, paham. Jadi, nanti mengenai penjelasan makna conversational implicature saya cari lagi ya mrs."

L: "Harusnya yg dibawa bread and cheese, tapi bawanya only bread."

S: "Baik mrs, terimakasih."

L: "Dari buku Yule itu sebenarnya bagian ini "the participants are adhering to the cooperative principles and the maxims" adalah harapan di setiap percakapan terjadi. Bahwa semua participants akan mematuhi cooperative principles. Tapi, yang terjadi di contoh Dexter sama Charlene itu, Dexter tidak menaati cooperative principles terutama Maxim of Quantity. Next question."

S: "Anindia."

S: "Lani."

S: "Baik mrs. Terimakasih."

L: "Anindia dan Lani."

S: "Lalu, apakah dalam percakapan kita sehari hari jika menggunakan flouting atau violating tadi justru akan efektif dan mudah di pahami miss?"

S: "Kalau misal lawan bicara tidak paham bahwa kita sedang menggunakan implikatur bagaimana miss? Kita harus menjelaskan secara langsung atau menggunakan implikatur lain?"

L: "Lalu Apakah dalam percakapan kita sehari hari jika menggunakan flouting atau violating tadi justru akan efektif dan mudah di pahami miss? Komunikasi tentu lebih efektif jika tanpa flouting maupun violating. Tapi, kadang menjadi tidak santun jika apa-apa diungkapkan secara langsung, atau justru sebaliknya ada niat untuk menyindir dan sebagainya.

Kalau misal lawan bicara tidak paham bahwa kita sedang menggunakan implikatur bagaimana miss? Kita harus menjelaskan secara langsung atau menggunakan implikatur lain? Jawabannya, tergantung penutur dan tergantung konteks. Gak ada rules-nya hehe

Contoh orang mau bohong pasti pakai violating, lawan bicara gak sadar lagi dibohongi. Ya sudah selesai ta. Masak mau bilang 'aku tadi bohong loh' padahal niatnya beneran mau bohong haha.

Intinya dalam berkomunikasi ya gak ada aturan resmi, semua tergantung konteksnya.

Ada pertanyaan lagi?"

S: "Latifa."

L: "Iya mbak Latifa."

S: "Miss, apakah implicature bisa terjadi melalui chatting? Misalnya via WA gitu miss."

L: "Bisa banget. Mesti kalian juga pernah. Misalnya ini lagi chatting kuliah kayak gini, sudah mau selesai. Terus ada yg barusan nongol kirim chat: 'Miss, maaf saya baru gabung. Baru bangun.' Kemudian, saya jawab: 'Harusnya bangun lebih siang lagi.' Jawaban saya flouting maxim of manner dan

relevan. Hasilnya, implicature maksudnya nyindir. Implicature dapat terjadi di bahasa tulis maupun lisan intinya."

S: "Sama dengan satire miss?"

L: "Yes, tapi satire biasanya berhenti di semantic. Tapi, bisa masuk pragmatik juga ketika berkaitan dengan konteks. Satire muncul, karena ada implicature. Di papan reklame di daerah solo ada tulisan kayak gini: 'jika kata tak lagi bermakna, pakai gambar dong.' Nah ini implicature flouting maxim. Dia ngiklan sebenernya mau bilang "pasang o iklan di sini" tapi dibuat implicature agar lebih menarik.
Ada pertanyaan lagi?"

L: (….. after 4 minutes) "Halo?"

S: "Hi miss."

S: "Hi mrs."

S: "Tidak miss."

S: "Sudah jelas kalau saya miss."

L: "Wes do mudeng kabeh?"

S: "Alhamdulillah sudah paham miss."

S: "Sudah miss."

S: "Alhamdulillah sampun mis."

S: "InsyaAllah sudah mrs."

S: "Sudah miss, terimakasih penjelasannya."

S: "Paham miss."

L: "Oke deh, mudah-mudahan beneran paham."

S: "Iya miss."

L: "If there is no other question we may close our meeting today, thank you everyone. Mohon dari materi setelah mid sampai selesai dipahami baik baik karena UAS-nya nanti membuat resume dengan bahasa sendiri alias no copy paste semua materi Pragmatics."

S: "Iya miss."

L: "Thank you. Wassalamu'alaikum Wr. Wb."

S: "Baik miss."

S: "Siap miss. Terimakasih. Wa'alaikumsalam Wr. Wb."

S: "Thank you miss, wa'alaikumsalam Wr. Wb."

S: "Wa'alaikumsalam, thank you miss."

2. The second online observation was on 21st April 2020

L: "Assalamu'alaikum Wr. Wb. Kelas dimulai jam 7.15."

S: "Wa'alaikumsalam, OK. Miss."

S: "Wa'alaikumsalam, siap miss."

S: "Wa'alaikumsalam, baik miss."

S: "Wa'alaikumsalam Wr. Wb. baik miss."

L: "Assalamu'alaikum Wr. Wb. Good morning girls and boy!!! Miss you so much wkwk."

S: "Wa'alaikumsalam Wr. Wb. Morning mrs."

S: "Wa'alaikumussalam morning miss."

S: "Wa'alaikumussalam OK miss."

S: "Wa'alaikumussalam morning miss."

L: "Semoga semua sehat selalu yaaa… Mba Siti Tentrem udah baikan???"

S: "Wa'alaikumsalam morning miss."

S: "Miss you too miss."

