

**AN ANALYSIS OF ENGLISH TEACHERS' QUESTIONING DURING
THE CLASSROOM INTERACTION AT MADRASAH ALIYAH
PUTRA AL-ISHLAHUDDINY KEDIRI LOMBOK BARAT**



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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF MATARAM

2021

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Thesis

**Presented to State Islamic University of Mataram To fulfill of the
requirement for the attainment the degree of Sarjana in
English Language Education**



by

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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
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2021**

APPROVAL

Proposal thesis by Ardian Firdaus, students number, NIM: 160107120 entitle "An Analysis Of Teachers' Questioning Strategies During The Classroom Interaction at Madrasah Aliyah Putra Al-Ishlahuddiny Kediri" has fulfilled the requirement and has been approved to be examined.

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Perpustakaan UIN Mataram

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Subject: Thesis Examination
The Honorable
The Dean of Faculty of Education and Teacher Training
in Mataram

Assalamu 'alaikum, Wz, Wb.

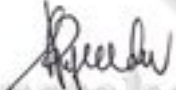
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THESIS RATIFICATION

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MOTTO

“PATIENCE IS NEEDED WHEN YOU WANT TO ACHIEVE SUCCESS”



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Finally, I realized that this thesis is far from being perfect and I believe that there are still lots of mistakes in the writing of this thesis. It is needed to get suggestions and advice from the readers to get better in the next writing. Hopefully, this thesis can be a reference to help everyone who needs more knowledge and for the purpose and development of education.

Mataram, 2021

Ardian Firdaus

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ABSTRACT

This study was aimed at describing the analysis of English teachers questioning during the classroom interaction. There are two research problems that aim to be answered: what questioning strategies are used by the English teachers during the classroom interaction and why do the teachers prefer to use the questioning during the classroom interaction. The objective this research is to know the types of questions used by the English teacher. This research used descriptive qualitative research. This research was conducted in MA Putra AL-Ishlahuddiny Kediri Lombok Barat especially in eleven and twelfth grades students. The researcher takes two class for the research. And for the data collection, it was used the instruments such as observation, and interview. The subjects of study were two English teachers of MA Putra AL-Ishlahuddiny Kediri Lombok Barat. Based on the research, The result of this research showed that based on Richard and Lockhart theory the types of questions used by the English teacher include, procedural question, convergent question, and divergent question. The total number of types of questions used by the English teachers in one meeting was 15 procedural question, 6 convergent question, and 2 divergent questions for first teacher at eleven grades, in the other side for the second teacher at twelfth grade was 11 for procedural question, 6 convergent questions, and 3 for divergent question in additionally the total number of questions from both of teachers are 26 for procedural question, 11 convergent questions, and 5 for divergent questions.

Keywords : Teachers Question, Questioning Strategies, Classroom Interaction.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan analisis pertanyaan guru bahasa Inggris selama interaksi kelas. Ada dua masalah penelitian yang ingin dijawab: strategi bertanya apa yang digunakan oleh guru bahasa Inggris selama interaksi kelas dan mengapa guru lebih suka menggunakan pertanyaan selama interaksi kelas. Tujuan penelitian ini adalah untuk mengetahui jenis pertanyaan yang digunakan oleh guru bahasa Inggris. Penelitian ini menggunakan penelitian deskriptif kualitatif. Penelitian ini dilakukan di MA Putra AL-Ishlahuddiny Kediri Lombok Barat khususnya pada siswa kelas sebelas dan dua belas. Peneliti mengambil dua kelas untuk penelitian ini. Dan untuk pengumpulan datanya digunakan instrumen berupa observasi dan wawancara. Subjek penelitian adalah dua orang guru Bahasa Inggris MA Putra AL-Ishlahuddiny Kediri Lombok Barat. Berdasarkan penelitian, Hasil penelitian ini menunjukkan bahwa berdasarkan teori Richard dan Lockhart, jenis pertanyaan yang digunakan oleh guru bahasa Inggris meliputi, pertanyaan prosedural, pertanyaan konvergen, dan pertanyaan divergen. Jumlah jenis pertanyaan yang digunakan oleh guru bahasa Inggris dalam satu pertemuan adalah 15 pertanyaan prosedural, 6 pertanyaan konvergen, dan 2 pertanyaan divergen untuk guru pertama di kelas sebelas, sedangkan untuk guru kedua di kelas dua belas adalah 11 untuk prosedural, 6 soal konvergen, dan 3 soal divergen, sehingga jumlah soal dari kedua guru adalah 26 soal prosedural, 11 soal konvergen, dan 5 soal divergen.

Kata Kunci : Pertanyaan Guru, Strategi Bertanya, Interaksi Kelas.

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CHAPTER I

INTRODUCTION

A. Background of research

Classroom management is an important aspect of a teacher's ability to create teaching-learning effectively. It focuses on a teacher's competence to plan and deliver the lessons, and to control the students' behaviors. The effectiveness of the teaching and the learning activities depends on how the teacher's direct guides, inspires, facilitates, and controls the student to participate in learning activities. ¹Because that is one of the important sides in teaching and learning English, If the management of the classroom is not effective, it can disrupt the teaching-learning process in the classroom.

One of the ways that can be used to direct guide, inspire, and control the students' participation in learning activities is asking or giving question, which is called questioning. In teaching and learning process, some teachers use many strategies to help them in teaching English and make their students understand well about the materials. Each teacher has their own strategies to improve their skill in teaching English as a foreign language in classroom. In that process there is a process which called

¹ Nashruddin , Putri Rahmawati Ningtyas , English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction, *The journal of Ultimate Research and Trends in Education*, Vol. 2, No. 1, March 2020, pp. 5-11

asking or giving questions. It can be from teacher to students or the students to the teacher.²

Based on the role of teacher's questions in a classroom, which can be the way for engaging students to the material or only for creating communication as interest to the material, Richard and Lockhart have classified the questions on 3 types. They are procedural, convergent, and divergent. Procedural question has to do with classroom procedures and routines and classroom management as opposed to the content of learning. The next is convergent is a question that often answered by "yes" or "no" or even short answer. It focuses on recalling the previous information. The last one is divergent question. Different from convergent, divergent question requires students to be engaged in higher-level thinking. So, it needs longer answer than convergent questions.³

The reason why the researcher chosen analysis of teacher's questioning during the classroom interaction is because based on the researcher experience since he studied in madrasah aliyah putra al-ishlahuddiny showing that one of the most common factors that makes class or students silent because the students were not interactive, unhappy and less comfortable learning environment during the English class.

Moreover when the researcher studied at Madrasah Aliyah Putra al-ishlahuddiny the researcher saw that the teachers tried to use some of questioning as interaction with the students. Occasionally teachers were

² Titis triwuryani - An Analysis Of Teacher's Questioning Strategies During The Classroom Interaction, p:1,2020

³ Jack C. Richards –Charles Lockhart, Reflective Teaching in Second Language Classrooms.(Cambridge: Cambridge University Press, 1994).

not aware that they use questioning when they teach in the class, they are use the types of questioning like procedural question, divergent question, and convergent during the teaching and learning process. Although not all students seem interested in learning English, some of them have good achievement in the English subject. Therefore, from the researcher experience and benefit of question he wants to analyze the teacher's questioning in teaching English applied by English teachers and the reason of teachers prefers to use questioning in madrasah aliyah putra al-Ishlahuddiny Kediri Lombok Barat. The researcher is interesting because it helps the others researchers that have same research or problem and to the reader to more creative in using questioning during the classroom activity, so the teachers could be easier to inform the materials to the students, and students could be understand well with the materials that was explain by the teachers.

Based on the explanation above, the researcher interested in conducting research entitled **“An Analysis of English Teachers’ Questioning during the Classroom Interaction at Madrasah Aliyah Putra AL-Ishlahuddiny Kediri Lombok Barat”**

B. The Statement of Problem

The research aims to analyze the teacher's questioning during the classroom interaction at MA Putra Al-Ishlahuddiny as the main problem of this research. In order to get data, the researcher formulates the research question as follow:

1. What is the questioning are used by the English teachers during the classroom interaction at MA Putra Al-Ishlahuddiny Kediri Lombok Barat?
2. Why do the teachers prefer to use the questioning during the classroom interaction at MA Putra AL-Ishlahuddiny Kediri Lombok Barat?

C. Objective and Significance of Research

1. Objective of research

Based on the preliminary study, the researcher aims to find out: the questioning that is usually used by the English teachers during the classroom interaction at MA Putra AL-Ishlahuddiny Kediri Lombok Barat and the reasons why the English teachers prefer to use questioning during the classroom interaction.

2. Significances of research

The significances of this research are:

a) Theoretical benefit

The researcher hopes this research it can help for both between teachers and students, this study provides information or it will be a source about the types of questions that is useful in teaching and

learning process absolutely about interaction between teachers and students. For the teachers, questioning could be help for build the interaction with students, in the other side for students, questioning it will help to asking question about the materials that they do not understand well or make the student more comfortable to find out the material that they do not know.

b) Practical benefit

1) Teacher

For English teachers who are directly involved the teaching and learning process in order to make the teachers able to anticipate those problems in their teaching, the teacher also got effective way and efficient in teaching learning proses during in classroom interaction and make the students got information clearly from the teachers.

2) Student

It may help students' to be brave with their opinion when the teacher gave the question, and students can be more active during the classroom interaction.

3) Researcher

The researcher hopes this research can be used for those who focus on developing classroom interaction, especially in using teachers' questioning during the classroom interaction.

