AN ANALYSIS OF TEACHERS' QUESTIONING STRATEGIES IN ENGLISH CLASSROOM INTERACTION OF ELEVENTH GRADE AT THE MAN 1 LOMBOK TIMUR IN ACADEMIC YEAR 2020/2021.

by

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STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF MATARAM
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2022

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Thesis

**Presented to State Islamic University of Mataram
to complete the requirements for achieving the degree Bachelor
of English Language Education**

by

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Thesis by: Asroroy Maulana Ersalengga, Reg. Number: 160107052, entitled "An Analysis of Teachers' Questioning Strategies in English classroom interaction of Eleventh Grade at the MAN 1 Lombok Timur in Academic Year 2020/2021" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram on Sunday 27 / 12 / 2021

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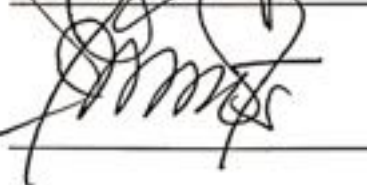
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MOTTO

فَاذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُون

"Therefore, remember you to me, I will remember (also) to you, and be grateful to me, and do not deny (my favors).(QS. Al-Baqarah: 152)[1]"

"If you can't fly then run, if you can't run then walk, if you can't walk then crawl, but whatever you do you have to keep moving forward."
(Martin Luther King Jr.)

"Huh… living freely is one of life's basic principles"
(Claude)

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[1]QS. Al-Baqarah [2]:152.

DEDICATION

This thesis sincerely dedicated to:

"My beloved parents, family, teachers, best friends, and all those who have asked me: when is the trial?, when is the graduation?, when you will follow them?, and other, you are the reason I immediately finish this final project.

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Mataram,……….…..2022
The Researcher,

Asroroy Maulana Ersalengga

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ABSTRACT

Questioning strategies is a strategy used by the teacher to stimulate the growth of critical thinking skills of students in teaching-learning process. This research was to analyze the kind of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur, and the function of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur. The aim of this research were to know the kind of questioning strategies used by the teacher in English classroom interaction of eleventh grade at the MAN 1 Lombok Timur, and to know the function of questioning strategies used by the teacher in English classroom interaction of eleventh grade at the MAN 1 Lombok Timur. This research was descriptive qualitative approach. The researcher employed the number of procedure of data collection namely observations, interview, and video recording. In analyse the data, this research were reduce the data, display the data, and draw the conclusion. The results of this research showed there are 3 types of questioning strategies used by the teacher such as procedural, convergent, and divergent question. On the other hand, questioning strategies used by the teacher are procedural questions by total number 17 questions, convergent questions by 28 questions, and divergent questions by 4 questions. While, the results of the functions of questioning strategies were increase the students attention and participation, increase the students focus and curiosity, and stimulating the students' ability.

Keyword: *Question, Questioning Strategies, Classroom Interaction.*

ANALISIS STRATEGI PERTANYAAN GURU DALAM INTERAKSI KELAS BAHASA INGGRIS DI KELAS XI MAN 1 LOMBOK TIMUR TAHUN AJARAN 2020/2021

Oleh:
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ABSTRAK

Strategi bertanya adalah strategi yang digunakan guru untuk merangsang tumbuhnya kemampuan berfikir kritis siswa dalam proses belajar mengajar. Penelitian ini menganalisis jenis strategi bertanya yang digunakan guru dalam interaksi kelas bahasa inggris dikelas XI MAN 1 Lombok Timur, dan fungsi strategi bertanya yang digunakan guru dalam interaksi kelas bahasa inggris dikelas XI MAN 1 Lombok Timur. Tujuan dari penelitian ini adalah untuk mengetahui jenis strategi bertanya yang digunakan oleh guru dalam interaksi kelas bahasa inggris dikelas XI MAN 1 Lombok Timur, dan untuk mengetahui fungsi strategi bertanya yang digunakan oleh guru dalam interaksi kelas bahasa inggris dikelas XI MAN 1 Lombok Timur. Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Peneliti menggunakan sejumlah prosedur pengumpulan data yaitu observasi, wawancara, dan perekaman video. Dalam menganalisis data, penelitian ini mereduksi data, menampilkan data, dan menarik kesimpulan. Hasil penelitian menunjukkan bahwa ada 3 jenis strategi bertanya yang digunakan guru yaitu pertanyaan prosedural, konvergen, dan divergen. Disisi lain, jumlah pertanyaan yang digunakan oleh guru yakni procedural sebanyak 17 pertanyaan, pertanyaan konvergen sebanyak 28 pertanyaan, dan pertanyaan divergen sebanyak 4 pertanyaan. Sedangkan hasil fungsi strategi bertanya adalah meningkatkan perhatian dan partisipasi siswa, meningkatkan fokus dan rasa ingin tahu siswa, serta merangsang kemampuan siswa.

Kata kunci: *pertanyaan, strategi bertanya, interaksi kelas.*

CHAPTER I

INTRODUCTION

A. **Background of Research**

Teachers should be an active speaker in the classroom. It means that they should act in speaking while they stand in front of the class and the students can respond to them well. Teachers who are active in teaching should give some simple questions. The teachers give questions to their students while the teaching-learning process runs. Asking questions is the main point of what we do as teachers. They also should make good communication with their students in the teaching-learning process, and they should not only deliver knowledge. One of the simple examples to make good communication while the teaching-learning is marked by the questioning strategies.

Questioning has been used as an instructional strategy and has been regarded as a powerful teaching tool.[2] Question is the form of communication used in classroom teaching. The questions can be presented while the teaching-learning process runs. Asking questions is at the very heart of what we do as teachers. The role of the teacher as a questioner is as old as teaching itself and the research on questioning is filled with the positive effects or result when teachers employ effective questioning strategies. Most of the questions asked by teachers

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[2] Chirasiri K. Vivekmetakorn & Meentra Thamma, *"Teacher Questioning from a Discourse Perspective",* Vol.8, Issue 1, 2015, p.64.

are at the lowest cognitive levels, namely basic recall of facts and knowledge. According to Erliska, teachers use question and answer strategies to review, examine learning, and challenge students to think critically.[3] In the event, the teachers generally give the questions without developing a strategy as a forum for correcting students thinking levels. This maked the students cannot think critically in a sense to get the detailed information which the teachers convey. Not only the things where the researcher mentioned above, but however interaction in the classroom will also affect the teaching-learning process.

The interaction happened when the students understand what the teacher has asked and what the students would responsible for. According to Nunan, teacher action and teacher-learner interaction are important aspects of classroom life.[4] In building classroom interaction, teachers may use part of interaction such as verbal and non-verbal communication in a classroom. Richard stated that classroom interaction is the pattern of verbal and non-verbal communication and types of social relationships that occur within the classroom.[5]

Using verbal or non-verbal communication, classroom interaction should be able to create a good interpersonal relationship and make message transmission successful between teachers and students. It means that teacher needs to be able to manage their talks and student's talks, in what kinds of talks that can be used to

[3]Erliska Nindi Lestari,"*Teacher's* Questioning *Strategies and Students' Responses in Classroom Interaction",* Vol.6, No.2, 2018, p.76.
[4]David Nunan, "*Language Teaching* Methodology*: a textbook for Teachers",*(Sydney: Acquarie University Press, 1991), p.207.
[5]Jack C. Richard – Richard Schmidt, "*Longman Dictionary of: Language Teaching and Applied Linguistics",*(London: Pearson Education Limited, 2002), p.75.

build a balanced interaction between teachers and students. In language teaching and learning, the domination of teacher's talks is not good, moreover in balancing the interaction. Accordingly, the teacher should be able to encourage students to talk more.

Therefore, to encourage students to talk more, teachers questioning strategies are needed. Questioning strategy is also important to motivate students in learning activities. By applying a questioning strategy, the teachers know what they are going to ask their students in the classroom. Even the questioning strategies teachers employ should be interesting questions in order that students want to respond in learning English. So far, teachers who have not used the questioning strategy in learning will make students not interested in taking English lessons. However, if the teacher applies questioning strategy it will make students excited to talk in classroom.

Based on the results of preliminary observations, the researcher found some problems of teachers' questioning strategies during the classroom interaction in eleventh grade at the MAN 1 Lombok Timur. One problem is that the students were not interested in English which was shown by a bad response when the teacher gave some questions. Another problem is that the teachers' questioning strategies in teaching was boring when they taught in the classroom. This is because the teaching-learning process is less attractive or monotonous, so that students fell bored to following the lessons given by the teacher. In addition, the next problem the researcher found is that the students did not understand the

teachers' questions so that the class or students were silent. In this problem, sometimes students are confused by the teachers' question that is too fast so that students did not understand the questions.

Based on the explanation that has been outlined by the researcher above, the researcher is interested in analyzing the types and function of teachers' questioning strategies in classroom, to know how classroom interaction when the English teacher uses questioning strategies. The reason why the researcher want to analyze teacher questioning strategies in English classroom interaction because teachers' question is important in the classroom to encourage students to understand the material being delivered and to know how far the students understand the material. Referring to explanations above, the researcher conducted a research about teachers' questioning strategies entitled "An Analysis of Teachers' Questioning Strategies in English Classroom Interaction of 11th Grade at the MAN 1 Lombok Timur in Academic Year 2020/2021."

B. The Statement of Problem

Based on the background of the study above, the problems in this study can be formulated as follows:

1. What kind of questioning strategies are used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur?

2. What is the function of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur?

C. Objective and Significance of Research

1. Objective of Research

   In accordance with the statement of the problem above, this research aimed:

   a. To know the kind of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur.

   b. To know the function of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur.

2. Significance of research

   1. Theoretical significance

      The researcher expects that this study maked the readers understand the teachers' questioning strategies during the English classroom interaction. The result of this study is also expected to be a hint and reference material for further researchers who study things that are relevant to the teacher questioning strategies.

