

**THE TEACHERS' STRATEGIES FOR NON-RESPONDED QUESTION IN  
TEACHING AND LEARNING PROCESS AT SMP NEGERI 15 KABAENA**

**UTARA**

*(Descriptive Qualitative)*

**MILIK PERPUSTAKAAN  
UNISMUH MAKASSAR**



**A THESIS**

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

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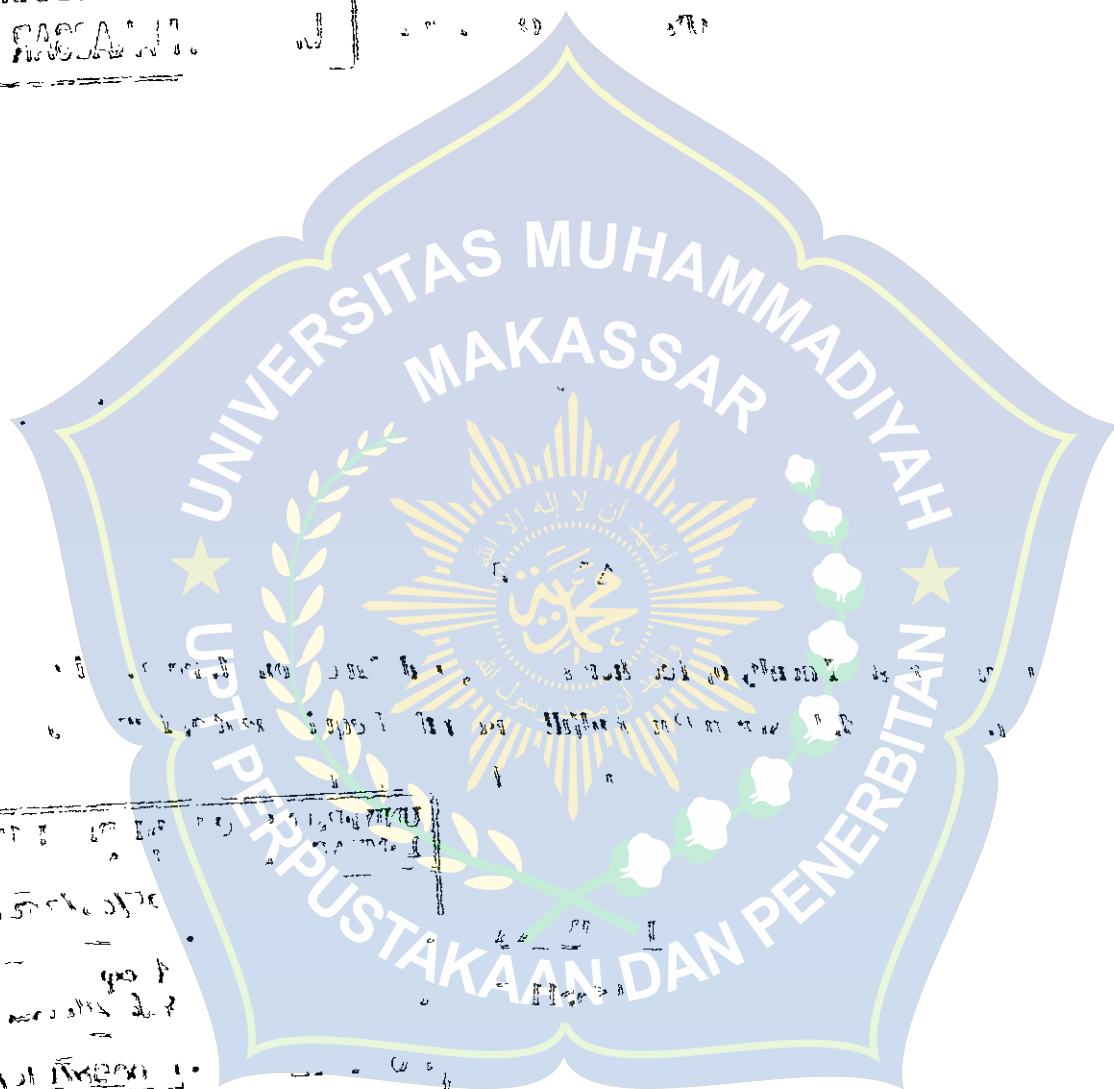
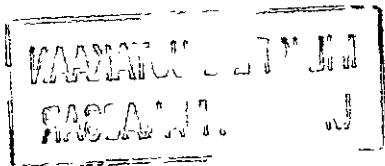
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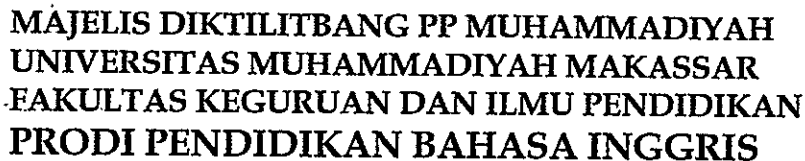


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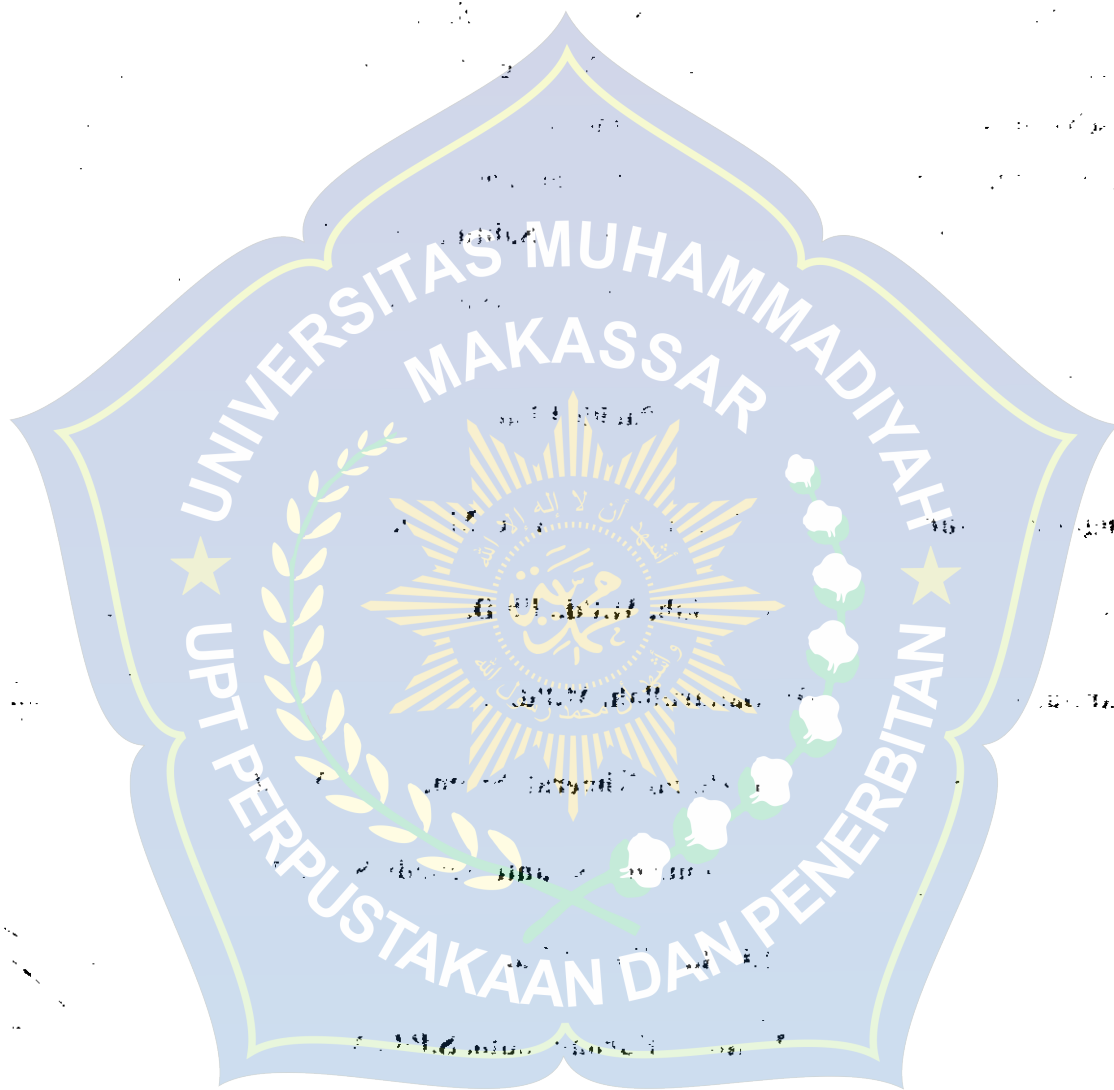
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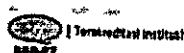
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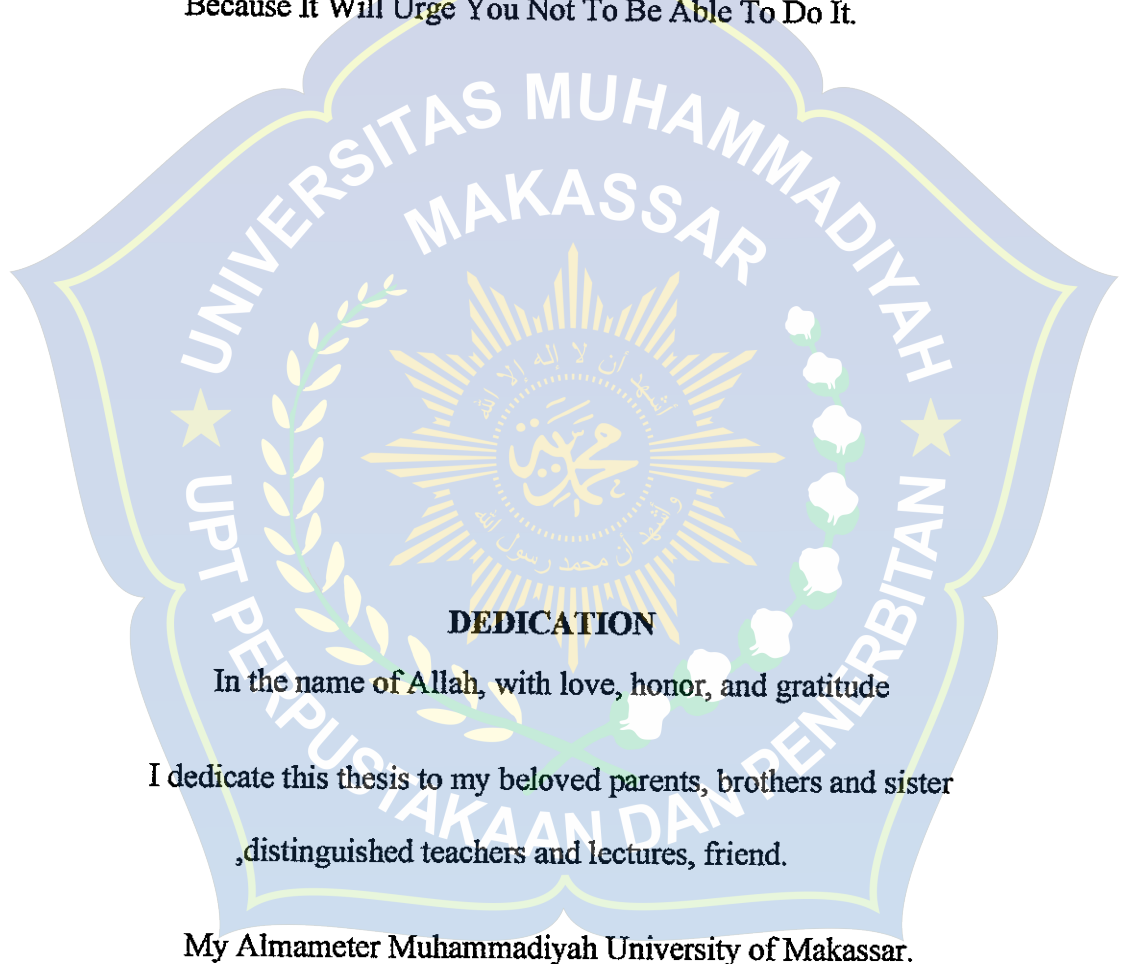
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## **MOTTO**

**“EVERYONE HAS THEIR OWN FORTUNE”**

There Are No Words Difficult When We Want To Do Something That  
Becomes An Obstacle Is "START" Something So Start Now, Keep In Your Mind  
That "You Can Do It" As Your Motivation To Learn And Don't Say "I Can't"  
Because It Will Urge You Not To Be Able To Do It.