D. Scope of Research

1. Scope of Research

The scope of this research is in the verbal classroom interaction, which focuses on 2 English teachers who teach at eleven grades and twelve grade of MA Putra Al-Ishlahuddiny Kediri Lombok Barat. The reason why the researcher chose this school as place of research because he was study at the school, moreover the teachers there is very kindly people and have good relationship with the researcher, and the other reason for researcher chose this school because is easy to access from my house, and the last reason for researcher chose MA Putra AL-Ishlahuddiny as the location for research is absolutely the school always support the researcher to finish their work, one of the support that can be used for researcher such as internet aces, students classroom for interview, and many others.

In the other hand the location of this school at JL. Raya Kediri-Praya, Desa Kediri, Kecamatan Kediri, Kabupaten Lombok Barat. After the entire researcher fell easier to finish the thesis with under the title an analysis of English teachers questioning during the classroom interaction, with the statement problem such as what questioning are used by the English teachers during the classroom interaction and why do the English teachers prefer to use the questioning during the classroom interaction..

E. Review of Previous Research

To have the same idea and concepts in this study, the researcher clarifies and reviews of related previous research, the research study was

conducted by some expert to find the similarity and differences with this research and the previous research will explanation more bellow:

The first relevant research from A.B. Prabowo K.A., Alfiyanti entitled ‘ ‘ *an analysis of teachers questioning strategies during interaction in the classroom: A case of the eight grade smp pgri 01 semarang* ’ ’. The objectives of this study are; 1) to know the kinds of teachers’ questioning strategies that teachers use in the classroom. 2) To know the way the teachers use the questioning strategies in the classroom. The design of the research is descriptive qualitative. The writer got the data of this research from interview notes. The observation sheet source of the data research was from the teacher and students. The instruments used are observation sheet, interview, and document.

This previous research is similar with this research such as statement problem of the research and source of data, and there is document as data support. But there are differences with the current research. These previous researches analyze questioning used by the English teachers during the classroom and students response about teachers questioning. And the current research use Richard and Lockhart theory, the researcher just wants to know what is the questioning that usually used by the English teachers during the class and why the teachers prefer to use questioning during the classroom interaction in eleven and twelfth grade of MA putra al-ishlahuddiny.⁴ And the other differences are

⁴ A.B. Prabowo K.A., Alfiyanti, *An analysis of teachers questioning strategies during interaction in the classroom : A case of the eight grade smp pgri 01 semarang*: Vol. 4, No. 1, 2013, P. 1.

the subject of the research the current research if focus on senior high school but the other research is junior high school.

The second relevant research from Nasruddin, Putri Rahmawati Ningtyas, *English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction*. The objectives of this research were to find out the teacher's questioning strategies, types of questions, and the reasons for using the questioning strategies in classroom interaction. This qualitative research using a discourse analysis approach. The sample of this study was a teacher of SMPN 1 Tanete Riaja, Barru Regency Data collection of this research was conducted through recording, observation, and interview. The data collected were analyzed through conversational analysis that was used in analyzing teacher's questioning strategies, types of the teacher's questions, and the reasons for using questioning strategies in the EFL classroom. The research findings showed that the teacher used questioning strategies by applying some types of questions.⁵

This previous research is similar with the current research, it is about teachers types of questions that mostly used by the teacher in classroom. But there is difference with the current research. The location of the research also different, the current research will be conducted in junior high school but this researcher conducted in senior high school.

The Next research is “Teacher Questioning Strategies: to Improve Students’ Motivation in English Classroom Learning Activity” by Syarifah

⁵ Nashruddin 1 , Putri Rahmawati Ningtyas 2, English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction, *The journal of Ultimate Research and Trends in Education*, Vol. 2, No. 1, March 2020, pp. 5-11

Rahmah. The objective of this research is to find out the teachers' questioning strategy in teaching English at SMPN 8 Banda Aceh and to know the improvement of students' motivation in learning English through teachers' questioning strategy. The approach of this research was qualitative. The researcher took 2 subjects of participants; there were 3 English teachers and 10 students of SMPN 8 Banda Aceh. The writer used narrative analysis to analyze the data. The result of data analysis showed that the teachers used questioning strategies by applying some types of question and performing the type questions in each season of teaching. Using probing and factual question in asking question were dominant. It depends on the material that teachers transferred to students. Otherwise, divergent and higher order question, it used only few time by teachers. The teacher also applied other strategies, it was repeat the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students. The research finding also showed the positive effects from the use of questioning strategies which were applied by the teachers in English classroom learning activity and also improved students' motivation in learning English. It means teachers' questioning strategies are accepted by them, 17 both teachers and students. The interpretation of data is teachers' questioning strategy: to improve student's motivation in English classroom learning activities are more effective in improving students' motivation in learning English.

This previous research is similar with the current research such talk about teachers questioning strategies. But there are differences with the

current research. Syarifah Rahmah used question types is based on P.E Blosser, and the researcher focused on students' motivation. This research used narrative analysis to analyze the data. But the current research uses Richard and Lockhart theory (Procedural, Convergent and Divergent Questions) and the researcher also wants to describe how the classroom interaction when the teacher uses questioning at the classes.

The next relevance from Bülent Döş, Erdal Bay, Ce yda Aslansoy, Betül Tiryaki, Nurgül Çetin, and Cevahir Duman, An analysis of teachers' questioning strategies. Questioning has been utilized as a critical assessment tool for centuries. It has been thought that there is a relationship between asking good questions and effective teaching. To analyze teachers' questioning strategies from various aspects, this study was conducted during the 2014-2015 academic year with 170 primary school teachers working in the schools located in the center of Gaziantep Province in Turkey. Data were collected through a semi-structured questionnaire prepared by the researchers and were examined via content analysis. An explanatory mixed-method design was used to analyze the research problem. The findings of this study revealed that: (1) Teachers asked divergent questions to draw attention and interest (2) Teachers have a misunderstanding of divergent and convergent questions (3) Teachers mostly ask questions to entire class than individual (4) Teachers asked most frequently questions aimed at uncovering operational knowledge and least frequently questions whose goal was to uncover metacognitive knowledge (5) Teachers generally used probing questions, prolonged

waiting time and did not ask vague questions (6) Teachers did not use questions as a punishment tool. This study revealed that asking good questions must be considered more important in pre-service education and teachers must be supported with in-service training to be more effective in asking questions.⁶

This previous research is similar with my research. But there are differences with current research. They are analyzing the teachers questioning strategy from many aspects, and the researcher collected the data through a semi-structured questionnaire prepared by the researchers and were examined via content analysis. But the current research did not get the data from questioner.

The last study was conducted by Sujariati entitled “English Teacher’s Questioning Strategies in English Foreign Language Classroom at SMAN 1 Bontomarannu”. This study tried to find out the teacher’s questioning strategies, the reasons for using the questioning strategies, and the effects of the questioning strategies on student’s learning activities. The result of this study showed that the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. Types of questions that were used are open/closed questions, display questions, referential questions, and recall questions. The dominant were open or closed and display questions. The teacher also applied some questioning strategies, such as repeated the

⁶ Bülent Döş, Erdal Bay, Ceyda Aslansoy, Betül Tiryaki, Nurgül Çetin and Cevahir Duman, An analysis of teachers’ questioning strategies, *Educational Research and Reviews*, Vol. 11, 2016, p. 2065-2078.

questions, emphasized the question, translated into Bahasa Indonesia or mixed the questions, get closer to a student, and gave a reward to the students. The result of the study also showed that applying questioning strategies could give positive effects in the EFL classroom. It was proved by many responses from the students. Moreover, it was proved by the observation that both the teacher and the students did a good interaction through questioning strategies.⁷

In the explanation above, the last previous research talk about the study tried to find out the teacher's questioning strategies, the reasons for using the questioning strategies, and the effects of the questioning strategies on student's learning activities.

Those all previous studies are concerned with types of questions that used by the teacher in the classroom interaction. This current research, to observe on types of questions that might give more contribution for the teacher to conduct interaction in the classroom and to describe how the classroom interaction when the teacher uses questioning strategy into the students. The current research used different theories with the previous studies. The researcher will refer to Richard and Lockhart theory (Procedural, Convergent and Divergent Questions), it means that this current research used different classification from the theories. This research also used different school with the previous studies, this research focused in MA Putra Al-Ishlahuddiny at eleven and twelfth grade student. That is why this current research is different with the previous studies.

⁷ Kholifatur Rosyidah, an analysis of teacher's questions used in classroom interaction at 11th grade of smk ma'arif nu prambon-sidoarjo,2018,p 1

F. Theoretical Bases

This part discusses all of the related reviews of the study. Some main points will be explained such as teachers Questioning, Types of Questioning, Questioning Strategies, and Classroom Interaction.

1. Teachers Questioning

a. Questioning

In conducting classroom interaction, giving questions is different from everyday communication. According to William Wilen, the purposes for asking questions might be to stimulate student participation, to initiate discussion of a topic, issue, or problem based on previous learning, and to evaluate students' preparation for a later learning task.⁸ Questioning is one of the most common techniques used by the teacher and serves as the principal way in which teachers control the classroom interaction. In some classrooms, over half of class time is taken up by a question and answer exchanges.⁹ Giving questioning is not only for testing whether or not students understand the lesson, but it is also used to control the interaction with the students. It means that teacher asks questions to give students a chance to respond. By the time they respond, the interaction will occur in the classroom.

⁸ Guihun, C. (2006). To question or not to question, that is question. *Canadian Social Science*, 2 (3):100-103.

⁹ Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*. (Cambridge: Cambridge University Press, 1994), 185.