   2. Practical significant

      a) For Student

         This research is expected to help students understand the purposes of the teachers'questions and get clear information about the English lessons. When the students understand the teachers' questions they can actively improve their ability to speak each other.

b)   For English Teacher

This research is expected to deliver efficient way for English teacher regarding how to deliver knowledge, ideas, opinions, and to anticipate problems about questioning strategies. In addition, it is also supposed to obtain how to provide more references to improve the quality of teaching-learning process. In the end, these goals can be improved the quality of teaching-learning process of education fields.

c)   For Further Researchers

The result of this research can be used as one of the references in contributing to conduct research on English language teaching, especially in term of questioning strategies during the classroom interaction.

D. Scope and Setting of Research

1.   Scope of Research

This study is limited to questioning strategies employed by the teacher in classroom interaction. Spesifically, this research is intended to explore the kind and function of questioning strategies used by the teacher in classroom interaction. So far, the researcher focuses this study on questions in verbal classroom interaction. Then, the researcher analysed all of the questions applied by the teacher during the classroom interaction.

2.   Setting of Research

This study conducted at the MAN 1 Lombok Timur which is located in Hasanuddin Street, number 2, Sandubaya, Selong City, East Lombok. MAN 1 Lombok Timur is one of the famous Islamic high schools in East Lombok. It also has great reputation in education systems as well as its facilities.

E. Review of Previous Research

Researchers realized that this is not the first study, in terms of analyzing teachers' questioning strategies. The study had been conducted by some researchers. In this session, there are three different examples of related studies conducted by three different researchers.

First, a study conducted by Rismayanti entitled "An Analysis of Teacher Questioning Strategies during the Classroom Interaction at PIBA of UIN Alauddin Makassar". The research aimed to find out the questioning strategies during the classroom interaction, and to extent, the teacher questioning strategies to make the classroom interaction. She used descriptive qualitative research which employed the classroom observations and interviews to obtain the data. The findings of this research were the types of question used by an English teacher in PIBA of UIN Alauddin Makassar in Academic Year 2016/2017 in using display questions were to review materials and to check the students' understanding about the previous materials while the purpose of asking referential questions was to

increase speaking skill and critical thinking skill of the students, the responses of the students toward the teachers' question types were most of the teacher used in PIBA classroom were clarifying questions, and the second building question, integrating and the last anticipated questions.

Based on the previous study above, the researcher takes the similarities and differences. The similarities between the previous study and the current study are the approach. Both use a descriptive qualitative approach. While the differences between the previous study and the current study is research subject and the theory of question. The previous study organized the English teacher in PIBA program at UIN Alaudddin Makassar. In describing the function and the types of question she uses the different theory.

Second, a study conducted by Devi Rasita Tarigan entitled "An Analysis of Teachers' Questioning Strategies in English Classroom: A Case Study at SMK Negeri 4 Medan". The study aimed to investigate and describe questions which teachers' used and the function of using the questions. She used descriptive qualitative research also. The result of the study showed that videotaping was an interaction between teachers and students in the teaching-learning process. The function of the questions was aroused interest and curiosity concerning a topic, to focus attention on a particular issue or aspect to develop an active approach to learning, to stimulate the students to ask questions of themselves and others, to check learner's understanding, to elicit information and to control the classroom.

Based on the previous study above, the researcher takes the similarities and differences. The similarities between the previous studies are the approach. Both use a descriptive qualitative approach. While the differences between the previous study are in scope and setting of research. While the previous researcher focused on teachers' questioning strategies in English classroom and setting of research is in SMK Negeri 4 Medan.

The last study was conducted by Kholifatur Rosyidah entitled "An Analysis of Teacher's Question Used in Classroom Interaction at 11th Grade of SMK Ma'arif NU Prambon-Sidoarjo". The objective of this research was to find out the type of teachers' question and the questioning technique used by the teacher in classroom interaction. She used the qualitative method by observing the classroom, recording, and interviewing the English teacher. The result showed that the teacher tends to use a convergent question in the classroom. There were 54 convergent questions used in asking the students in the classroom. The result also showed 7 questioning techniques used by the teacher by asking the students in the classroom. They are adapting questions on student ability level, asking questions logically and sequentially, asking questions on a variety of levels, following up student responses, giving the student time to think when responding, using questions that encourage wide student participation, encouraging student questions.

Based on the previous study above, the researcher takes the similarities and differences. The similarities between the previous studies are the approach.

Both use a descriptive qualitative approach. While the differences between the previous study are in the research setting and theory of classroom interaction. This previous study is limited in 11th grade of SMK Ma'arif NU Prambon and she used different theory about describing the classroom interaction.

F. Theoretical Framework

1. Questioning Strategy

   a. Definition of Questioning Strategy

   Questioning strategy is derived from two words question and strategy. A strategy is something to create the environment, think, and solve a problem the condition in the class especially to achieve plan and strategy that is used. According to Guest in Sujariati said that questioning strategy one of the important tools to help teachers develop their own strategies for enhancing the students' work and thinking.[6]

   So, questioning strategy are essential to the growth of critical thinking skills, creative thinking skills, and higher-level thinking skills and positively affect achievement, most classrooms are devoid of these types of questions as a regular part of learning. From those definitions above, we can conclude that questioning strategy is a strategy in the

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[6] Sujariati, Rahman. Q & Mahmud. M, *"English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomarannu"*, Makassar: ELT Worldwide, Vol.3, No. 1, 2016, p. 108.

teaching and learning process to find out what students understand the materials.

b. Types of Questioning Strategy

There are several types of questioning strategies to help students to be more responsible for their learning and engage the students in the teaching-learning process. And the teacher can use several types of questioning strategies to make teaching and learning effective.

According to Richard and Lockhart there are three types of questions:[7]

1. Procedural Questions

The procedural question was used by teachers about what going on in a classroom. That is used by the teachers to check the student's assignment and instructions for a new task. In procedural questions, the students can answers used short answer such as yes or no. This example of procedural questions:

a) Did everyone bring a dictionary?

b) Are you understood?

c) Any questions?

2. Convergent Questions

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[7]Richards. Jack. C & Charles Lockhart, *"Reflective Teaching in Second Language Classroom"*, Cambridge: Cambridge University Press, 1994, p. 186.

Convergent questions can encourage the students to respond to the question based on a main topic or material. In this stage, the students can answer the question based on the material that has been explained by the teacher. The respond to convergent questions is a short answer, such as yes, no, or short statement. Convergent questions will engage the student focuses on the material that has been explained or presented by the teacher and focus on the recall of previous information. For example:

a) What the material that you get?

b) What are they talking about?

c) What kind of expression of the answering?

3. Divergent Questions

The divergent questions can encourage the students to answer the question in higher-level thinking. It can encourage the students to respond to the questions based on their knowledge, experience, and information. It means the students will answer the questions with a long answer by complex sentences. For example:

a) What is the message of the story?

b) What do you think about this story?

c. The Function of Questioning Strategies

According to Nasrudin, Ningtyas and Ekamurti, the function of questioning strategies are as follows:

a) To greet all students in the class

b) To actively involve students in the lesson

c) To find out something from the learners (facts, ideas, opinions)

d) To increase motivation or interest

e) To evaluate students' preparation

f) To check on completion of work

g) To develop critical thinking skills

h) To review previous lessons

i) To assess comprehension or mastery of goals

j) To stimulate independent learning.[8]

On the other hand, Kathleen Cotton stated that, the function of questioning strategies are as follow:

a) To develop interest and motivate students to become actively involved in lessons

b) To evaluate students' preparation and check on homework or seatwork completion

c) To develop critical thinking skills and inquiring attitudes

d) To review and summarize previous lessons

e) To nurture insights by exposing new relationships

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[8]Nashruddin, N., Ningtyas, P. R., & Ekamurti, N. *"Increasing Students' Motivation in Reading English Materials Trough Task-Based Learning (TBL) Strategy (A Classroom Action Researh at The First Year Students of SMP Dirgantara Makassar)"*, Scolae: Journal of Pedagogy, Vol. 1, No. 1, 2018, p. 44-53.

f) To assess achievement of instructional goals and objectives

g) To stimulate students to pursue knowledge on their own.[9]

d. The Importance of Questioning Strategy

Questioning is the basic principle in teaching-learning process. Trough question, the teacher can check the students' comprehension to work out how interest and understand within the material, to make students stay focus and listen, and encourage the students speaking skills. Teacher can evaluate the material that has been explained based on students' response.

Therefore, the important of questioning strategy is to make easy for teachers to apply learning methods. According to Richard and Lockhart the importances of questioning during teaching and learning process are:

a) Question can encourage and maintain students' interest.

b) Question can encourage students to think and focus on the material of the lesson.

c) Questions can encourage students' participation in a lesson.

d) Questions enable the teacher to clarify what students have said.

e) Questions enable the teacher to check students' understanding.[10]

e. How to Apply the Questioning Strategy

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[9]Cotton. K, *"Classroom Questioning. School Improvement Research Series"*. Northwest Regional Educational Laboratory. 1989. P.1

[10]Richards, Jack C & Charles Lockhart, *"Reflective Teaching……..*, p. 185.

According to Eble in Sujariati said that teacher's questions can be applied in three sessions: 1). Questions play at the beginning, 2). Questions play at the middle of teaching, and 3). Question play at the end after teaching in the classroom.[11]

a. Questioning at the beginning

In the beginning class, teachers give questions as opening in a conversation will makes easy for students to answer. Furthermore, the questions as opening make the students will remind the previous lesson before entering to the new material so it will be easier for students in teaching-learning process.

b. Questioning at the middle of teaching

Giving questions in the middle of teaching is an important component in knowing the extent of students' ability to understand during the teaching-learning process. Furthermore, asking questions during the class in teaching-learning process is positively related to learning facts. In this session the teachers can use yes or no question or other types of question which is needed by teachers.

c. Questioning at the end of the class

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[11] Sujariati, Rahman. Q & Mahmud. M,*"English Teacher's Questioning Strategies in EFL classroom at SMAN 1 Bontomarannu",*Makassar: ELT Worldwide, Vol.3, No. 1, 2016, p. 111.