S: "Alhamdulillah sudah baikan miss, ini tinggal rawat jalan di rumah dan di rumah sakit hehe."

L: "Alhamdulillah Alhamdulillah Alhamdulillah semoga semua sehat selalu. Today the topic of discussion is Implicature."

S: "Aamiin miss."

L: "Mba Rika and friends will be presenters today. Before we start the discussion session, kelompoknya mba Rika ada slide yang perlu direvisi gak?"

S: "InsyaAllah tidak miss."

L: "Coba slide ke 5 judulnya apa?"

S: "Insyaallah tidak."

L: "Conventional or Conversational?"

S: "Oh mrs, itu conversational."

S: "Conversational."

S: "Maaf ralat Mrs. Mungkin teman saya salah ketik."

L: "Nah please tell your friend first."

S: "Hehe salah ketik miss."

S: "Teman-teman untuk slide yang tipe implicature yang pertama itu conversational implicature ya bukan conventional implicature."

S: "Okey."

S: "Iya."

L: "Teman-teman untuk silde yang tipe implicature yang pertama itu conversational implicature ya bukan conventional implicature, ada di slide ke 5."

S: "Oke siap."

S: "OK."

L: "OK. We will rin the discussion as usual. Please read and understand the slides for 15 minutes and prepare a question. We only have 3 discussions left, so I hope those who have never asked questions during the discussion can be active today. Daily score reward is worth for 20% of the total score, jadi yang sama sekali gak pernah aktif di kelas bisa dapat 0 padahal presentasenya 20%. Gitu ya. Silahkan dibaca slide-nya. 15 minutes starts from now."

S: "Baik miss."

S: "OK. Miss."

L: "Time is up. Anyone wants to ask questions? Mention your name first."

S: "Mila."

S: "Rini."

S: "Andin."

S: "Siti."

S: "Ima."

S: "Mau Tanya di bagian tanda (+>) itu gimana cara bacanya sama penjelasan bagian scalar implicature?"

L: "Ima and Siti Tentrem."

S: "Bisa dijelaskan pada indefinite implicature, that a/an X -> not speaker's X. Itu maksudnya bagaimana ya?"

S: "Saya mau tanya. Apa yang dimaksud tidak diperlukan pengetahuan khusus untuk mengetahui arti tambahan pada conversational implicature?"

L: "Please answer the questions, presenters."

S: "Untuk pertanyaanya mbak Andin, tanda (+>) itu maksudnya kaya tanda panah, yang menunjukkan maksudnya. Lalu bagian scalar implicature, scalar implicature itu adalah implikatur yang memuat informasi yang terdapat kata yang mana mengekspresikan nilai suatu ukuran yang terjadi dalam percakapan, nilai suatu ukuran atau tingkatan seperti all, most, always, dll. Unruk pertanyaanya mba Siti, maksudnya a/an X itu bukan miliknya yang ngomong. Karena, a/an itu-kan tidak spesifik seperti kalua kita bilang my/your X dan itu jelas bukan punyanya yang ngomong."

S: "Iya, makasih mbak."

S: "Untuk pertanyaannya mbak Ima, maksudnya adalah kita sudah paham dengan jawabannya. Jadi, kita tidak perlu menarik kesimpulan. Karena, jawabannya pada PPT si Mary menjawab dia mengundang Bella. Jadi, udah jelas. Cuma Bella yang diundang."

L: "Sudah jelaskah?"

S: "Oh iya iya Alifah. Terimakasih."

S: "Iya."

L: "Maaf internet saya putus."

S: "Iya tidak apa-apa Mrs."

L: "Let me give you a clearer explanation."

S: "Baik miss."

L: "So, Yule divides conversational implicature (implikatur yang timbul dari sebuah percakapan) into 2: generalized and particularized implicatures. generalized implicature does not need special knowledge to figure out the meaning.

X: Will you come to the party with your mother and father?

Y: I will come with my mother.

Jawaban dari Y bisa langsung dipahami oleh X bahwa Y hanya akan datang bersama her mother. Tidak perlu ada interpretasi lain dari pertanyaan tersebut.

That is generalized implicature.
Meanwhile, particularized implicature needs special knowledge to figure out the meaning. contohnya:
X: Did you come to the party last night?
Y: My parents came to visit me last night.
Jawaban Y bukan hanya berarti memberi tahu jika semalam orang tuanya datang. Tetapi X bisa memahami bahwa jawaban tersebut berarti bahwa Y tidak datang di party semalam karena orang tuanya datang berkunjung. Contoh lain:
X: Kamu sudah ngerjain PR nya miss ikke?
Y: Semalam aku ketiduran
Itu particularized implicature.
Contoh lagi:
X: Kamu liburan ini beneran mau liburan ke Paris dan London?
Y: Cuma ke London sih
Itu namanya generalized implicature.
Ada pertanyaan?"