Questioning is a common technique used in English language teaching. The goal is to check if the students understand what they have been taught, and to enhance students' involvement and to promote students' creative thinking in classroom interaction.¹⁰ Means questioning is not only to checking the student's understandings but also to promote creative thinking for students during the classroom interaction.

b. Teachers questioning

Many reasons why teachers should give some questions to their students either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.¹¹

2. Types of Questioning

There are several types of questioning strategies to help students to be more responsibility for their learning and engage the students in teaching and learning process. The point of teacher questioning strategies is to create the learning environment to be more interactive, active, and

¹⁰ Xiaoyan Ma, The Skills of Teacher's Questioning in English Classes, international educational studies, 2008, vol. 1, no 4, page 2

¹¹ Sujariati, Rahman, Mahmud, English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu ELT Worldwide Vol. 3, No. 1 2016

collaborative.¹² The teacher should use questioning strategy as assessment of learning to the students in order to determine how student's understanding. To improve student's ability in the target of language.¹³ The teachers can use different types of question to make teaching and learning effectively.

According to Richard and Lockharts, they are explained with the types of questions such as a procedural question, convergent question, and divergent question that can be used by the teachers during the classroom interaction.

1. Procedural question

Procedural questions have to do with classroom procedures and routines and classroom management as opposed to the content of learning. They think that the questions usually occur in a classroom to check students understanding or check students' assignments. The example of a procedural question:

- a) Does everyone bring their homework?
- b) Andi do you understand what you have to do?
- c) Did everyone bring dictionary?
- d) Why are you not doing this assessment?

2. Convergent question

Convergent questions can encourage the students to respond the question based on a main topic or material. In convergent questions, the

¹² Erianti, Ayu. Akib, Erwin & Farisha. 2018. An Analysis of Teachers' Questioning Strategies in ELT the Classroom Interaction at 11th Grade SMA Muhammadiyah

¹³ Ibid.

students can answer the question based on the material that has been explained by the teacher. The responses of convergent questions are short answer, such as: yes, no, or short statement. Convergent question is not engage the students to higher level thinking, but to engage the students to stay focuses on the material that has been explained or presented by the teacher and focus on the recall of previously information. These examples of convergent questions:

- a) What kind of the expression of the answering?
- b) What the material that you get?
- c) What are they talking about?

3. Divergent question

Divergent questions encourage students' responses that are not short answers and which require students to engage in higher-level thinking. It requires students to express their information rather than to recall the previous information. In other words, divergent questions often require students to analyze, synthesize, or evaluate a knowledge base and then project or predict different outcomes.¹⁴ For instance,

- a) Do you think smartphones have negative effects on students?
- b) What are the best ways of promoting the use of computers in education?

¹⁴ Lesly N. Ndun, Magister Thesis: "Teacher Question in The Junior High School English Classroom" (Yogyakarta: Sanata Dharma University, 2015), 17.

In the teaching-learning process, the kinds of questions that are given by the teacher have variation. It may be related to the content of learning or even opposed to the learning content.¹⁵

However there are many differences of type questions as strategy of questioning and each is important. In above there are have classified the types from Richard and lockhart, but the other types will be explanation also from the other expert like P.E Blosser (cited in Syarifah:2017) there are several questioning strategy that can be applied by the teacher during the class such as probing question, factual question, divergent question, and higher order question. This following list is the list of questions type those teachers can use to analyze their questioning strategies and develop a variety of question to think.¹⁶

a. Probing question

Probing question is a series of question which require students to go beyond the first response. Subsequent teachers' questions are formed on the basic of the students' respond as stated by P.E Blosser. In such a case Jacobsen and Dulany (cited in Syarifah: 2017) define that probing is a question technique where students more active give the answer and supply much information to get more inclusive answer. In applying this strategy, teachers have identified the redirection and the prompting technique. The

¹⁵ Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*. (Cambridge: Cambridge University Press, 1994), 185.

¹⁶ Titis triwuryani - *An Analysis Of Teacher's Questioning Strategies During The Classroom Interaction*, p:34,2020

former involves increase number of students and the latter deals with incorrect response. An additional situation arises when the students' reply is correct but insufficient because it lacks depth. Let's take a close look at this strategy in action.

b. Factual question

Factual question is question which requires the students to recall specific information students have learned. This strategy is modelling simple exploratory question to gather information. In this type of questioning strategy teacher will use several type of question, such as what, who, where, when and why to set out simple information gathering response base on the information provided.

c. Divergent question

Divergent question is questions that allow students to arrive at a variety of unique response not completely determine by known and remember information. P.E Blosser also defined that divergent question as question with no right or wrong answer, but which encourage exploration of possibilities. Require both concrete and abstract thinking to arrive and appropriate response.

d. Higher order question

Higher order question is questions which require students to figure out answers rather than remember them. Requires generalizations related to facts in meaningful patterns. The aim of using this strategy was pointed out in a study by Hunkin in which

the use of these questions resulted in an increase in higher levels of achievement with no decrease in the lower levels. Let's take a look at scenario and see how a teacher frames higher level of questions. Higher order question requires students to think at deeper level and to elaborate on their oral response to literature as stated by Peterson and Taylor (2012). When teacher asked higher order question they may find that the question are difficult for students to answer or that students only give simple or two word answers. The teacher could then respond by modeling how to give a higher order response.

From all of those types of questioning, the researcher used Richard and lockhart theory as strategy of teachers because from the meaning of types of strategies it can be questioning strategies by the teachers, furthermore the research can us this types of strategy to find out the teachers implementation of questioning strategies by English teachers and teachers prefers to use questioning strategies during the classroom interaction

3. Questioning Strategies

a. Definition of Question

A question is a sentence, phrase, or gesture that seeks information through a reply. It means that questions are expressions said by a person that is needed to answer by the

listener.¹⁷ Furthermore Questioning is by far the most common form of communication used in classroom teaching.¹⁸ In the teaching-learning process, the teacher asks the question so that students learn, it means that they get knowledge or information, and improve their thinking ability. On the other side question is a sentence produced by a person to other people that involves command and interrogative expression to get any information or responses that means a question.¹⁹

b. The Reason of Using Questioning Strategy

Many reasons why teachers asked questions to their students, either the question are addressed to test students' ability or to engage them into class discussion. Elish proposed two reasons why teachers asked questions in their classroom. First, questions require respond. When students respond the question, teacher could give some feedback which can be used to adjust content and expression in subsequence teacher talk. Second, question serve as a device controlling the progress of the interaction through which a lesson is enacted.²⁰

¹⁷ Nashruddin 1 , Putri Rahmawati Ningtyas 2, English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction, *The journal of Ultimate Research and Trends in Education*, Vol. 2, No. 1, March 2020, pp. 5-11

¹⁸ Erliska Nindi Lestari, Teacher's Questioning Strategies and Students' Responses in Classroom Interaction, Vol 6 Nomor 2 Tahun 2018, 76-85

¹⁹ Nashruddin 1 , Putri Rahmawati Ningtyas 2, English as Foreign Language (EFL) Teacher's Questioning Strategies in Classroom Interaction, *The journal of Ultimate Research and Trends in Education*, Vol. 2, No. 1, March 2020, pp. 5-11

²⁰ Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford: OUP.

Why do we ask question? According to Richard and Lockhart, teachers asked question to their student are to access information, to analyze information and to draw some conclusion. Other factors why teacher should use questioning strategy in teaching and learning process because question not only as a thing to get an answer. But the function of question are also to motivate, to test, to assess, to revise, to explore, to explain, to encourage, to control and to students' understanding in learning process.²¹

Teachers posed questions to students in order to engage them and elicit deeper level thinking about the subject under discussion to art of asking question is the one of basic skill of good teaching as stated by Adler. In other word question teachers used question to stimulate thinking about a concept and challenge students to attend to higher level of thinking appropriate to the content and learning outcomes. Dillon argued that teachers used question to develop critical thinking skills and nurture insight by exposing new or related relationship. In conclusion, the purpose of teachers questioning in teaching and learning process are to engage students into discussion and to create an active class to make an effective teaching and learning process.²²

²¹ Richards & Lockhart cited in Qashoa, 2013:53-54; Yan, 2006:19 & Ma, 2008:100

²² Ziarah, thesis "An Analysis Of Teacher's Questioning Strategies During The Classroom Interaction", (English Education Program Faculty Of Education And

According to Kened Elder Eble (cited on ziarah 2020) argues that teachers questioning can be uses in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.²³

4. Classroom Interaction

a. Definition of classroom interaction

In the field of foreign language teaching, classroom interaction is different from everyday interaction. It can be known from the definitions of some experts. According to Richards, classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships which occur within the classroom.²⁴ In the EFL classroom, verbal interaction means communication which occur using teacher and student talks. The verbal interaction takes place because the teacher and learners talk, while non – verbal interaction covers gestures or facial

Teacher Training State Islamic University Sulthan Thaha Saifuddin Jambi) 2020 ,26.

²³ ibid

²⁴ Jack C. Richard – Richard Schmidt, Longman Dictionary of: Language Teaching and Applied Linguistics (London: Pearson Education Limited, 2002). 74

expressions by the teacher and learners when they communicate without using words.²⁵

Chaudron added that classroom interaction covers classroom behaviors such as turn-taking, questioning, and answering, negotiation of meaning, and feedback.²⁶ In his journal, Adaba stated that classroom interaction is a practice that enhances the development of language skills. He also defined classroom interaction as an essential part of the teaching-learning process.²⁷ In short, classroom interaction is teacher and student communication within the teaching-learning process. Based on some definitions by some theories, it can be inferred that classroom interaction is a process of thought and idea exchange through verbal or non-verbal communication which may develop the students' language skills. Furthermore, classroom interaction can be used for knowing the students' material understanding and language development within the classroom.

G. Research method

1. Approach and Type of Research

This research is a qualitative approach with descriptive qualitative.

