

**AN ANALYSIS OF QUESTIONING STRATEGIES USED BY ENGLISH
TEACHER DURING THE CLASSROOM INTERACTION AT SMA
NEGERI 3 JENEPONTO**

(A Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of
Education of English Department*

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2018

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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ABSTRAK

Fitriani. 2017. *An Analysis of questioning Strategies used by English Teacher during the Classroom Interaction at SMA Negeri 3 Jeneponto*. Thesis, English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Supervised by Andi Tenri Ampa and Amar Ma'ruf.

This research aimed to find out the questioning strategy used by teacher in teaching English during the classroom interaction and to examine function of questions applied by teacher in teaching English during the classroom interaction.

The method used in this study was descriptive qualitative. The participant of this research was the English teacher of SMA Negeri 3 Jeneponto. The researcher used purposive sampling by taking one teacher as the participant.

To gather the data, the writer used observation and interview. Based on the data analysis, it was found that the teacher used some questioning strategies those are the teacher used repetition and rephrasing strategies, some types of question like open/close question, display and referential question, the teacher used wait time/think time, code switching and the last the teacher gave reward as reinforcement for students who answered the questions correctly. The other research found based on the second problem statement was the functions of teacher questions, there were to arouse interest and curiosity concerning a topic, to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learners' understanding, to elicit information, and to control the classroom.

The conclusion of the study teacher's committed questioning strategy in teaching English during the classroom interaction. And for the function of teacher question it was done by the teacher in order to know whether students understand the material or not.

Key words: Questioning strategies, English Teacher and Classroom interaction

ACKNOWLEDGMENTS



Alhamdulillah Robbil Alamin, the writer expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health, so that she could finish writing this thesis with the title “**An Analysis of Teacher’s Questioning Strategies used by English Teacher during the Classroom Interaction at SMA Negeri 3 Jenepono**”. Salam and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon Him).

In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

1. My highest appreciation and deepest thankful to my beloved parents Amir Alwi and Ramlah Yakub, who always be my best parents. And also for my brothers and Sister Fardillah and Ferawati and all of my family for the attention, support and their love.
2. My highest appreciation for the Rector of Makassar Muhammadiyah University, Dr. H. Abdul Rahman Rahim, SE., MM.

3. My highest appreciation and deepest thankful are due to Dra. Hj. A. Tenri Ampa, M.Hum as my first consultant and Amar Ma'ruf, S.Pd., M.Hum., Ph.D. as my second consultant.
4. My deeply and most great full to Erwin Akib, S.Pd., M.Pd., Ph.D. as the Dean of FKIP Unismuh Makassar.
5. My special gratitude and extended for class G in 2013 and my best friends who cannot be mention one by one for their kindness, help, and understanding.

It never been forgotten. I love u all.

The Writer

Fitriani

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CHAPTER I

INTRODUCTION

A. Background

Teachers are at the forefront of improving the quality of education, where teachers will interact directly with learners in learning in the classroom. Through this process of learning and teaching, the quality of education begins. It is believed that teachers play an important role in the students learning process. Therefore, teachers need to consider some strategies when they teach their students. One of the teaching strategies is how teachers ask questions. Asking questions and leading classroom discussions can have a positive impact on student learning. However, the ways teachers ask questions to students in real classrooms in Indonesian settings await further attention.

Teacher's question or teacher questioning is one of the most common techniques in the classroom interaction. Galls as cite in Richard (1996) states that more than a half of classroom talk is dominated by questioning and answering. Continuous by Shaunessy (2005) argues that questioning strategies are essential to the growth of critical thinking skills, creative thinking skills, and higher level thinking skills and can positively affect achievement, most classrooms are devoid of these types of questions as a regular part of learning. In reality, there are many classrooms in which teachers rarely pose questions above the 'read it and repeat it' level.

Teacher's question is one part of teacher talk based on methods of classroom interaction analysis i.e. Foreign Language Interaction Analysis (FLINT) developed by Moskowitz. Study conducted by Yanfen and Yuqin (2010) on teacher talk in classroom interaction reveals that teacher initiates the interaction mostly by questioning. This fact gives us general view about the connection between teacher's question and classroom interaction, meaning that the discussion about teacher's question cannot be separated from interaction. For language teachers, interaction is very essential. It is "the hearth of communication". According to Brown (2001), Interaction is the exchange of thoughts, feelings, and ideas which is conducted by two or more people, and mutual effect will be produced in both communicators. In the classroom context, Kalatari (2009) defines classroom interaction as "interaction between teacher and students in the classroom".

Interaction cannot be produced easily and naturally without some initiatives or efforts from teachers. Teachers need to constantly engage and stimulate the students to be actively involved in classroom interaction. Furthermore, the stimulus from teachers in the beginning of classroom interaction is very crucial to build interactive language classroom. One of the paramount techniques for teachers to initiate and maintain interaction in the classroom is by developing questioning strategies or techniques. As the EFL students generally reluctant to initiate and maintain the interaction, teacher's questions supply important stepping stone for students to join in the classroom interaction.

Considering about the importance of teachers questioning in the classroom interaction, the investigation on teacher's questioning behavior has been an important issue. The studies on teacher's questioning show that teachers favor asking a great number of questions in the classroom with different rationale. It is revealed that teacher's question has essential role. The activity of questioning and answering is considered as form of communication which is commonly used by students and teachers in the classroom.

Furthermore, many studies investigate about the teacher questioning, but still limited that study about how strategy that the teacher used to asking their question. Studies conducted by Sujariati (2016) in her research were to find out the teacher's questioning strategies, the reasons of using the questioning strategies, and the effects of the questioning strategies on student's learning activities. The research findings showed that the teacher used questioning strategies by applying some type of questions and performing the type of questions in each session of teaching. The other study is from Hadiani, Siti Nur (2014), This study, thus, intends to explore what questioning strategies are applied by the teacher in the classroom interaction along with teacher's and students' perceptions of the questioning strategies applied in the classroom interaction. This study revealed that the teacher employed several questioning strategies namely rephrasing, blank-filling, code switching, probing, simplification, exemplification, repetition, and decomposition in eliciting the students' responses. This difference basically can be understood since each research is hold in different place with different participants. This difference means that the study on teacher's question

or classroom questioning is still worth investigated because every teacher is usually applied the different strategy to ask question.

Obviously, from the elaboration above, we can see that questioning is typically implemented by teachers in their teaching process. It is a basic method implement by teacher in order to build interaction in the classroom and also to stimulate language production of students. Unfortunately, some teachers do not realize about the importance of using appropriate questioning types and strategy to help the students trying to produce language. They do not realize that their questions will give consequence on student language production. In some cases, poor questioning makes classroom interaction tend to be boring and students are unmotivated to speak or perform their language production skill.

Research which is conducted on the use of questions in the classroom reveals that the majority of teachers do not utilize effective questioning strategy. When researcher reviews the research, researcher can discover that teacher's questioning has crucial rule in the classroom and teachers need to develop their questioning strategy.

Based on the statement before, the researcher was investigated in finding the questioning strategy used by English teacher during the classroom interaction at SMA Negeri 3 Jeneponto.

B. Problem Statement

This study attempts to answer the following questions:

1. What questioning strategies are used by English teacher during the classroom interaction?
2. What are the functions of questions that the English teacher used during the classroom interaction?

C. Objective of the Research

The objectives of the present study are:

1. To find out what questioning strategies are used by the English teacher during the classroom interaction
2. To find out what are the function of questions that the teacher used during the classroom interaction.

D. Significance of the Study

This study is important for teachers in general to develop their questioning strategies to their students so the students could have positive attitude toward the learning process. As a matter of fact, questioning strategies is one of teaching strategies that is very commonly used by teachers. Therefore, it is important for teachers to understand the important elements of questioning strategies.

E. Scope of the Study

The scope of the research is descriptive of teacher questioning that focus to analysis the English teacher's instruction in the classroom. The researcher intends to look at the strategy and functions of questions that English teacher used during the classroom interaction. Therefore the range of problems limited by the researcher to the following study in order to prevent misinterpretation of the problem of the study entitles "An analysis of questioning strategy used by English teacher during the classroom interaction at SMA Negeri 3 Jeneponto". The researchers have to analyze and identify the questions that found frequently in teacher's instruction, especially to English teachers.

CHAPTER II

REVIEW OF RELATE LITERATURE

A. Concept of Questioning Strategy

1. Theories of Questioning Strategy

Shaunessy Elizabeth (2005) questioning strategies is recommended to focusing primarily on the higher end of Bloom's taxonomy to engage students in advanced-level thinking. Teachers can incorporate questions effectively by knowing the various purposes, types, and intended outcomes and by establishing a classroom climate that promotes active engagement, exploration, and inquiry to further student achievement.