Questioning at the end of the class is mostly used by teachers because it is essential to know students understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching-learning process whether have been running well or not.[12] Furthermore, asking questions at the end of teaching-learning process can help students synthesize the lessons and draw the conclusions.

2. Question

    a. Definition of Question

Cotton stated that question is any sentence which has interrogative form or function.[13] Meanwhile, Aydemir and Çiftçi said questions are stimulants that activate students' cognitive skills and they have functioned as a primary educational tool for centuries.[14] Regarding to these descriptions, a question is a kind of expression which compile into a sentence to find information. In addition, a question followed by an interrogative mark. In case of classroom, this usually happened between teachers and students. Both may give a question to others which aimed to adopt information, knowledge, ideas, or opinion.

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[12]*Ibid*. p.113

[13]Cotton, Kathleen, *"Classroom Questioning",* North West Regional Educational Laboratory, available at: http://www.nrwel.org/scpd/sirs/3/cu5.html retrieved 10:23, 22th August 2020.

[14]Aydemir. Y & Çiftçi Ö, *"Literature Teachers' Questioning Skills: A Study on (Gazi University Faculty of Education Case)"*, Centenary University J. Faculty Educ, 2008, 6(2):103-115.

b. The function of the question

Question is one of the most common strategies used by the teachers and it is a way the teachers control the classroom interaction. The question so far as it contains some function that one of the points is to make a piece of information or knowledge to be clear. It takes an important part in communication. It is used as a learning tool to promote interaction.[15]

In addition, Kissock and Iyortsuun state that questions can be used to:

1) Develop a process of thinking and guide inquiry and decision-making.

2) Acquire and clarify information, answer concerns, and develop skills.

3) Determine knowledge students bring to class so lessons can be made to meet their needs.

4) Provide motivation by encouraging active participation in learning

5) Lead students to consider new ideas and make use of ideas already learned.

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[15] X. Ma, *"The Skills of Teacher's Questioning in English Classes",* International Education Studies,Vol. 1, 2008, p.4.

6) Help students clarify their ideas, structure their study, and learn about things that interest them.

7) Encourage students to ask their own questions.

8) Gain information from pupils on which to judge their performance and understanding.

9) Provoke students and teachers to share ideas they have.

10) Help teachers assess the effectiveness of their own teaching.[16]

c. Types of Question

A question which the teacher gives aims to determine mastery of the material that has been given by the teacher. The teacher must understand the types of questions that will be given to students in the learning process. Based on the level of the question in the cognitive domain, Bloom classified questionsinto six types, namely:

1. Knowledge questions: eliciting factual answers, testing recall, and recognition of information. Common question words: What? Where? When? Who? Answer "Yes" or "No".[17] In this stage, students are required to have a mind to remember and reveal the information that has been previously obtained.

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[16]Kissock, C. & Iyortsuun, P,*"A Guide to Questioning: Classroom Procedures for Teachers",* Hongkong: Macmillan, 1984, p. 6.

[17]H. Douglas Brown,*"Teaching by Principles: An Interactive Approach to Language Pedagogy",* (London : Longman, 2007), p.220.

2. Comprehension questions: interpretation, extrapolating. Common question words: explain, define, indicate, summarize. [18] At this stage, students are required to mastering and understand information.

3. Application questions: applying information heard or read to new situations. Common question words: apply, construct, and explain demonstrate how. [19] After the students understand some new things, they also have to demonstrate it to know how to application the things which they have received.

4. Analysis questions: breaking down into parts, relating parts to the whole. Common question words: What function of? What is the relationship between? What conclusion? What is the main idea?.[20] Students are required to choose the relationship between ideas in the information so it becomes clear.

5. Synthesis questions: combining elements into a new pattern. Common question words: compose, combine, estimate, and choose, how can you improve?.[21] For this stage, students must be able to combine elements to create unique structures.

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[18]*Ibid*. p.220.
[19]*Ibid*. p.220.
[20]*Ibid*. p.220.
[21]*Ibid*. p.220.

6. Evaluation questions: making a judgment of good or bad right or wrong, according to some set of criteria, and stating why. Common question words: evaluate, defend, and choose why, which is more important? Which do you think is more appropriate? Which is best?. [22] Evaluation can guide someone to get new knowledge, clearly understand, implement, and unique ways of synthesis and analysis.

3. Classroom Interaction

   a. Definition of Classroom Interaction

   Classroom is an important part of learning because the progress of learning activities occurs in the classroom. So, the interaction between teachers and students in the classroom can affect the ability of students' learning process. In the classroom, it also happens interaction between the teacher and learners.

   Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.[23] Good interaction in the classroom is seen from the active participation of students in learning when the teacher stimulates the brain of students to open the views of something related to learning. Classroom interaction is the patterns of verbal and non-

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[22]*Ibid*.p.220.

[23] H. Douglas Brown,*"Teachingby Principles: An Interactive Approach to Language Pedagogy",*(London : Longman, 2007), p.212.

verbal communication of social relationships that occur within classrooms. [24] Furthermore, Dagarin said that the implication of classroom interaction is concerned with a pleasant atmosphere in the classroom with a friendly relationship among the participants of the learning process.[25]

Based on the statement, classroom interaction is the progress of social relationships between teachers and learners in the classroom. Social relationship takes a pivotal part in teaching and learning process because it can ensure the fruitfulness of teaching and learning in the classroom. This interaction triggers both teachers and students becoming more active in terms of explaining their ideas, opinions, insights, and feelings. Therefore, the importance of classroom interaction is needed for teachers as well as students to create the successful teaching and learning process.

b. Types of Classroom Interaction

Many researches and references discuss the type of classroom interaction. According to Dian, there are four types of interaction that can be observed during the teaching-learning process:[26]

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

[25]Dagarin, M,*"Classroom* Interaction *and Communication Strategies in Learning English as a Foreign Language",* Vol.1, No.1-2, 2004, p. 128.

[26]Kusumasuci Dian, Scientific Publication, *"Classroom Interaction in Speaking Class of English Department of Muhammadiyah University of Surakarta",* (Surakarta: US, 2015), p.4.

1.) Teacher– student interaction

This interaction happens between the teacher and one student. It says that the teacher takes a part in the interaction. Therefore, a teacher-student interaction pattern with a one-way traffic interaction pattern indicates that the teacher is difficult to engage the students to participate with the materials given.[27] So, the simple concept of this interaction is a one-way interaction between teacher and student during the learning process.

2.) Teacher – students interaction

Teacher – Students' interaction occurs between the teacher and more than one student, they take a part in such interaction.[28] Teachers make some questions such as content of the course, students' ideas, and responses of their students.

3.) Students – teacher interaction

The occurrence of this interaction when students replied to the teacher greeting, students was confidently replied at the teacher's greeting together.[29]

4.) Student(s) – student(s) interaction

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[27]Sari Mike Nurmala, et.al, *"Classroom Interaction Patterns and Teachers-Students Perceptions on English Classes at SMAN 2 Bukittinggi West Sumatra",* Vol. 19, No.2, 2018, p.155.

[28]Kusumasuci Dian, Scientific Publication, *"Classroom Interaction in Speaking Class of English Department of Muhammadiyah University of* Surakarta*"* (Surakarta: US, 2015), p.5.

[29]*Ibid*. p.9.

Interaction between student-student and students – students is important. Theories of this type of interaction say that it prepares students for one – on – one relationship they will have with work associates, friends, and even their spouses.[30] So, when one student did not understand the materials they can ask their friends to make it clear during the learning process.

G. Research Method

1) Approach and Type of Research

This research deals with the analysis of teachers' questioning strategies in English classroom and it utilizes qualitative approach. According to Cresswell, qualitative research is an approach for exploring and understanding the meaning individuals or group ascribe to a social or human problem.[31] Based on the meaning, qualitative research is an approach that is used by the researcher to understand the indications that occur naturally in human social life.

Kasinath stated that are three reasons using qualitative method: a researcher's view of the world, nature of the research question, and practical reasons associated with the nature of qualitative methods.[32] Besides, Ali and

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[30]Rachel, *"Teacher-Students' Interaction Patterns in English Class for the Tenth Grade Students of SMA Negeri 1 Mengkendek",* TEFL Overseas Journal, p.33.

[31]Creswell, John W, *"Research Design: Qualitative and Quantitative Approaches",*(California: SAGE Publications Inc), 2009, p. 2.

[32] Kasinath, H.M. *"Understanding and Using Qualitative Methods in Performance Measurement",*(Journal of Educational Studies, Trend and Practices), Vol.3, No.1, 2013, p.46-57.

Yusof said that any investigation which does not make use of statistical procedures is called "qualitative" nowadays, as if this were a quality label in itself.[33] This research aims to explain or describe a phenomenon and situation properly by collecting a lot of data to show the importance of data from a research process so we were found the truth of data.

Spesifically, this study used a descriptive qualitative method. By definition, descriptive research is "to sort or interpreting data relating to facts, variables, and phenomena that occurred at the time of the research".[34] This qualitative descriptive approach by produce descriptive data in the form of speech or writing and people's behavior is observed.

2) The Presence of Researcher

The presence of researcher in a qualitative study is the main research instrument. Blogdan and Biklen in Suharsimi stated that in qualitative research the presence of researchers is very important.[35] As the main instrument, the presence of the researcher in the field is more likely to find the meaning and interpretation of the research subject. Also, the researcher must be able to realize that he is a planner, a collector, and an analist of data, as well a reporter of the results of his research. Beside thatthe researcher must be able to adapt to the conditions and situations where they are. Furthermore, the

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[33]Ali, A. M. D., &Yusof H. *"Quality and Qualitative Studies: The Case of Validity, Reliability, and Generalizability",* (Issues in Social and Enviromental Accounting), Vol. 5, No.1/2, 2011, p. 25-26.