The researcher tries to analyze what questioning strategies are used and why the teachers prefer to use questioning strategies by the teachers during

²⁵ Dyka Widya Pratama, Sarjana Thesis: "Teacher and Learners' Talk In The Classroom Interaction At Tenth Grade Students of SMA Jawahirul Hikmah Tulungagung In Academic Year 2014/2015" (Tulungagung: State Islamic Institute of Tulungagung, 2015), 2

²⁶ Craig Cahudron, *Second Language Classrooms- Research on Teaching and Learning*. (Los Angeles: Cambridge University Press, 1998), 10

²⁷ Habtamu Walga Adaba, "Exploring the Practice of Teacher-Student Classroom Interaction in EFL to Develop the Learners' Speaking Skills in Tullu Sangota Primary School Grade Eight Students in Focus". *Arts and Social Sciences Journal*. Vol.8 No.4, 2017, 2.

the classroom interaction. Qualitative research refers to the study of things in a natural setting, attempting to make sense of some phenomena in terms of meaning in which the researcher is the main instrument.²⁸ Furthermore According to Sutopo, in a descriptive method, the analysis of the data is done naturally objective and factual.²⁹ On the other side, Creswell thinks, qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem.³⁰ Also, the qualitative method is used when the research aims to describe phenomena; and the data used are the opinion (interview), behavior, and document which is not analyzed using statistics pattern.³¹

2. The Presence of Researcher

The presence of the researcher in this study means the researcher is a key instrument in planning the research, collecting the data, analyzing the data, and reporting the data. In this research, the researcher collected the required data through interviews, and observation. In this study, the researcher participates as a participant interviewer.

3. Setting of Research

²⁸James Schreiber and Kimberly Asner-Self, "Educational research", (New York: John Willey & Sons, Inc), 2001, p. 10.

²⁹ H. B. Sutopo, *Metodologi Penelitian Kualitatif; Dasar Teoridan Terapannya Dalam Penelitian*, (Surakarta: UNS Press, 2002), p.33

²⁹Ibid, p. 15.

³⁰ J.W. Creswell, "Qualitative Inquiry and Research Design Choosing Among Five Traditions",

³¹ Rulan Ahmadi, *Metodologi Penelitian Kualitatif* (Yogyakarta: Ar-Ruz Media, 2014), 4.

This research was conducted at MA Putra Al-Ishlahuddiny Kediri Lombok Barat. The chosen subject of this research is based on the case. The subject selected is the persons that related to English. Since the writer focus on teacher questioning as strategies in teaching English, exactly the subject is the English teachers consist of two persons with different grade. He is Mr Ramdani and Mrs Erna They are still active English teaching at Ma putra al-ishlahuddiny kediri Lombok barat. The Located this school in Desa Kediri, Kecamatan Kediri, Kabupaten Lombok Barat. This school divided into four they are Madrasah tsanawiyah putra al-lishalhuddiny,, Madrasah tsanawiyah putri, and Madrasah Aliyah Putra al;ishlahuddiny, and the last one is Madrasah Aliyah Putri. In this school the men and women were not put together in one class but in another. Furthermore, the researcher takes Ma putra as the place for the research. Meanwhile The researcher took two classes in different grade it is eleven and twelve grade as subject of the research, because they look very potential to find out the preference toward the use of teacher questioning during the classroom interaction.

4. Source of Data

The main data of this research is the teachers with focus on questioning strategies during the classroom interaction. The datum was obtained from the teacher's talks in the classroom. The subsidiary datum was obtained through interviewing the English teachers. The subsidiary data such as the teacher answer in the interview session can be the

additional information that may not be gotten in the classroom observation.

The source of data used for the first and second data are two English teachers of Ma Putra Al-Ishlahuddiny who was taught in the classroom the first for observation the researcher observed classroom interaction while the teacher teach in front of the class, and the other one is interview just asking, question and talk about the research question.

5. The Procedure of Data Collection

The technique of collecting data is a technique that is used by the researcher to get the data. In this research, the researcher will use two techniques to collect the data: observation, and interview.

a. Observation

The observation is the first part that will be explained by the researchers in the procedure of data collection. The subject of the observation is two teachers in MA Putra Al-Ishlahuddiny. The teachers will be observing about questioning strategies are used by the teachers during the classroom interaction. Over all the data and information from teachers will be referenced by researcher to be point of the observation.

TABLE 1.1

Questioning implemented by the teachers

No	Types of questioning	Numbers of questions for the teachers	Total of questions
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	strategies	Teacher1	Teacher2	
1	Procedural	16	11	26
2	Convergent	6	6	12
3	Divergent	2	3	5

As described on the table, all the types of questioning strategy that were used by the first and second teachers when they teach during the classroom activity, and they had different number for total question in every single class. It means there was type of question which often used by the teacher. There are 43 questions found from two teachers. The classification would be explained below.

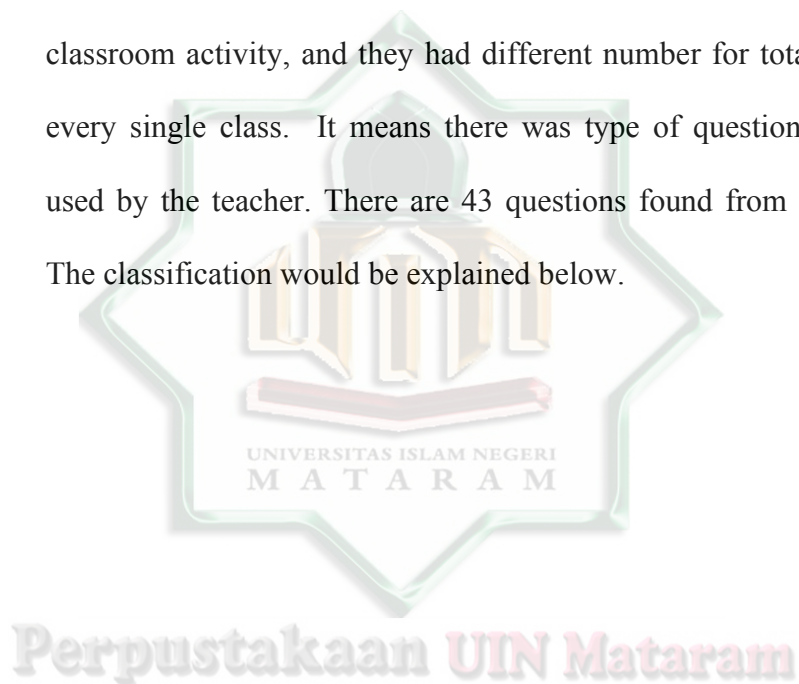


Table 2.1

Observation for Teacher 1

No	Strategy of Questioning	List of Teachers Question	List of Students Answer
1	Procedural Questioning strategy	1) How about the textbook already taken at the office?	Yes sir, the text book is already

		<p>2) Ready?</p> <p>3) Did everyone bring dictionary?</p> <p>4) Where did you go last meeting?</p> <p>5) How many times you didn't come to school?</p> <p>6) Where is Heru?</p> <p>7) You all did not study just now?</p> <p>8) Where is khairul azmi?</p> <p>9) Where is your attendance list?</p> <p>10) How about we set our seat first?</p> <p>11) How many students coming today?</p> <p>12) Is it okay if I start this lesson with a game?</p> <p>13) Have you ever study about listening at the lab before?</p> <p>14) So far so good?</p> <p>15) Do you understand</p>	<p>Yes sir, we are ready</p> <p>Yes sir,</p> <p>I am sorry sir; I don't come because I am illness</p> <p>Three days sir</p> <p>I don't know sir</p> <p>No, We are preparing for the next lesson sir</p> <p>I don't know sir, where is he now</p> <p>On the table sir,</p> <p>Ok,sir</p> <p>Twenty five students sir</p> <p>Yes sir,</p> <p>Yes, sir we are studied the material about narrative</p> <p>Yes</p> <p>Just little sir,</p>
2	Convergent Questioning strategy	<p>1) This unit that entitled reading narrative story has not been discussed yet?</p> <p>2) Have you finished the task?</p> <p>3) Did you read it?</p> <p>4) What kind of book you read?</p> <p>5) Do you get the point?</p> <p>6) Can you bring your book story for the next meeting?</p>	<p>Yes sir,</p> <p>No yet sir</p> <p>Yes sir, but just little</p> <p>Book story and newspaper sir</p> <p>Yes sir, we get the point</p> <p>Yes sir,</p>

3	Divergent Questioning strategy	<ol style="list-style-type: none"> 1) What the conclusion from this material? 2) Do you have question before we close the class? 	<p>We learn about how to be responsibility</p> <p>No, question sir</p>
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Table 2.2
Observation for Teacher 2

No	Types of Question	List of Teachers Question	List of Students Answer
1	Procedural Questioning strategy	<ol style="list-style-type: none"> 1) How about the textbook already taken at the office? 2) Did everyone bring dictionary? 3) How many times you didn't come to school Badrul? 4) Where is Rizal? 5) Where is your attendance list? 6) How about we set our seat first? 7) How many students coming today? 8) Is it okay if i start this lesson with a brainstorming? 9) Have you learned about narrative text before? 10) What kind the text does you read? 11) Do you understand 	<p>Yes sir, textbook already taken by Ryan about 2 minutes ago</p> <p>Yes sir, not all</p> <p>Three days sir</p> <p>I don't know sir</p> <p>On the table sir,</p> <p>yes, sir</p> <p>Just 28 student's sir</p> <p>Yes sir,</p> <p>Yes, sir</p> <p>Just sport magazine, and news paper</p> <p>Just little sir,</p>
2	Convergent Questioning strategy	<ol style="list-style-type: none"> 1) This lesson we read narrative story has not been discussed 	<p>Yes sir,</p>

		<p>yet?</p> <p>2) Have you finished the task?</p> <p>3) Did you read about this material before?</p> <p>4) What kind of book you read?</p> <p>5) Do you get the point?</p> <p>6) Can you bring your book story for the next meeting?</p>	<p>No yet sir</p> <p>Yes sir, but just little</p> <p>Book story and newspaper sir</p> <p>Yes sir, we get the point</p> <p>Oke sir,</p>
3	Divergent Questioning strategy	<p>1) Who can make the conclusion from this material?</p> <p>2) Do you have question before we close the meeting?</p> <p>3) Can you bring dictionary for the next meeting?</p>	<p>I am sir, we learn about how to be responsibility with the problem</p> <p>No, question sir</p> <p>Yes sir, for the next meeting we will bring dictionary</p>

b. Interview

Another data collection method will be used for this study is an interview. It will be used to source in depth the data about what questioning strategies are uses by the teachers during the classroom interaction. It is also enrich the data from interview with English teachers and observation with English teachers at MA Putra Al-Ishlahuddiny. Merriam argued that “qualitative data consist of direct questions from respondents about their experiences, opinions, feelings, and knowledge through interviews”.³²An interview is a

³²*Ibid.*

process of interaction or conversation in giving some questions between two or more people. In this context the researcher would interview the teachers to find out the implementation of teachers' questioning during the classroom interaction.