## **DEDICATION**

In the name of Allah, with love, honor, and gratitude

I dedicate this thesis to my beloved parents, brothers and sister  
,distinguished teachers and lectures, friend.

My Almameter Muhammadiyah University of Makassar.

Thanks for always praying for me ,supporting me, and standing by my side.



## ABSTRACT

***Jumwi Ratna. 2022. The Teacher's Strategy for Non-Responded Questions in the Teaching and Learning Process at SMP Negeri 15 Kabaena Utara(A Descriptive Qualitative Research) Under the thesis of English Education Department, The Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervisor:by Umni Khaerati syam and Hilda Hafid.***

This research was aimed to find out the teachers' strategies of the English teacher used for non-responded question during the classroom interaction at SMP Negeri 15 Kabaena Utara .This research applied descriptive qualitative method. The data were collected from the observation checklist and interview by audio recorder. The data was taken from two English teachers at SMP Negeri 15 Kabaena Utara in order to find out what the strategies were used by the English teachers for non-responded question in teaching and learning process during the classroom interaction.

The results of this research showed that the teachers employed Question-Planning Strategies and Question-Controlling Strategies. The English teachers actively using questioning strategies in the classroom interaction that they were asked the question to check about the students understanding about the previous material, to attract the students' attention, to support the students to contributions and giving respon when the teacher asking question in the class and also to motivate the students to learn. The reason why the English teacher used their questioning strategies is according to the function of the questioning strategy types.

**Keywords:** Teacher strategy, classroom interaction



## ABSTRAK

***Jumwi Ratna. 2022. Strategi Guru untuk pertanyaan yang tidak di respon dalam Proses Belajar Mengajar di SMP Negeri 15 Kabaena Utara (Penelitian Kualitatif Deskriptif) Berdasarkan Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Pembimbing:oleh Umni Khaerati syam dan Hilda Hafid.***

Penelitian ini bertujuan untuk mengetahui strategi guru bahasa Inggris yang digunakan untuk pertanyaan yang tidak di respon selama interaksi kelas di SMP Negeri 15 Kabaena Utara. Penelitian ini menggunakan metode deskriptif kualitatif. Data dikumpulkan dari observasi ceklis dan wawancara dengan audio recorder. Data diambil dari dua guru bahasa Inggris di SMP Negeri 15 Kabaena Utara untuk mengetahui strategi apa yang digunakan oleh guru bahasa Inggris untuk non-responded question dalam proses belajar mengajar selama interaksi kelas.

Hasil penelitian ini menunjukkan bahwa guru menggunakan Strategi Perencanaan Pertanyaan dan Strategi Pengendalian Pertanyaan. Guru bahasa Inggris secara aktif menggunakan strategi bertanya dalam interaksi kelas yaitu mengajukan pertanyaan untuk mengecek pemahaman siswa tentang materi sebelumnya, untuk menarik perhatian siswa, untuk mendukung kontribusi siswa dan memberikan respon ketika guru mengajukan pertanyaan di kelas, dan juga untuk memotivasi siswa untuk belajar. Alasan mengapa guru bahasa Inggris menggunakan strategi bertanya mereka adalah sesuai dengan fungsi dari jenis strategi bertanya.

**Kata kunci:** Strategi guru, interaksi kelas



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The researcher



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## CHAPTER 1

### INTRODUCTION

#### A. Background of Research

Teachers play dominant role toward the successful of the students' performance. They become the people who are share knowledge and become a model for their student in the class, so being in that position means that teacher should be qualified as professional one who well mastering the teaching material, experienced with many models and strategy of learning and teaching, have good characters and other positive attitudes that can make the student more interested in learning English .

Teachers must have strategy and important position in learning, because teachers plan, manage, and assess the entire learning process, understand the needs of their students, and know what strategies are appropriate to the material being taught, because when the teacher share the material some of the student doesn't understand, and that can result in no interaction (non-responded) between student . Therefore, a strategy that is suitable with learning is needed that's able to support the achievement of learning objectives.

The use of strategy is essential to help students' understand, and teaching strategy is assumed as the way of achieving something in teaching process, with the strategy that teacher use and also teacher is able to achieve



the objective of teaching plan. Therefore teachers need to make more efficient teaching plans and make more teaching strategies.

Strategy is an action that the teacher apply to attain one or more of the teaching and learning process, the strategy can also be defined as a general direction set for the teaching process. The teacher must use many strategies in teaching process such us methods or media to keep the student interested (Harmer, 2007). The use of strategy is very needed to help the students' understanding, strategy is assumed as the way of achieving something in teaching process.

The term strategy in the military world, strategy is the most effective way to win the war. While tactics relate to the battles that must be carried out to carry out the war. So if strategy is the science of warfare, then tactics is the science of battle. Strategy is a plan to utilize and utilize existing potential and facilities to increase teaching effectiveness and efficiency (Slameto, 1991).

Strategy is defined as a method, technique, tactic, or tactic used by a person to achieve a predetermined goal, Pringgowidagda in Mulyadi and Risminawati (2012) states that. Meanwhile, Surtikanti and Santoso (2008) strategy means an outline of the direction of action in an effort to achieve the goals that have been set. There are many teaching strategies that the teacher has been introduced because these can help in teaching and learning process. A teacher must learn to know the strategy because they will be applying in the classroom.



Along with the researcher experience when doing one of the teaching activities the researcher was found the case of this problem there are still many students who often ignore the importance of learning English, because it can be seen during the learning process that many students do not responded or even do not pay attention to the teacher during the learning process, therefore there are several problems such as the absence of good communication in the teaching and learning process which resulted in the non-conductive learning process.

The teacher plays an important role in making the teaching and learning process more conductive, namely by changing or implementing strategies that can make students more motivated to learn. So in teaching and learning process, some teachers have to use strategies to help students in learning English and make students understand the material well and to avoid non-response between teacher and students. Each teacher has their own strategy to improve their skill in teaching English as a foreign language in the classroom.

In this study, the researcher was found out what strategies that teacher used to deal with questions that were not answered by students at SMP Negeri 15 Kabaena Utara. In the process of learning English students were still confused and did not understand the material that the teacher explained in class. That would be a problem, because students did not pay attention and difficulties in speaking English, so this is where non-response often occurs between students and teachers.



Related to the explanation above, the researcher was interested in carrying out study entitled "The Teacher's Strategy for Non-Responded Questions in the Teaching and Learning Process" in SMPN 15 Kabaena Utara.

### **B. Research Problem**

Related to the statement above, the problem of this research is formulated as the following: What are the strategies uses by the English teacher for non-responded question in teaching and learning process?

### **C. Research Objective**

Based on the statement of problems mentioned above, the purposes of the study are: To find out what strategies the teacher uses during the teaching and learning process that can improve respondents of the student.

### **D. Significant of the Research**

The result of this research to know what strategy of the teacher use to handle the student non-responded in the classroom interaction process.

### **E. Scope of the Research**

This research was conducted at SMPN 15 Kabaena Utara. This research is descriptive qualitative method; the researcher was focused on teacher strategy for non-responded question in teaching and learning process



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Rahmawati (2018) this type of research is a case study that aims to analyze the types of questions used by the English teacher, the purpose of the questions asked by the teacher, and the strategies used to overcome non-responded questions. The subject of this research is an English teacher who teaches seventh grade students at SMPN 1 Singaraja located in Singaraja, Buleleng Regency, Bali, Indonesia. The data were collected through observation, interview, and video recording. The result of the analysis showed that from 241 questions, the teacher more frequently asked convergent, closed, and display questions rather than divergent, open, and referential questions.

This study suggests teachers to balance the number of convergent, closed, and display with divergent, open, and referential questions to be used during the teaching and learning process. In addition, teachers must know more about strategies for non-responded questions and the right way to use these strategies so that the teaching and learning process runs smoothly.

Desi Yulia (2021) In her research, there are several problems students found in Islamic Private Schools in MAS Asy Syarif, Laweh Tilatang Kamang. First, some students are often non respond in English class. Second, some students find it difficult to understand the subject



matter and finally the teacher ignores the differences in the ability of each student. This study aims to determine the types of questioning strategies and how to apply these strategies in classroom interaction to handle the problem. This research is descriptive qualitative. The subject of this research is the English teacher at MAS Asy Syarif, Laweh Tilatang Kamang. Data obtained through observation and interviews. The study found types of questioning strategies used by teachers, namely, knowledge questions, comprehension questions, application questions, analysis questions, synthesis questions, and evaluation questions.

The similarity between this research and previous research is that all research generally discusses teacher strategies in the teaching and learning process of English. Meanwhile, the difference between this study and previous research is that the researcher was found and describe the teacher strategies applied by the English teacher for non-responded questions in the teaching and learning process, and also wants to know what types of questions is non-responded by the students.



## **B. Some Pertinent Ideas**

### **1. Concept of Strategy**

#### **a. Definition of Strategy**

Strategy is a special method or approach that is applied by the teacher both in organizing student, materials, media, time, and equipment so that the learning process can be carried out well, Ragin (2020). Learning strategies are also meaningful as patterns or sequences that are carried out by the teacher consciously and systematically to make the learning process run effectively.

According to Wina Sanjaya, in the world of education, strategy is defined as "a method of planning, or a series of activities designed to achieve certain educational goals". In the teaching and learning process as a teacher must be able to achieve educational goals and one of the goals is for students to understand the material. , feel happy and there is interaction in the learning process so that students are not burdened.

The use of strategy is very needed to help the student understanding, and teaching strategy is assumed as the way of achieving something in teaching process; it is appropriated with the strategy that teacher use and also teacher is able to achieve the objective of teaching plan. Therefore teachers need to make more efficient teaching plans and make more teaching strategies.