S: "Sementara belum miss."
S: "Tidak miss, bisa dilanjut."
S: "Belum miss."
S: "Sementara belum ada miss."
L: "Generalized implicature juga bisa pakai scalar (pakai kata2 yang menunjukkan skala kayak most, all, none, often, sometimes, dan sebagainya) ataupun indifinite (a/an)."
L: "Contoh pakai scalar:
X: Did all students come to the seminar?
Y: Only some of them.
Artinya, X: apakah semua mahasiswa datang seminar? Y: cuma beberapa saja.
Itu juga implicature yang masuk generalized scalar. Gak perlu background knowledge atau singkatnya gak perlu mikir buat paham artinya.
Any other question?
S: (…. No response)
L: "Halo pada kemana?"
S: "Not yet miss."
S: "Hi, miss."
S: "Tidak miss. Yang itu sementara belum."
S: "Masih disini mrs. Belum ada pertanyaan."
S: "Tidak mrs, sampai sini paham."
L: "Coba saya tanya ke presenter."
L: "So, what is meant by conversational implicature?"
S: "Implikatur yang tidak terjadi dalam percakapan dan itu merupakan sebuah ungkapan/ kalimat."
S: "Implikasi konversasional tidak didasarkan pada prinsip kerja sama atau prinsip. Mereka tidak harus muncul dalam

percakapan, dan mereka tidak bergantung pada konteks khusus untuk interpretasi mereka."

S: "Conversational implication adalah implikatur yang berhubungan dengan kata yang spesifik yang terdapat pada ucapan kita miss."

L: "Kasih contoh!"

S: "My friends were poor, but honest."

S: "Even John came to the party, makna yang sebenarnya adalah contras dari yang diharapkan."

L: "Oke. Conversational implicature tidak terjadi dalam percakapan ya. Biasanya ditandai dengan munculnya kata-kata seperti but, even, dan sebagainya."

L: "Oke. Tidak ada pertanyaan lagi? Saya tungguin gak ada yang tanya nih. Oke kita sudahi ya. Thank you for the presenters."

S: "Iya miss."

L: "See you next week. Wassalamu'alaikum Wr. Wb."

S: "Baik miss."

S: "Wa'alaikumsalam Wr. Wb."

S: "Siap miss, see you too."

S: "Baik miss, terimakasih atas penjelasannya."

S: "See you miss. Thank you. Wa'alakumsalam Wr. Wb."

3. The third online observation was on 28th April 2020

L: "Assalamu'alaikum Wr. Wb. Kita mulai jam 7.30 WIB sesuai jadwal kuliah selama Ramadhan menurut se-dekan FAB ya."

S: "Wa'alaikumsalam miss."

S: "Wa'alaikumsalam Wr.Wb. miss."

S: "Wa'alaikumussalam Wr. Wb., Iya miss."

S: "Wa'alaikumsalam, baik mis."

L: "Asssalamu'alaikum Wr. Wb. Good morning everyone. Welcome to our 13th meeting today. We are going to discuss Speech Act atau Tindak Tutur."

S: "Wa'alaikumussalam Wr. Wb. Morning miss."

S: "Morning miss."

S: "Wa'alaikumsalam morning miss."

L: "Before we start today's discussion, I think today will be our last discussion. Next week will be Final Exam Day for Semantics Pragmatics."

L: "So, I plan to give you an online test next week, be prepared."

S: "Okey, miss."

S: "OK, miss."

S: "Okay, miss."

L: "Let's start today's discussion. As usual, please read the materials in Google Classroom for 20 minutes, then prepare a question."

S: "OK. Miss."

L: "Presenters sudah ready ya?"

S: "Sudah mrs. Materi bisa dilihat di Google Classroom teman-temanku."

L: "OK. Let's start. 20 minnutes started from now."

S: "Iya, mrs. InsyaAllah."

L: "Silahkan, yang mau bertanya. Sebut nama."

S: "Army Putri."

S: "Rizky."

S: "Sekar."

S: "Umi."

S: "Fariha."

L: "Fariha, Sekar, Umi. Please type your questions."

S: "Apa yang dimaksud dengan performative verb dan tolong jelaskan mengenai contoh nya. Terimakasih."

S: "Maksud dari promise dan warning di essential conditions itu bagaimana ya? Tolong kasih contoh."

S: "Mau tanya yang bagian technical the performative hypothesis yang no 1 di PPT dijelasin explicit performative utterances itu dampaknya lebih serius dari pada yang implicit, nah maksudnya itu gimana ya? Makasih."

S: "Okey. Beri kami waktu untuk mengetik jawabnnya yaa."

S: "Iyaa."

S: "Oke saya akan menjawab pertanyaan dari Umi.performative verb adalah verb yang digunakan sebagai IFID (illucationary force indicating device) untuk menekankan suatu speech act (illucationary force) sehingga tujuan dari utterance atau ungkapannya jelas. Sebagai contoh: I promise. Promise: Vp (Performative verb) yang menunjukan illucationary force dari promise/ janji."

S: "Itu dari Sekar mbak Nisa, bukan dari Umi."

S: "Maaf, itu tadi jawaban untuk Sekar. Eh iya maaf salah, iya untuk Sekar."

S: "Jadi, seseorang hanya mengatakan atau menulis belum melakukan suatu performative verb. Itu kan baru berjanji dan memperingatkan."

S: "Berarti hanya dengan diucapkan dan ditulis ya mbak?"

S: "Selanjutnya, saya akan menjawab untuk Umi. Essential conditions adalah kondisi yang merupakan perubahan kondisi yang merupakan akibat dari speech act yang diungkapkan. Misal kita mengungkapkan sebuah janji. Berarti merubah kondisi kita dari tidak memiliki tanggung jawab menjadi memiliki tanggung jawab (untuk memenuhi janji). Ketika kita menyatakan peringatan, kita merubah kondisi kita dari tidak diinformasi jadi terinformasi (mengenai peringatan itu). Diucapkan mbak Sekar, karena dalam konteks speech act."