Furthermore, the interview to the English teachers would be conducted with the procedure below:

1. Decide the topic of interview

In arrange the interview, researcher decide the topic that would be asked to the teachers that has relation with the teachers questioning strategies during classroom interaction.

2. Do the interview

The interview going well and just focus with the problem that researcher wants to investigate. It means the interview done in a good way and good time and in gaining proper data.

6. The Technique of Data Analysis

Analyzing the data is a process of compiling or organizing the data from observation and interviews. In this research, the researcher will use descriptive qualitative research. The researcher will collect the data, arrange, and present the data. To analyze the data, there are three steps used as follow:

- a. Data collection

There are a variety of methods of data collection in qualitative research, including interview individual or group, and observation textual or visual analysis.

b. Data Condensation

According to Miles and Huberman, the process relates to data condensation selecting, focusing, and converting the data. In the case of condensation data, the author must choose which aspect of the data appeared in the interview transcript.³³ The main purpose of qualitative research is in the final findings. The data will be collected from the interview and observation.³⁴

In condensing data, the researcher selects data obtained at the time of research regarding the teacher's strategy, and then the data classifies and choose simply.

c. Data Display

The second step is data display. Miles and Huberman stated that display is an organized, compressed assembly of information that permits conclusion drawing and action. The process of condensing and displaying the data will be based on the formulation of the research problem. The formulation of the research problem there are two statement problem in this research that researcher will try to find. And the statement problem also

³³ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: An Methods Sourcebook, third edition*, (Thousand Oaks: SAGE Publications), 2014. P. 31-35

³⁴ *Ibid.*

dealing with the title of the research An Analysis of Teachers' Questions during the Classroom Interaction.³⁵

This step is done by presenting a set of information that is structured and the possibility of concluding because the data obtained during the process of qualitative research usually in the form of descriptive. Thus, require simplification without condensing its content. After displaying the data, a conclusion is drawn.

d. Conclusion Drawing/Verification

The third step of qualitative data analysis is conclusion drawing and verification. Miles and Huberman stated that from the start of data collection, the qualitative analysis is beginning to decide what things mean is nothing regularities, patterns, explanation possible configuration, causal flows, and propositions. The conclusion is also verified as the analyst proceeds. The conclusion drawn is started after the data has been collected by making a temporary conclusion. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about An Analysis of Teachers' Questions Strategies during the Classroom Interaction Trustworthiness.

³⁵ . Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: An Methods Sourcebook, third edition*, (Thousand Oaks: SAGE Publications), 2014. P. 31-35

7. Trustworthiness

The trustworthiness of the data in this research using the technique of triangulation. According to Sutopo that triangulation is the most common way used for improving validity in qualitative research. According to Patton (in Sutopo 2006: 96) stated that there are 4 techniques of triangulation: (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation.³⁶

The data triangulation means that the researcher triangulates some sources of the data that have been obtained. It means that the researcher should collect the data from different data sources. Second is investigator triangulation refers to the researcher triangulates the sources of data by check the data to some experts to reach the data validation. It means that the result of research from data or conclusions can be tested or check validity by some experts. Third is methodological triangulation, refers to the researchers technique in collecting the data to obtain data validation. It can also be defined that methodological triangulation is the way of the researcher to test or check the validity of data by collecting similar data but using a technique or a different data collection methods. While theoretical triangulation refers to the triangulation process to use of some related theories by the researcher to validate the data of the research. It

³⁶ Sutopo, H.B. 2006. *Metode Penelitian Kualitatif*. Surakarta: UNS Press. Sugiono, (2015) *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*

means that to check the validity of data using more than one theory to discuss the problem statement so that it can be analyzed.

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

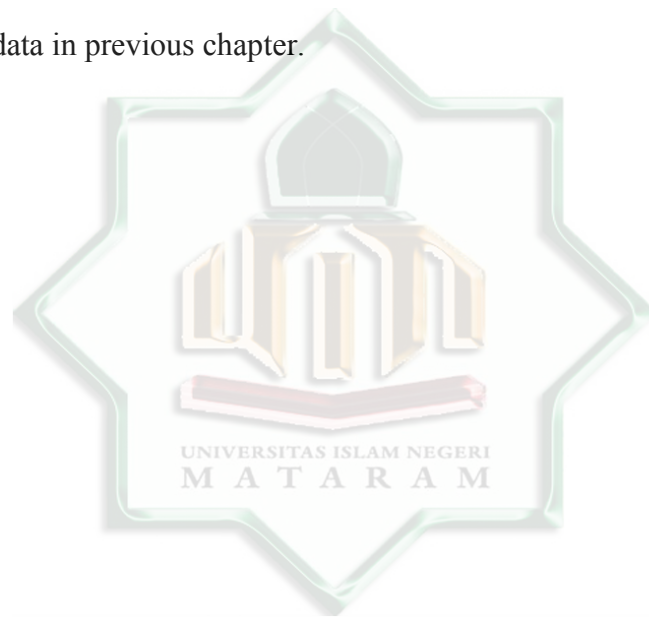
H. Organization of the Discussion

The organization of the discussion will be arranged, the first chapter will be consisted of background of research this part explain about the background as research from commonly to the specific, statement of problem, objective and significance of research, scope of research, review of previous research this part told about the similarity and differences from researcher with others, theoretical bases as some theory for the reserach, research method and systematical of the discussion. Specifically, the research method describes several branches including the approach and type of research, setting and participants, procedure of data collection, technique of data analysis and trustworthiness.

Data Display and Findings as the second part from organization discussion, data display explain the data from researcher that was take from the research like observation and interview, the next is finding is result from researcher investigations this part will classify the result of

observation and interview to answer the research prproblem. The other one is discussion this part of the thesis discusses in detail all explanations about the data display and findings regarding an analysis of English teachers questioning during the classroom interaction.

The last chapter presents conclusion and suggestion. The conclusion elaborates the whole research findings correlating with statement of problem which will be gained based on the result of analyzing the data in previous chapter.



Perpustakaan UIN Mataram

CHAPTER II

DATA DISPLAY AND FINDINGS

In this chapter, the researcher presents the result of this research in MA Putra Al-Ishlahuddiny Kediri Lombok Barat that investigate teachers' questioning in two classes with different grade exactly at eleventh and twelfth classes. The research subjects are two English teachers. In this chapter, the researcher will propose the results to answer the research questions based on observation and interview. The research question is: What is the questioning are used by the English teachers during the classroom interaction at MA Putra Al-Ishlahuddiny Kediri Lombok Barat, and why do the English teachers prefer to use the questioning during classroom interaction at MA Putra Al-ishlahuddiny Kediri Lombok Barat.

On the other explanation above, researcher had described about the observation for every teacher in their class. However, the result of observation dealing with type of questions used by the teachers can be seen in the following table.

TABLE 3.1

The Total Number of Observation Result

No	Types of questioning strategies	Numbers of questions for the teachers		Total of questions
		Teacher1	Teacher2	
1	Procedural	16	11	26
2	Convergent	6	6	12
3	Divergent	2	3	5
Total				43

Based on the table above the teachers are used the types of questioning during learning activity in classroom and the teachers also prefers to use types of questioning based on the benefit of this strategies and the function such as how to interaction between students with teachers or teachers with students using by questioning. However, the teachers are preferring use procedural question more than convergent and divergent question, because the teachers use procedural with routine as procedure question, and the other hand convergent also used for the teachers, and divergent is more rarely to use because the students need more time to think before the answer the questions. From all of the benefits of questioning above the researcher will try to analyze teachers questioning during the classroom activity which include teacher questioning, types of questioning, and questioning strategies. In this research the types of questioning will be more focused on explanation as questioning strategies for the teachers to build the interaction with students, because the researchers want to know about how the teacher's implementation of these types of questioning during the classroom interaction and the teachers prefer to use teachers questioning in classroom interaction.

1. Teachers Questioning are used by the English teachers during the classroom interaction at MA Putra Al-Ishlahuddiny Kediri Lombok Barat

According to Richard and Lockharts, the teacher's questions are classified in three main types. They are procedural, convergent, and divergent. Based on the classroom observation, all of the question types

are used by the teachers in the classroom interaction. The researcher then tried to find out the questioning implemented by the English teachers during the classroom interaction, which is focus on teachers questioning such as procedural question, convergent question, and divergent question. This following the table shows the number of each type of questioning implemented by the English teachers during the classroom interaction in two classes.