Strategy is an action plan (series of activities) which includes the use of methods and the use of various resources or strengths in learning. From this explanation this strategy can be interpreting as a benchmark in learning activities to realize predetermine learning goals. And by considering the situation and conditions, learning resources, need characteristic of student faced in order to achieve certain learning goals, so there are four basic in learning namely choosing an approach system, and choosing learning methods and techniques. This process is used by teachers during learning, in addition, Brown in Lukman (2010) stated defines the terms in a new definition, in order words, he makes reformulation. The new reformulation of the terms are as follows:

- a. Methods is a generalized set of specification in the classroom for achieving linguistic objectives, methods main concern is to teachers and learners roles and behave iron. Besides the concern of methods is to linguistics and subject matter objectives, sequencing, and materials.
- b. Approach is theoretically well-informed positions, assumptions, thoughts, notions, the nature of language learning, beliefs, concerning the nature of language and the applicability of both in pedagogical setting , it does mean in classroom practice.
- c. Technique is any exercise, activities, and tasks in the classroom to meet the objectives or goals of learning.

According to Djamarah and Zain (1997) writes there are four basic strategies in learning activities that include in the following:



- 1) Identify and determine the specifications and qualifications of the behavior and personality changes of students as expected.
- 2) Choosing a teaching and learning approach system based on people's aspirations and views of life.
- 3) Choosing and determining the procedures, methods, and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teachers in carrying out their teaching activities.
- 4) Establishing norms and minimum limits of success or criteria and standards of success so that it can be used as a guide by the teacher

#### **b. Kinds of Teaching Strategies**

##### **1. Cooperative Learning**

Cooperative learning comes from the word cooperative it means maximizing students learning to improve academic and understanding individuals and groups as well as helping one another Trianto, (2009). Cooperative learning models is one of supportive learning contextual learning. Amri and Ahmadi (2010) defines cooperative learning teaching system as a work or learning system structured group and cooperative learning is a teaching and learning strategy that emphasizes attitude or shared behavior in regular workgroups, that is consisting of two or more people.



Furthermore, Wena (2009) cooperative learning is one of a group learning model that has rules certain. The basic principle of cooperative learning is students form small groups and teach others to achieve common goals, even in these learning smart students teach students who are not smart without feeling disadvantaged.

Cooperative learning is also a model that prioritizes cooperation among students to achieve learning goals. Cooperative learning, this learning can also create interdependence between students, so learning resources for students are not just teachers and textbooks but also fellow students.

## **2. Inquiry Based-Learning**

In this case, Haidir and Salim (2012) defined the inquiry as a process of teacher and student interaction at a very high level, between teacher, student, subject matter, and the environment is very needed. An important part of the inquiry process is that between the teacher and the students both are questioners, seekers, interrogators, answerers, and also as an analyst Orlihch (1981)

The inquiry based learning process can be marked by the emergence of differences in views as a result of students' creative thinking in studying something. Steps in inquiry learning:

- 1) Observing (observation)
- 2) Classifying using numbers (classify facts)
- 3) Space-time relationship (connect the time)



- 4) Predicting (make estimates)
- 5) Inferring (temporary conclusions)
- 6) Defining operationally (formulate an operational definition)
- 7) Formulating hypothesis (make temporary conjectures)
- 8) Interpreting data (interpret data)
- 9) Controlling variables (control variables)
- 10) Experimenting (try out)
- 11) Communicating (communicating the results or findings obtained)

### **3. Graphic Organizer**

Graphic organizers are information with a visual display that is designed to benefit students who are having difficulties in organizing information (Fisher & Schumaker, 1995). Graphic organizers are also referred to as concepts, cognitive maps, or web content, which have the same goal: Graphs the organizers are intended to help students visualize clearly how ideas are organized in a text or surround a concept.

Through the use of graphic organizers, students have a structure for abstract ideas. Graphic organizers can be categorized in many ways according to how they organize information: hierarchical, conceptual, sequential, or cyclical (Bromley, Irwin-DeVitis, & Modlo, 1995). Types of graphic organizer:



- 1) Concept map
- 2) Flow diagram or sequence chart
- 3) Compare/contrast or Venn diagram
- 4) Cause and Effect diagram
- 5) Main idea and details chart
- 6) Attribute chart
- 7) Story map

#### **4. Differentiated Instruction**

Hockett (2018) differentiation is a guide to teaching life. Many teachers practice some form of differentiation for various proactive student needs. At the same time, differentiation is a complex endeavor that requires a variety of sophisticated skills develop over time and with practice. This handbook provides teachers at all levels of expertise with insights and tools for their professional growth. According to Hamruni (2009), teaching strategies are classified into five parts, namely:

##### **a) Direct Instruction teaching strategy**

Direct instruction teaching strategy is teaching directed by the teacher directly. This strategy is effective to determine information or to build a skill step by steps. The direct instruction usually has deductive character. The superiority of Direct Instruction Teaching Strategy is this strategy so easy to be planned and used, while the core important weakness in the



developing ability, the process and the attitude that needed in critical idea and interpersonal relation also learn.

b) Indirect Instruction teaching strategy

Indirect instruction teaching strategy often referred as inquiry, inductive, problem solving, decision making and invention. Contrary to direct instruction teaching strategies, indirect instruction teaching strategies put students as a center, even though both of them can complement each other. In this strategy the role of the teacher moves from the speaker to the facilitator.

The teacher manage learning environment and give the students an opportunity to involve in the environment. The advantages of indirect instruction teaching strategies are:

1. Pushing interest and curiosity of the students
2. Creating the alternative and solving the problem
3. Pushing creativity and developing interpersonal skill and the other ability
4. Better understanding

c). Expressing understanding

This strategy takes a long time, and the results are difficult to predict. This strategy in not appropriate if students need a memory quickly.



d). Interactive teaching strategy

Interactive teaching strategy emphasizes on discussion and share between the learners. It will encourage of learner to create new an idea or concept, reacting on experiences, approach and developing alternative mindset. The superiorities of interactive teaching strategy are students can improve their social skill and their ability, developing of rational argument. The weaknesses of this strategy is depend on the creativity of teacher to arrange and develop the group dynamics

e).Experiential/ empirical teaching strategy

Empirical teaching strategies have orientation in inductive activities. In this case students as the center. Self-reflection about their experience is a planning formulation to achieve implementation based on context. The advantages of this strategy are able to increase student participation, as well as increase in student analytic aspects. While the disadvantages of this strategy are a high cost, and takes a long time.

f). Independent teaching strategy

The purposes of independent teaching strategy are developing of individual initiative, able to develop themselves and students must be active in learning. The advantage of this strategy is



creating student respect, while the disadvantage is that implementation is difficult for young students.

## 2. The Concept of Non-Responded Questions

The response comes from the word responded, which means answer, reply or response (reaction). According to Soenarjo (1983) the term response in communication is a communication activity that is expected to have a result or after communication is called an effect. A communication activity gives an effect in the form of a response from the communication. While non-response is an action that does not have a reaction or reply from a communication, where there is no interaction and there is no good reciprocal relationship, it will cause no results or effects from the communication carried out.

The response usually occurs when there is a question posed by a subject, if someone gives a question there will be a reciprocal relationship or response to the question, as in the process of teaching and learning activities a teacher will give a question and students will respond, whether it's a good response or not good. Where a good response is that students can answer or explain an answer to the question given and a bad response where students do not give answers, even choose not to respond.

Many students are passive because the students cannot be brave to ask the question if they do not understand about the material and they are shy to ask the question. A teacher has to make a good interaction with the students to know students' understanding toward the lesson, but also it



might be caused by the teacher who still does not know about the technique of improving the students' interaction in classroom. However, students are often reluctant to make response even if they know the questions, know the answers, and are able to produce the answers. It becomes teachers responsible to use some technique which involves students' participation. Students will enjoy if there are some interactions in language learning between the teacher and students in the classroom. Long & Sato in Ayu Erianti (2018) state that "The interactive classroom is the result of mutual interaction between teacher and students, among students, group discussions and any other classroom participation". According to (Liu & Zhao 2010) in Ayu Erianti (2018) "Interactive classroom is efficient for 2 students, because they can increase their language store, have opportunity to understand and use the language easily and quickly

A recent study of teacher-student interaction conducted by Maulana, Opdenakker, Stroet, and Bosker (2012) revealed that Indonesian teachers spend most of the time teaching in front of the class. There is almost no interaction with students where students do not respond to the learning process and where many students choose to be silent. Most of the teachers show little awareness about their students' learning process and pay little attention to these students' mistakes.

The learning process is not good, namely not being able to create good communication or response in the learning process, where students

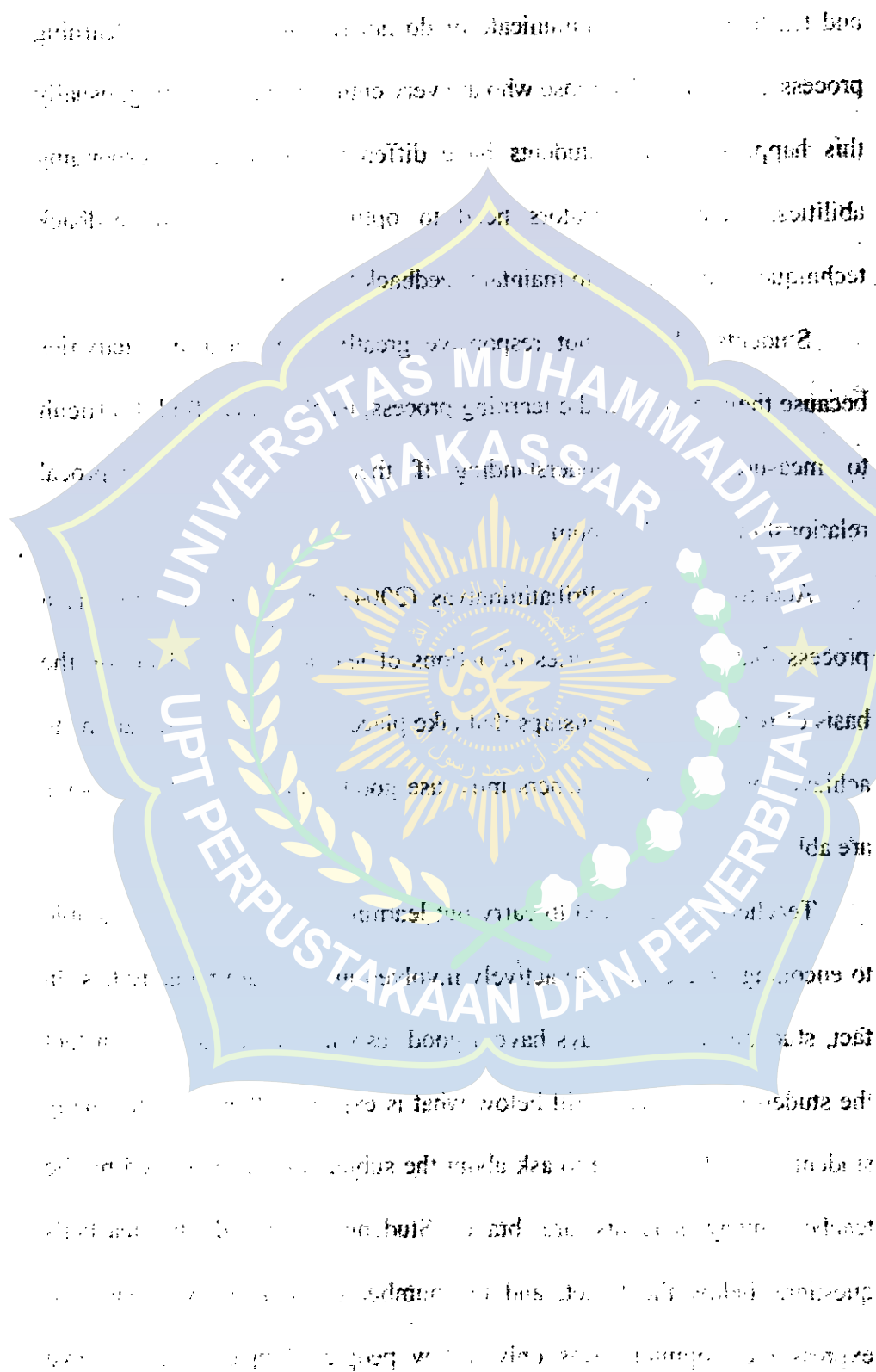


and teachers cannot communicate or do not respond during the learning process. , there are also those who are very enthusiastic in learning, usually this happens because students have different capturing or responding abilities, therefore educators need to optimize the use of feedback techniques and continue to maintain feedback to others.