[34]M. Subana & Sudrajat, "*Dasar-dasar Penelitian Ilmiah",* (Bandung: CV. Pustaka Setia, 2001), p.59.

[35]Suharsimi Arikunto, *"Prosedur Penelitian Suatu Pendekatan Praktik",* (Jakarta: PT. Rineka Cipta, 2014), p.24.

researcher must also avoid impressions that are detrimental to informants. The presence and involvement of researcher in the field are openly known by the research subjects.

3) Source of Data

In this research, the main data obtained from English teacher of eleventh grade at the MAN 1 Lombok Timur. The researcher chooses one English teacher, bcause she teaches in the class where the researcher was conduct the research. In qualitative research, there are two sources of data such as primary and secondary data, and the researcher used both in this research.

a) Primary Data

Primary data is obtained directly from research subjects to elicit the information needed in this study. They are teachers and students.

b) Secondary Data

Secondary data is obtained from the research subjects, namely documents related to the research title. The data of this study came from books, journals, thesis, and internet.

4) Procedure of Data Collection

The following are the data collection techniques were used in this study:

1. Observation

Observation is a part of collecting the data namely collecting the data directly from the field.[36] Observation is also an act of a procedure to adopt information which is needed to support the objective of research. Furthermore, this study used a non-participant observation study. It means that the researcher presented in the classroom but, does not participate in the classroom activity. In doing the observation, the researcher uses field note. In this case, the researcher observed the teaching-learning process and the classroom interactions between teacher and students in which the focus is on teachers' questioning strategies. So far, the researcher observed one English teacher in one class. Here, the researcher observed the real classroom interaction done by the teacher in teaching-learning process, the students' enthusiasm, response and activityies.

2. Interview

Interview is a method of collecting data by asking something to research subjects or informants. The interview conducted by giving direct questions to be answered by the informants. Interview becomes the instrument of the researcher because this stage was made the result of data collection to be complete. There are three types of interviews:

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[36]Raco. J. R, "*Metode Penelitian……..*p.112.

structured, unstructured, and semi-structured. [37] In this study, the researcher used semi-structured interview. In this stage, the researcher was interviewed the English teachers who have taught in the XI IPA 1. Through the interview, the researcher collected the responses of the students about the questions used by the teacher when she is teaching in front of the class as the supporting data.

3. Video Recording

Creswell stated that documentation by audiovisual materials, such as pictures and sounds will make the data more completely which is obtained during the study. [38] According to Peachey, a recording in classrooms is objective and unbiased since it enables the researcher to be closed to the observee without disturbing or distracting him/her too much. [39] This procedure also makes the data more complete. The researcher was found the data like the sound of the teacher when she gives their students questions, and also the students' response when they answer the teacher's questions. Furthermore, the researchers were taken the data by video recording. Using this instrument, the researcher were recorded a video when the teacher starts asking questions, with duration

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[37]Srivastava, A. & Thomson, S.B. *"Framework Analysis: A Qualitative Methodology for Applied Policy Research"* (JOOAG), Vol.4, No.2, 2009, p.75.

[38] Cresswell, John W, *"Educational Research: Planning, Conducting, and Evaluating Quantitative, and Qualitative Research",* (University of Nebraska: Pearson), 2012, p. 224.

[39] Peachey, N. *Using Audio and Video to Record* Classrooms. Available at: http://www.englishonline.org.cn/en/teachers/action-research-toolkit/audio, retrieved 23:51, 22th August 2020.

of more or less 10 minutes. Lastly, the data that have been taken from the video, were analyzed and it is hope that it were given valuable insights to the researcher about the teaching-learning process, especially the use of questioning strategies used by the tecaher during the classroom interaction.

5) Technique of Data Analysis

Data analysis here means recognizing systematically material from interview and observation, interpreting it, and producing a thought, opinion, theory, or new ideas.[40] First of all, the researcher collected the necessary data and then analyzed the data using a number of steps. The steps of analyzing the data are the following:

1. Data reduction

Data reduction is a process of selecting, focusing attention, the simplifying, and abstracting the data. The researcher notes and summaries all information, then focusing on collecting the data likes the type of questions which are delivered by English teachers to their students. The researcher also considers in the interaction between English teachers and students regarding to the questioning strategies. In addition, researcher is responsible to simplify the data by creating the abstract which complies all the data.

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[40]Raco. J. R, "*Metode Penelitian Kualitatif Jenis, Karakteristik dan Keunggulannya",* (Jakarta: PT Gramedia Widiasarana Indonesia), 2010, p.121.

2. Data display

Data display is a process of organizing the data so that the data are easy to analyze and infer. The data displayed in this study in the form of narrative description and can be added with pictures, tables, and others. To display a narrative description, the researcher were displayed the data from the results of data reduction in the form of the types of questions used by the English teacher, and classroom interactions when the English teacher uses the questioning strategy. Looking at data display helps us understand what is happening and to do something-either analyze further or take action based on that understanding.[41] It is adapted to the type of data collected in the data collection process, both from observations, interviews, as well as documentation studies.

3. Conclusion and verification

The third step of qualitative data analysis is conclusion and verification. According to Miles and Huberman, from the data collection, the qualitative analysis is beginning to decide what things mean is nothin regularities, patterns, explanations, possible configurations, causal flows, and propositions.[42] The conclusion is started after the data are collected by making a temporary conclusion. Meanwhile, after derived from data display, the researcher was described and interpreted the data about types

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[41]Miles. M.B, Huberman. A.M, Saldana. J, *"Qualitative Data Analysis: A Methods Sourcebook",* (Arizona State University-Third Edition), 2014, p.8.

[42]*Ibid,* p.9.

of questions used by English teacher and classroom interactions when the English teacher uses the questioning strategy. So that, the verification and conclusion of the types of question used by English teacher were drawn. The researcher tries to describe the data by explaining and interpret in the specific description about how the classroom interaction when the teacher uses questioning strategies in the classroom.

6) Trustworthiness

   To provide evidence between the data studied and the reality in the field. It is necessary to test the truth of the data, then the data in this study is said to be a strategic step to use. Therefore, Moleong said several commonly used data checking techniques, according to their respective criteria. So, testing the validity of the research data are:

   1. Extension of Observations

   Researchers' stay in the research field up to saturation of data collection was achieved. Extension of the researchers' observations will likely increase the degree of confidence in the data collected. [43] In this study, researchers conducted an extension of the observation, by returning to the field to ascertain whether the data has the author got it right or something was wrong.

   2. Persistence of Observation

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[43]Lexy. J. Moleong, "*Metode Penelitian Kualitatif*", (Bandung: PT. Remaja Rosda Karya), 2002, p.248.

Increasing persistence means doing observations more carefully and continuously. It is like checking the questions. Then the researcher can check again whether the data that has been found. As a requirement for researchers to improve persistence is through various reading books or research results.

3. Triangulation

According to William Wiersma in Sugiyono, triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.[44] This study used a triangulation source. It is used for checking data about validity, comparing results interview with the contents of a document with utilizing various sources of information as data consideration. In this case, the author compares the observation data with the interview data, and it were compared between results of the interview and documentation.

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[44]Sugiyono, *"Metodologi Penelitian Pendidikan",* (Bandung: Alfabeta), 2007, p.372.

H. Organization of the Discussion

Chapter I was introduction, in this chapter discussed the background of research, problem statement, objective and significance of research, scope and setting of research, review of previous research, theoretical bases, research method, and the systematical of discussion.

Chapter II was data display and findings. This chapter discussed the data display during the research and findings of the research.

Chapter III was discussion. This chapter discuss in detail process of analysis toward research findings based on research perspective or theoretical bases.

Chapter IV was conclusion and suggestion. This chapter provides the conclusion of the research and suggestion of the research.

CHAPTER II

DATA DISPLAY AND FINDINGS

This chapter present the data display and research findings based on the problems in the first chapter of the study. The research findings are the results to adress two research problems. The first problem is related to kind of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur and the second is related to function of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur.

This research conducted in XI-IPA 1 at the MAN 1 Lombok Timur at 18th & 25th February 2021. In this study the researcher examined the types of questioning strategies used by the teacher and the function of questioning strategies. During the research period, the researcher came to school and entered the classroom then introduced himself, and then observes and taking note of all the data obtained from the classroom during the teaching-learning process.

In this research, researcher analyzed types of teacher questioning strategies. The researcher has collected types of questions with the following stage such as observations, and interview. In observations the researcher observed the real of classroom in teaching-learning process and classroom interactions between teacher and students in which the focus on teachers' questioning strategies. The researcher observed one English teacher in a class. In doing observation, the researcher wrote

the field note to every accident of questions that has been giving by the teacher for her students. Furthermore, in interview, the researcher has been interviewed the English teachers. From interview, the researcher has collected the responses of the teacher about the questions used in the classroom. Based on the study of types of questioning strategies used by the teacher, data has been follows:

A. The Types of Teacher Questioning Strategies Used by the Teacher in Classroom Interaction

Based on the observations in the classroom in two meetings, the researcher found out three types of questions that are used by the teacher in teaching-learning process, namely procedural questions, convergent questions, and divergent questions. Among others are procedural questions with 17 questions, convergent questions by total 28 questions, and divergent questions by total 4 questions. It can be seen in table 3.1, it is the total number of types of questions included number of each types of questions.

Table.3.1

Total Number of Types of Questions

No.	Types of Questions	Meetings		Total Number
		1	2	
1.	Procedural Questions	13	4	17
2.	Convergent Questions	19	9	28
3.	Divergent Questions	3	1	4

Total	36	13	49

Complete data on the types of questions was outline as follows:

1) Procedural Questions

After analysing the data obtained from the observations, the researcher found the procedural question. Procedural questions are some questions that have steps in solving it, so that clear goals are achieved. This question is usually used in the classroom to find out students understanding or check student work. Commonly, these questions given by the teachers to their students were in form of students' activities in the classroom. Most of students gave their responses while the teachers asked the questions in the teaching-learning process. From that classroom activity the researcher found the procedural questions in the beginning of teaching-learning process and in the middle of explaining the material of the lesson. Data has been outlined in the table below:

Table 3.2

Data Finding of Types of Procedural Questions Used by the Teacher

No.	Procedural questions	
	Context	Expression
1.	Beginning of Teaching	1. How are you today? 2. Why you look so sleepy?