S: "Okee. Baik Terimakasih."

L: "Masih ada yang belum dijawab ya?"

S: "Jadi, explicit performative verb memiliki dampak lebih serius dari implicit. Karena, ia menggunakan performance verb yang lebih menekankan ketimbang implicit. Itu jawaban untuk pertanyaannya Fariha. Sudah semua mrs."

L: "Ada feedback? Saya rasa jawabannya jelas. Ada pertanyaan lain?"

S: "Saya miss. Annindia."

S: "Annida miss."

S: "Elda miss."

L: "Annindia dan Anninda."

S: "Locutionari act adalah kalimat sesuai makna yang terdapat di dalam kamus serta sesuai dengan kaidah sintaksisnya. Tolong jelaskan maksud dari contoh locutionary act."

S: "Di bagian explicit performatives itu contohnya kan menggunakan 'hereby': I hereby order you that you clean up the mess. Tapi, kenapa penjelasan di bawahnya malah dikatakan without hereby, itu bagaimana?"

S: "Ditunggu sebentar ya mba."

S: "Okey."

S: "Contoh locutionary, jadi dia contohnya membentuk kalimat yang bermakna dimana pembicara dan pendengar sama-sama faham satu sama lain bahasa Inggris. Akan berbeda jika pendengar tidak faham bahasa Inggris atau sebaliknya. Maka, locutionary tdak akan tercapai."

L: "Waktunya 2 menit lagi."

S: "Pada ujaran di contoh terdapat beberapa lokusi, yaitu "under cover? Is she Ok?" (ujaran si boss) menggunakan kalimat negatif. Lokusi pada ujaran ini bentuknya kalimat positif."

L: "Karena waktunya hamper habis, saya berikan review langsung ya."

S: "Iya miss."

S: "Baik miss."

L: "Jadi, pertanyaan-pertanyaan tadi banyak yang belum menyentuh inti diskusi hari ini."

S: "Hereby itu sebagai explicit performative verb (dengan ini…). Namun pda kenyataannya orang pada umumnya tidak menggunakan dalam kalimat tertentu namun masih dalam konteks explicit. Misal: Aku dengan ini memintamu untuk membersihkan kamar Vs Aku memintamu membersihkan kamar. Disini hereby menyebabkan kalimat malah menjadi bertele-tele. Explicit sudah cukup ditekankan dengan kata order yang merupakan performative verb."

S: "Baik miss."

S: "Baik mbak Heliza."

S: "Iya miss."

L: "Hari ini kita membicarakan tindak tutur atau speech act."

S: "Yang saya kirim tadi adalah jawaban untuk pertayaan dari mbak Anin."

L: "Spech act is generally divided into 2: langsung dan tidak langsung. Langsung jika maksdnya bisa segera dipahami contoh "ambilkan buku itu."

Tidak langsung jka maknana tidak bs lngsg dipahami, seperti halnya implicature.

Austin (dalam Thomas, 1995:49) membagi tindak tutur menjadi tiga jenis, yaitu tindak tutur lokusi *(locution)*, ilokusi *(illocution)*, dan perlokusi *(perlocution)*. Tindak tutur lokusi adalah tuturan yang diujarkan. Tindak tutur ini semata-mata menyatakan sesuatu. Sementara itu, tindak tutur ilokusi adalah tujuan yang ingin disampaikan penutur ketika berujar. Tujuan ini dapat berupa tindakan menyatakan, memerintah, meminta, berterima kasih, dan lain-lain. Di lain pihak, tindak tutur perlokusi merupakan respon yang didapatkan oleh mitra tutur sebagai akibat dari tindak tutur ilokusi.

Berpijak dari teori tindak tutur ilokusi yang diungkapkan oleh Austin, Searle (dalam Leech, 1993:164) membagi tindak tutur menjadi lima kelompok, yaitu: assertif, direktif, ekspressif, komisif, deklaratif.

Tindak tutur asertif bertujuan memberi informasi kepada mitra tutur. Tuturan yang termasuk dalam tindak tutur ini di antaranya menyatakan, mengusulkan, membual, mengeluh, mengemukakan pendapat, dan melaporkan.

Direktif *(Directives)* bertujuan dilakukan agar mitra tutur melakukan suatu pekerjaan bagi penutur. Tuturan yang termasuk dalam ilokusi direktif antara lain memesan, memerintah, memohon, menuntut, dan memberi nasihat.

Komisif *(Commissives),* penutur terikat dengan tindakan yang harus dilakukan untuk mitra tutur di masa mendatang. Beberapa contoh tuturan yang termasuk dalam tindak tutur komisif adalah menjanjikan, menawarkan, dan berkaul.

Tindak tutur ekspresif berfungsi mengungkapkan sikap psikologis penutur terhadap keadaan yang tersirat dalam ilokusi. Ujaran yang tergolong dalam tindak tutur ekspresif antara lain berterima kasih, meminta maaf, memuji, mengecam, mengejek, mengucapkan selamat, mengucapkan belasungkawa, dan sebagainya.