Students who are not responsive greatly affect learning activities because they can hinder the learning process, teachers may find it difficult to measure student understanding if there is no good reciprocal relationship in the classroom.

According to Siti Prihatiningtyas (2004) argues that learning is a process that contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve certain goals. Teachers must use good strategies so that students are able to achieve goals.

Teachers are required to carry out learning well, learning that is able to encourage students to be actively involved in fun learning activities. In fact, students do not always have a good response to all subjects, in fact the student's response is still below what is expected, there are still many students who do not dare to ask about the subject matter presented by the teacher, many students are brave. Students answered the teacher's questions below the target, and the number of students who dared to express their opinions was only a few people. Subject teachers have



various problems and difficulties according to the subject, students, and time, in addition to other factors that influence each other.

Innovative learning needs to be implemented by teachers with an approach to Improve Student Response that places students as subjects. Student responses as indicators of the success of the learning process need to be understood and addressed with the implementation of innovative learning, and if there is no good response during the learning process, the learning process is said to have failed.

### **3. The Concept of Questions**

#### **a. Definition of Question**

questions is one of the most common strategy used by teachers and serves as the principal way in which teachers control the classroom interaction. The tendency for teachers to ask many questions has been observed in many investigations. In some classrooms over half of class time is occupied by question-and-answer exchanges Kurniawan (2011). Teacher questions have attracted considerable attention from researchers of language classroom. As a general way used by teachers in class, teacher questions play an important role in classroom teaching. Questions are used to evaluate students' knowledge and understanding of subject matter. Questions can help to review essential content in a subject. Questions can be used to control the social behavior of students.

The Functions of Teacher Questions may serve different functions, including focusing attention, exercising disciplinary control in the course



or an instruction, encouraging students' participation and moving the lesson forward among others (Shomoossi, 2004). In addition, according to Chaudron (2012), teacher questions are considered to be important because of their potential power "to facilitate either Target Language production or correct and meaningful content-"to facilitate either Target Language production or correct and meaningful content-related responses by students".

The key to effective questioning strategies is asking questions that allow us to achieve the teaching goals or facilitate a standard in the most effective way. Not all questions are effective for all situations. This means that the teacher must really understand the types of questions that will be conveyed to students in a condition of the learning process. At certain times, questions are needed that can build knowledge about basic information memories, while at other times, the teacher wants students to be able to connect information and apply it to daily life.

Strategies in questioning are used to give guidance for teachers in giving questions to students. Kerry as cited in Tekene, (2006) states that types of questions which are used and formulated by teachers are very important processes for students' achievement and their level of engagement in teaching and learning.

Xuerong (2012) classified strategy into question- planning and question-controlling strategy. Question-planning strategy refers to types of



questions used by the teachers in the classrooms. The functions are to elicit response and identify problems, better understand students' knowledge, and invite for further discussions. Question-planning strategy consist of asking question relevant to students, asking open-ended question, and follow-up question. This also includes asking for supporting data. Meanwhile, question-controlling strategy refers to ways or procedures used by teachers to ask question in the classroom. The function to distribute turn-taking and encourage participation,

<b>Questioning Strategy</b>	
<b>Question-planning strategy</b>	<b>Question-controlling strategy</b>
Ask question relevant to students	Phrase the question, then call on the students
Ask open-ended question	Call on specific students to answer
Ask follow-up question	Call students' name when asking a question
Ask for supporting data/ask for evidence to support a particular point	Call on specific students to answer question Select students to response randomly instead of following any set pattern when calling on students.
Ask different types of question	Beware if the students who dominates in class by asking or answering all the questions.



	Give students enough time to think about before answering the question.
	Ask questions of the entire class and try to encourage all students to participate.
	Encourage students to consult with classmate before answering teacher.
	Encourage students to initiate Questions
	Move closer to students when asking questions
	Nominate non volunteers
	Repeat the question when there is no response.
	Modify the question when it is not Understood

#### b. The Type of Questions

Some experts had investigated the types of questions. Questions can be classified into many types of question, but in this study the focus will be on the following a few types of question. The questions have categorized more than one number of types question, namely:

##### 1. Open-ended question

An open-ended question is a question that cannot be answered with a "yes" or "no" response, or with a static response. The type of these questions is phrased as a statement that requires a response. Open-ended questions are ones that require more than one word answers. The answers could come in the form of a list, a few



sentences or something longer such as a speech, paragraph or essay, although open-ended questions require lengthier responses than closed-ended questions, open-ended questions are not always more complicated. For example, asking "how about your task? it has been checked?" may simply require the students to response the teachers question to say yes is done or not yet.

## 2. Focus questions

Peavey Fran (1997) identify the situation and the key facts of these questions 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.

## 3. Display question

Tsui in Yang (2010) defines the display question as one designed to test whether the addressees has knowledge of a particular fact or can use because they are interested in the answer, but because they want to get their learners to display their knowledge of the language. Display questions refer to those questions for which the questioner knows the answer such questions are usually asked for comprehension checks,



confirmation check, or clarification requests. Display questions are questions that asked to see if the person is speaking to know the answer. In an ELT classroom, this normally means that teachers ask learners to see if they understand or remember something.

#### 4. Referential question

Referential question are those questions for which the answer are not already know by the teachers. Even though research concerning teachers' question has been done, this research is still worth conducting. Long & Sato (1983), and Brock facilitating classroom interaction. Referential questions attract the typical of content classrooms and high proficiency language classrooms, and usually requiring long answer and syntactically complex answer contain. In fact, referential questions involve important points such as interpretation, elaboration, ideas, giving opinions, etc.

Lynch (1996) argues that teachers should ask referential questions because learners tend to give longer answer than they do to display question and learners will be less willing to answer questions if their purpose is always to test knowledge.



## 5. Prompting

Prompting question means directing or demanding. Questions that are asked to give direction to students in their thought processes. The form of prompting questions can be divided into 3:

- 1) Change the order of questions with simple words that bring them back to the original question.
  - 2) Ask questions with different or simpler words that are tailored to the students' knowledge.
  - 3) Provide a review of information provided and questions which helps students to remember or see the answer.
- (E.C.Wrag and George Brown, 1997: 43).

## 6. Probing

Probing has the meaning of digging or track. Probing means trying to obtain clearer or more in-depth information. Definition of probing in classroom learning is defined as a technique guiding students to use existing knowledge in themselves to understand the symptoms or circumstances that are being observed so that new knowledge is formed (Wijaya, 197). This probing technique can be used as a technique to improve the quality and quantity of student answers. The question is intended to guide students so that their content can find more correct answers.

Probing technique begins by exposing students to new



situations that contain puzzles or tangible objects. The new situation makes students experience conflict with the knowledge they already have so as to provide opportunities for students to conduct assimilation; this is where probing begins to be needed. The advantage of this classification system is that the question types are specific and it is also flexible in that instructors can design questions with various roles based on educational objectives to be accomplished. Based on the explanation above, it can be concluded that there are several of teachers' questions types can be employed during the teaching learning process in the classroom interaction. Teachers have to be more selective in choosing the appropriate questions' types will be asked, so that questioning as the teaching strategy will be more effective during classroom interaction.



#### 4. Conceptual Framework

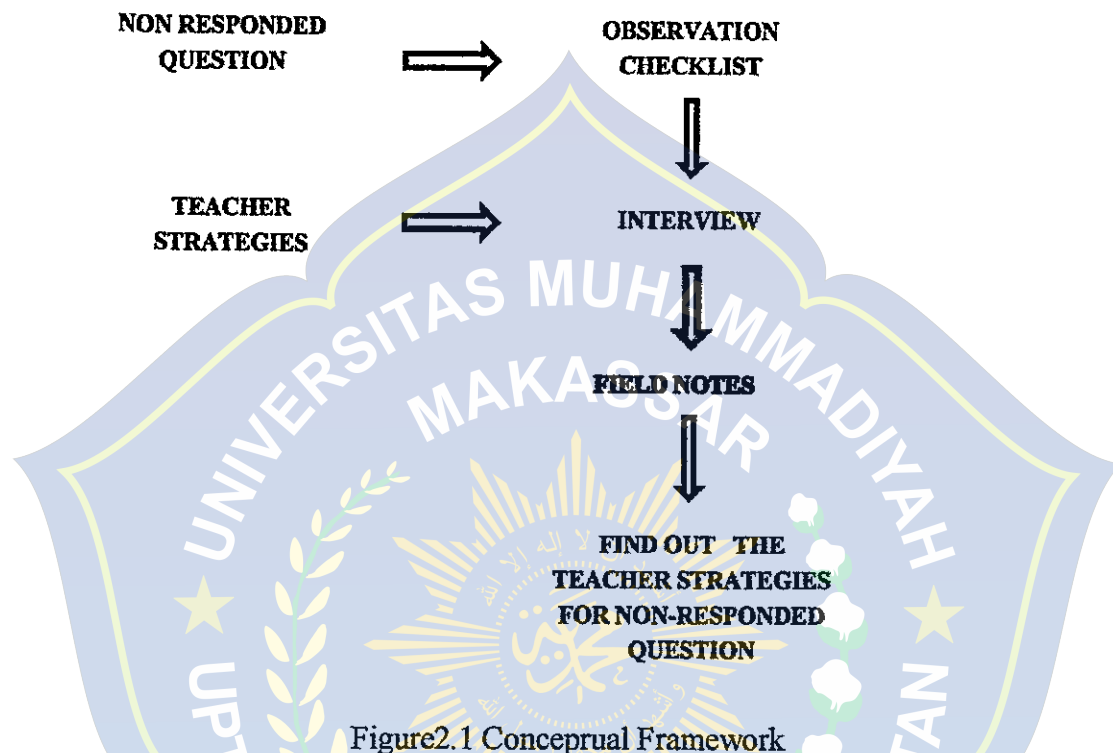


Figure2.1 Conceprual Framework

The conceptual framework above describes the research process that the researcher was do. As for the subject of this study, namely the English teachers, therefore in the first stage the researcher was conducted observation checklist in the classroom when the English teacher is conducting the teaching process, after observed the researcher conducted an interview with the English teacher and gives some question related to find out the strategy of the teacher, therefore the researcher can describe what each the strategy of the English teacher use for non-responded question



## CHAPTER III

### RESEARCH METHODS

This chapter describes the methods of the research, instrument of the research, procedure of collecting data and data analysis technique.

#### A. Research Design

In this research, the researcher used descriptive qualitative that focuses on the teacher's strategies for non-responded question. It describes the strategies used by the teacher in SMP Negeri 15 Kabaena Utara. Qualitative research was used to describe and analyze the teacher strategies for non-responded question by teachers in classroom.