		3. Hamdi, could you read the kompetensi dasar from this material?
2.	Middle of Teaching	1. Are you sure? 2. Do you understand? 3. Apakah ada hubungan hujan dan banjir?

2) Convergent Questions

After analysing the data obtained from the observations, the researcher found the convergent question. Convergent questions are the questions that do not require students to provide answers to more than one alternative. It means that questions are required the students to briefly recall previous information of the lessons. In asking convergent questions, the answers of this question does not require students to higher thinking level, but the answer needed is short answer and yes/no answer. Most of students gave their responses while the teachers asked the questions in the teaching-learning process. From that classroom activity the researcher found convergent questions in the beginning of the lessons and after the teacher presenting the material of the lessons in teaching-learning process. Data has been outlined in the table below:

Table 3.3

Data Finding of Types of Convergent Questions Used by the Teacher

No.	Convergent questions

	Context	Expression
1.	Beginning of Teaching	1. Kalian akan belajar tentang apa? 2. Sudah pernah belajar? 3. Apa pengertian cause and effect?
2.	After presenting	1. Any question? 2. Is it correct, Lisa? 3. Yang mana cause dan effectnya?

3) Divergent Questions

After analysing the data obtained from the observations, the researcher found the divergent questions. This type of question is a question that encourage students to higher level thinking than the results of the lessons that have been obtained when the teachers has been explained. So, divergent questions are questions that require the students to be able to provide answer that are open to more than one answer. However, most of students were silent when the teacher asked by this questions. So that way, in the observation the researcher found divergent question after the teachers explained the materials. Data has been outlined in the table below:

Table 3.4

Data Finding of Types of Divergent Questions Used by the Teacher

No.	Divergent questions

	Context	Expression
1.	After explained	1. What we can take from the pictures? 2. What do you get after learn cause and effect? 3. What information that you want to share to your friends?

B. The Function of Questioning Strategies Used by the Teacher in English Classroom Interaction

In this session the researcher display the findings data about the function of questioning strategies according to the results of the observation. Based on the Kathleen Cotton theory about the function of questioning strategies, the researcher analyze the function of teachers' questions based on the types of questions in the previous session. The data has been described in description below:

1) Increase the student attention and participation

Based on the observation, when the teacher asked the questions, the students interested by the lesson and also the students were participated in teaching-learning process. From this question the teacher becomes aware of the development of students attention and participation. Data will be described in the table below:

Table 3.5

Students' Attention and Participation based on Teachers' Question

No	Teachers' Questions	Students' Response
1.	Is it correct, Lisa?	Yes
2.	Adit, jawabanmu apa?	(Student silent)
3.	Hari apa kita ketemu lagi?	Kamis bu guru

From the extract above showed that the questions increased the students' attention and participation in classroom, and these function of question also make an interaction between teacher and students in teaching-learning process.

2) Increase the student focus and curiosity

By asking questions in the classroom, the students must be found the answer by their own way, so that maked the students stay focus. In other hand, the students were curiosity by the questions, because the way of them to find the questions. Data will be described in the table below:

Table 3.6

Students' focus and curiosity based on the Teacher Question

No	Teachers' Questions	Students' Response
1.	Hamdi, could you read the kompetensi dassar from this material?	Yes Mrs.

2.	Do you know, kenapa ibu saling tanya?	No bu guru
3.	Apa definisi cause dan effect?	Cause is sebab and effect is akibat.

That showed how the way of the teacher to make the students stay focus, while they will curiosity with the answer which the teacher have been given the question about material. Therefore the students should be prepared with all forms of questions given by the teacher.

3) Stimulating the students' ability

In fact this one of the function of questions is to develop students' ability to accept new information. On the other hand the questions make the students' thoughts become stimulated to learn the lessons. According to the extract of observations, data will be described in the table below:

Table 3.7

Teachers' Question that Stimulating the Students' Ability

No	Teachers' Questions	Students' Response
1.	Kalau dibuat jadi pertanyaan gimana jadinya?	Students silent
2.	What kind of information that you get?	Students silent
3.	Yang mana cause, effect, dan conjunction dari kalimat tersebut?	Yang ini Mrs.

It showed that teachers' question can set off some stimulus for students to communicate and interact with each other.

CHAPTER III

DISCUSSION

This chapter presents a discussion of research findings that relate to the research objectives, namely the kind of teachers' questioning strategies and the function of teacher questioning strategies in English classroom interaction of eleventh grade at the MAN 1 Lombok Timur. The data obtained by the researcher that observations and interview of English teacher at the MAN 1 Lombok Timur. After the result of the research question presenting on the research finding, then the data are discussed on the discussion.

1. The Types of Teacher Questioning Strategies Used by the Teacher in Classroom Interaction

In the statement of problem, the first problem is related to the kind of questioning strategies are used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur. And the second is related to the function of questioning strategies used by the teacher in English classroom interaction of 11th grade at the MAN 1 Lombok Timur. The researcher did observation in classroom in two meetings on 24th February 2021 by cause and effect becoming the material.

The researcher found 49 questions in two meetings. There were three types of questions, based on the Richard and Lockhart theory, such as

procedural question, convergent question, and divergent question.[45] In the first meeting, the researcher found 35 questions there were 13 procedural questions, 19 convergent questions, and 3 divergent questions. Meanwhile, in the second meeting the researcher found 14 questions, there were 4 procedural questions, 9 convergent questions, and 1 divergent question.

In the first questions which is procedural questions that can be seen in the table 3.2, as the researcher has mentions it. In the beginning of teaching-learning process, the teacher asked the students condition by saying *"How are you today?*. In addition, she want asked a student to read a material, she said *"Hamdi, could you read the kompetensi dasar?"*. In other side, in the middle of the lessons when the teacher asked the students understand by saying *"Do you understand?"*. Meanwhile, when the teacher asked the students' confidence in the answer she said *"Are you sure?"*. This type of question is related to the classroom management or teacher procedures, to ensure that students prepare for lessons.

Then, as the researcher has mentions in the second question is convergent questions that can be seen in the table 3.3. As an example in the beginning of lessons, the teacher asked the students about the meaning of the material by saying *"Apa pengertian cause and effect?"*, and also when the teacher asked what material will be studied, she said *"Kalian akan belajar tentang apa?"*. Then after presenting the material, the teacher also

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[45]Richard, Jack C & Charles Lockhart…………… p.186

asked the question when she wanted to know the students' curiosity by saying *"Any question?"*. In addition, the teacher want to asked the correctness of the student's answer by saying *"Is it correct, Lisa?"*. In this type of question, the teacher was trying to encourage students' curiosity about the meaning of the material.

The last question is divergent question that can be seen in the table 3.4. Divergent questions only used after explained the material, such as when the teacher asked what students get from the lesson, she said *"What do you get after learn cause and effect?"*. In addition, she asked for information to be given to other students, by saying *"What information that you want to share to your friend?*. These questions made most of students were silent. So, the teacher was difficult to asked divergent questions because the students never gave response to answer the questions. Those questions were categorized as open questions. Based on the results of study by Sujariati, Rahman, & Mahmud stated that the teachers had difficulties in asking open questions because the students frequently did not give any responses to such questions.[46]

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[46]Sujariati, Rahman Q & Mahmud. M,*"English Teacher's Questioning Strategies in EFL classroom at SMAN 1 Bontomarannu",*Makassar: ELT Worldwide, Vol.3, No. 1, 2016, p. 111.

2. **The Function of Questioning Strategies Used by The Teacher in English Classroom Interaction**

From the results of previous studies described by Devi Rasita Tarigan, stated that there were some function of questioning strategies.[47] It means the question in the classroom has different functions. According to the Kathleen Cotton, the functions have several detailed reasons why questions are so commonly used in teaching-learning process. As researchers have shown in the previous session, the function of questions discussed in this chapter, including:

a) Increase the student attention and participation

According to Gage and Berliner in Dimyati and Mudjiono's book, from information processing theory that was revealed without any attention there was no less learning processing.[48] Finally the class was to running well if all of the students give the attention on their learning process. When the teacher asked the questions, the students not are required to answer the questions because the students' participation always gave the attention, so it will be easy to do communications between teachers and students.

b) Increase the student focus and curiosity

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[47]Tarigan. D. R. *"An Analysis of Teachers' Questioning Strategies in English Classroom: A Case Study at SMK Negeri 4 Medan",* (Thesis, Faculty of teachers Training and Education, University of Muhammadiyah Sumatra Utara, Medan, 2018), p. 40.

[48]Dimyati & Mudjiono, *"Belajar dan Pembelajaran"*, (Jakarta: PT. Rineka Cipta), 2002. p. 42.

Questioning strategies help students uncover what they have been learned in the classroom. Such as focus on their learned. Slameto said that focus is one of the concentration for some aspect by ignored all of the other aspect that unrelated.[49] It can comprehensively explore the main problem. If they are focus, they are easily to understand and get the point from the material that has been learned. So the students triggered to be a good observer and encourage being a good thinker.

c) Stimulating the students' ability

According to Wilen stated that within the class, question can be meaningful as interrogative sentences that communicate content and direction to students, and serve as instructional cues intended to stimulate thought and speech.[50] In other to questioning strategies stimulate students to involve in the classroom. They can explore what they have been learned and think critically to certain topics. In addition, they were shown their ability in the classroom.

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[49] Slameto, *"Belajar dan Faktor-Faktor yang Mempengaruhinya",* (Jakarta: PT. Rineka Cipta), 2003. P. 86.