Harris Bryan (2014) stated that when teachers employ effective questioning strategies it increases the likelihood that students will engage in the life of the classroom and develop the skills referenced throughout the Common Core Standards. When students think about questions, respond to questions from others, and ask their own questions, they are developing essential life-long skills that will enable them to be college and career ready.

Guest in Sujariati (2016), states that Questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking". It means that we cannot ignore that questioning strategies are very important for teachers and students.

According to Fries Gather. J. in Sujariati (2016), questioning strategy is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

Based on the definition above the researcher concludes that a questioning strategy is one of the important things that the teachers applied in teaching and learning process. It is important because with used the strategy in asked question the teachers able to know what the students know and what they do not know and can establish good communication (feedback) between teacher and students.

2. Characteristics of Effective Questioning

Much has been written and researched about the characteristics of effective questioning. Researchers have looked at issues such as the structure of questions, the length and complexity of questions, teacher training in developing and implementing questioning strategies, the use of wait time, the effect of feedback on student responses, and the relationship between student responses and extrinsic rewards, to name a few. An exhaustive list of all the characteristics of effective questioning would require volumes to summarize and might be too lengthy to be of use to busy educators. For our purposes here, as it relates to the Common Core, I have described four characteristics, supported by the research, that help students to meet the communication expectations of the Common Core (Harris, Bryan: 2014).

a. Pre-Plan Questions

Great teaching and exemplary learning don't happen by chance. As educators, we need to be intentional about the questions we ask our students and the strategies we employ to engage them in processing those questions. Intentionality is the key. We need to devote time to planning which specific questions we intend to ask during various parts of a lesson or activity. In the process of lesson planning, we should write down those questions and not rely solely on our memory, the questions listed in a textbook, or spur of the moment responses to student actions. This is perhaps the most important message of the entire chapter—we must pre-plan our questions. After all, we want our students to be thoughtful in response to our questions (that is, we want them to plan their responses) so we should devote the time and energy necessary to develop quality questions. Daniel Willingham, author of “Why **Don't Students like School?**” Sums it up well, “Sometimes I think that we, as teachers, are so eager to get answers that we do not devote sufficient time to developing the question.”

b. Focus on Questioning, not Quizzing

Here is the essential difference between quizzing and questioning—purpose. The two practices are often thought to be interchangeable but are actually very different. Quizzing involves seeking a short, fact-based, right or wrong answer from a student. They most often contain closed questions that seek to ascertain a specific, correct response. The purpose of a quiz, verbal or written, is to gauge if students have correct knowledge. Questioning, on the other hand, has an expanded purpose and is more aligned with developing the skills called for in

the Common Core. The purpose of a question is to uncover understanding. A true question seeks to expose and discover the knowledge, thinking process, or misconceptions of the student.

c. Beware of the Curse of Knowledge

This “curse of knowledge” highlights a problem for all educators: once you know something, it is difficult to imagine not knowing it. The tappers had full knowledge of the tune as it was playing in their mind, but their partners only heard random finger tapping. Likewise, when we know something deeply, when we’ve literally spent thousands of hours thinking about and teaching a concept, it can be a challenge to communicate with those who don’t know the concept as deeply.

In their hugely popular book, *Made to Stick* (2008), authors Chip and Dan Heath use the idea of a curse of knowledge to describe why some ideas fail to be memorable. They point out that, “Once you know something, it’s hard to imagine not knowing it. And that, in turn, makes it harder for you to communicate to a novice.” Research from neuroscience also provides insight into the disconnect between experts and novices. Using brain imaging technology, researchers have studied reaction times and brain processes of amateur and expert chess players. The findings support what Newton found in her research—those who know something deeply (like the expert chess players and teachers) think differently about the content than do amateurs (National Research Council, 2000).

d. Use Specific Questioning Strategies

If our students are to think deeply and respond thoughtfully to questions and prompts, we need to spend time not only pre-planning which questions we'll ask but also which specific questioning strategies we'll utilize during our lessons. The following strategies have been selected because of their ease of implementation, their universal appeal, and their applicability in all content areas.

Based on the explanation above there are four characteristics of effective questioning they are pre-plan questions, focus on questioning, not quizzing, beware of the curse of knowledge and use specific questioning strategies. For used specific questioning strategies is one of the characteristics of effective questioning it's mean that in the teaching and learning process the teacher not only pre-planning which questions but the teacher also have to used strategies to ask specific question during the lesson.

3. Teacher's Questioning Strategy

There are several teacher questions that can used to stimulate creative, critical, and higher level thinking. The most commonly recommended is the divergent thinking question that probes beyond the convergent, one-correct-answer question, thus allowing students to delve more deeply into an idea. Harris Bryan (2014), stated that there are ten kinds of teacher questioning strategy they are:

- a. *Open vs. Closed Question*, a closed question is one that seeks to assess a correct answer. A closed question is used when a teacher needs to gauge if a student has some basic knowledge on a topic. An open question is one that seeks to dig deeper to uncover understanding; it is “open” to many possibilities and many answers.
- b. *Focal Points* are literally the place where students are to focus their vision and attention during thinking and discussion. Focal Points can be written summaries, an image on a screen, a passage in a book, or a question from a worksheet.
- c. *Question Stems and Sentence Starter*, Question Stem is the beginning of a question, typically based on Bloom’s Taxonomy that serves as a generic starting point for thinking. Teachers often prepare numerous different Question Stems reflecting the different levels of thinking desired from students. Sentence Starters, on the other hand, are the specific words and phrases students are to use when responding to questions. They are effective because they allow teachers to direct student thinking towards the specific kinds of responses that will align with the objectives of the lesson.
- d. *Wait Time/Think Time*, Wait Time and Think Time are essential in helping students develop the thinking patterns and habits that will get them to be college and career ready. Wait Time and Think Time are valuable and effective because they provide opportunities for students to consider their responses to different prompts.

- e. *Partner Quiz*, Quizzes when used as an engagement strategy instead of as an assessment tool, can be very effective at focusing student attention on the topics to be addressed during a lesson.
- f. *Planted Questions*, this strategy encourages participation by offering students the opportunity to consider their thoughts, answers, and ideas to questions *long* before they are asked by the teacher. Planted Questions are typically employed with only a few students at a time and are rarely used as a whole-group strategy.
- g. *Envelope Questions*, this strategy offers students a clear method for exchanging ideas and answering questions.
- h. *Q and A Match*, this strategy encourages student-to-student exchange of ideas and provides the teacher with a quick and easy method to assess student understanding.
- i. *Question/Clarify/Question*, this strategy, popularized by Dr Rich Allen, provides a framework and reminder that when asking questions, students often need points of clarification to focus their thinking. This model calls for the teacher to ask a question (typically an open one) followed by information, details, or considerations that help to focus student thinking.
- j. *Objectives into Question*, a simple, but extremely effective way to incorporate more questions into instruction is to take statements, objectives, and other “facts” and turn them into questions. It is quite common for teachers to write objectives on the board for students to refer to during a lesson.

According to James M. Cooper (2010), there are seven habits of highly effective questioners. In his best-selling book *Seven Habits of Highly Effective People*, Stephen Covey offers practical suggestions for personal improvement. Borrowing from the Covey approach, this chapter will translate the research findings in the previous section into seven strategies habits if you prefer that will improve your use of classroom questions:

- a. Asking fewer questions
- b. Differentiating questions
- c. Questioning for depth
- d. Questioning for breadth
- e. Using wait time
- f. Selecting students
- g. Giving useful feedback

According to Chaudron and Wu in Chang, Y. F (2009), there are five questioning strategies include repetition, rephrasing, simplification, decomposition, and probing strategies.

- a. Repetition, a question is repeated in the hope that a verbal response will be elicited.
- b. Rephrasing a question is expressed in another way.
- c. Simplification, this may be regarded as a kind of rephrasing by means of which a situation is simplified so that students can cope with it.

- d. A decomposition strategy is a question which is decomposed into two or more following parts so as to obtain an answer.
- e. Probing strategy is a question which is followed up by one or more subsequent questions in order to solicit more responses from a student.

On the other hand, Peavey Fran (1997) stated that in his book with the title “Strategic Questioning an Approach to Creating Personal and Social Change” also explain that shaping a strategic question involves several key features: A strategic question creates motion, A strategic question creates options, A strategic question digs deeper, A strategic question avoids “Whys”, A strategic question avoids “Yes” or “No” answers, A strategic question is empowering, A strategic question asks the ‘unaskable’ questions.