Researcher observed and does the observation checklist for teacher before entering the class. The researcher gave questions for interview session, the questions were suitable with the teacher strategies that teacher used and its implementation itself. Finally, the researcher knew what are the strategies used by the English teacher for non-responded question in teaching and learning process.

#### B. Research Subject

The research subject was English teachers at SMPN 15 Kabaena Utara, there are two English teacher in this school, and the researcher taken two English teacher and each teacher handle one generation, the teacher A who teaches on grade XII, He has 15 years old experience in teaching activity,



Teacher B as a second teacher who teaches on grade XI, and she is a new teacher where she has only been teaching for 6 month at this school. The researcher was observed and interview to found the teachers' strategy to handle non-responded question of the at SMPN 15 Kabaena Utara in teaching and learning process.

### C. Research Instrument

The instruments were observation, interview and Field Notes. The techniques for analyzing the data were descriptive. The way it could be use observation and interview as an instrument of the research to collect the data and validate the result.

#### 1. Observation

Observation checklist was the process of gathering the data, information by observing and places at a research site. First, observation which was observes the situation of the class and kind of the strategy used by the English teacher at SMP Negeri 15 Kabaena Utara. In this research, the researcher used participant observation in which the researcher didn't participate in the activity being observed. Using participant observation was easier to found information and if the researcher didn't participate the researcher could record the data more easily.

#### 2. Interview

In this study, researchers conducted by interview protocol were the researcher gave 7 questions to be answered by the subject to find out the



correct data related to what strategies were used by the teacher. The interview was a further instrument to gather the data in this research, the interview adopted semi-structural interview technique which utilized the question guideline but allows the interviewed to provide clarification and elaboration based on the question that given. This kind of interview was also known as an in-depth interview, where in technically it was more flexible than the structured interview.

### 3. Field Notes

In this study, researchers used field notes, because it was very useful for researcher as an intermediary tool that researcher see, hear, feel in order to collect data. It was to facilitate the preparation of reports because the data obtained was easily forgotten by researcher.

### D. Technique of Data Collection

There were three steps in collection the data, the first one was observation checklist in the classroom, the researcher could get the data from the real situation. In the observation process, played the role of the observer as a participant in which the role of the researcher was known by the participant. Then through the interview, this interview process conducted after finishing the classroom observation by the audio recorder and field notes to help the researcher in wrote the thesis if the researcher forgot the findings. The use of an audio recorder intended to help the interviewer to gain more detailed data during the interview.



## E. Technique of Data Analysis

In qualitative research, the data analysis technique used was clear, which was directed at answering the problem statement. In the process of data analysis to obtain the result from observation and interview, there were some steps that must be taken by the researcher to analyze the data.

### 1) Data reduction

Reducing data means summarizing, selecting the essential, focusing on the important, looking for themes and patterns, and removing unnecessary things. Data reduction can be done by abstracting. In other words, this data reduction process is carried out by researchers continuously while researching to produce data mining results. Thus, the purpose of this data reduction is to simplify the data obtained during data mining in the field, namely by starting a checklist observation and then the audio recording of the interview was transcribed and encoded. Due to the large amount of data obtained, only the transcription of the teacher's speech consisting of the types of teacher strategies has been analyzed. This is part of data reduction. Not only the data needed to be condensed for the sake of manageability, they also had to be transformed so they could be made intelligible in terms of the issues being addressed.

### 2) Display data

The data that has been reduced then the next step is to present the data. This step is done by presenting an organized set of information that gives the



possibility to conclude. This is done because the data obtained during the qualitative research process is usually narrative in nature, so it requires simplification without reducing its content. At this stage the researcher tries to classify and present the data according to the subject matter that begins with coding on each sub-problem. Then, the researcher can identify the types of teacher strategies proposed in the classroom using the questioning strategy. Then from the transcription of the interview, the researcher was given a different code when transcribing and coding the interview data. The researcher gave the symbol I as the interviewer's code and the symbol T as the source code.

### 3) Conclusion

Conclusion is the last stage in the data analysis process. In this section, the researcher draws conclusions from the analysis that has been observed from the field. This activity is intended to find meaning from the data collected by looking for relationships, similarities, or differences.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discussed about the findings and discussion. The findings described about the result of the data collected from the observation and interview explained and interprets the findings. The result of the research about the teacher strategies for non-responded question in teaching and learning process.

#### **A. Research Findings**

The findings of this study were to identify the answers to research questions obtained from the instruments which aim to determine the teacher strategies to address questions that are not responded. The researcher has conducted this research at SMP Negeri 15 Kabaena Utara from 20 January to completion. The English teacher consists of two people and each teacher handles one generation, namely, Teacher A as the first teacher to teach in class XI and, Teacher B as the second teacher to teach in class XII. Data were collected from observations which were transcribed by taking pictures and interviews which were transcribed with audio recordings.

##### **1. The teachers' strategies for-non responded question.**

The researcher used observation checklist and structural interview for an English teacher. The researcher observed the teachers strategies used for non-responded question with used observation checklist that consist of yes or no answer:



Finding By Observation Checklist

No	Question/Pertanyaan	Yes	No
1	Teacher know about the strategies?	√	
2	Are some students non-responded in class?	√	
3	Teacher using strategies to handle non-responded question?	√	
4	Students respond when teacher using the strategies?	√	
5	The strategies effectively used to handle the problem?	√	
6	Teacher able to use the strategies	√	

Source : has been modified from Thesis by Septiana (2021).

Developed By Researcher (2022).

Based on the answers of observation checklist above the researcher found that an English teachers used the strategies for non-responded question in the classroom interaction at SMP Negeri 15 Kabaena Utara. For teacher to know about the strategies so important for the effectiveness learning process in the class,



choosing the straggles for teaching increase the student motivation in learning process.

The answer from aspect number two of observation that there were student still non-responded in the class, and the aspect of number three that the teacher used two type of strategies for non-responded question. And the answer of aspect numbers four that the student interesting and giving the respond from the question of the teacher.

In other hands, researcher found more specific answers from an English teacher about the strategies of the teacher used after interviewed the teacher. Before interview with teacher the researcher asked permission about interview's questions, the researcher gives questions to know the strategies.

And finally there were two kinds of strategies were found by the researcher after interviewed namely, *question-planning strategies and question-controlling strategies as focused on this study proposed by Xuerong (2012)*

#### **a. Question-Planning Strategies**

In question-planning strategies there are several focused by the teachers in giving some questions if the student non-responded, namely:

##### **1) Asking question relevant to students**

In teaching-learning process the teacher started their class by greeting all the students and then asking about students' condition. Then, after the students gave the response from the teachers' greeting, the teachers also asking the students that were



relevant to the students, it can be seen from the sentence if the teacher wanted to know about the students' condition and the students' problem. And also, usually the teacher asked twice for make sure there were no problem with their students for students' daily life apart from the problem in the school, then also usually the teacher wanted to check the students' presence and the students' homework. Based on the explanation above shows that teacher asking students related with the students' personal experiences or personal life activities, so that each of them was able to give response.

## **2) Asking open-ended question**

Asking open-ended question are requiring more though and more than a simple one-word answer. Open-ended questions are broad, can be answered with detail, and can be answered in-depth and allow for original, unique responses, without being limited by multiple-choice or a „yes" or „no" option. So, the types of this question help you to see the things from the students' perspective because you get feedback in their own words.

## **3) Asking follow-up question**

The follow-up question is something that is done to continue or adds something done previously. Follow-up questions support questions in the context of the previous questions, so students can dialogue with the teacher. A good follow-up question will build a



flow of conversation; ask deeper questions or answers given to students. This follow-up question will not only measure students' knowledge and qualifications but also provide further insight into students in understanding overall learning material. The students need to listen intently the question that was given by the teacher when got some follow-up question in order to effectively engage with the conversation about the material. Engage with the conversation will avoid the closed answers from the teachers' asked, while also making the students understanding the material. It's important to make the students understand, listen carefully and follow up on important points. This not only makes students understanding but also will show that teachers are also involved. This connection will allow the teacher to really get to know how to explain to students to elicit the students involved with the conversation.

#### **4) Asking for evidence to support a particular point**

Asking for evidence means that the teacher may ask the student to explain the reasons for the author uses to support particular points in a text. The teacher should not exclusively ask the student to identify the points made by the author. In these types of questions, the texts may vary in complexity because needed to be more than an explanation but need to give an example. These questions require the student to select words or phrases from the text that is



used to support a particular point. Then also requires the student to select a correct explanation of how the author uses reasons and evidence to support particular points in a text.

**5) Asking another type of question (probing)**

Probing means trying to obtain a clearer information or more in-depth information. Understanding probing in classroom learning is defined as a technique guiding students to use existing knowledge in themselves to understand the symptoms or circumstances that are being observed so that new knowledge is formed. In teaching-learning process probing defined as a technique that can be used to improve the quality and quantity of students answer. This question is intended to guide students so that their content can find more correct answers and the technique begins by exposing students to the new situations that can make students experience conflict with the knowledge they already have so as to provide opportunities for students to explain their answer, this is where probing begins to be needed.

**6) Asking another type of question (display question)**

A display question is a type of question requiring the students to demonstrate their knowledge on a subject matter when the teacher already knows the answer. This question aims to put knowledge or information on public display. In the classroom, this is an important way of transmitting and testing knowledge for teachers



and students. In these display question situations such as classrooms and quizzes, the teacher follows up the answer by stating whether it is the correct one or not.

#### **7) Asking another type of question (prompting)**

Prompting questions are questions created to elicit the students' participants. This type of question means directing the intent of the learning material to get answers where asking things in a demanding way to get responses from students. In other words, the prompting learning model is learning by means of the teacher presenting a series of questions that are both guiding and exploring so that a thought process occurs that links each student's knowledge and experience with new knowledge being learned. According to Jacobsen (1989), prompting is a condition when students cannot answer questions teachers do not directly throw questions to other students but gives students the wrong opportunity to answer simple questions as a form of help from the teacher.

#### **b. Question-Controlling Strategies**

In question-controlling strategies there are several indicators would be focused by the teacher in giving some question:

##### **1) Repeat the question when there is no response**

The teacher repeated the question when there is no response from the students. For instance, it can be seen when the teacher

to those of the other two groups. The results of the analysis of variance showed that the interaction effect of the treatment and the control group was not significant.