[50] Wilen, W. William. *" Effective questions* and *Questioning: A Classroom Application",* in Wilen, William W (ed)." *Questions, Questioning Techniques, and Effective Teaching.".* the Ohio State University, Columbus: National Education Association of the United States. 1987. P. 95-106.

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of this study. The conclusion contains the answer from the problem of research. And suggestions are for the teacher, and the next researcher.

A. CONCLUSION

There were two research problems in this research. It is about the kind of questioning strategies used by the teacher in classroom interaction in eleventh grade at the MAN 1 Lombok Timur and the function of questioning strategies used by the teacher in classroom interaction in eleventh grade at the MAN 1 Lombok Timur. In this research, the study problem was answered by distributing observation and doing an interview. Based on the finding and discussion in the previous chapter, the researcher concluded this study as follow:

1. The teacher of XI IPA 1 at the MAN 1 Lombok Timur used all type of questions. It was procedural, convergent, and divergent questions are the questions used by the English teacher in classroom interaction. The total number of questions used is 49 questions. In the first meeting the teacher asked 35 questions to the students, and in the second meeting the teacher asked 14 questions to the students.

2.   There are three functions of questioning strategies such as increase the student attention and participation, increase the student focus and curiosity, and stimulating the students' ability.

B. SUGGESTION

There is some suggestion for English teacher and the next researcher has similar topics as follow:

1.   For English teacher

The English teachers are suggested to be creative in using type of questions that used to ask the students. It does not used three types of questions but the teacher can also use several type of question. The teacher also has to knowing the students ability level, it is important to apply what type of questions that is appropriate for them.

2.   For next researcher

For the next researcher who wants to conduct a similar topic, it is better to analyse more than one teacher. So, it can be compared which questions types mostly used by one teacher and other. The next researcher also must look at the different theories to analyse the kind of the questions. So, that will get a lot of the data and compare with another theory. Other researcher can research different finding, for instance the type of questioning strategies are used by the English teacher.

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APPENDICES

APPENDIX 1

FIELD NOTE

Meeting : 1

Day / Date : Wednesday, 18th February 2021

Time : 07.30-08.30

Place : XI-IPA 1

Topic : Cause and Effect

The first observation, the researcher observation on Wednesday at XI-IPA 1 of MAN 1 Lombok Timur. Firstly, when English teacher enter to the class, the students give a greetings simultaneously on cue by the leader of class by saying *"ihtiroom"* every students must be stand up and when all of the students are stand up, the leader of the class will say *"hayyu"* then, the students said *"assalamu'alaikum warahmatullahi wabarakatuh"*. The teacher started the teaching-learning process by greeting *"good morning", how are you"* then checked students attendance.

In the teaching-learning process, the English teacher asked one of the students to read the basic competence. After the student read the standard competence, the teacher asked the students about the meaning of cause and effect, one of students answered the question. Meanwhile the student who has answered must appoint other students to answer the questions from the teacher.

In the main activity, the teacher divided the students into 5 groups of 3 or 4 students. After the teacher has divided the students into group, the teacher gave a picture to all groups, so every group will analyse the picture and discuss it with their group. The teacher gave them 15 minutes to discuss about the picture before the teacher asked them to explain what they found in the picture.

When the discussion time is up, then the teacher randomly assigns one of the students from one group to explain the results of their discussion. Same as before, student who has answered will appoint other friends to make questions, sentences and answer related to the cause and effect material from the pictures that have been given by the teacher.

After the activity is complete, the teacher provides a conclusion from each argument given by students and provides the conclusion from the material that has been given. After that, the teacher asked one of the students to close the lessons because the lesson time has run out.

Meeting   : 2

Day / Date   : Wednesday, 18th February 2021

Time   : 09.00-10.00

Place   : XI-IPA 1

Topic   : Cause and Effect

The first observation, the researcher observation on Wednesday at XI-IPA 1 of MAN 1 Lombok Timur. Firstly, when English teacher enter to the class, the students give a greetings simultaneously on cue by the leader of class by saying *"ihtiroom"* every students must be stand up and when all of the students are stand up, the leader of the class will say *"hayyu"* then, the students said *"assalamu'alaikum warahmatullahi wabarakatuh"*. The teacher started the teaching-learning process by greeting *"good morning", how are you"* then checked students attendance.

In the teaching-learning process, the English teacher asked one of the students to read the basic competence. After the student read the standard competence, the teacher asked the students about the meaning of cause and effect, one of students answered the question. Meanwhile the student who has answered must appoint other students to answer the questions from the teacher.

In the main activity, the teacher divided the students into 5 groups of 3 or 4 students. After the teacher has divided the students into group, the teacher gave a picture to all groups, so every group will analyse the picture and discuss it with their

group. The teacher gave them 15 minutes to discuss about the picture before the teacher asked them to explain what they found in the picture.

When the discussion time is up, then the teacher randomly assigns one of the students from one group to explain the results of their discussion. Same as before, student who has answered will appoint other friends to make questions, sentences and answer related to the cause and effect material from the pictures that have been given by the teacher.

After the activity is complete, the teacher provides a conclusion from each argument given by students and provides the conclusion from the material that has been given. After that, the teacher asked one of the students to close the lessons because the lesson time has run out.

APPENDIX 2

TRANSCRIPT OF OBSERVATION

Meeting   : 1

Day/Date   : Wednesday, 18th February 2021

Class   : XI-IPA 1

Topic   : Cause and Effect

S   : Ihtiroom,,,,,, hayyu

Ss   : Assalamu'alaikum Warahmatullahi Wabarakatuh

T   : Wa'alaikumusyalam Warahmatullahi Wabarakatuh. Good morning?

Ss   : Morning.

T   : How are you today?

Ss   : I'm fine.

T   : Okey. Now, ibu akan mulai absen ya, (When a student is absent and the teacher asked his friends whose enter in the class). Why your friend did not come?

Ss   : Mungkin sakit buk.

T   : Why they are sick?

Ss   : Mungkin karena cuaca yang berubah sehingga mereka sakit buk

T   : Are you sure?

S : Yes buk, maybe juga karena kehujanan kemudian seragamnya basah, sehingga tidak bias masuk sekolah

T : Apa hubungan hujan dengan got wet? (Teacher appoint a student to answer the question)

S : Hujan kan air ibu, kalau kita jalan ditengah hujan deras basah deh, makanya kalau hujan kita harus pakai paying atau jas hujan biar enggak got wet

T : Good, sekarang ibu mau tanya lagi, apakah ada hubungan hujan dengan banjir?

Ss : (All of students answer this question by their own sentence, but the teacher only took one answer from one student). And the student said, yes buk, ada hubungannya, dimana ketika hujan deras tanpa henti akan terjadi banjir karena mungkin parit yang tersumbat sampah, sungai yang banyak sampahnya, atau juga banyak pohon yang ditebang.

T : Yes, benar sekali, banyak dari kita yang kurang sadar terhadap tempat membuang sampah, oleh karena itu, kita harus membiasakan diri untuk membuang sampah pada tempat yang tepat, bukan membuangnya ditempat yang dapat mengakibatkan malapetaka untuk kita. Nah untuk itu, sekarang kita akan mempelajari about cause and effect. So, Hamdi could you read the kompetensi dasar from this material? While hamdi read the basic competence, the teacher seen a student sleep in the class and the teacher asked him after hamdi have read, why you look so sleepy?

S : The student who is sleep in the class said, saya stay up buk.

T : What are you doing in stay up?

S : Tadi malam saya sibuk buk

T : Sibuk apa?

S : I watching a movie mrs. Sampai larut malam filmnya, jadi keseruan nonton. The teacher said, wah, seru ya nonton film sampai lupa besok mau sekolah. Lain kali kalau nonton cari waktu luang ya, biar waktu disekolah engga ngantuk lagi.

T : Well, kita akan belajar tentang cause and effect hari ini, so apa definisi dari cause and effect?

S : Cause adalah sebab dan effect adalah akibat ibu guru. Is there one student answer the questions when the teacher was giving the questions. And the teacher said, that is right cause and effect had relations dan tidak bisa dipisahkan karena ketika ada sebab maka akan ada akibat yang terjadi. Seperti contoh: Kenapa hari ini siswa menggunakan baju batik?. A student raise her hands and said, karena ini peraturan dari sekolah bu, jika tidak menngunakan pakaian yang dianjurkan maka kita akan mendapat hukuman bu. And there is a student ask the question while a questions have been answered by another student, he said "jika pernyataannya begini apakah benar atau gimana bu? Jika kita tidak belajar maka kita tidak akan pintar". After the student was give his statement the teacher asked all of students again by saying "benar ga, pertanyaan sauqy? All of students said "iya bu guru".

T : After the student said that. The teacher asked them again "kalau dibuat jadi pertanyaan gimana jadinya?". And the students were silent. While the students were silent the teacher said "ada yang tahu, gak?". A student said apakah kita akan pintar jika tidak belajar? The teacher said that is right and yang mana cause dan effectnya?.

S : The students said "causenya belajar dan effectnya pintar ibu guru.

T : Is it correct Lisa?

S : Yes, bu. Karena sebabnya jika kita belajar maka efeknya kita akan pintar. So, it is correct, now ibu akan membagi kalian menjadi 4 kelompok ya. After the student was answered the questions the teacher divide the students into 4 groups and give some picture to analyze for students.

T : Is there any group of you want to know the picture, what is it about? One group said "itu sebuah gambar yang menyatakan sebuah sebab dan akibat bu". And the teacher said, "kemudian?". Then, another group described the picture which was given by the teacher. A student from a group asked the question. And she said "oke, Sauqy kenapa?".

S : Ibu, kalimat dari gambar nomor 2 apa artinya?

T : The teacher asked all of the students "siapa yang tahu arti kalimat nomor 2?"

S : Saya tahu buk, jadi arti kalimat dari gambar tersebut adalah ayam itu tumbuh besar karena memakan makanan.