The result of described the types of question used by the English teachers at two classes with different grades students. Based on the observation, the researcher found three types question used by the English teachers. The types of questions are procedural question, convergent question, and divergent question. The total number of types of questions used by the English teachers in one meeting was 15 procedural questions, 6 convergent questions, and 2 divergent questions for the first teacher at eleven grades. In the other side for the second teacher at twelfth grade was 11 for procedural question, 6 convergent question, and 3 for divergent question in additionally the total number of questions for both of teachers are 26 for procedural question, 11 convergent question, and 5 for divergent questions. The other explanation of teachers while they are teaching during classroom activity the researcher also make some points such as strategy of questioning, list of teachers questioning, and students answer as row data for research.

In order to answer the research problem, the researcher had divided the other explanation for teachers questioning during the classroom interaction. The researcher started by each question with the relationship to the topic, the teachers answers some question from interviewer. It will be elaborated to get the clear answer and as information for researcher for the used questioning by the teachers during the classroom interaction. Two informants participated in this study. They are English teachers of MA Putra AL-Ishlahuddiny Kediri Lombok Barat who teach at eleven and twelfth grade. Some of asking question by statement problem of the research will be explain bellow:

- What questioning are used by the English teacher during the classroom interactions

Answer teacher 1:

‘Saya biasanya menggunkan pertanyaan campuran atau menggunakan perumpaan terkait materi yang di berikan itu bertujuan agar bisa membuat siswa mudah memahami materi terhadap apa yang telah di sampaikan’.³⁷

Based on teacher answer she use the mix questions, between Indonesia and English the purpose of the question is to make students understanding more with the material that’s why the teacher explain with two languages, however sometimes teacher use Indonesian language for the material that is hard for students to understand and use English little just for little conversation with the students.

³⁷ Interview with mrs ernawati s,pd, English teacher at ma putra al-ishlahuddiny, Kediri lombok barat,pada , Saturday 17 june 2021.

- What questioning are used by the English teacher during the classroom interactions

Answer teacher 2:

*“Strategi yang sering saya gunakan biasanya memberikan mereka pertanyaan menggunakan bahasa inggris dan kontek pertanyaan pada umumnya yang menggunakan 5w+1h dan kemudian menyuruh mereka mengartikan pertanyaan tersebut dengan membuka kamus agar bisa membantu mereka utk menambah kosa kata”.*³⁸

Based on the answer of teacher 2, he used questioning strategies to know and measure what students have learned about the material that has been taught. He explained from those strategies, such what, where, when, why, who and how. Furthermore, the teachers ask to their students for translate it using by dictionary, the main of the teacher they want the students find the new vocabulary in their dictionary so they can increase the understanding about English as well.

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³⁸ Interview with mr Ramdani s,pd, English teacher at ma putra al-ishlahuddiny, Kediri lombok barat,pada , Saturday 17 june 2021.

2. The teachers prefer to use teachers questioning during the classroom interaction at MA Putra AL-Ishlahuddiny Kediri Lombok Barat:

The result of observation proved that both teacher 1 and teacher 2 used questioning strategies in teaching and learning English in the classroom. They always give question in each session to get students' attention and students' understanding about the material that have been taught. This can also be seen from the result of the observation to the teachers. They are realized about the function and the benefit of questioning during learning activity in classroom. However, after discovering the frequently implementation types of teacher's questioning used during the classroom interaction, the researcher tries to find why do the teachers prefer to use the questioning during the classroom interaction. However, based on the benefit of teachers questioning during the classroom interaction. the researcher had the classify of the question and ask to the teachers why the teachers prefer to use questioning during the classroom interaction as follow.

Table 4.1

The teachers prefer to use questioning strategies during the classroom interaction.

Teachers questioning strategy	List of Questioning	T1	T2
Procedural questioning	1) Do the teachers greet in the class? 2) Do the teachers check attendance list? 3) Do the teachers prepare the class before delivered the materials?		
Convergent questioning	1) Do the teachers check the assessments? 2) Do the teachers ask about material before or do brainstorming? 3) Do the teachers check students understanding?		
Divergent questioning	1) Do the teachers ask the conclusions of the material for their students?		

Based on the table above, the researcher tries to find why do the teachers prefer to use questioning during the classroom interaction. The result of the table both of teachers implemented the questioning in classroom interaction based on the benefit of the questioning because they are realized that questioning is good way to build the interaction with the students, and to control the classroom activity such as when the condition is not clear teachers will give questions to get the attention from the students or even the students get something hard to understand they can ask to the teachers to reply the explanation.

Furthermore, in order to answer the research problem, the researcher had divided the other explanation like interview for teachers to help the researcher under the topic 'the teachers prefer to use questioning during the classroom interaction'. The researcher started by each question with the relationship to the topic, the teachers answer some question from interviewer. It will be elaborated to get the clear answer and as information for researcher to answer the question in this research, the teachers prefer to use questioning during the classroom interaction. Two informants participated in this study. They are English teachers of MA Putra AL-Ishlahuddiny Kediri Lombok Barat who teach at eleven and twelfth grade. Some of asking question from the researcher will be explain bellow:

- Why do the teachers prefer to use teachers questioning during the classroom interaction at MA Putra AL-Ishlahuddiny Kediri Lombok Barat:

‘Ya, dengan menggunakan strategi bertanya ini saya bisa dengan mudah berinteraksi dengan siswa. dikarenakan strategi bertanya ini melibatkan interaksi untuk beberapa individu bukan untuk perorangan, seperti halnya guru dengan murid’.³⁹

Based on teachers answer, she really helps with questioning strategy because this strategy can make the teacher simple to get the students responses, this strategy is needing the other people to use it like teachers and students, because questioning strategy is not only for one person. An example when the teachers give an question into the students, and the students cannot answer it, the other students can answer that question.

- Why do the teachers prefer to use teachers questioning during the classroom interaction at MA Putra AL-Ishlahuddiny Kediri Lombok Barat:

Answer teacher 2

‘Sangat membantu, saya bisa menegetahui sejauh mana pemahaman siswa,dan bisa dengan intensip untuk berinteraksi dengan semua siswa terlebih lagi siswa yang kurang dalam pemahaman bahasa inggris nya’.⁴⁰

Based on the as answer from teacher 2, he thinks this questioning strategy is useful to help the interaction with the students, because he

³⁹ Interview with mrs ernawati s,pd, English teacher at ma putra al-ishlahuddiny, Kediri lombok barat,pada , Saturday 17 june 2021.

⁴⁰ Interview with mr Ramdani s,pd, English teacher at ma putra al-ishlahuddiny, Kediri lombok barat,pada , Saturday 17 june 2021.

can do the interaction with intensively and the teacher will know who the students did not understand about the material.

The research finding showed that in the meeting during teaching and learning process, the researcher founded the questioning are used by the English teachers, they used types of questions like procedural question, convergent question, and divergent question during the classroom activity. The researcher also found the English teachers prefer to use questioning during the classroom interaction. They are focus with the subject of students at eleven and twelfth grade class during teaching and learning process about preparation for the reading material.

In addition, this research had described two important points. The first one was about questioning strategies implemented by English teachers of Ma Putra Al-Ishlahuddiny Kediri Lombok Barat. The result showed that both of teachers implemented questioning strategies during the interaction with the students. They used procedural questioning strategy, convergent questioning strategy and divergent questioning strategy. The total number of types of questions used by the English teachers in one meeting was 15 procedural question, 6 convergent question, and 2 divergent questions for first teacher at eleven grades. On the other hand, for the second teacher at twelfth grade, there were 11 procedural questions, 6 convergent questions, and 3 for divergent questions. In addition, the total number of questions from both teachers are 26 for procedural questions, 11 convergent questions, and 5 for divergent questions.

The second part showed the description of teachers' preference to use questioning strategies in the class. This part was aimed to know the teachers' reason used questioning strategy during teaching English in the class.



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CHAPTER III

DISCUSSION

In this discussion, the researcher discussed the results of research finding and some theories concerning teachers questioning strategies in classroom interaction to answer the research question in chapter I. The result of the research questions presents in the research finding and the data are discussed in the discussion. The research question is what questioning are used by the English teachers at MA Putra Al-Ishlahuddiny Kediri Lombok Barat and why do the teachers prefer to use questioning during the classroom activity.

The researcher takes the data from observation, the observation in a classroom in one meeting for one class the first observation at XI science class in Ma Putra Al- Ishlahuddiny Kediri Lombok Barat on Monday, 7th June 2021 and the second observation with XII science class also on Thursday 17th June 2021 and the material was preparation for reading material.

The observation was conducted in eleven and twelfth grade. In the observation, the researchers observed at two classes and do the observation with two times, because there are two different classes for the subject of observation. Furthermore, the first observation for eleven grade of MA Putra AL-Ishlahuddiny Kediri Lombok Barat the researcher takes on Sunday 17th June 2021 at 10.40- 11.25. The observation was conducted in one meeting and the duration of observation was 45 minutes.

The researcher observed classroom activities. Secondly, for twelve grade of M.A Putra Al-Ishlahuddiny Kediri Lombok Barat the researcher do the observation on Saturday 7th June 2021 at 08.00-09.45 this class also conducted

in one meeting with the duration of observation was 45 minutes. And this part the researcher observed classroom activities.

The first subject was Miss E.R. She was an English teacher who taught at class X and XI, she is very kindly person, she is very patient and never bored to motivate the students for being good people, Miss E.R teach in MA Putra Al-Ishlahuddiny for long time, she starts from 2008 until now, actually she takes all of the english class in Ma Putra Al-Ishlahuddiny but after she pregnant with her second child she decided to share it with other teachers. However, she always helps the researcher to finish this research, therefore the researcher takes the observation at class XI and the observation was held on Sunday 17th June at M.A Putra Al-Ishlahuddiny Kediri Lombok Barat. Afterward the researcher takes the data as observation while this teacher teach in the class, the are used questioning such as types questioning, list of teacher question, and list of students answer with the activities during class observation.