Continue by Peavey Fran (1997) there are eight level of strategic question, such as:

- a. Focus questions

These questions identify the situation and the key facts necessary to an understanding of the issues at stake. When using questioning with an individual, this is the time when the facts of the situation are presented. Questions here focus on understanding the relevant parts of their story. When using strategic questioning in a community polling process, questions focus on how they think about the particular issue at stake.

- b. Observation questions

These questions are concerned with what one sees and the information one has heard regarding the situation.

c. Analysis questions

These questions focus on the meaning given to events. Here the questioner is trying to ascertain how a person thinks about the situation, what motivation is ascribed to key participants in the story and the relation of individuals and events.

d. Feeling questions

These questions are concerned with body sensations, emotions and health. It is important not to skip over these questions. Feelings often interfere with thinking, trust and imagination. Listening to and honoring the personal consequences of an event or issue is important in freeing the person to think about the area.

e. Visioning questions

These questions are concerned with identifying one's ideals, dreams, values. Articulating dreams and visions makes them a bit more real and their power is undeniable. We begin to build a bridge from the anchor of the present into midair. We stop pushing things as they are and focus on how things can develop.

f. Change questions

These questions are concerned with how to get from the present situation towards a more ideal situation.

g. Consider all the alternatives

These questions examine the alternatives that come from the vision and ways things need to change. There are many ways to get to any goal. If a

person is only examining two alternatives maybe more feeling work needs to be done.

h. Consider the consequences

Explore the consequences of each alternative. Conscientiously examine each alternative for personal, environmental, social or political consequences, giving the same amount of time and energy to each alternative.

i. Consider the obstacles

Each alternative has things in the way of being achieved. Identify the obstacle, and how to deal with it if the alternative were selected. Focusing on obstacles is an important first step in removing them. Obstacles may be addictions, values or needs.

j. Personal inventory and support questions

These questions are concerned with identifying one's interests, potential contribution and the support necessary to act.

k. Personal action questions

These questions are those which get down to the specifics of what to do, and how and when to do it. The actual plan begins to emerge. A questioning relationship may use several time periods to advantage.

Based on the experts explanation above there are several kinds of questioning strategy according to some experts, for the first Harris Bryan explanation, the second James M. Cooper, the third Chaudron and Wu in Chang, Y. F, and the last Peavey Fran. And the researcher conclude that there are some the similarity in questioning strategies according the expert like using wait time

strategy according to Harris Bryan and James M. Cooper, using types of questions and etc.

B. The Functions of Teacher's Questions

Christenbury, Kelly and Kinsella as cited in Brown (2001) propose some functions of teacher questions in the classroom interaction. Teacher's questions can:

1. Give students the drive and the opportunity to produce language contentedly because EFL student generally afraid of initiating classroom interaction without any stimulus from the teacher. Silent students will get a great chance to produce their language (communicate) if appropriate questions are addressed to them
2. Set off some stimulus for students to communicate and interact each others. One question may be all that is needed to start a discussion; without the initial question, however, students will be hesitant to start the process
3. Give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas, for example, may be exposed through the student's response and give the teacher some specific information about what to treat
4. Provide students with opportunities to find out what they think by hearing they say. As they are nudged into responding to questions about, say, a

reading or a film, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for prewriting activity.

According to the classification of Brown and Wragg (1993), the teacher's questions function as a tool to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learners' understanding, to elicit information, and to control the classroom. Tanaka as cited in Nishimura proposes three functions of question. The first is "interpersonal function". It means that question can set up, keep, and modify the relationship between questioner and respondent. The second is "information-gathering function", meaning that question can be an instrument to get some information about certain issue or topic. The last is "meaning-creating function". It means that a new idea can be produced by questioning.

Kauchak and Eggen as cited in Vebriyanto (2013), added that in the classroom, teacher's questions serve several functions. They are diagnostic, instructional and motivational function. As diagnostic tool, teacher's questions are used to diagnose what students know and how students think about certain topics. As instructional function, teacher's questions can assist the students to study new information in the learning process. The last function according to Kauchak and Eggen in Vebriyanto (2013), is motivational function. Teacher's questions can be a tool that engages the students to be actively involved in the classroom discourse and encourage or challenge their thinking.

Dealing with the purposes of teacher questions, Cotton (1989) provides variety of purposes emerge from the variety of literature analysis. Teacher's questions are used to:

1. Develop interest and motivate students to become actively involved in lessons
2. Evaluate students' preparation and check on homework or seatwork completion
3. Develop critical thinking skills and inquiring attitudes
4. Review and summarize previous lessons
5. Nurture insights by exposing new relationships
6. Assess achievement of instructional goals and objectives
7. Stimulate students to pursue knowledge on their own.

Furthermore, Cohen (2004) gives in depth purpose of teacher's questions in the classroom. They suggest the purpose of teacher's questioning based on several learning stages in the classroom. In the introduction stage, teacher's questions are used

1. To establish human contact
2. To assist in establishing set induction devices
3. To discover what the class knows
4. To revise previous work
5. To pose problems which lead to the subject of the lesson.

In the presentation stage, teacher's questions are used to

1. Maintain interest and alertness
2. To encourage reasoning and logical thinking
3. To discover if students understand what is going on.

In the application stage, teacher's questions are used

1. To focus and clarify
2. To lead the students to make observations and draw inferences for themselves
3. To clear up difficulties, misunderstandings and assist individual student.

In the last stage, conclusion, teacher's questions are used

1. To revise the main point of the lesson
2. To test the result of the lesson, the extent of students understanding and assimilation
3. To suggest further problems and related issues.

From the elaboration above, it can be concluded that teacher's questions have significant role in the classroom interaction. It can give numerous benefits for language student, classroom interaction, and the objective of language classroom. There are some functions of teacher questions and the functions are generally the teacher want to control the classroom and to get information related to the students understanding.

C. Classroom Interaction

To study and describe what happens in the classroom, to know classroom teaching and learning and what goes on in a language classroom, we have to gain knowledge about classroom interaction and activity. Amy B.M. Tsui in shodhganga (2012P) defines classroom thus:

The classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom.

Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called “interaction”. Jack C. Richards, John Platt and Heidi Platt, in shodhganga (2012) define classroom interaction in these words:

The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition.

According to Dee-vil Pesouna, Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers.

D. Conceptual Framework

The framework of the present study can be illustrated as follows:

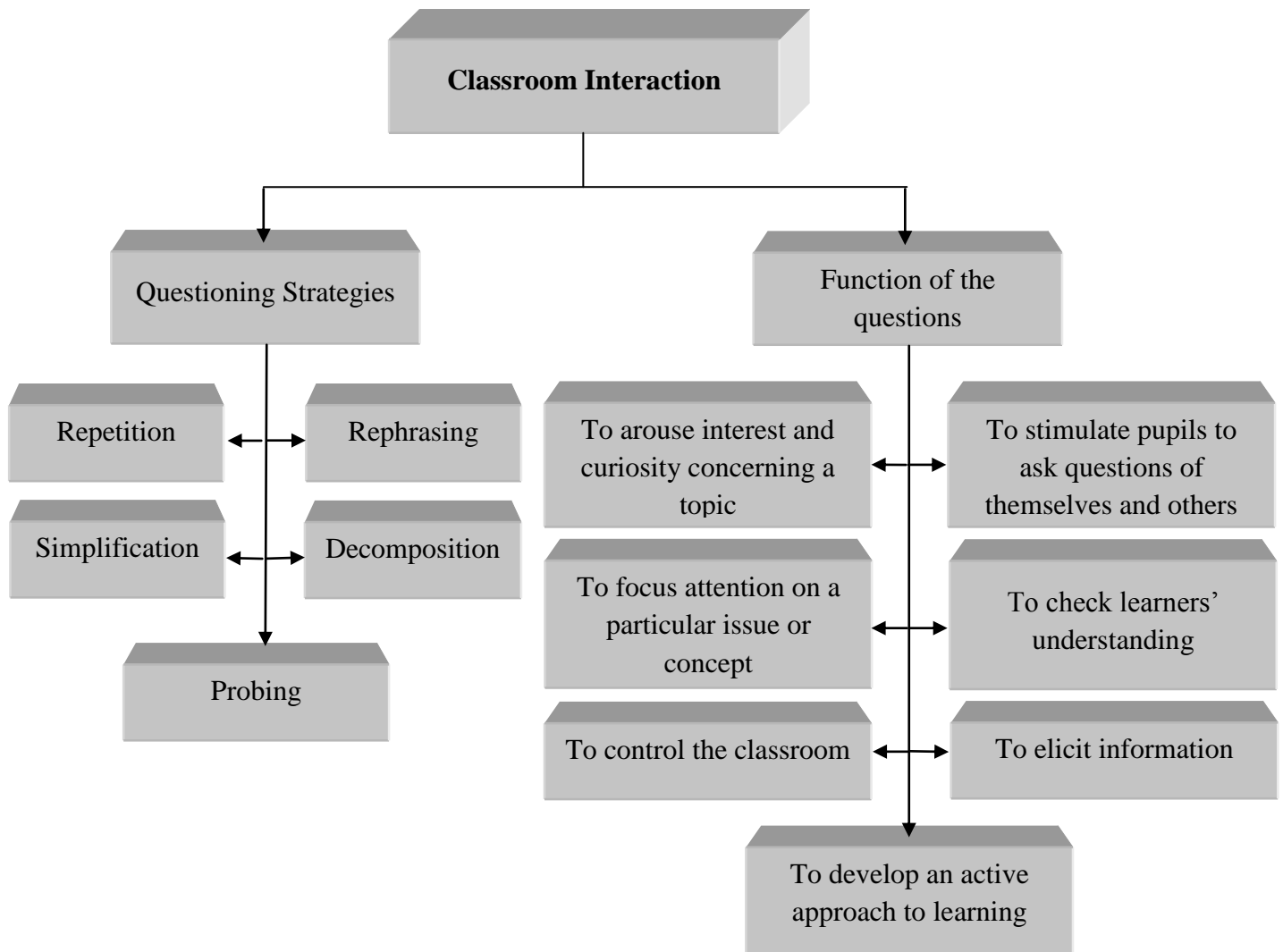


Figure 2.1 Conceptual Framework

In this study the researcher did the research about classroom interaction. This interaction means that how teacher convey the questions to the students or usually we know teacher questions. In teacher questioning strategies the

researcher used theory according to Chaudron and Wu in Chang, Y. F (2009) namely repetition, rephrasing, simplification, decomposition, and probing strategies. And for the function of the teacher questions the researcher used theory according Brown and Wragg (1993), the function are: to arouse interest and curiosity concerning a topic, to focus attention on a particular issue or concept, to develop an active approach to learning, to stimulate pupils to ask questions of themselves and others, to check learners' understanding, to elicit information, and to control the classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

In carrying out this research, the researcher uses the descriptive qualitative research to describe the data dealing with the English teacher at SMA Negeri 3 Jenepono. According to Latief, M. Adnan (2011), qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied.

B. Research Variable

This research had two variables that were teacher questioning strategy and English teacher during the classroom interaction. Therefore, teacher questioning strategy refers to English teacher during the classroom interaction and English teacher during the classroom interaction.

C. Participant

The participant of this research was the English teacher of SMA Negeri 3 Jenepono that consists of four teachers. Moreover, the researcher takes one teacher as the participant.

To choose teacher as participant the researcher applied the purposive sampling technique. Purposive sampling, also known as judgmental, selective or subjective sampling, is a type of non-probability sampling technique. Non-probability sampling focuses on sampling techniques where the units that are investigated are based on the judgment of the researcher.

D. Research Instrument

There instruments of this research were observation and interview.

1. Observations, by observing teaching-learning process, the researcher gets the data from natural situation. In the observation process, the researcher plays role of observer as participant in which the role of the researcher is known by the participants. According to Creswell (2009), the advantage of observer as participant is that the information or the data can be recorded as it happens or takes place.
2. Interview, according to Griffiee (2012), interview is the meeting which is conducted face to face or one to one, the researcher which plays the role as interviewer poses some question for the interviewee in order to gain the data. The interviewee is an English teacher. In this case, the researcher uses semi-structured interview to support the data that is gathered from data transcription. Semi-structured interview is a type of interview in which the researcher prepares the guiding questions, the format of the questions will be open-ended question, and the interviewee is given a chance to elaborate their answer in an investigative manner.

E. Data Collection

In gathering the data of this study, there were two kinds of collected for the first transcription of classroom observation and the second interview. In order to gain both of kinds of data, there were two instruments used by the researcher, namely:

1. Observation in the class (video recording)

In this study, observation was used in collecting the data needed. The observation was specifically conducted in the classroom setting, since this study attempts to investigate the questioning strategies applied by the teacher. Classroom observation was conducted in this study in order to obtain the data directly from the subjects of the study.

By doing observation, it was expected that the researcher will have the opportunity to get as much information as possible regarding the issue being investigated. Unfortunately, there was a difficulty in carrying out the observation. It was true that several behaviors of interest occur rapidly in an educational setting. Then, this kind of behavior may be missed by the observer while doing the observation. Therefore, video-recording was utilized as the primary strategy in gathering and collecting the data needed in this study in order to get the details of the behaviors that were not covered through direct observation.

2. Interview

The interview process was conducted after finishing the classroom observation and video-recording process. The interview was conducted from

October, 25th 2017. In interview the researcher used semi-structured interview. It is intended to give much greater freedom to ask, in case of need, supplementary questions or even to omit certain questions if the situation so requires. The interview process was recorded by audio recorder. The use audio recorder was intended to help the interviewer in gaining the more detailed data during the interview.

F. Data Analysis

To analyze the data, the researcher completed by the following steps.

1. Firstly, the researchers transferring the video into computer to make it easier analyze the data
2. Then watching the video carefully
3. Taking notes of some significant events or situations that may occur during the learning process
4. Transcribing the video to display the language used in the classroom
5. Classifying and categorizing the questioning strategies appeared in the two meeting
6. Gave the number of questioning strategies employed by the teacher in the whole classroom interaction. This was intended to see the dominant of questioning strategies applied by the teacher.
7. Classifying and categorizing the questioning strategies employed by the teacher using Harris Bryan, James M. Cooper, Chaudron and Wu in Chang, Y. F, and Peavey Fran's framework.

8. The questioning strategy is classified into several categories according to the type of question strategy that teachers used in the classroom.

To answer the first research question related to the strategy of teacher's questions, the researcher code each question. The analysis of the result is present as of questioning strategy that the teacher used. It is to quantify the frequency of which strategy of question used at the most. Next, to answer the function of the classroom questioning, it will be analyze according to Brown and Wragg's (1993) function of questioning, which is checking learners' understanding, eliciting information, controlling the classroom, arousing interest and curiosity concerning a topic, focusing attention on a particular issue of concept, developing an active approach to learning, and stimulating students to asked questions of themselves and others.

For the interview process the researcher used audio recorder. The data from audio recorder were analyzed similarity with how the data collected through video recording was analyzed. The stage of analyzing the data collected through interview were, for the first transferring the audio file into computer in order to make it easier to analyze the data, and then the researcher listen the audio carefully, after that selecting the data, which was the appropriate data and which was not. Next, transcribing the audio file to make it easier to be analyzed with used take note.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

This section presented the analysis of teacher questioning strategy used by English teacher during the classroom interaction at eleventh grade students of SMA Negeri 3 Jenepono. The data collected from one teacher were analysis into two kinds of instruments, namely observation class and interview. Interview conducted to know what strategies are used by the teacher in teaching English during the classroom interaction. The finding of the main problem described as follow:

1. Teacher's questioning strategies during the classroom interaction

To got the data about the questioning strategies used by teacher in teaching English, the researcher used video recording. The researcher utilized a video recorder to record the teaching and learning process. In this observation, the researcher acted as a non-participant observer. In this word, during the observation, the researcher did not take part in speaking activities being studied; neither did the researcher interact with the teacher nor the students. Thus, there was no intervention of the writer during the teaching and learning process. To analysis of questioning strategy that the teacher used the researcher used audio recording. The audio-recording section had been done by recording the

interaction between the teacher and students. The researcher recorded them three times. One times for interview and two times for classroom interaction. In the classroom interaction the researcher recorded for approximately 90 minutes in every meeting. Then, the researcher transcribed the recording result to got the data of strategy teacher questions and analyzed them in to three section beginning class, main activity and then closing.