T   : The teacher said, "right, setiap makhluk hidup yang makan akan bertumbuh besar sama halnya dengan kita ketika memakan makan yang bergizi kita akan tumbuh cepat dan baik bagi tubuh kita. Do you understand?"

Ss   : Yes bu.

T   : Well, dari gambar tersebut, what kind of information that you get? Students were silent when the teacher asked the questions. Then, the teacher was gave the statement about cause and effect. "jika kita tidak masuk sekolah hari ini maka kita tidak bisa belajar seperti saat ini", then the teacher asked every group of the students "apa saja yang kalian temukan dari kalimat tersebut?".

Ss   : Ada sebab dan akibat bu.

T   : Well, apakah ada cause dan effect dari kalimat kalimat tersebut?

S   : A student from group said "causenya adalah masuk sekolah dan akibatnya kita bisa belajar".

T   : Right, ketika kita masuk sekolah hari ini maka kita bisa bertemu dan belajar seperti biasanya meskipun kita sedang dalam kondisi pandemi seperti sekarang ini. And, conjunction dari kalimat tersebut apa?

Ss   : Jika dan maka bu, itu kan termasuk conjunction atau kalimat hubung kan? The teacher said "yes, that is right everybody". And she said, pernyataan yang ibu berikan tadi, apakah bisa mengerti? And all of students said yes bu.

T   : Oke, every group look at the picture, sekarang masing-masing kelompok membuat sebuah kalimat dan satu orang dari setiap grup mempresentasikan hasil dari diskusi yang telah kalian buat. The students said "yes bu". After the

teacher asked them to discuss about the picture to maked the statement, then the teacher gave them time to discuss, when the time is up, the teacher asked them to present their statement. A student had been reeding the statement. The teacher asked the questions for another group by saying "Yang mana cause, effect, dan conjunctionnya?".

S : (a student from other group answered the questions). Causenya melihat badut, effectnya tertawa, dan conjunctionnya sehingga bu guru.

T : Give a plus for your friend. Right. Ini yang ibu maksud sehingga kalian bisa sangat faham dengan materi yang kita pelajari hari ini. Coba grup yang lain yang ingin menambahakan, here the students were silent. And she said, apa ada pertanyaan yang dapat kita buat dari kalimat sebab akibat yang dibuat oleh kelompok ini?

Ss : Saya bu, saya bu, (the teacher appoint a student and she said, coba kamu buat pertanyaan dari kalimat yang dibuat temanmu).

S : Baik bu guru, jadi pertanyaannya "Kenapa dia tertawa?".

T : Benar, kamu sejauh ini bisa faham ya, (the teacher asked them again by saying "apa saja yang kalian temukan dari kalimat tersebut?".

Ss : Cause and effect, conjunction, dan kalimat Tanya yang dapat kita rangkai bu guru.

T : Well, semua jawaban kalian ternyata bagus ya, sesuai dengan apa yang ibu ajarkan. Do you know, kenapa ibu saling Tanya?

Ss   : Biar kami semakin faham terhadap materi yang ibu berikan, benar kan bu guru?

T   : That is right, hari apa kita ketemu lagi?.

Ss   : Minggu depan bu guru, while the students said that, the teacher also asked them by saying "any questions?" And the students said nothing mam.

T   : Okey, What do you get after learn cause and effect?

Ss   : Eeeee anu bu guru, kita bisa mengetahui perbedaan dari cause dan eefect, serta kita bisa menyadari bahwa tidak ada sebab tanpa akibat. (the teacher explained the definition cause and eefect and gave the students example again, she said "kita tidur ketika didalam kelas" and also she asked questions to them "ayo coba diperbaiki, kesalahan dari kalimat itu dimana?"

Ss   : Kesalahannya tidak adanya tidak ada kalimat yang menyatakan sebab bu guru. (another students said "tidak ada conjunction ibu") etc.

T   : Jawaban kalian sangat bervariasi, ada benarnya, (the teacher gave the students the right answer about her statement above). She said, "setelah keluar dari kelas, what information that you want to share to your friends?" and this time the students were silent by the teacher questions. (Then, the teacher closed the teaching-learning process).

Explanation:

T   : Teacher   [blue box]   : Procedural Questions

S   : Student   [yellow box]   : Convergent Questions

Ss   : Students   [orange box]   : Divergent Questions

Meeting   : 2

Day/Date   : Wednesday, 18th February 2021

Class   : XI-IPA 1

Topic   : Cause and Effect

S   : Ihtiroom,,,,,, hayyu

Ss   : Assalamu'alaikum Warahmatullahi Wabarakatuh

T   : Wa'alaikumusyalam Warahmatullahi Wabarakatuh. Good morning?

Ss   : Morning.

T   : How are you today?

Ss   : I'm fine.

T   : Okey. Now, ibu akan mulai absen ya.

Ss   : Iya bu guru. (While the teacher absent, she was seen a student did not answer his teacher when the teacher called his name). And she said "Why you look not focus for study today?"

S   : I am sorry bu, saya mikirin sesuatu, bagaimana caranya agar teman saya bisa mengerti tentang masalah yang saya hadapi ketika saya sedang mengerjakan soal atau latihan mata pelajaran kimia.

T   : Have you tried to your friend? (She asked him about his condition when he getting problem about his learning, she suggested him to explain his problem to his friend) and the same time he said "never bu". Then the teacher was

continued the teaching-learning process. She asked them "Kalian akan belajar tentang apa?".

Ss : Cause and effect bu.

T : Sudah pernah belajar?

Ss : Belum bu, (Then the teacher asked them to read the book which is brought by them). After they read the definition of cause and effect, the teacher asked them "apa pengertian cause?" and they explain the answered.

T : Yes, cause is something that happened. Kemudian, pengertian dari effect?

Ss : Effect itu akibatnya bu, (the teacher said "okay right", and gave them explanation about effect. "sejauh ini, faham?"). Then the teacher gave them example of the material she said "Jika hujan siswa tidak bisa masuk sekolah, dan jika tidak hujan maka siswa masuk sekolah".

T : Yang mana cause dan effectnya?.

S : A student answer the questions and said "causenya hujan dan effectnya tidak masuk sekolah eeeeeee, (the teacher said, setelah itu, apalagi?) dan pernyataan kedua bu guru causenya tidak hujan dan effectnya siswa masuk sekolah".

T : Kalau Adit, jawabanmu apa?

S : Eee, sepertinya sama ibu hehe

T : Mana yang paling membahagiakan untuk kalian? Masuk sekolah atau tidak. (Then, the students said tidak masuk sekolah bu). Intinya hujan atau tidak kalau jadawal sekolah tetap ada, maka kita harus tetap masuk. Well, ibu akan

bagi kalian menjadi 4 kelompok ya, setiap kelompok akan mempresentasikan hasil diskusinya, setelah ibu memberikan gambar dan pernyataan terkait materi kita hari ini. (After the teacher devided them into 4 groups, she gave them a picture, and gave them 5 minutes to discuss the picture).

Ss   : Sudah bu guru.

T   : Okey, What we can take from the picture? (Students were silent when the teacher asked them by this question). The teacher said "from the picture we can see, adanya hubungan sebab akibat yang terjadi karena tidak ada sebab tanpa akibat, begitu pun sebaliknya, tidak ada akibat tanpa adanya sebab. Yes or no?"

Ss   : Yes bu guru.

T   : Well, sebelum ibu tutup pelajaran hari ini, ada yang mau bertanya?

Ss   : Tidak ada buguru, (the teaching-learning process was end because the time is over, this condition occurs cause the pandemic era).

Explanation:

T	: Teacher		: Procedural Questions
S	: Student		: Convergent Questions
Ss	: Students		: Divergent Questions

APPENDIX 3

INTERVIEW GUIDELINE

1. Apakah ada tantangan yang anda hadapi pada saat mengajar dikelas?

2. Apakah anda sering memberikan pertanyaan pada saat proses pembelajaran?

3. Bagaimana pendapat anda tentang peran pertanyaan ketika proses pembelajaran?

4. Apakah strategi bertanya dapat membantu siswa untuk berfikir kritis?

5. Apakah ketika ibu memberi pertanyaan kepada siswa, siswa mau memperhatikan pelajaran?

6. Ketika mengajar dikelas, apakah anda sering menanyakan pertanyaan yang masih terkait dengan materi?

7. Bagaimana menurut anda, ketika memberikan pertanyaan ke siswa tentang materi yang terkait dengan pembelajaran, apakah siswa bisa menjawab?

8. Sebelum memulai pembelajaran, apakah anda merencanakan pertanyaan?

9. Bagaimana cara anda agar siswa focus terhadap pertanyaan yang anda berikan?

10. Apakah dengan strategi pertanyaan yang anda gunakan mampu membangun interaksi didalam kelas ketika proses pembelajaran?

11. Seberapa pentingkah interaksi guru dan siswa?

12. Apakah anda memiliki suatu strategi untuk meningkatkan interaksi antar siswa didalam kelas?

13. Apakah anda memiliki kendala tertentu dalam penerpan strategi bertanya untuk membangun interaksi didalam kelas?

14. Seberapa efektif strategi bertanya digunakan didalam interaksi kelas?

15. Apakah masih ada pendapat yang ingin anda sampaikan terkait strategi bertanya didalam interaksi kelas

APPENDIX 4

TRANSCRIPT OF INTERVIEW

R : Apakah ada tantangan yang anda hadapi pada saat mengajar dikelas?

T : Setiap pembelajaran pasti ada tantangan, khususnya dalam bahasa inggris, seperti siswa belum terbiasa menggunakan bahasa inggris dalam berkomunikasi sehingga tantangan dari guru itu bagaimana cara membuat siswa agar mampu berkomunikasi dan berinteraksi dengan siswa atau guru menggunakan bahasa inggris

R : Apakah anda sering memberikan pertanyaan pada saat proses pembelajaran?