Deklarasi *(Declaratives)* bertujuan mengakibatkan adanya kesesuaian antara isi tuturan dengan realitas. Kreidler (2002:185) mengatakan bahwa tindak tutur deklarasi memiliki beberapa aturan, antara lain: ujaran yang dikatakan oleh penutur akan mengubah situasi, penutur adalah seseorang yang memiliki otoritas, tuturan tersebut terjadi di tempat yang sesuai, terkadang

memiliki serangkaian aturan, kalimat yang diujarkan sudah diformulasi, dan nama tindakan turut disebutkan. Beberapa contoh tuturan yang tergolong dalam tindak tutur deklarasi adalah membaptis, memberi nama, memberi hukuman, dan sebagainya.

Contoh-contoh masing2 tindak tutur ada di slide teman kalian. Ada pertanyaan? Nanti dipahami lagi ya."

S: "Ya miss."

S: "Baik miss."

S: "Iya miss."

S: "Siap miss."

L: "OK. Karena sudah lewat 4 menit. Kita sudahi, sampai jumpa minggu depan."

S: "Baik miss."

S: "Iya miss."

L: "Wassalamu'alaikum Wr. Wb."

S: "Iya miss. Wa'alaikumsalam."

S: "Wa'alaikumsalam Wr. Wb. Miss."

S: "Wa'alaikumussalam, terimaksih miss."

S: "Wa'alaikumsalam, thank you mrs."

Appendix 2. Interview Guide to the Lecturers

INTERVIEW GUIDE

No.	Research Questions	Indicator	Interview Questions
1.	What are the kinds of questioning strategies that applied by lecturers in the Introduction to Research Methodology and the Semantics & Pragmatics lessons at English Language Education of IAIN Surakarta in academic years 2019/2020.	To find out the kinds of questioning strategies that applied by lecturers in the Introduction to Research Methodology and the Semantics & Pragmatics lessons at English Language Education of IAIN Surakarta in academic years 2019/2020. The theory based on Rifat (2017), that are: (1) Reinforcement, (2) Probing, (3) Adjust/Refocus, (4) Redirect, (5) Rephrasing, and (6) Using wait-time.	• Do you know about questioning strategies? What is it? • Do you know what are the kinds of the questioning strategies in the teaching learning activity? What are they? • Do you apply the kinds of the questioning strategies when you teach the students in the teaching learning activity? • What are the kinds of the questioning strategies that you most applied in the teaching learning activity? • What are the kind of the questioning strategies that you rare applied in the teaching learning activity?

2.	What are the advantages of questioning strategies that applied by lecturers in the Introduction to Research Methodology and the Semantics & Pragmatics lessons at English Language Education of IAIN Surakarta in academic years 2019/2020.	To know the advantages of questioning strategies that applied by lecturers in the Introduction to Research Methodology and the Semantics & Pragmatics lessons at English Language Education of IAIN Surakarta in academic years 2019/2020.	• What are the functions of questioning strategies? • Why were you applied the questioning strategies? • What are your purposes of applying the kinds of the questioning strategies? • Do the kinds of the questioning strategies that you applied gave the advantages to the lecturer and the students? What are they? • What are the advantages of applying questioning strategies involve of as a diagnostic tool, an instructional tool, and a motivational too? • What are the kinds of the questioning strategies could achieve your purposes of applying it? If it not, why?

Appendix 3. Online Interview Report

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ONLINE INTERVIEW REPORT

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A. The Lecturer 1 (Introduction to Research Methodology Lesson)

Researcher : "*Assalamu'alaikum Wr. Wb. Pada kesempatan ini saya mau mewawancari bapak untuk peneletian saya. Apakah bapak berkenan untu saya wawancarai?*"

Lecturer 1 : "*Wa'alaikumsalam, boleh mbak.*"

Researcher : "*Baiklah langsung saya mulai pak. Apakah Anda mengetahui apa yang dimaksud dengan bertanya atau questioning strategies? Tolong jelaskan menurut pendapat Anda!*"

Lecturer 1: "*Saya tahu yang dimaksud questioning strategies yaitu strategi atau teknik yang digunakan guru atau dosen ketika bertanya kepada murid atau mahasiswanya.*"

Researcher : "*Apakah Anda mengetahui apa saja jenis-jenis strategi bertanya yang dapat digunakan ketika mengajar di dalam kelas? Tolong jelaskan menurut pendapat Anda!*"

Lecturer 1: "*Yang saya tahu yaitu; reinforcement, probing, redirect, rephrasing dan lainnya. Biasanya bentuknya banyak bias open question, closed question, dan lain-lain.*"

Researcher : "*Apakah Anda menggunakan jenis-jenis strategi bertanya tersebut ketika mengajar di dalam kelas? Kenapa Anda menggunakan strategi tersebut?*"

Lecturer 1: "*Menurut saya, saya juga sudah menggunakan beberapa jenis strategi bertanya seperti probing, redirect, rephrasing dan lainnya. Biasaya saya gunakan untuk membuat siswa agar memberikan respon ataupun tanggapan terhadap penjelasan materi dan untuk mengecek pemahaman mahasiswa.*"

Researcher : "*Apabila terdapat beberapa mahasiswa yang kurang aktif dan tidak merespon kegiatan belajar mengajar di dalam kelas*

online, apa yang anda lakukan? Apakah anda mengaplikasikan jenis-jenis strategi bertanya tersebut? Atau bagaimana?"