There were some questioning strategies that the teacher used in the learning process, namely:

a. Repetition

In asking questions the teacher often repeat questions that are given to students it done to help students provide verbal taggers related to questions asked by teacher. Repeating strategy is one of questioning strategy that is quite effective for teacher to used because sometimes students did not hear clear questions asked by teacher so that teacher need a strategy repetition to make students able to answer questions.

b. Rephrasing

For the used of repressing strategy teacher did by repeating questions but expressed in other ways. The purpose of the strategy used by the teacher was when she asked questions to students' the teacher sometimes repeated questions in other ways with the intention of facilitating students to better understands related to the questions given by the teacher.

c. Mixed of the types

The teacher intentionally mix the types of questions asked, avoiding the same type of questioning and providing a mixture of both cognitive variations and types. Recognize that types of cognitive processes there were open/closed question, display and referential question, and “yes” or “no” question. In the types of questioning, teacher used that types related to the material at the time.

d. Code-switching

Code-switching was the most frequently used question strategy that the teacher used; teacher often diverts inquiries from English to Indonesian. Used of this Code-switching by the teacher to make it easier for students to understand related to the question asked by the teacher.

From the results of interviews with teacher of English language studies, the researchers asked the teacher related to the used of Indonesian language in asking questions, the teacher said in giving the question she often clarify the questions given to the students by using the Indonesian language because most students do not know the meaning of teacher questions if teacher using full English. Therefore to facilitate the teacher sometimes used two languages that was English first then repeated question using Indonesian language.

e. Waiting time

One of the teacher's strategies in asking was to give the students a chance to think of answers that match what the teacher was asking. In the used of

waiting time strategy is often the teacher to used if the type of question that the teacher asked takes time for students to think first. This wait time grant corresponds to the type of question or context of the teacher's question. Because sometimes students are need time to open the dictionary or read the material again before answering the teacher questions.

f. Reward

The reward is the teacher's strategy for the meaning of natural students to answer questions. Sometimes the teacher should give the student a motivated so awareness students to answer questions as given additional points, given the applause and so on.

2. Functions of teacher questions during the classroom interaction

Based on observation and interview with the teacher, it was revealed that there were some functions of asking several questions to the students. The teacher said that she commonly used yes-no question which is categorized as display/closed question. The function of using this type of question was to check students' understanding about the underlying material. The other type of question that was generally used by the teacher was wh-question which can be categorized as referential/open question. The teacher said that the purpose of using wh-question was to ask for detail information or answer from students.

The facts above correspond with the result of the analysis of the transcription of the teaching and learning process in the all session. Questions that are categorized as display/closed questions were widely used for checking

students' understanding of the materials that were being discussed in the class. In the first session and the second session, the teacher asked students to translate some words or phrases by using some display/closed questions. It was done by the teacher in order to know whether students understand the material or not. It can be discovered in the following excerpt.

Another function of teacher questions were give students drive and opportunity to the students to provide responses related to the learning materials, because students generally afraid of initiating classroom interaction without stimulus from the teacher.

Silent students (passive) will get a great chance to speak if the appropriate questions are addressed to them. Beside that the function of teacher questions set off stimulus for students to communicate and interact each others. Because the more often teacher to ask questions to students then the more stimulating students to dare to answer. So that feedback interaction between the teacher and students well intertwined in the classroom.

The general functions of teacher questions were to get information related to the understanding of the students during the learning process. In addition to stimulate the students to communicate with asked the questions. To focus attention of the students related to the learning material that the teacher teaches and the last function was to control the classroom.

B. Discussion

In this part, the researcher would like to present the result of data analysis after done an observation in the class XI IPA I and XI IPA 2 at SMA Negeri 3 Jeneponto. Below was the result of some questioning strategy used by English teacher during the classroom interaction after analysis the data were:

1. Teacher's questioning strategies during the classroom interaction

This studied emphasized on the used of teacher question in teaching English in the classroom interaction. The writer came up with two research questions. The first research question was "What questioning strategies are used by English teacher during the classroom interaction?" this question was answered using observation technique. After analyzing the result of observation, then the researcher transcription of teaching and learning process in the first and second session, it was discovered that the teacher utilized certain types of questioning strategies. Similar to some of previous research such as Sujariati and Hadiani S. N, the research finding of the present studied revealed that there were some strategy that the teacher used when she want to asked question to the students. The questioning strategy that the teacher used usually different related to the condition or context material of the lesson.

Based on the data that the researcher found there were several points related to the questioning strategies that the teacher used, namely: The teacher used some types of question in questioning the students, the teacher was questioning the students in all session of teaching such as using Repetition and

Rephrasing strategies, the teacher used wait time/think time when she was questioning the student, the teacher translated the question or mix the question into bahasa and emphasized the question when the students seemed confuse, and the last the teacher gave reward as reinforcement for students who answered the questions correctly.

1. Repetition

Repetition of question was one of the teacher strategies to help the students answer the questions that the teacher gave. This strategy usually the teacher did in learning activity that was when asked the question, like:

Excerpt 6 in the second session

T Ok, look at number one. A good Always has a message to his readers anytime he writes. What does it mean?

Ss *Titik-titik yang baik selalu mempunyai pesan untuk pembacanya kapanpun dia menulis*

T Who is always giving a message to the reader?

That always gives message to the reader?

Ss Writer mam

The other excerpt was:

Excerpt 13 in the second session

T Next, The mountain ... could not continue their journey because the fog was getting thicker and thicker. What is the meaning number eight?

Rahma, fira. What is the meaning number eight?

Ss *Titik-titik gunung tidak bisa melanjutkan perjalanannya karna kabut sangat tebal*

The excerpts above were one of the examples of teacher strategy in asked the question namely with repeated the questions. Teacher read the text that have students did and asked them to translate first in bahasa. The teacher repeats the questions twice to ensure that the teacher gave to the students. The aim for students to be able responds of teacher question.

2. Rephrasing

The next strategies that the researcher found during did the observation and analysis of the data was rephrasing strategy. Rephrasing is a question that expressed in another way. Below was one of the examples of rephrasing:

Excerpt 9 in the second session

T Number four. Quite a few ... are responsible for students they are teaching. What is the meaning number four?

Ss *Sedikit yang bertanggung jawab untuk siswa mereka belajar*

T Who is that responsible to teach the students?

Ss *Guru*

T *Apa bahasa inggrisnya guru?*

Ss Teacher

For rephrasing teacher used this strategy to easier the students understood the meaning of the questions that teacher asked. The dialog above was an example of the used of strategy in rephrasing questions. I.e. teacher gave reserved to students and then asked the students to answer but the meaning was conveyed in other ways teacher reiterate the question but to say it in another way.

3. Mixed the types of questions

Based the first found the teacher used some types of question in questioning the students, in this session the researcher found there are some types of question that the teacher used when she asked the question like: open/close question, display question, and referential question were the types of teacher question that the researcher during observation.

Teacher dominant used display questions are influenced by the learning material and also allotted time for reviewing the last material. The material that students learned in first meeting is about adverb clause. The teacher explains about what is adverb clause with dictate. Teacher just explains the important point related to the material because every student's were copying the books that teacher use to teach. In pre-activity teacher usually asked the students about the last material or activity in the last meeting, as shown in the following excerpts below.

Excerpt 1 in the first session

T Any homework?

Ss No mom

T *yang kemarin tugas berapa terakhir?*

The other found about types of teacher question was:

Excerpt 5 in the first session

T the first lesson *kita sudah pelajari tentang apa?*

Ss Adjective clause mom

T What is the adjective clause?

Teacher started the interaction by asking the students about their homework. After that, the teacher asked the students about the previous material that they have studied. Basically, the teacher still remembers about the previous material, but there is particular reason why the teacher asks this kind of questions.

The excerpt above was one of the types display/closed questions. The excerpt 1 and 2 usually asked of the teacher in the pre-activity. Display question that the teacher used is influenced by the learning material and also the allotted time for reviewing the last material. The teacher usually asked the students about the previous material that has been learned by using display question. The teacher's asked students the previous material is to know whether the students memories the last material or not so the teacher usually review the material again before start the lesson.

During the teaching and learning process, the teacher also asked questions with types referential questions to the students. Here are the following excerpts that illustrate teacher question as referential questions.

Excerpt 4 in the first session

T Kenapa selalu datang terlambat? (ada salah satu siswa yg datang terlambat dikelas)

S -

The other excerpts of referential questions were:

Excerpt 18 in the first session

T Siapa yang bisa berikan contoh kalimat untuk result?