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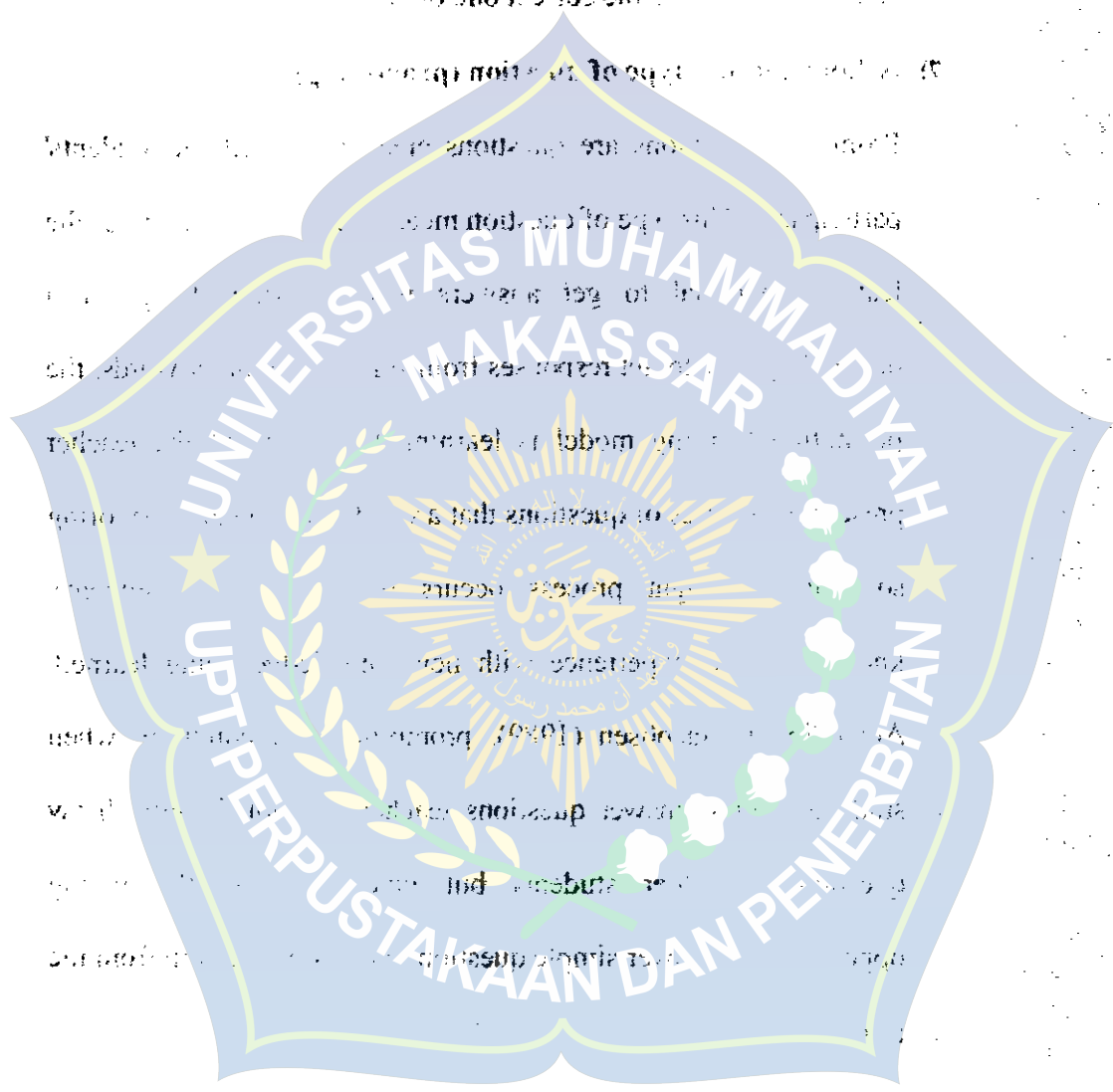
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instructed the students to open the book then asking the students about it and reconfirm until twice whether the student has found what the teacher instructed, because at the first time there were no students gave response. Another example it can be seen when the teacher wanted to know about the students' knowledge with asking a about the material then there is no response for the teacher asked, so the teacher repeated again to elicited the students' response with the same words.

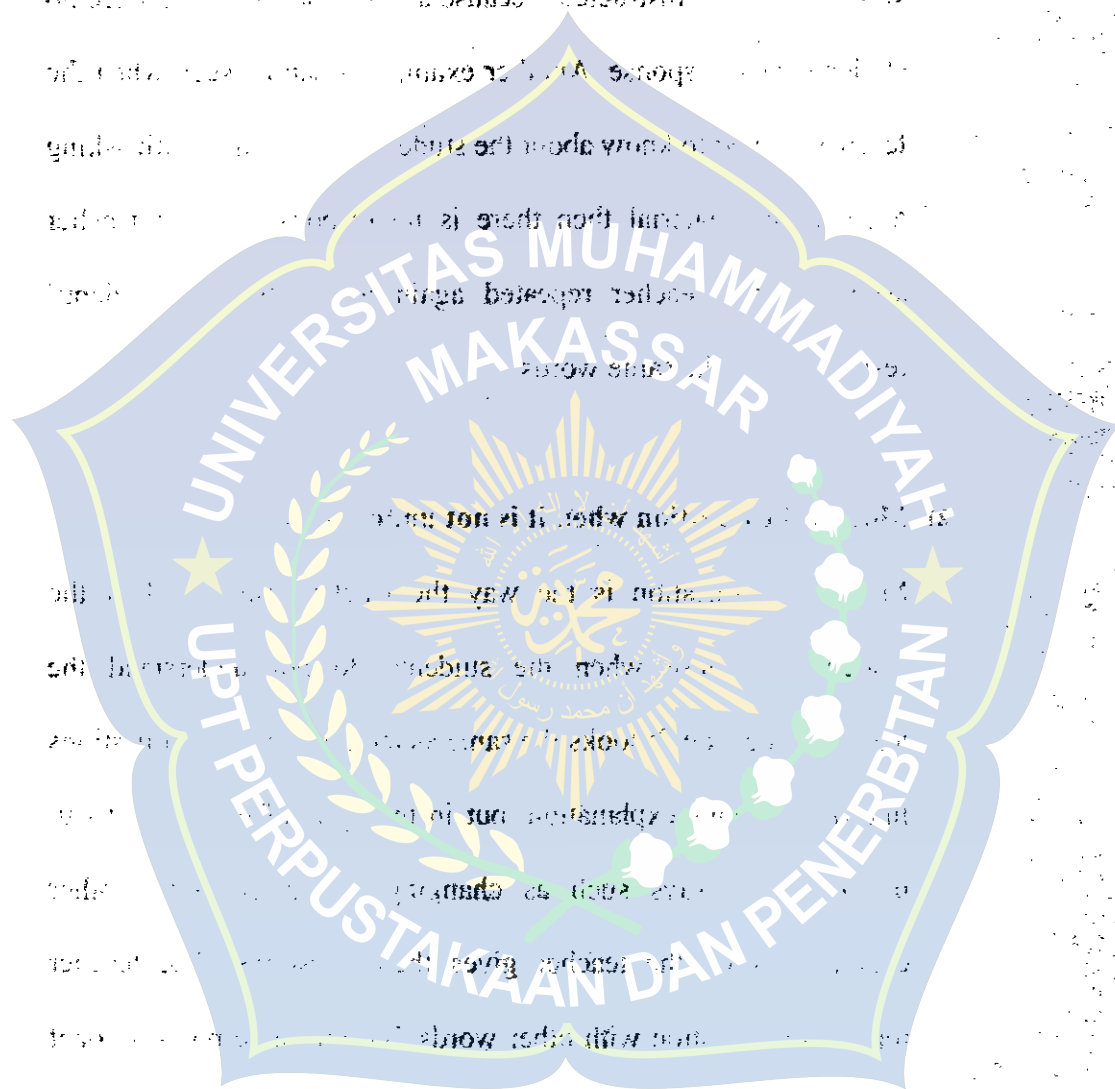
**2) Modify the question when it is not understood**

Modify the question is the way the teacher uses to elicit the students' response when the students do not understand the teachers' question. It looks the same as the type of repeat questions like the previous explanation, but in this type of question, it can use different ways such as changing words or giving other examples when the teacher gives their questions. The teacher repeats the question with other words, but the same purpose, or it also could be the teacher repeating questions with different content, instead of giving different examples to gain students' understanding.

**3) Asking question of the entire class and try to encourage all students to participate**

Asking a question of the entire class is the way the teacher to elicit

...to be a good student, it is important to be a good listener. The teacher will give you a lot of information, and you need to listen carefully. If you do not listen, you will not learn. So, always listen to the teacher and do what he or she says. This will help you to be a good student and to learn a lot of things.



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the students' attention to be active during the teaching-learning process. This also the way the teacher uses to encourage all students to participate in the teaching-learning process during the classroom interaction. Classroom interaction covers classroom behaviors such as turn-taking, questioning, and answering, negotiation of meaning and feedback. Related from the statement before we know that interaction in the classroom is fundamental because without the teaching and learning process in the classroom will not exist. As we know a good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased. So that's why to elicit the students' response by asking some question of the entire class can encourage the students' participation in the teaching-learning process during the classroom interaction.

**4) Call the students' name when asking a student to answer question**

In classroom interactions, a good teaching-learning process can be seen from active interactions with students and teachers. Interaction is the heart of communication. To achieve that goal, students need to work together and interact among themselves, between students and teachers. communication comes from interaction because in communication there must be an interaction



between people who have something to share. Call the students' names when asking students' questions to answer are the types of questions that require communication between students and the teacher. Using this type of question can be better to help students quickly understand the learning material and also make students feel curious about the material.

Based on the interviewed, it's found that most of the teaching and learning activities of teachers always use strategies to make the student more actives in learning process. It's why that the teacher uses question strategy because he fulfills the criteria in this questioning strategy, which is question-planning strategies and question controlling strategies. Sometimes, teachers need to repeat their questions when there are non-responded or they need to modify their questions to make students easy to understand about questions, teachers also need to use several types of questions in asking.



## B. Discussions

The discussion of this research deals with the interpretation of the findings derived from the result of the script and the researcher's field notes during the interaction or the conversation of teaching and learning process, it also deals with interpretation of the findings in interview process. In this discussion part, the main points that will be explained are the strategies employed by the teacher for non-responded question.

### 1. The teachers strategies employed by the teacher

The researcher had collected and analyzed the data and elaborated them in findings point. The data of the research were collected at SMP Negeri 15 Kabaena Utara. There were two English teachers as the sample of this research. After getting data of the research, the researcher analyzed it by using qualitative analysis. The data was collected by video recorder and field notes through classroom observation and audio recorder by interview.

Based on data collected through the recorder and one meeting teaching class for each teacher that the researcher had done, it is indicated that all the English teacher actively using questioning strategy during the teaching learning process in the classroom. When the teacher started the class, they always said greeting to all the students and asked about the students condition the checking the students" attendance list. The teacher also asked about the students" previous knowledge in order



to check about the students' understanding about the previous material.

Eble's statement (1988) that question in the beginning of the class is essential to remind the previous lesson before entering to the new material so it will be easier for students in learning and getting the purpose of the course. Question can also be motivational for encouraging the students' motivation to learn and increase the students' curiosity with the lesson is going. The teachers also always asked the question in order to check about the students' understanding about the material, to attract students' attention, support the students' contributions in the class, and also can be as confirmation check and clarification request.

Asking question, the teacher did not only address their question to all students, but they also addressed the question only for some students. Sometimes the teacher called on specific students to answer the question. *The questioning strategies that mostly employed by the teacher in the classroom were Question-Planning Strategies and Question-Controlling Strategies which was proposed by Xuerong (2012).* Those strategies almost appeared in each extract. Question-planning strategies applied by the teacher, which the teacher asked the question relevant on the students ask for the evidence question, then asked the question by using closed question, display question, follow-up question, probing question and prompting question. Furthermore, Question-controlling strategies applied by the teacher in which they asked the question by call on specific students to answer, ask the question with give the students

to be able to understand the meaning of the text.

It is essential for students to be able to understand the meaning of the text.

The purpose of this study is to investigate the effectiveness of the program.

The results of the study show that the program is effective in improving the students' understanding.