Lecturer 1: *"Betul. Saya menggunakan strategi bertanya tersebut agar mahasiswa memberikan respon serta aktif di dalam kelas online."*

Researcher : *"Jenis strategi bertanya apakah yang sering Anda gunakan? Apakah jenis tersebut dapat membuat mahasiswa memberikan respon terhadap pembelajaran dan dapat menumbuhkan interaksi yang bermakna?"*

Lecturer 1 : *"Yang sering saya gunakan sepertinya probing strategy dan redirect strategy. Strateginya bermanfaat dan membuat mahasiswa memberikan respon."*

Researcher : *"Apakah menurut Anda strategi bertanya yang Anda gunakan dapat memberikan manfaat berupa sebagai alat diaknosis, alat instruksional, dan alat motivasi terhadap mahasiswa di dalam online classroom?"*

Lecturer 1 : *"Menurut saya bisa sebagai alat diaknosis, instruksional dan moivasi untu mahasiswa di dalam online classroom."*

Researcher : *"Apakah menurut Anda strategi bertanya yang Anda aplikasikan dapat meningkatkan interaksi antara dosen dan mahasiswa di dalam online classroom?"*

Lecturer 1 : *"Menurut saya bisa, dikarenakan akan adanya respon mahasiswa."*

Researcher : *"Baiklah. Terimakasih atas waktu dan jawaban bapak pada wawancara kali ini. Semoga bisa bermanfaat untuk peneliti."*

Lecturer 1 : *"Sama-sama mbak. Semoga lancer skripsinya segera selesai."*

Researcher : *"Baik, pak. Terimakasih sekali lagi. Saya akhiri wassalamu'alaikum Wr. Wb."*

Lecturer 1 : *"Sama-sama. Wa'alaikumsalam Wr. Wb."*

B. The Lecturer 2 (SEMPRAG Lesson)

Researcher : "*Assalamu'alaikum Wr. Wb. Pada kesempatan ini saya mau mewawancari Ibu untuk peneletian saya. Apakah Ibu berkenan untu saya wawancarai?*"

Lecturer 1 : "*Wa'alaikumsalam, silahkan mbak.*"

Researcher : "*Baiklah langsung saya mulai bu. Apakah Anda mengetahui apa yang dimaksud dengan bertanya atau questioning strategies? Tolong jelaskan menurut pendapat Anda!*"

Lecturer 1: "*Yang dimaksud questioning strategies yaitu strategi yang digunakan guru atau dosen ketika bertanya kepada murid atau mahasiswanya di dalam kelas.*"

Researcher : "*Apakah Anda mengetahui apa saja jenis-jenis strategi bertanya yang dapat digunakan ketika mengajar di dalam kelas? Tolong jelaskan menurut pendapat Anda!*"

Lecturer 1: "*Yang saya tahu yaitu; probing, redirect, rephrasing dan lainnya. Biasanya bentuknya banyak bisa open question, closed question, divergent question dan lain-lain.*"

Researcher : "*Apakah Anda menggunakan jenis-jenis strategi bertanya tersebut ketika mengajar di dalam kelas? Kenapa Anda menggunakan strategi tersebut?*"

Lecturer 1: "*Saya sudah menggunakan beberapa jenis strategi bertanya seperti redirect, open question dan lainnya. Biasaya saya gunakan untuk membuat siswa agar memberikan respon dan untuk mengecek pemahaman mahasiswa.*"

Researcher : "*Apabila terdapat beberapa mahasiswa yang kurang aktif dan tidak merespon kegiatan belajar mengajar di dalam kelas online, apa yang anda lakukan? Apakah anda mengaplikasikan jenis-jenis strategi bertanya tersebut? Atau bagaimana?*"

Lecturer 1: "*Saya menggunakan strategi bertanya tersebut agar mahasiswa memberikan respon serta aktif di dalam kelas saya.*"

Researcher : "*Jenis strategi bertanya apakah yang sering Anda gunakan? Apakah jenis tersebut dapat membuat mahasiswa memberikan respon terhadap pembelajaran dan dapat menumbuhkan interaksi yang bermakna?*"

Lecturer 1 : "*Yang sering saya gunakan sepertinya redirect strategy. Strateginya bermanfaat dan membuat mahasiswa memberikan respon terhadap pertanyan saya.*"

Researcher : "*Apakah menurut Anda strategi bertanya yang Anda gunakan dapat memberikan manfaat berupa sebagai alat diaknosis, alat instruksional, dan alat motivasi terhadap mahasiswa di dalam online classroom?*"

Lecturer 1 : "*Menurut saya bisa sebagai alat diaknosis, instruksional dan moivasi untu mahasiswa di dalam online classroom.*"

Researcher : "*Apakah menurut Anda strategi bertanya yang Anda aplikasikan dapat meningkatkan interaksi antara dosen dan mahasiswa di dalam online classroom?*"

Lecturer 1 : "*Menurut saya juga bisa, dikarenakan akan adanya respon mahasiswa.*"

Researcher : "*Baiklah. Terimakasih atas waktu dan jawaban ibu pada wawancara kali ini. Semoga bisa bermanfaat untuk peneliti.*"

Lecturer 1 : "*Sama-sama mbak.*"

Researcher : "*Baik, bu. Terimakasih sekali lagi. Saya akhiri wassalamu'alaikum Wr. Wb.*"

Lecturer 1 : "*Wa'alaikumsalam Wr. Wb.*"

Appendix 4. Questionnaire to the Students

<div align="center">

QUESTIONNAIRE TO STUDENTS

</div>

A. Guidance for Filling the Questionnaire

1. This questionnaire is made to the fourth grade students of the Introduction to Research Methodology and the Semantics & Pragmatics Lessons at English Language Education of IAIN Surakarta.