Ss Dia belajar keras jadi dia sukses

The other result finding was:

Excerpt 15 in the first session	
T	<i>Mana catatanmu, kenapa tidak menulis?</i>
Ss	<i>Menulisja bu</i>
T	<i>Mana yang disampingmu duduk?</i>
Ss	<i>iqbal mam</i>
T	<i>ia</i>
Ss	sick mam

The excerpts above were categorized as referential questions. Firstly, the teacher asked one of the students why she usually come late. The teacher asked her student because she usually came late especially when the English teacher was in the class so the teacher wanted to know the reason why the students came late. These questions are categorized as referential questions because the teacher cannot predict the student's answer.

Excerpts above were one of the example types of teacher question, in the first and second excerpts were the example of display question and the third, fourth and fifth excerpts were referential question. Display question is a question in which the teacher already knows the answer and wants the student to display knowledge than referential question is a question in which the teacher does not know the answer.

4. Wait time/think time

The fifth found, the teacher used wait time/think time when she was questioning the student, in asked the question the teacher also wait time when she asked the students, the used wait time/think time means when teacher asked

question to the students she usually gave opportunity to found the answer. Wait Time and Think Time are valuable and effective because they provide opportunities for students to consider their responses to different prompts (Harris Bryan: 2014).

5. Code switching

The sixth code switching, the teacher translated the question or mix the question into bahasa and emphasized the question when the students seemed confuse, this strategy was often also to the teacher used. She mix or combine the question into bahasa because the teacher thought that when she asked the students in full English the students usually not give respond so the teacher mix the question into bahasa. Below the example of code switching:

Excerpt 16 in the first session

T	Sudah ada macam-macam adverb clause di bukunya kan?
Ss	Iya bu
T	Yang pertama apa?
Ss	-
T	Yang pertama adverb clause of result? What is result?
Ss	-
T	Result itu hasil. Yang kedua adverb clause of purpose, what is purpose?

The excerpt above was the category of code switching that the teacher done in the class. The other excerpt was:

Excerpt 12 in the first session

T	What is the meaning How?
Ss	<i>Bagaimana</i>

T	<i>Apa when?</i>
Ss	<i>Kapan</i>

The used of code switching is the most dominant strategy that the teacher used when asked questions to the students. Teacher often used or combines between bahasa and English language to facilitate students in understanding the intent of questions the teacher. It presented the results of interviews with English teacher Mrs. Hasmiah, S. Pd. She said somewhat trouble when students must used full English in teaching that is because the students were still lacking in mastery English so as to facilitate interaction between teacher with students she often repeats questions or even asked by using the bahasa.

This was evidenced by the dialog above, the teacher asked with bahasa and continued use of language by the teacher to found out students' understanding about what is "adverb clause", then the students answer the questions teacher with a clear opinion the students with the language of Indonesia. There were many examples of the used of code-switching of teacher in the classroom but investigators only gave a few examples to prove the results of observation in the classroom.

6. Reward

And the last the teacher gave reward as reinforcement for students who answered the questions correctly. This was done by the teacher to increase the students willingness or courage in ask the question. If teacher give reward the students motivated for want to ask or answer the question that the teacher gave.

There was no exactly example of the used this strategy in asking questions but this was evidenced from the results of the interviews with the teacher concerned. She said the students would be more interested if was awarded when teacher asked because if not so students are lazy or indifferent to answer questions. One of the types of rewards that teacher provide with giving additional value to them.

2. Functions of teacher questions during the classroom interaction

The second research question was “What are the functions of questions that the teacher used during the classroom interaction?”. The writer used interview technique to answer this question. Based on the teacher answer she said the function of her question is to knew whether the students understood or not. And based the observation that the researcher doing in the class the result show that there five functions were found in this study, and they are consistent with the literature reviewed by the researchers. These eight functions which emerged from the data in this study were mostly in line with the function categories presented by Brown and Wragg (1993). Below the same function of teacher questions:

a. To arouse interest and curiosity concerning a topic

The first function of the teacher was to arouse the interest and curiosity of the students on the topic or theme of the discussion at the time. So the teacher asked the students to fishing in accordance with the material being taught. Such as:

Excerpt 6 in the first session

- T The next material is about adverb clause. What is adverb clause?
- Ss Independent clause yg berfungsi sebagai kata keterangan
- T *Yah, jadi kalimat yang berfungsi sebagai kata keterangan, bukan lagi berfungsi sebagai kata sifat yah?*
- Ss *Iyah bu*
- T Ok, nurjannah. What is adverb clause?
- S -

The dialog above is one example of how the teacher asked related to the topic of discussion at the time. However, from the observations of the researcher in class students tend to be passive or inactive to ask questions related to the material that was being taught. It was evidenced by the students tend to be more corpulent silent while teacher to ask.

b. To develop an active approach to learning

In carrying out the process of teaching in the teacher's class obviously want students engaged actively in the classroom; teacher often invite students to active with fishing students to ask questions related to the discussion at the time. The teacher always throws any related questions to create an atmosphere of classrooms become more active but remains in a conducive condition.

c. To stimulate pupils to ask questions of themselves and others

Another function of the teacher was to stimulate pupils asking questions either about themselves or other people. That was to say teacher often provide the stimulus to made students dare to asked questions related to anything. It was done

to make the communication between teacher and students were interwoven with both during the learning process takes place.

d. To check learners' understanding

The most dominant function of teacher's question was to examine the student's understanding of material related to learning. This was evidenced from the following dialog:

Excerpt 14 in the first session

- T *Seperti adjective clause, apa jembatannya adjective clause?*
 Ss Where
 T *Yah apalagi?*
 Ss When

The other found of the function teacher question was:

Excerpt 18 in the first session

- T *Siapa yang bisa berikan contoh kalimat untuk result?*
 Ss *Dia belajar keras jadi dia sukses*
 T *Jadi yang mana disitu berfungsi sebagai result?*
 Ss *Dia sukses bu*
 T *Yah jadi dia sukses.*

The excerpt below also the function of teacher question as to check students understanding

Excerpt 19 in the first session

- T *Jadi sudah paham semua?*
 Ss Yes mam
 T *Laki-lakinya sudah paham?*
 Ss Yes mam

The dialogs above are examples of how the teacher wants to know whether students understand or are not associated with the material being taught. Teacher often did strategy questions above either at the beginning, in the middle, and the end of learning. Teacher check students' understanding by asking the usual beginning of discussion material before, then in the middle of a learning teacher asked to ascertain whether the students are familiar with the material being learned and to at the end of a learning teacher Repeat back the material that has been taught to ask to students. The function of the teacher questions to ascertain whether the students understood what they have learned

e. To elicit information

In addition to checking the student's understanding, of course the teacher asks a question function to obtain information related to the question of what teacher tells them. Whether it's a question related to the matter being studied or outside of the context of learning. Such as:

Excerpt 4 in the first session

T *Kenapa selalu datang terlambat?* (ada salah satu siswa yg datang terlambat dikelas)

S -

Excerpt 8 in the first session

T *Siapa yang bikin itu kupu-kupu?*

Ss *Saya bu,
Semuanya bu*

The above dialog was an example of teacher questions to get information from students. Although the example above was not part of the material being taught yet included into part questions asked teacher for researchers conducting an observation in the classroom.

f. To control the classroom

The last function of the teacher was to control the class. This teacher did to the atmosphere of the class become more active with the interaction between teacher and students. Called the reciprocal interrelations between teacher and students is one of the positive things that were done in class so that the class looks more actively and teacher also can monitor related activities students performed in the classroom. Such as:

Excerpt 9 in the first session

T *Kenapa ketawa disitu?*

Ss *Syahrul bu*

The dialog above is one of the questions that the teacher asked related to situations that done by students at that time, teacher noticed there were two students laughing in class while teacher is being explained. That questions posed by teacher to find out why the students laughed. So it can be concluded that in asking questions of teacher also functions, namely to control the classes.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion in the previous chapter, it could be drawn the conclusions of the present study which were designed to suit the objectives of the study. There were two objectives of the present study; (1) to find out what questioning strategies are used by English teacher during the classroom interaction; (2) to find out what are the functions of questions that the teacher used during the classroom interaction.

1. In regards to the first research question, the findings showed that the teacher employed several questioning strategies in classroom interaction. Based on the Chaudron and Wu in Chang, Y. F (2009) explanation about questioning strategy the researcher only found two they are Repetition and Rephrasing strategies. Beside of repetition and rephrasing the researcher found the other questioning strategy like the teacher used some types of question in questioning the students (open/closed question, display and referential question), the teacher used wait time/think time when she was questioning the student, the teacher applied code switching namely translated the question or mix the question into bahasa and emphasized the question when the students seemed confuse, and the last the teacher gave reward as reinforcement for students who answered the questions correctly.