The study also found that the program is effective in improving the students' reading skills.

The study also found that the program is effective in improving the students' writing skills.

The study also found that the program is effective in improving the students' speaking skills.

The study also found that the program is effective in improving the students' listening skills.

The study also found that the program is effective in improving the students' overall language proficiency.

The study also found that the program is effective in improving the students' motivation to learn.

The study also found that the program is effective in improving the students' self-confidence.

The study also found that the program is effective in improving the students' social skills.

The study also found that the program is effective in improving the students' problem-solving skills.

The study also found that the program is effective in improving the students' critical thinking skills.

The study also found that the program is effective in improving the students' creative thinking skills.

The study also found that the program is effective in improving the students' communication skills.

The study also found that the program is effective in improving the students' interpersonal skills.

The study also found that the program is effective in improving the students' intrapersonal skills.

The study also found that the program is effective in improving the students' self-management skills.

The study also found that the program is effective in improving the students' social responsibility skills.

The study also found that the program is effective in improving the students' leadership skills.

The study also found that the program is effective in improving the students' teamwork skills.

The study also found that the program is effective in improving the students' conflict resolution skills.

enough time to think before answering the question, ask the students to the entire class to encourage all the students to participate, repeat the question when there is no response, and they modify the question when it is not understood.

### ***Teacher A***

The first English teacher who teaches on XI grade and was observed by the researcher on January 20st, 2022 and interviewed in the class on January 25st, 2022. The first point that the researcher analyzed was the strategies that were used by the English teacher in the class. Based on the observation during teaching and learning activity, the researcher found that the teacher used some strategies in questioning for non-responded in the classroom, and elaborates the example in the following extracts.

#### ***Extract 1***

*T : Masih tentang talk about self yah. Yah now stop writing, please take it you book. Naikkan buku catatannya. Now we are going to write kompetensi dasar yahh. KD berapami sekarang?*

*Ss : 3.2 / 3.5(chorusing)*

*T : Kemarinkan KD 3.1.2 yaitu membedakan, Jadi sekarang kita belajar KD?*

*Ss : 3.1.3 (noisy)*

Extract 1 shows that the teacher asked the students to know do the students still remember what they have learned in the previous meeting. The teacher asked the students about the material last week,



the teacher asked a question of the entire class to encourage all the students to participate during the discussion about the material last week with feedback.

*From the extract shows it can be concluded that the teacher posed Questioning-controlling strategies in which the teacher asked a question relevant with the function of the strategy, in which the teacher asked a question to the entire class and the teacher want to try to encourage all the students to participate in class for response.*

#### **Extract 2**

*T : Sekarang I need, stop writing. Ada tugas memang dih? Ss*

*: Ada (chorusing)*

*T : Tugasnya itu apa?*

*Ss : (noisy without a clear answer)*

*T : Bagaimana? Sudah di periksa itu? Tugasnya sudah selesai?*

*Ss : Sudah mom*

Extract 2 shows that the teacher wanted to know the students' assignment that had been learned last week, the teacher checking the students' assignment by asking a question.

*So, from the extract above it can be concluded that the teacher posed Question-planning strategy in which the teacher asked the students by using the types of question is asking open-ended question*



*and it's also relevant with the students' have, the students' assignment of the previous meeting.*

After the teacher asked about the students' assignment, then the teacher instructed the students to open the book. The following is the extract of the conversations.

**Extract 3**

*T : Ada yang sudah tau? Who one? Anyone? Lisa? Ega? S*

*: Kata kerja*

*T : Yah menurut Baim kata kerja, do you know what the meaning of pronoun ?*

*S : No*

*T : What is the meaning of pronoun? Anyone know, what is the meaning of pronoun?*

*S : No*

Extract 3 shows that the teacher asked the question to know about the students understanding about the material. The teacher asked the question based on the material. The teacher asked the students to answer a question with call the student's name when asking a students' question and also the teacher repeated and modified the question to elicit the students' response, it means that the teacher posed Question-controlling strategy. And also, in these conversations, this strategy can be classified into posed Question-planning strategy in which the teacher asked display question that the teacher has known the answer but wanted to check about the students



understanding. After the teacher asked about the students understanding about the material. Then the teacher wanted to know the students' knowledge and understanding.

### ***Teacher B***

Next, the following is the second English teacher who teaches on XII grade. Teacher B was observed by the researcher on January 23st, 2022 and interviewed in the school office on January 26st, 2022. The first point that the researcher analyzed was the strategies that were used by the English teacher in the class. Based on the observation during teaching and learning activity, the researcher found that the teacher used some strategies in questioning in the classroom for non-responded question, and elaborates the example in the following extracts:

#### ***Extract 1***

*T : Okay class, Good morning, how are you this morning?*

*Ss : I am fine, sir. (chorusing)*

*T : Once again, how are you this morning?*

*Ss : I am fine, sir. And you? (chorusing)*

*T : I am fine too. Well, listen to your name...*

Extract 1 shows that the teacher started her class by asking about students' condition. Then all students yelled the same response, after that the teacher asked question that were relevant to the students,



it can be seen from sentence „tidak adaji masalah?“, the teacher wanted to know about the students problem at the school, the teacher asked twice for making sure that there no problem for students daily life. After that, the teacher checked about students" attendance.

Based on the extract above it can be concluded that teacher used Question-planning strategy in which the teacher asked the question related with the student's personal experiences or personal life activities so that each of them was able to give a response. Then, the teacher also posed Question-controlling strategy in which the teacher asked the question to the entire class to encourage all students to participate.

After the teacher asked about the student"s condition, the teacher wanted to know about students" knowledge about the material. The following is the extract of the conversations

**Extract 2**

*T : Apa offers Erik? Erik..Erik...*

*S : eeee... (answer vaguely)*

*T : Apa?*

*S : (silent)*

*T : Ungkapan men-?*

*S : Menawarkan*

Extract 2 shows that the teacher asked the question to know about the students understanding about the material. The teacher asked



the question based on the material. The teacher asked the students to answer a question with call the student's name when asking a students' question and also the teacher repeated and modified the question to elicit the students' response, it means that the teacher posed Question-controlling strategy.

Then, in these conversations, the teacher also uses the strategy that can be classified into posed Question-planning strategy in which the teacher asked display question that the teacher has known the answer but wanted to check about the students understanding.

After the teacher asked about the students understanding about the material. Then the teacher wanted to know the students' knowledge and understanding. The following is the extract of the conversations:

**Extract 3**

*T : Yah jawabannya ungkapan menawarkan, jadi suggestion apa?*

*Ss : (silent)*

Extract 3 shows that the teacher wanted to know how far the students understanding the material. The teacher asked the students to know the students' knowledge. The teacher asked the question of the entire class to encourage all the students to answer the question, it means the teacher posed Question-controlling strategy.

After the teacher asked about the students understanding about



the material. Then the teacher wanted to know the students' knowledge and understanding. The following is the extract of the conversations:

***Extract 4***

*T : Oke, jadi apa artinya itu yang di papan tulis? Ss : (silent)*

*T : Jadi temannya mengajak untuk?*

*Ss : (students answer with the same time so that it sounds unclear)*

Extract 4 shows that the teacher asked the students to know the students' ability and understanding in order to get the clearly answer. The question aims to practice the students' English language ability. This strategy question intended to lead students so that their contents can find more correct answers. So, from the extract above it can be concluded that the teacher posed a question-planning strategy in which the teacher asked the students by using the prompting question to get clearer answer. This question intends to train the students so that the thinking process occurs that links student knowledge. Thus, with these learning models, the question and answer process done randomly. So, this encourages the students' knowledge to practice in the learning process.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the findings and discussion in the previous section, the conclusion is the strategies that the teacher employed for student non-responded was Question- Planning Strategies and Question-Controlling Strategies. Question- planning strategies applied by the teacher in which the teacher asked the question relevant to students, asked a question for evidence to support a particular point, asked questions using open-ended question and follow-up question, and they also asked another type of question there were probing question and prompting question. Furthermore, Question-controlling strategies applied by the teacher in which they asked the question by call on specific students to answer, ask the students to the entire class, repeat the question when there is no response, and they modify the question when it is not understood.

The English teachers actively using questioning strategies in the classroom interaction that they were asked the question to check about the students understanding about the previous material, to attract the students' attention, to support the students to contributions in the class so there is not student non-responded again and also to motivate the students to learn. And the reason why the English teacher used their questioning strategies is according to the function of the questioning strategy types.



## B. Suggestions

Based on the conclusions that have been put above, the following implication and recommendation for further related research are suggested by the researcher. Those suggestions are drawn as follows:

1. Realizing on the findings, the researcher suggested to the teacher to apply more strategies in the classroom to engage more students' response and should apply questioning strategy in the classroom from the beginning of the lesson until the end section of the lesson in order to make the classroom situation not passive, by questioning the students actively answer the question and the teacher can check about the students' understanding.
2. The teachers should be aware of and understand in delivering the question in a good way to minimize the negative effect of students' responses. The teacher should know the right time for asking a question and they also should know the right question to ask. More research subject about this topic needs to be involved in the future study so that we can come to the general conclusion that teachers' questioning strategies can be used as a teaching strategy in the classroom.



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## Appendix A

### OBSERVATION CHECKLIST

Teacher's name : Teacher A

Class : XII A

Day/Date : 20-25 Januari-2022

No	Question/Pertanyaan	Yes	No
1	Teacher know about the strategies?	✓	
2	Are some students non-responded in class?	✓	
3	Teacher using strategies to handle non-responded question?	✓	
4	Students respon when teacher using the strategies?	✓	
5	The strategies effectively used to handle the problem?	✓	
6	Teacher able to use the strategies	✓	



Teacher's name : Teacher B-

Class : XI A

Day/Date : 26 Januari-2022

No	Question/Pertanyaan	Yes	No
1	Teacher know about the strategies?	✓	
2	Are some students non-responded in class?	✓	
3	Teacher using strategies to handle non-responded question?	✓	
4	Students respon when teacher using the strategies?	✓	
5	The strategies effectively used to handle the problem?	✓	
6	Teacher able to use the strategies	✓	

Source : has been modified from Thesis by Septiana (2021).

Developed By Researcher (2022).



## Appendix B

### Transcribed Interview with teacher A

I : Assalamualaikum warahmatullahi wabarakatuh, let me introduce myself, my name is Jumwi Ratna. I would like to give you some interview about your strategies during the classroom interaction if the student non-responded. So, may I give you some question about your strategies during teaching learning process in your class?

T : Yes, please

I : Okay, the first question is what kinds of strategies that you use in teaching process when the student non respond in your class? And the reason why you use that strategies?

T : *If there are student non-respon in my class or student always silent when I ask them I just repeat my question by the other question like calling her name and Actually, I never classified how many kinds I gave question to the students. I never classified, but in the first I just give the student question when I ask their condition, and after that I ask them about the learning before how far they can understand, and how far they know about the lesson, and if there are student non-respon I will ask by calling her name or I change my question, after that I always ask the student understanding about the lesson after I teach them how far their understanding the lesson. So the strategies*



*that I used it can be question controlling strategies.*

I : Oh yeah, okay next the second question is did you find difficulties when the student non-responded in the class?

T : *Sometimes, because I couldn't know if the student understand about the material.*

I : Did you find difficulties when ask students some question by using your strategies? Like students cannot understand your question?