2. The researcher wants to investigate the advantages of the six kinds of the questioning strategies that applied by the lecturers, that are:

   a. Reinforcement, the lecturer gives positive statements to the students, e.g. "Great answer", "What an outstanding idea", etc.

   b. Probing, the lecturer asks follow-up questions, e.g. "What others famous place that you know about?", "Which one?", "What else?", etc.

   c. Adjust/Refocus, the lecturer encourages the students to response, e.g. "What do you suppose to happen if I were drop these two pens at the same time?", "What is the correlation of the two objects?", etc.

   d. Redirect, when the lecturer asks the other students to answer, e.g. "Cindi, what is your opinion?", "Jeff, what about you?", etc.

   e. Rephrasing, the lecturer adds questions but have similar meaning, e.g. "What is the main idea of the text?", "What the topic of the text?", etc.

   f. Using Wait-time, the lecturer gives time lapse after asking a question, in order to gain the students' responses.

3. On the primary, fill the respondent identity.

4. Next, read the questions carefully before answer.

5. Then, answer the questions with checklist (√) in the columns by choosing one of the Yes or No options.

B. Respondent Identity

1. Name   :
2. Gender   :
3. Major/Class :

C. Questionnaire

No.	Questions	Yes	No
1.	Do you know what are the questioning strategies?		
2.	Do you know what are the kinds of the questioning strategies?		
3.	Do you think that the lecturer applies the kinds of questioning strategies in the teaching learning activity?		
4.	Do you more interested to the teaching learning activity when the lecturer applies the questioning strategies?		
5.	Do you motivated to the teaching learning activity when the lecturer applies the questioning strategies?		
6.	Do you more participative in the teaching learning activity when the lecturer applies the questioning strategies?		
7.	Do you think that the lecturer's questioning strategies could increase your performances in the teaching learning process?		
8.	Do you get more awareness to the material learning when the lecturer applies the questioning strategies?		
9.	Do you get more understanding to the material learning when the lecturer applies the questioning strategies?		
10.	Do you think that the lecturer's questioning strategies could increase your knowledge in the teaching learning process?		

11.	Do you think that the lecturer's questioning strategies could facilitate you to attain the answer when she/he gives you questions?		
12.	Do you feel confident when the lecturer asks you the kinds of the questioning strategies?		
13.	Do you think that the lecturer's questioning strategies could create the good interaction between the lecturer and you in the whole of the teaching learning activity?		
14.	Do think that the questioning strategies are appropriate to applied in the teaching learning activity?		
15.	Are you satisfied when the lecturer applies the kinds of the questioning strategies?		

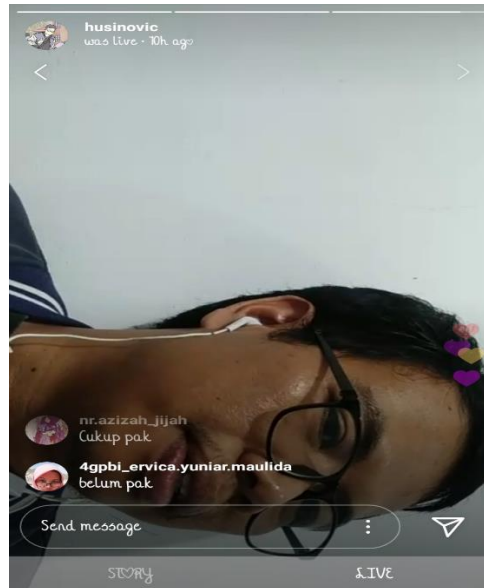**Appendix 5. Figures of Online Observations**

Figure 1: The first meeting of online observation lecturer 1
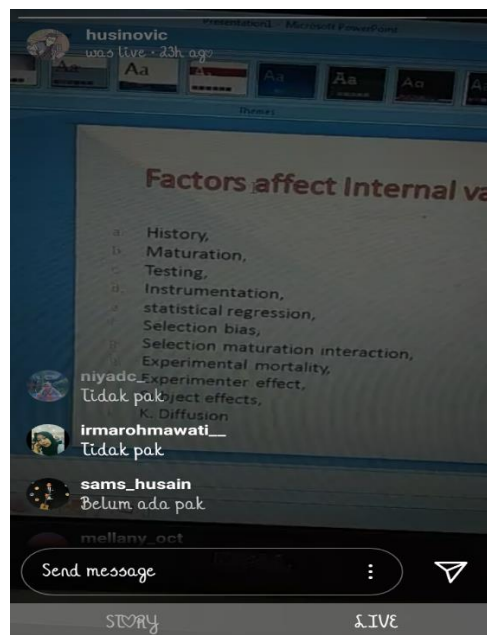
Source: Instagram story.