Most of the time, this strategy effectively elicits responses from the students. The reason why the teacher preferred employing this strategy to the other strategies was because the teacher can help the students to comprehend the questions easier by either giving clue or providing or-choice related to the response expected. At the same time, the teacher still can give the students exposure to the target language (English) and still can make the students think since the students will analyze what kind of answer or response expected by the teacher by giving certain clues or certain choice.

Meanwhile, from the some questioning strategies proposed in chapter II, only some strategies that the teacher applied in the classroom since the researcher do the observation with using video-recording.

2. The second finding was related to the function of teacher question, it can be seen the result from the first session and the second session. The main point the function of teacher questioning are the teacher order to know whether students understand the material or not, and in addition the function of teacher question are to arouse students interest and curiosity concerning a lesson, to focus attention on a particular issue or concept, to develop an active approach to learning, to stimulate students to ask questions, to check learners' understanding, to elicit information, and to control the classroom.

B. Suggestion

From the conclusions stated in the previous section, there are some suggestions that can be recommended. The suggestions will deal with the teachers and the students in relation with the implementation of questioning strategies in the classroom interaction.

The first suggestion is related to the implementation of questioning strategies. Teacher, as the initiator and sustainer of the classroom interaction should be able to create the interactive interaction and atmosphere in the classroom. Then, one of the best ways to create the interactive classroom interaction is by employing questioning strategies. There are several questioning strategies that can be applied more by the teacher in eliciting the students' responses like using repetition, rephrasing strategies, wait/think time, code switching and etc.

In addition, it is also suggested that the teacher can apply the other questioning strategies as well like question stems and sentence starter they are effective because they allow teachers to direct student thinking towards the specific kinds of responses that will align with the objectives of the lesson, Q and A match, this strategy encourages student-to-student exchange of ideas and provides the teacher with a quick and easy method to assess student understanding. Question/clarify/question this model calls for the teacher to ask a question (typically an open one) followed by information, details, or considerations that help to focus student thinking, and the other questioning strategies.

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INTERVIEW

Name :

Sex: Male

Female

Education Background:

Experience in teaching Language:

1. Bagaimana strategi pertanyaan yang selalu guru gunakan dalam bertanya kepada siswa didalam proses pembelajaran?
2. Seberapa sering guru menantang siswa dengan pertanyaan untuk meningkatkan partisipasi siswa didalam pembelajaran?
3. Seberapa sering guru bertanya kepada siswa untuk mengecek pemahaman siswa terkait dengan pembelajaran?
4. Bagaimana strategi pertanyaan guru didalam meningkatkan pemikiran kritis siswa terkait dengan materi pembelajaran?
5. Berapalama waktu yang guru harapan untuk siswa dapat merespon atau menjawab pertanyaan guru?
6. Apakah tujuan dan fungsi dari setiap pertanyaan yang guru ajukan kepada siswa?

APPENDIX

TRANSCRIPTIONS OF TEACHING AND LEARNING PROCESS

Pertemuan 1 : Adverb Clause

Tanggal : 18 oktober 2017

Pre-activity

Excerpt 1

T : Assalamualaikum class

Ss : Walaikumsalam Mam

T : Any homework?

T : Any homework class?

Ss : No, mam

Excerpt 2

T : Sudah selesai dikerja semua dialognya?

Ss : Belum bu

T : Masih ada yang belum naik dialog?

Ss : Ia bu

T : Siapa?

Ss : Saya bu

T : Sudah diselesaikan dialognya asni?

Ss : Belum bu

T : Yang lain? (guru menyebut nama-nama siswa yg belum menyelesaikan dialognya)

Jadi bagaimana ini nilainya, biar mi kosong

Ss : Jangan mam

Excerpt 3

T : Ok, sudah dipelajari grammar focusnya?

Ss : Yes mam

T : Ok, open your book page 27.

Excerpt 4

T : Kenapa selalu datang terlambat? (ada salah satu siswa yg datang terlambat dikelas)

S : -

T : Pasti terlambat bangun

S : -

Excerpt 5

T : The first lesson kita sudah pelajari tentang apa?

Ss : Adjective clause mam

T : Yah, what is adjective clause?

Ss : -

Whilst-activity

Excerpt 6

T : The next material is about adverb clause. What is adverb clause?

Ss : Independent clause yg berfungsi sebagai kata keterangan

T : Yah, jadi kalimat yang berfungsi sebagai kata keterangan, bukan lagi berfungsi sebagai kata sifat yah?

Ss : Iyah bu

Excerpt 7

T : Ok, nurjannah. What is adverb clause?

S : -

T : Mana catatannya?

Ss : -

Guru menjelaskan

Excerpt 8

T : Siapa yang bikin itu kupu-kupu?

Ss : Saya bu, semuanya bu

T : Finish?

Excerpt 9

Guru menjelaskan

T : Kenapa ketawa disitu?

Ss : Syahrul bu

Excerpt 10

Guru menjelaskan

T : What is verb?

Ss : Kata kerja

T : What is adjective Melisa?

Ss : Kata sifat mam

T : What is adverb?

Ss : Kata keterangan

Excerpt 11

T : Kenapa ruang BK selalu terbuka jendelanya di belakang?

Ss : Kalau ada orang terbuka mam, tapi kalau tidak ada tertutupji

T : Siapa yang selalu nongkrong disitu?

Ss : Sesekaliji mam

Excerpt 12

Guru melanjutkan kembali materi pembelajaran

T : What is the meaning How?

Ss : Bagaimana

T : Apa when?

Ss : Kapan

T : Where, what is where?

Ss : Dimana

T : Why?

Ss : Mengapa

T : What is degree?

Ss : -

Excerpt 13

T : Finish?

Ss : Yes mam

Excerpt 14

T : Kata ini berfungsi untuk menjembatani, tau toh artinya menjembatani?

Ss : Ia bu

T : Seperti adjective clause, apa jembatannya adjective clause?

Ss : Where

T : Yah apalagi?

Ss : When

T : Laki-lakinya, apa jembatannya adjective clause?

Ss : When, where, whose, who

T : Kalau jembatan where untuk apa?

Ss : Where untuk tempat

T : Kalau when?

Ss : Waktu

T : Kalau who?

Ss : Siapa

T : Yah siapa untuk apa? Siapa yang berfungsinya sebagai apa, subject atau object?

Ss : Subject

T : Kalau whom?

Ss : Objek

T : Kalau that?

Ss : -

Excerpt 15

T : Mana catatanmu? Kenapa tidak menulis?

Ss : Menulisja bu

T : Mana yang di sampingmu?

Ss : Ikkal bu?

T : Ia kenapai?

Ss : Sakit bu

Excerpt 16

T : Sudah ada macam-macam adverb clause di bukunya kan?

Ss : Ia bu

T : Yang pertama apa?

Ss : -

T : Yang pertama adverb clause of result? What is result?

Ss :

T : Result itu hasil. Yang kedua adverb clause of purpose, what is purpose?

Ss : Tujuan

T : Yang ketiga, adverb clause of reason. What is reason?

Ss : Alasan

T : Yang ke empat, adverb clause of time. Tau toh time?

Ss : Waktu bu

T : Yang ke lima adverb clause of place. What is place?

Ss : Tempat

T : Kemudian yang keberapa lagi? Ke enam yah?

Ss : Ia bu

T : Kemudia adverb clause of contrast. What is contrast?

Mana kamusnya semua?

Ss : Pertentangan bu

T : Kemudian yng terakhir adverb clause of manner. What is manner?

Ss : Cara

Excerpt 17

T : Jadi yang pertama tadi apa? (guru kembali mengingatkan apa yang telah siswa pelajari)

Ss : Adverb clause of result

T : Yah, yang kedua?

Ss : Purpose

T : Tiga?

Ss : Reason

T : Ke empat?

Ss : Time

T : Ke lima?

Ss : Place

T : Ke enam?

Ss : Contast

T : Tujuh

Ss : Manner

Excerpt 18

T : Siapa yang bisa berikan contoh kalimat untuk result?

Ss : Dia belajar keras jadi dia sukses

T : Jadi yang mana disitu berfungsi sebagai result?

Ss : Dia sukses bu

T : Yah jadi dia sukses.

Nanti kalau ada kalimatnya di identifikasi dulu yah apakah itu kalimatnya ada yang menyatakan hasil, tujuan waktu, tempat dan lain sebagainya

Excerpt 19

T : Jadi sudah paham semua?

Ss : Yes mam

T : Laki-lakinya sudah paham?

Ss : Yes mam

T : Jadi sudah paham bagaimana caranya semua?