The second subject was Mr M.R, an English teacher who taught at class XII. He is new teacher in this Islamic boarding house, he got this job because she was asked by the teacher to help teach because the teacher was pregnant. Mr M.R also had doing research here when he was students at Ikip Mataram, and Miss E,R pamong for him, Afterall because of this reason he is very excited and kindly to help me here to finish the research. In the other hand the observation was held on June 7th at M.A Putra Al-Ishlahuddiny Kediri Lombok Barat. The researcher joins into the class and observe the teachers and students' interaction during the classroom activity, in the end the researcher find that the

teacher used questioning such as types of questioning, list of teacher question, list of students answers with the activities during class observation.

1. What questioning are used by the English teachers during the classroom interaction?

The result of observation described first the types of question used by the English teachers at two classes with different grades students. Based on the observation, and interview the researcher found three types questions was used by the English teacher. The types of questions are procedural question, convergent question, and divergent question. The total number of types of questions used by the English teachers in one meeting was 15 procedural question, 6 convergent question, and 2 divergent questions for first teacher at eleven grades. The teachers are more using procedural questioning because this questioning is used by the rules of learning and routine question for the teachers, beside of convergent and divergent question also used in classroom.

in the other side for the second teacher at twelfth grade was 11 for procedural question, 6 convergent questions, and 3 for divergent question, dealing with the first teachers the second teachers also dominant with procedural question, and the teachers also used convergent question and divergent question, in additionally the total number for all of the questions for both of teachers are 26 for procedural question, 11 convergent questions, and 5 for divergent question.

Furthermore, From the types of questions based on Richard and Lockhart (1994) showed that procedural questions and convergent questions were mostly

used by the English teacher⁴¹. Procedural questions asked by the English teacher with routines of the classroom, the questions are not related to the material, used by the English teacher what going on in a classroom to check the assignment and whether the task is clear.

From the table of observation above show that the most dominant types of questions were procedural questions which found 26 questions from both of teacher's questions. Procedural questions were dominant because procedural question as introduction in the classroom which related about classroom management.

In procedural questions the students can answer with a short answer. Procedural questions became second order as types of questions used by the English teacher during teaching and learning process because procedural questions in a classroom as introduction in the classroom which related about classroom management. Procedural question used by teachers what going on in a classroom.

Procedural questions have to do with classroom procedures and routines. Procedural questions do not focus on the material. Procedural questions used by the teacher to check student's assignment or attendance and instructions for a new task. In procedural questions the students can answer used short answer such as yes or no. Example of procedural question such as:

⁴¹ Jack C. Richards –Charles Lockhart, *Reflective Teaching in Second Language Classrooms*. (Cambridge: Cambridge University Press, 1994).

1. Ready?
2. Did everyone bring dictionary?
3. Where did you go last meeting?
4. How many times you didn't come to school?
5. How about the textbook already taken at the office?

The other side of convergent questions encouraging the students to response the question based on the material. In convergent questions, the students could answer the questions based on the material or previous information. Convergent questions only need short answer such as yes no and short statement.

Convergent questions can encourage the students to response the question based on a main topic or material. In convergent questions, the students can answer the question based on the material that has been explained by the teacher. The respond of convergent questions is short answer, such as: yes, no, or short statement. Example of convergent question that was used by the teacher:

1. Have you finished the task?
2. Do you have read it?
3. What kind of book you read?
4. Do you get the point?
5. Can you bring your book story for the next meeting?

Convergent question is not engaging the students to higher level thinking, but to engage the students to stay focuses on the material that has been explained or presented by the teachers and focus on the recall of previously information. Convergent questions became first order as types of questions used by the English teacher during teaching and learning process because convergent questions was about content which related about material

that explained by the English teacher, so the English teacher always used types of convergent questions.

In the other hand in this case the teachers give little question to the students with divergent questions. But the teachers want to teach students to learn more with critical thinking so they are trying to use divergent questions for the interaction with the students, example; the teachers ask to the students to give the conclusion from the material, or ask the students to think more about responsibility like in the material. However, the researcher found the teacher used Divergent question. It can be concluded that types of questions procedural questions, convergent questions and divergent question can control the classroom and use to build the interaction with student. Based on the interview, the English teachers said that questions can measure the understanding of the students about the material.

It is line with the previous research conducted by A.B. Prabowo K.A., Alfiyanti the teachers also use questioning as strategies in learning English during the interaction with the students, furthermore procedural question also more using by the teacher in classroom, and convergent also used, but the different here the teachers do not use divergent question.⁴²

In the other side the current research also dealing with the previous research conducted by Syarifah Rahmah the teachers here also used questioning strategies to improve the student's motivation in learning English, the used some types of question such as probing questions, factual question,

⁴² A.B. Prabowo K.A., Alfiyanti, *An analysis of teachers questioning strategies during interaction in the classroom : A case of the eight grade smp pgri 01 semarang*: Vol. 4, No. 1, 2013, P. 1.

convergent question, and procedural question. Different with current research are the researcher just used three types of question and in the research found procedural question were dominant to use by the teachers. But in Syarifah Rahmah research Using probing and factual question in asking question were dominant. It depends on the material that teachers transferred to students. Otherwise, divergent and higher order question, it used only few times by teachers. The teacher also applied other strategies, it was repeat the questions, emphasis the question, translated into Bahasa Indonesia or mixed the questions, get closer to student, and gave reward to the students.⁴³

2. Why do the teachers prefer to use questioning during the classroom interaction;

The reason teachers prefer to use questioning during the classroom interaction? According to Richard and Lockhart, teachers asked question to their student are to access information, to analyze information and to draw some conclusion.⁴⁴ Other factors why teacher should use questioning strategy in teaching and learning process because question not only as a thing to get an answer. But the function of question is also to motivate, to test, to assess, to revise, to explore, to explain, to encourage, to control and to students' understanding in learning process.⁴⁵

The second point was about the teachers' preferences to use questioning strategies. Both of teachers used questioning strategies to involve students in

⁴³ Syarifah Rahmah, "Teacher Questioning Strategies: to Improve Students' Motivation in English Classroom Learning Activity", vol, 2. No 2. P,12

⁴⁴ *ibid*

⁴⁵ Richards & Lockhart cited in Qashoa, 2013:53-54; Yan, 2006:19 & Ma, 2008:100

learning process, stimulate students thinking, to know or measure what students have learned about the material that has been taught, understand about the level of understanding, so the teachers can determine the next step in teaching the material. It is line with the previous research conducted by titis triwuryani she found the teachers also preference to use questioning based on the function and The teachers used probing questioning strategy to go beyond the first response. Subsequent teachers' questions are formed on the basic of the students' respond. They used factual questioning strategy to require the students to recall specific information students have learned, and they used divergent questioning strategy to require both concrete and abstract thinking to arrive and appropriate response.⁴⁶

In addition, many reasons why teachers asked questions to their students, either the question are addressed to test students' ability or to engage them into class discussion. Ellis proposed two reasons why teachers asked questions in their classroom. First, questions require respond. When students respond the question, teacher could give some feedback which can be used to adjust content and expression in subsequence teacher talk. Second, question serve as a device controlling the progress of the interaction through which a lesson is enacted.⁴⁷

Finally, the researcher here found that the teacher 1 and teacher 2 at MA Putra Al-Ishlahuddiny Kediri Lombok Barat are used this questioning strategy during the classroom interaction as the tools of help them when they are taught.

⁴⁶ Titis triwuryani - An Analysis Of Teacher's Questioning Strategies During The Classroom Interaction, p:83,2020

⁴⁷ Ellis, R. (2008). *The study of second language acquisition (2nd ed.)*. Oxford: OUP.

On the other hand, the teachers also preference questioning strategy during the classroom activity.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes about conclusion and suggestion. The researcher concerns several points from the explanation above about What Questioning Strategies are used by the English teachers during the classroom interaction at MA Putra AL-Ishlahuddiny Kediri Lombok Barat concluded as follow:

A. Conclusion

Based on the result of the research, the researcher draws the conclusions that have been described as follows:

1. English Teachers of MA Putra AL-Ishlahuddiny Kediri Lombok Baratused types of questioning strategies during the classroom Interactions, and the teachers also prefer to use questioning strategies during the classroom interaction. They used procedural question, convergent questioning and divergent question as strategy for question.
2. The teachers used procedural question in classroom activities to get students responses and the teachers used procedural as opening question. Subsequent teachers' questions are formed on the basic of the students' respond. They used convergent question to require the students to recall specific information students have learned, and to ask

students have difficulties with the material or something that they do not understand well. The last they used divergent question to require both concrete and critical thinking to arrive and appropriate response.

B. Suggestion

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to the English teaching. The researcher hopes, it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

1. for the teacher

- a. Teachers recommended using questioning strategies to stimulate students' thinking and know the students' understand level whether using literal, inferential, or metacognitive question.
- b. The teacher has to be active, creative, helpful, and patient also welcome in the teaching learning process, so that the teacher can handle the students in the classroom well.

2. for the students

- a. The students should be more active, creative and has high self-confidence in learning English.
- b. The students should pay attention to the lesson while the teacher gives explanation about materials.
- c. The students must try to ask question that they do not understand about the material.

3. for the institution

The institution must add the facility to support the teaching learning activity.

4. for the next researcher

It will be better if the researcher also investigate the effect of questioning strategies in teaching English in the classroom to the students.