Figure 2: The second meeting of online observation lecturer 1
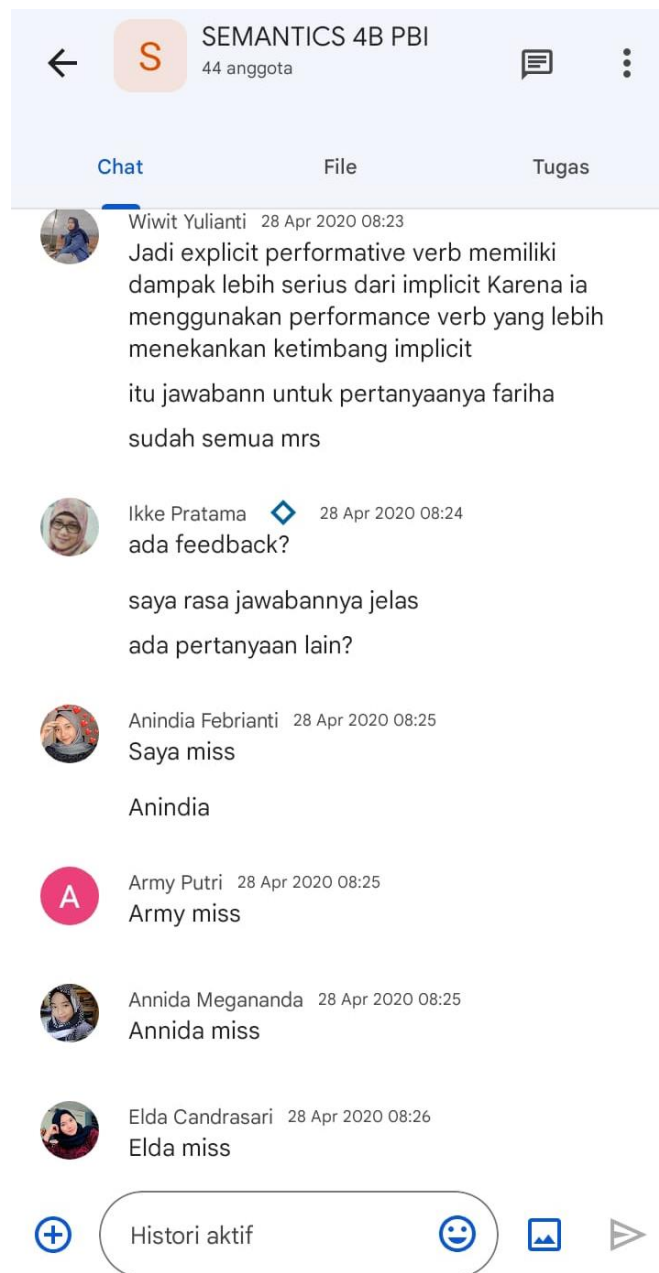
Source: Instagram story.

Figure 3: The first meeting of online observation lecturer 2
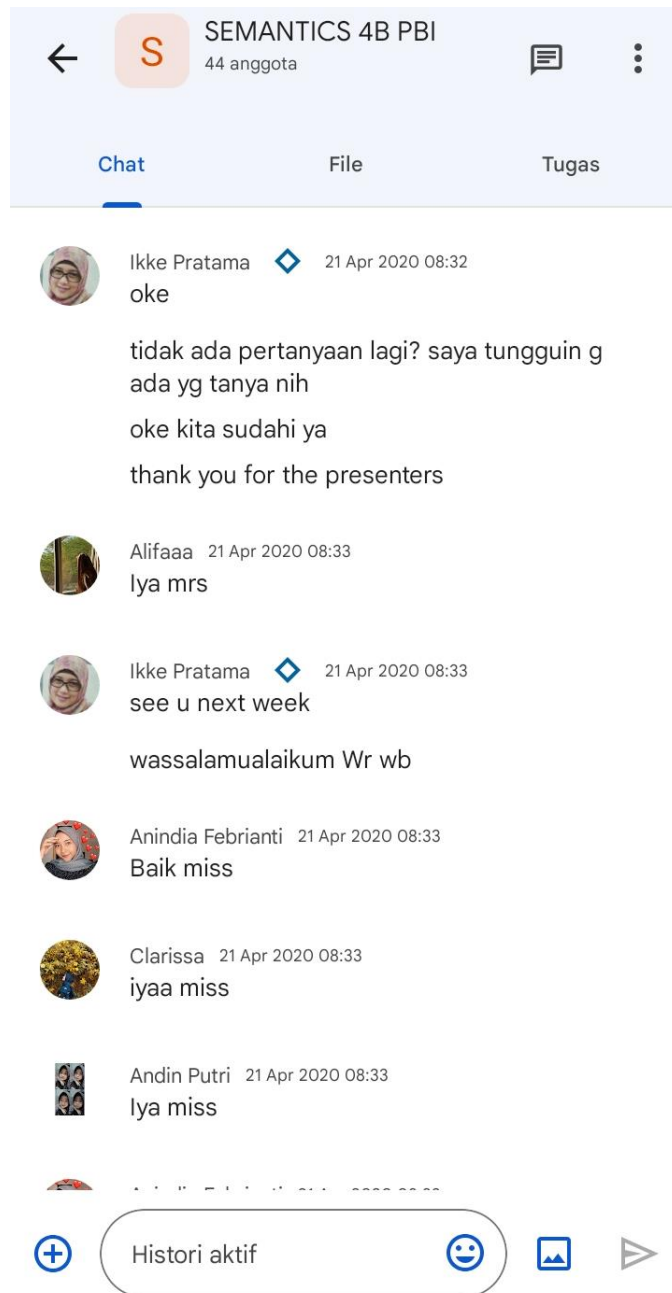
Source: Google Hangout.

Figure 4: The second meeting of online observation lecturer 2

Source: Google Hangout.