Ss : Yes mam

T : Jadi kalau disuruh mengerjakan kalimat sudah bisa?

Ss : Bisa bu

T : Ok, sekarang buka halaman 70, Task 16. Kerjakan seperti yang sudah ibu jelaskan, paham?

Ss : Yes mam

Siswa mengerjakan soal latihan yang ada di buku cetak masing-masing

Post-activity

Excerpt 20

T : Ok hari ini kita sudah belajar tentang adverb clause, jadi apa itu adverb clause?

Ss : Independent clause yang berfungsi sebagai kata keterangan

T : Yah, ada berapa macam-macam adverb clause?

Ss : Tujuh mam

T : Apa itu?

Ss : Adverb clause of result, purpose, reason, time, place, manner and contrast

T : Yah, jadi hari ini kita sudah belajar tentang adverb clause, untuk materi minggu depan kita akan belajar tentang Noun clause, jadi pelajari dirumah tentang noun clause yah

Ss : Yes mam

T : Ok siapkan

Pertemuan 2 : Adverb Clause

Tanggal : 24 oktober 2017

Pre-activity

T : Assalamualaikum class

Ss : Walaikumsalam Mam

T : Siapkan

Excerpt 1

T : Listen your name please, Dita?

Ss : Present

T : Tira

Ss : Absent mam

T : Why she did not come?

Ss : I don't know mam

T : Rahmawati

Ss : I am here mam

Teacher check the attendant class

Excerpt 2

T : Any homework?

Ss : -

Whilst-activity

Excerpt 3

T : Ok open your book page seven, task 25. Page berapa?

Ss : 7 mam

T : Belumpi selesai yang kemarin. Sekarang sudah selesai?

Ss : Belum mam

T : Kenapa tidak dikerjakan di rumah? Ok kerja sekarang saya kasih waktu 10 menit. Paham?

Ss : Yes mam

Excerpt 4

T : Yang dibelakang laki-lakinya, finish?

Ss : Belum mam

Excerpt 5

T : Siapa buku ini tidak dibungkus?

Ss : Me mam

Excerpt 6

Guru menukar hasil pekerjaan siswa kepada siswa lainnya untuk dijawab secara bersama sama

T : Ok, look at number one. A good Always has a message to his readers anytime he writes. What does it mean?

Ss : Titik-titik yang baik selalu mempunyai pesan untuk pembacanya kapanpun dia menulis

T : Apa kira-kira yang selalu memberikan pesan kepada pembacanya?

Who is always give a message to the reader

That always give message to the reader

Ss : Writer mam

T : Ok, so the answer of number one is writer.

Excerpt 7

T : Next number two, what is the meaning of number two?

Ss : Banyak orang berbondng-bondong masuk kelapangan utuk menyaksikan bagaimana ... kesukaan mereka menyanyikan lagu untuk mereka

T : Yah, jadi banyak orang berkumpul dilapangan untuk menyaksikan favorite titik menyanyikan lagu untuk mereka, jadi what is the right answer for the number two?

Ss : Singer

T : Yah singer, jadi penyanyi favoritnya menyayikan lagu untuk mereka.

Excerpt 8

T : Number three, yang lain siapa yang bisa jelaskan apa artinya?

Ss : Saya mam

T : Yah reskiyani

Ss : Titik-titik tidak boleh menghentikan busnya di tempat yang disukainya

T : Yah seorang titik-titik tidak boleh menghentikan busnya dimana saja yang dia sukai. Jadi what is the answer of number three?

Ss : Driver

Excerpt 9

T : Number four. Quite a few ... are responsible for students they are teaching. What is the meaning number four?

Ss : Sedikit yang bertanggung jawab untuk siswa mereka belajar

T : Who is that responsible to teach the students?

Ss : Guru

T : Apa bahasa inggrisnya guru?

Ss : Teacher

Excerpt 10

T : Yah, next number five. Fatmawati. A ... needs to fertilize the crops so that they will grow healthily. What is the meaning?

Ss : Titik-titik membutuhkan fertilize untuk meyuburkan agar sehat

T : Yah, what is the answer? Apa kira-kira yang membutuhkan fertilize

Ss : Tanaman

T : What is in English tanaman?

Ss : Plants

Excerpt 11

T : Number six. Both teams of football ... get a big applause from the spectators as they entered the stadium. What does it mean?

Ss : Kedua tim sepak titik-titik mendapatkan applause besar dari penonton yang masuk ke stadium

T : What is the answer?

Ss : Pemain, player mam

T : Iyah, berarti jawabannya adalah player. Number seven, Small ... are not able to compete with chained-shop owners because they have limited capital to run their business.

Excerpt 12

T : What is the meaning number seven?

T : Reskiyani, what is the meaning number seven?

Ss : Kecil titik-titik tidak mampu bersaing dengan pemilik took lokas karena mereka memiliki modal terbatas untuk menjalankan usahanya

T : So what is the answer of number seven?

Ss : Traders

Excerpt 13

T : Next, The mountain ... could not continue their journey because the fog was getting thicker and thicker. What is the meaning number eight?

Rahma, fira What is the meaning number eight?

Ss : Titik-titik gunung tidak bisa melanjutkan perjalanannya karna kabut sangat tebal

T : Yah, apa jawabannya nomor 8? Seorang apa yang berhubungan dengan gunung.

Ss : Climber

T : Yah climber,

Excerpt 14

T : Number nine. Hi ..., here we are on air again to entertain. If you have a special order, please ring us, okay?.

Ss : ...

T : Yah berarti apa kira-kira jawabannya?

Ss : Listener

Excerpt 15

T : The last, number ten. As an ... you have to ask an applicant some important questions, one of them is the reason why he wants to apply for a job in your company. Jadi seorang apa titik-titik?

T : Afni what is the meaning number ten?

Ss : Sebagai seorang titik-titik harus mengajukan beberapa pertanyaan penting kepada pemohon salah satunya adalah alasan mengapa dia ingin melamar pekerjaan di perusahaan anda

T : Jadi apa disitu jawabannya?

T : Apa bahasa inggrisnya majikan?

Ss : Host mam

T : Jadi apa?

Ss : Employer mam

T : Yah employer.

Excerpt 16

T : Ok listen your name. Jadi sebut salahnya temannya saja yah.

Ss : Yes mam

Post activity

Excerpt 17

T : Jadi bagaimana kalau ada lagi soal seperti ini, bisa dikerjakan?

Ss : Bisa bu

T : Apa kira-kira disini yang kurang dipahami?

Ss : -

T : Saya kira semuanya sudah paham

Excerpt 18

T : Hari apa lagi ada bahasa inggris?

Ss : Senin mam

T : Hari senin kita masih membahas grammar focus yah, yang ketiga yaitu noun clause.

Excerpt 19

T : Jadi materi pertama tentang apa?

Ss : Adjective clause

T : Apa jembatannya adverb clause?

Ss : Who, whom, whose

T : Kalau who untuk menyatakan apa?

Ss : Subject

T : Kalau whom?

Ss : Objek

T : Yah apalagi when, when berarti menyatakan apa?

Ss : Waktu

T : Kalau where?

Ss : Menyatakan tempat

T : Kemudian adalagi that, that untuk apa?

Ss : Subject dan objek

T : Yah subjek objek yang menyatakan benda. Jadi ada berapa jembatannya?

Ss : Ada tujuh mam

T : Selanjutnya yang kedua adverb clause. Adverb clause ada berapa bagian?

Ss : Tujuh mam

T : Yang pertama apa?

Ss : Adverb clause of result

T : Yah apa artinya?

Ss : Adverb clause yang menyatakan hasil

T : Kemudian apa lagi?

Ss : Adverb clause of purpose, reason, time, place, manner, contrast

Excerpt 20

T : Jadi minggu depan kita masuk ke noun clause. Yah jadi nanti kalian harus tahu perbedaan adverb clause dan adjective clause. ok siapkan dulu

Ss : Yes mam

Appendix

The classroom interaction of teacher and students in learning process





Appendix

Interview of the teacher's



CURRICULUM VITAE



Fitriani , was born on December 12th, 1995 in Bantaeng. She is the third child from one brother and one sister from the marriage of her parents Amir Alwi and Ramlah Yakub. She graduated her elementary school in 2007 at SDI 227 Romang, Jeneponto regency. In the same year, she continue her study at SMP Negeri

1 Binamu and graduated in 2010. She then registered in Senior High School at SMA Negeri 2 Binamu and graduated in 2013. In 2013, she accepted at Makassar Muhammadiyah University of English Education Department.