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APPENDIX



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APPENDIX 1

OBSERVATION

Questioning implemented by the teachers

No	Types of questioning strategies	Numbers of questions for the teachers		Total of questions
		Teacher1	Teacher2	
1	Procedural	16	11	26
2	Convergent	6	6	12
3	Divergent	2	3	5

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Observation for Teacher 1

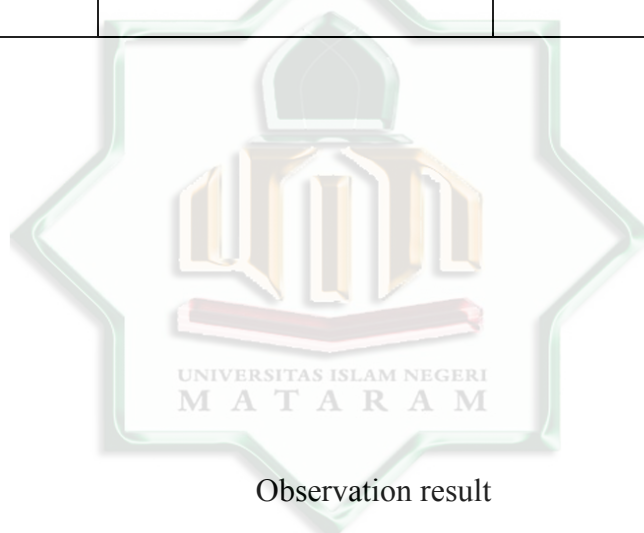
No	Strategy of Questioning	List of Teachers Question	List of Students Answer
1	Procedural Questioning strategy	1) How about the textbook already taken at the office? 2) Ready? 3) Did everyone bring dictionary? 4) Where did you go last meeting? 5) How many times you didn't come to school? 6) Where is Heru? 7) You all did not study just now?	Yes sir, the text book is already Yes sir, we are ready Yes sir, I am sorry sir; I don't come because I am illness Three days sir I don't know sir No, We are preparing for the

		<p>8) Where is khairul azmi?</p> <p>9) Where is your attendance list?</p> <p>10) How about we set our seat first?</p> <p>11) How many students coming today?</p> <p>12) Is it okay if I start this lesson with a game?</p> <p>13) Have you ever study about listening at the lab before?</p> <p>14) So far so good?</p> <p>15) Do you understand</p>	<p>next lesson sir</p> <p>I don't know sir, where is he now</p> <p>On the table sir,</p> <p>Ok,sir</p> <p>Twenty five students sir</p> <p>Yes sir,</p> <p>Yes, sir we are studied the material about narrative</p> <p>Yes</p> <p>Just little sir,</p>
2	Convergent Questioning strategy	<p>7) This unit that entitled reading narrative story has not been discussed yet?</p> <p>8) Have you finished the task?</p> <p>9) Did you read it?</p> <p>10) What kind of book you read?</p> <p>11) Do you get the point?</p> <p>12) Can you bring your book story for the next meeting?</p>	<p>Yes sir,</p> <p>No yet sir</p> <p>Yes sir, but just little</p> <p>Book story and newspaper sir</p> <p>Yes sir, we get the point</p> <p>Yes sir,</p>
3	Divergent Questioning strategy	<p>3) What the conclusion from this material?</p> <p>4) Do you have question before we close the class?</p>	<p>We learn about how to be responsibility</p> <p>No, question sir</p>

Observation for Teacher 2

No	Types of Question	List of Teachers Question	List of Students Answer
1	Procedural Questioning strategy	12) How about the textbook already taken at the office? 13) Did everyone bring dictionary? 14) How many times you didn't come to school Badrul? 15) Where is Rizal? 16) Where is your attendance list? 17) How about we set our seat first? 18) How many students coming today? 19) Is it okay if i start this lesson with a brainstorming? 20) Have you learn about narrative text before? 21) What kind the text do you read? 22) Do you understand	Yes sir, textbook already taken by Ryan about 2 minutes ago Yes sir, not all Three days sir I don't know sir On the table sir, yes, sir Just 28 students sir Yes sir, Yes, sir Just sport magazine, and news paper Just little sir,
2	Convergent Questioning strategy	7) This lesson we read narrative story has not been discussed yet? 8) Have you finished the task? 9) Did you read about this material before? 10) What kind of book you read? 11) Do you get the point?	Yes sir, No yet sir Yes sir, but just little Book story and newspaper sir Yes sir, we get the point

		12) Can you bring your book story for the next meeting?	Oke sir,
3	Divergent Questioning strategy	4) Who can make the conclusion from this material? 5) Do you have question before we close the meeting? 6) Can you bring dictionary for the next meeting?	I am sir, we learn about how to be responsibility with the problem No, question sir Yes sir, for the next meeting we will bring dictionary



Observation result

No	Types of questioning strategies	Numbers of questions for the teachers		Total of questions
		Teacher1	Teacher2	
1	Procedural	16	11	26
2	Convergent	6	6	12
3	Divergent	2	3	5

Total :43

The teachers prefer to use questioning strategies during the classroom interaction.

Teachers questioning strategy	List of Questioning	T1	T2
Procedural questioning	4) Do the teachers greet in the class? 5) Do the teachers check attendance list? 6) Do the teachers prepare the class before delivered the materials?		
Convergent questioning	4) Do the teachers check the assessments? 5) Do the teachers ask about material before or do brainstorming? 6) Do the teachers check students understanding?		
Divergent questioning	2) Do the teachers ask the conclusions of the material for their students?		

APPENDIX 2

INTERVIEW

No	Question	Answer	
		Teacher 1	Teacher 2
1.	Apakah anda sering memberikan pertanyaan pada saat pembelajaran ?	Ya sering	Sering
2.	Pertanyaan seperti apa yang anda biasa gunakan ketika mengajar di dalam kelas ?	Seperti “How are you doing today..” “how many students coming today.”. so.. “how about you homework” like that	Bagaimana kabar kalian hari ini, apakah kalian sudah mengulang pelajaran (materi pengulangan) dan menanyakan kehadiran setiap siswa.
3.	Apakah anda sering memberikan pertanyaan disaat pembelajaran ?	Sering	Cukup Sering
4.	Strategie bertanya seperti apa yang sering biasa anda gunakan ketika mengajar di dalam kelas ?	Menggunakan perumpamaan terkait materi yang di berikan.	Menggunakan pertanyaan 5w+1h.
5.	Pertanyaan seperti apa yang biasa anda gunakan ketika mengajar di kelas ?	Bertanya menggunakan pertanyaan 5w+1h.	Apakah kalian mengerti dengan materi yang telah di sampaikan?, apakah ada

			pertanyaan?.
6.	Menurut anda seberapa efektifkah strategi bertanya ketika belajar dan mengajar di dalam kelas ?	Sangat efektif untuk mengetahui sejauh mana pemahaman siswa terhadap materi yang sudah di sampaikan.	Cukup efektif untuk mengetahui mana siswa yang belum dan yang sudah faham terhadap materi.
7.	Apakah anda mengalami kendala atau masalah tertentu ketika menerapkan strategi bertanya ini ketika di dalam kelas ?	Tentu ada, kendalanya adalah ketika kita bertanya menggunakan bahasa inggris siswa tidak terlalu paham dengan maksud pertanyaan tersebut.	Ada kendalanya diantara lain adalah pemahaman siswa terhadap pertanyaan yang di berikan, di karenakan bahasa inggris adalah bukan bahasa utama mereka.
8.	Apakah dengan strategi bertanya ini bisa membantu anda untuk berinteraksi dengan siswa ?	Ya tentu sangat membantu, karna strategi bertanya ini melibatkan interaksi untuk beberapa individu bukan untuk perorangan, seperti halnya guru dengan murid.	Cukup membantu karna strategi ini memungkinkan guru untuk memberikan pertanyaan dan mengharapkan jawaban dari siswa, dan itu akan membuat interaksi diantara guru dan murid.
9.	Menurut anda bagaimana perkembangan pemahaman siswa terhadap materi ketika	Cukup baik	Baik/bagus/bisa diterima

	anda menggunakan strategi bertanya ini ?		
10.	Apakah masih ada pendapat lain yang ingin anda sampaikan tentang strategi bertanya ini ?	Iya masih ada	Tidak ada cukup.



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Pembimbing II : Soni Ariawan, M.Ed
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2	9/5	Simpulan lembar pengisian	
3	17-24	mppt aeg	1

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	12/05/21	review of methodology	A
	...	Review of Methodology	A
	14/06/21	Review of data display	A
	01/07/21	Review of discussion	A
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Kepada :
Yth. Kepala Bakesbangpoldagri Provinsi NTB
di_

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NIM : 160107120
Fakultas : Tarbiyah dan Keguruan
Jurusan : TBI
Tujuan : Penelitian
Lokasi Penelitian : MA'PUTRA AL-ISHLA'UDDINY KEDIRI
Judul Skripsi : AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT MADRASAH ALIYAH PUTRA AL-ISHLA'UDDINY KEDIRI LOMBOK BARAT.

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Lokasi : MA Putra Al - Ishlahuddiny Kediri Lombok Barat
Jumlah Peserta : 1 (Satu) Orang
Lamanya : Juni - Juli 2021
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MADRASAH ALIYAH PUTRA
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Website: <http://www.madrasah.al-ishlahuddiny.lombok.ntb.go.id>

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Nomor : C12/ MA.Putra/VI/2021

Yang bertanda tangan dibawah ini kepala Madrasah Aliyah Putra Al- Ishlahuddiny menerangkan bahwa mahasiswa yang tertera namanya dibawah ini:

Nama : Ardian Pirdaus

Nim :160107120

Jurusan : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah Dan Keguruan (FTK)

Memang benar telah melakukan penelitian di Madrasah Aliyah Putra Al- Ishlahuddiny Kediri dengan judul skripsi : *AN ANALYSIS OF THEACHER'S QUESTIONING DURING THE CLASSROOM INTERACTION AT MADRASAH ALIYAH PUTRA AL-ISHLAHUDDINY KEDIRI LOMBOK BARAT*

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Kepala Madrasah

Moh. Zarkani, M.Pd

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