T : Ya, pasti ibu berikan disetiap pembelajaran, karena itu salah satu cara ibu mengecek kesiapan siswa, apakah sudah siap masuk kemateri. Selain itu, melalui pertanyaan juga kita dapat mengetahui sejauh mana pemahaman siswa terkait materi

R : Bagaimana pendapat anda tentang peran pertanyaan ketika proses pembelajaran?

T : Sangat penting, karena melalui pertanyaan kita bias berinteraksi dengan siswa dan juga bisa mengetahui seberapa kritis siswa dalam merespon pertanyaan dari guru

R : Apakah strategi bertanya dapat membantu siswa untuk berfikir kritis?

T : Bertanya itu, kita bisa tahu seberapa kritis siswa merespon pertanyaan tersebut, selain itu juga kita bisa melatih siswa untuk berfikir kritis tentang respon yang akan diberikan ketika ditanya.

R : Apakah ketika ibu memberikan pertanyaan kepada siswa, siswa mau memperhatikan pelajaran?

T : Tentu saja, ketika ibu memberikan pertanyaan kepada siswa, siswa secara tidak langsung memperhatikan proses pembelajaran karena disini mereka akan merasa bahwa harus mengetahui jawaban dengan memperhatikan penjelasan gurunya. Oleh sebab itu, peran pertanyaan juga mampu membuat siswa berpartisipasi langsung ketika menjawab pertanyaan yang ibu berikan.

R : Ketika mengajar dikelas, apakah anda sering menanyakan pertanyaan yang masih terkait dengan materi?

T : Tentunya, sebelum masuk materi ibu sering menanyakan apakah pernah mempelajari materi ini sebelumnya, dan pernahkah menggunakan materi dalam keseharian mereka, dan perttanyaan tersebut mengarah untuk membawa siswa masuk kedalam materi.

R : Bagaimana menurut anda, ketika memberikan pertanyaan ke siswa tentang materi yang terkait dengan pembelajaran, apakah siswa bias menjawab?

T : Didalam kelas terdiri dari banyak siswa, dari pertanyaan yang ibu berikan pasti ada beberapa siswa yang akan merespon terlebih dahulu, karena masing siwa memiliki kemampuan siswa berbeda, kemudian dari itu kita harus

mengupayakan bagaimana cara membuat siswa yang lain mengikuti siswa yang merespon pertanyaan dengan cepat

R   : Sebelum memulai pembelajaran, apakah anda merencanakan pertanyaan?

T   : Iya, sudah direncanakan sebelum masuk kedalam kelas agar pertanyaan yang disampaikan terkait dengan materi yang mampu membuat siswa berfikir lebih aktif

R   : Bagaimana cara anda agar siswa focus terhadap pertanyaan yang anda berikan?

T   : Caranya, kalau menunggu mereka sendiri itu sulit, jadi ibu lebih sering menunjuk langsung secara acak atau spontan, agar siswa merasa terlibat dalam proses pembelajaran

R   : Apakah dengan strategi pertanyaan yang anda gunakan mampu membangun interaksi didalam kelas ketika proses pembelajaran?

T   : Iya, untuk membuat interaksi didalam kelas, biasanya ibu memulai dengan satu pertanyaan kemudian dilanjutkan dengan pertanyaan yang lainnya dan itu ibu sering melempar satu pertanyaan kepada siswa dan ibu minta siswa tersebut menunjuk temannya agara terjadi interaksi antara mereka

R   : Seberapa pentingkah interaksi guru dan siswa?

T   : Sangat penting, karena melakakun pembelajaran harus terjadi interaksi agar setiap siswa bahkan guru terlibat aktif dalam proses pembelajaran itu sendiri

R   : Apakah anda memiliki suatu strategi untuk meningkatkan interaksi antar siswa didalam kelas?

T : Strateginya, ibu biasanya melempar pertanyaan, kemudian bagaimana caranya untuk siswa yang lain termotivasi untuk bertanya

R : Apakah anda memiliki kendala tertentu dalam penerpan strategi bertanya untuk membangun interaksi didalam kelas?

T : Kendalanya, harus berani memancing motivasi belajar siswa untuk berani bicara, kemudian mereka kekurangan kosakata, ini yang membuat mereka diam karena takut salah, takut ditertawai oleh temannya, takut salah mengucapkan kata

R : Seberapa efektif strategi bertanya digunakan didalam interaksi kelas?

T : Sangat efektif, karena melalui pertanyaan pasti terjadi interaksi dan siswa merasa terlibat didalam kelas

R : Apakah masih ada pendapat yang ingin anda sampaikan terkait strategi bertanya didalam interaksi kelas?

T : Sebagai guru, kita harus lebih banyak menggunakan metode pembelajaran yang mampu mengarah lebih ke interaksi didalam kelas

Explanation:

R : Researcher

T : Teacher

APPENDIX 5

DATA FINDINGS OF TYPES OF QUESTIONS

No.	Types of Questions	The Teacher's Questions	Fre.
1.	Procedural Questions	1. How are you today? 2. Why they are sick? 3. Are you sure? 4. Apa hubungan hujan dengan got wet? 5. Apakah ada hubungan hujan dan banjir? 6. Why you look so sleepy? 7. What are you doing in stay up? 8. Sibuk apa? 9. Hamdi, could you read the kompetensi dasar from this material? 10. Do you understand? 11. Apa ada pertanyaan yang dapat kita buat dari kalimat sebab akibat yang dibuat oleh kelompok ini?	17

		12. Oke, Sauqy kenapa?	
		13. Hari apa kita ketemu lagi?	
		14. How are you today?	
		15. Why you look not focus for study today?	
		16. Have you tried to your friends?	
		17. Mana yang paling membahagiakan untuk kalian?	
2.	Convergent Questions	1. Why your friend didn't come?	
		2. Kenapa hari ini siswa haarus menggunakan baju batik?	
		3. Apa definisi dari cause and effect?	
		4. Benar gak, pertanyaan Sauqy?	
		5. Siapa yang tau arti kalimat nomor 2?	28
		6. Kemudian?	
		7. What kind of information that you get?	
		8. Is it correct, Lisa?	
		9. Kalau dibuat jadi pertanyaan gimana jadinya?	

		10. Yang mana cause dan effectnya?	
		11. Conjunction dari kalimat tersebut, apa?	
		12. Yang mana cause, effectnya, dan conjunctionnya?	
		13. Bias mengerti?	
		14. Apakah ada cause dan effect dari kalimat tersebut?	
		15. Any question?	
		16. Do you know, kenapa ibu saling Tanya?	
		17. Apa saja yang kalian temukan dari kalimat tersebut?	
		18. Is there any group of you want to know the picture, what is it about?	
		19. Ada yang tahu?	
		20. Setelah itu, apalagi?	
		21. Kalian akan belajar tentang apa?	
		22. Sudah pernah belajar?	
		23. Apa pengertian cause?	
		24. Kemudian, pengertian dari effect?	

		25. Yes or no?	
		26. Adit, jawabanmu apa?	
		27. Sejauh ini, faham?	
		28. Ada yang mau bertanya?	
3.	Divergent Questions	1. What we can take from the picture?	
		2. Ayo diperbaiki, kesalahan dari kalimat ini dimana?	
		3. What do you get after learn cause and effect?	4
		4. What information that you want to share to your friends?	

APPENDIX 6

RESEARCH PERMIT LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. LOTIM
MADRASAH ALIYAH NEGERI 1 LOMBOK TIMUR
Alamat : Jalan Hasanuddin No. 02 Telp. 0376.2921481 Selong 83612
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SURAT KETERANGAN PENELITIAN
Nomor : B./66/Ma.18.6/TL.00/02/2021

Berdasarkan Surat Rekomendasi Penelitian dari Badan Kesatuan Bangsa dan Politik Dalam Negeri Provinsi Nusa Tenggara Barat Nomor : 070/065/I/R/BKBPDN/2021 Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Lombok Timur menerangkan dengan sebenarnya bahwa :

Nama	:	**ASROROY MAULANA ERSALENGGA**
Jenis Kelamin	:	Laki-laki
NIM	:	160107052
Fakultas	:	Tarbiyah dan Keguruan
Pekerjaan / Jabatan	:	Mahasiswa
Badan / Instansi	:	Universitas Islam Negeri Mataram
Program Studi	:	Tadris Bahasa Inggris
Tujuan / Keperluan	:	Penelitian Untuk Memperoleh Data
Tema / Judul	:	" AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES IN ENGLISH CLASSROOM INTERACTION AT ELEVENTH GRADE OF MAN 1 LOMBOK TIMUR IN ACADEMIC YEAR 2020/2021".

Telah mengadakan Penelitian/Observasi dan wawancara dari tanggal 11 Februari 2021 sd 25 Februari 2021 di Madrasah Aliyah Negeri 1 Lombok Timur.
Demikian Surat Keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Selong, 25 Februari 2021
Kepala MAN 1 Lombok Timur

M. NURUL WATHONI, M.Pd
Nip. 19760707 200501 1 006

Tembusan Disampaikan Kepada Yth
1. Direktur Universitas Islam Negeri Mataram;
2. Mahasiswa yang melakukan penelitian;
3. Arsip

BIOGRAPHY

A. **Self Identity**

Name : Asroroy Maulana Ersalengga

Date of Birth : Sakra, 28 Juli 1997

Address : Kp. Karang Baru Moyot, Desa Moyot, Kec. Sakra, Kab.

Lombok Timur

Father's name : Muhammad Saleh

Mother's name : Baiq Erni Budiyarti

B. **Educational Background**

2003-2009 SDN 3 Sakra

2009-2012 MTs. N Model Selong

2012-2015 MAN Selong

C. **Organization Experience**

Secretary of Scout MAN Selong 2013-2014

Chief of MPR Classes 2013-2014

Chief of Culture of Teather MAN 2013-2014

Member of Marcing Band MAN 2013-2015

Member of New Cultural Center 2017-2019

Mural Skate of East Lombok 2018-2019