T : *Oh yeahh, ok actually they always understand because my question not for one student but for all the student, in orally I ask for example one student can't understand but another student understand the answer, after that I will ask the student who can't understand to repeat the answer. So I think it's not difficulties use the question strategies.*

I : Well, next what kinds of question that frequently you use?

T : *Oh yeah, related with I always ask them related with the material. Not only the general question but I sometimes ask them the detail of the material, not only the globally. I wonder to know how far they understand. But we always face with time allocation, so they to do their exercise. Time allocation to ask them question about the material is difficult because they have to do their exercise in written. But the question orally, I think is difficult to give them, because time allocation. Many questions from exercise they do, so that's why form*



*they answer the question from the exercise, the teacher can understand how far they can understand about the material from the answer their exercise. And also, if I ask them orally. I think is not too difficult to measure their understanding. So, the best measurement understanding the question based on the written task. When I ask them to their speaking, I can't catch their speaking by when they perform in front of the class by doing speak up in dialogue role play.*

*I : Well about your answer, what is the reason of the student non responde when the the teacher asking question?*

*T : Because I ever teach in 2 location, I see there is a different. Saya liat memang ada perbedaan antara saya dulu mengajar di kendari dan dikabaena, yang mana di kabaena itu siswanya memang dari kampung. Jadi itu siswa disana banyak malu mengungkapkan/mengekspresikan pengalaman mereka. Tapi kalo di kota itu mereka expression, aktif, antusias yah mungkin karena mereka sering melihat Bahasa inggris jadi tidak malu-malu, tapi mereka memang orang open kalo anak kota, karena kalo anak di daerah itu masih agak malu-malu karena memang mungkin fasilitasnya yang kurang, jadi itu yang saya liat. Jadi enak sekali ngajar di kendari, karena saya liat asik ini di ajar karena anak-anaknya berlomba-lomba dalam belajar, dan juga antusias dalam belajar. Karena interaksi pada aksesnya memang besar, hp saja tidak timbul tenggelam. Jadi ini memang bisa menjadi alasan yang paling wajar*



*ketika siswa disini itu masih banyak yang tidak merespon ketika belajar bahasa inggris, jadi I always combined, because I teach in grade XII, so I combine Indonesia and English, even though I speak up in English, I look at some of them understand when I ask them the question slowly. Sometimes, maybe they only predict what I say. So I look at some of them from their face, they already understand, even though I ask them in English.*

I : Next maybe the last questions, how effective are the question that you use ?

T : *For measuring the question strategies is more effective because I can know the student understanding the material, because it can be see the student can answer the question if ask them, or giving respon to the teacher when I ask them.*

I : Okay mom, thank you for your time and have a good day.



### Transcribed Interview with teacher B

I : Let me introduce my self my name is Jumwi Ratna I'm from Muhammadiyah university of Makassar, now I'm going to give you some interview about teachers strategies for non-responded question during classroom interaction. So, I would like to give you some question about your qstrategy during the teaching learning process in your class?

T : Yes, please

I : Okay, the first question is what kinds of strategies that you use in teaching process when the student non respon in your class? And the reason why you use that strategies?

T : *Oke jadi begini, I come to class and prepare to teaching dan saya mengecek kehadiran siswa terlebih dahulu, after that feedback about the lesson before/last week with a few question about the material last week, and then explain about the material today. Nah the reason why I give that kinds of question to know the comprehension of the student about the material and the lesson of the day, because itu jadi lebih gampang di tau kalau yang ini mengerti dan yg lain itu bisa menyimak karena kadang ada siswa yang main main ,nah seperti yang kita katakan tadi ini bisa menjadi penyebab siswa tidak*



*memberikan respon dari pertanyaan yang di berikan guru ,jadi kita sebagai guru harus selalu mengontrol,dan mengetahui situasi di dalam kelas yang kita ajar,agar proses pembelajaran itu bisa efektif,dan ini juga bisa menjadi salah satu cara agar siswa itu tidak diam lagi ketika kita bertanya ,seperti yang anda katakan tadi.*

I : Oh yeah, okay next the second question is, did you find difficulties when the student non-responded in the class?

T : *Yes, of course. Karena kan kita tidak tau apakah anak ini tidak mengerti materi yang kita ajarjan sehingga dia tidak memberikan respon dari pertanyaan tersebut dan mungkin alasannya karena tidak semuanya anak-anak itu senang Bahasa inggris, mungkin yang mudah kita ajar itu yang senang juga dengan pelajaran Bahasa inggris. Jadi siswa itu susah menerima pembelajaran karena memang tidak senang. Kadang siswa itu bilang" ih susahnya mom" dan disitulah siswa lebih memilih untuk diam .jadi saya kadang bilang kepada siswa belajar saja pelan-pelan yang penting kalian mau belajar, karena kalo kalian tidak tau dan tidak mau belajar itu yang susah.*

I : Did you find difficulties when ask students some question by using your strategies? Like students cannot understand your question?

T : *Yaah tidak juga karena saya menggunakam pertanyaan yang mudah di*



*mengerti oleh mereka,dan tidak memprsulit siswa..*

I : Well, next what kinds of question that frequently you use?

T : *Pertanyaan yang berkaitan dengan materi yang sedang di ajarkan,yang mana pertanyaan yang di ajukan dapat digunakan sebagai salah satu cara untuk merangsang fikiran siswa dalam berkomunikasi serta dapat berfungsi untuk mendorong semua siswa terlibat secara langsung sesuai pembeahasan saat itu, dan biasa juga saya menyuruh untuk menjelaskan materi sebelumnya dengan menyebut nama siswa agar bisa menjadi dorongan untuk mereka supaya lebih aktif dan mau belajar.*

I : Well about your answer,what is the reason of the student non-responded when the the teacher asking question?

T : *Campur-campurmim ada yang welcome, antusias memang untuk belajar karena memang senang dengan Bahasa inggris dan ada juga yang takut-takut. Kadang juga dia mau jawab tapi takut-takut karena katanya tidak tau kalo Bahasa inggris jadi kadang tidak berani bicara. Dan terkadang itu yang menjadi kendala siswa disaat mereka mau bicara tapi mereka bilang,,tidak ditau mom Bahasa inggrisnya".Jadi ini bisa menjadi alasan mereka untuk memilih diam keteka guru bertanya.*

I : Next maybe the last questions, how effective are the question that you use ?

T : *For measuring the question strategies is more effective because I can*



*know the student understanding the material, because it can be see the student can answer the question if ask them, or giving respon to the teacher when I ask them. Namun adapun respon siswa dari strategi pertanyaan diajukan itu bervariasi, karena sejatinya siswa mempunyai Tingkat kemampuan yang berbeda-beda. Oleh karena itu sebagai seorang pendidik perlu menggunakan strategi mendidik yang bervariasi.*





## Appendix C

## Field Notes

Class XII Date: 21-01-2022

- The teacher repeat the question when the student non-responded
- The teacher modify the question the student not understand the material.
- Call the student name that is non-responded.
- Asking question before enter in a new material.

Class XI Date: 21-01-2022

- Teacher asking another type of question if the student is non-responded in the class.
- Asking question relevant to student.



## Appendix D (Turnitin Certificate)



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat Kantor: Jl. Sultan Alauddin No 259 Makassar 90221 Telp (0411) 866772, 881292, Fax (0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Jumwi Ratna

NIM : 105351115717

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	25 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	8 %	10 %
5	Bab 5	0 %	5 %


Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT Perpustakaan dan Penerbitan  
Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan  
seperlunya.

Makassar, 24 Maret 2022

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,

  
Nursinah S. Hum, M.P.  
NBM. 964 391

Jl. Sultan Alauddin no 259 Makassar 90221.  
Telepon (0411) 866772, 881 592, fax (0411) 865 588  
Website: www.library.unismuh.ac.id  
E-mail: perpustakaan@unismuh.ac.id



## Appendix E

(Research Permit LP3M Unismuh Makassar)

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR

Surat  
Lamp  
Hal

710/C/VI/11/2022  
Irsan Wangsan Prapant  
Permohonan izin penelitian  
Kecerdasan  
Bapak Elha Rupan Handana  
Jl. Ks. Hadari Kesambi, Petik, 82111  
di  
Sulawesi Utara

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 2140/KIP.A/UNM/141/2021 tanggal 4 Januari 2022, menaruhkan bahwa mahasiswa tersebut di bawah ini:

Nama: JUNIWI RATNA  
No. Sumbuk: 105351115717  
Fakultas: Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan: Pendidikan Bahasa Inggris  
Pekerjaan: Mahasiswa  
Nermaksud melaksanakan penelitian pengumpulan data dalam rangka penelitian Skripsi dengan judul:

"The teachers' strategies for non-responed questions in teaching and learning process at SMPN 15 Kabana Utara"

Yang akan dilaksanakan dari tanggal 12 Januari 2022 s.d. 13 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khairun kanziran.

Mengetahui LP3M

Dr. H. Abubakar Idhan, M.P.  
NPM 101 7716



## Appendix F (Research Control Card)



MAJELIS DIKTILITIHANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 254 Makassar  
Telp. 0811 4737101 (Secretary)  
Email: pps@umh.ac.id  
Web: http://umh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Jumwi Ratna  
NIM : 105351115717  
Judul Penelitian : *The Teachers' Strategies For Non-Responded Questions In Teaching And Learning Process*  
Tanggal Ujian Proposal : 04 Desember 2021  
Tempat/Lokasi Penelitian : SMP Negeri 15 Kabarena Utara

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	20 - 01 - 2022	Izin Penelitian		
2	21 - 01 - 2022	Observasi	Dahlan S.Pd.	
3	23 - 01 - 2022	Observasi	Dahlan S.Pd.	
4	24 - 01 - 2022	Observasi	Imawati S.Pd.	
5	25 - 01 - 2022	Interview	Dahlan S.Pd.	
6	26 - 01 - 2022	Interview	Imawati S.Pd.	
7				
8				
9				
10				

Bombana, 26 - 02 - 2022

Mengetahui,



Dr. Muchlis Khairati Syam, S.Pd., M.Pd.  
NIM 6477807



Pimpinan Kepala sekolah

Muhanna Asmin, S.Pd.  
NIM 647412312005021011



Tersedia di bagian

Jumlah terdapat di bagian



## Appendix G

### (Surat Keterangan Meneliti)



**PEMERINTAH KABUPATEN BOMBANA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 15 KABAENA UTARA**

*Jalan Lembah Balan No. 4 Desa Eemokolo Kecamatan Kabaena Utara Kode pos 93773*

**SURAT KETERANGAN  
TELAH MELAKSANAKAN PENELITIAN**

Nomor : 421.3/ 16 /2022

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP Negeri 15 Kabaena Utara, Kecamatan Kabaena Utara, Kabupaten Bombana Provinsi Sulawesi Tenggara menerangkan bahwa :

Nama	: JUMWI RATNA
NIM	: 10535 1115717
Jurusan/Fakultas	: Pendidikan Bahasa Inggris/ FKIP
Universitas	: Universitas Muhammadiyah Makassar
Judul Penelitian	: The Teachers' strategies for non-responded questions in teaching and learning process at SMPN 15 Kabaena Utara

Berdasarkan Surat Izin Penelitian Nomor 71/05/C.A-VIII/43/2022 Mahasiswa tersebut diatas telah melaksanakan penelitian tugas akhir untuk penyusunan Skripsi di SMP Negeri 15 Kabaena Utara mulai dari tanggal 20 Januari s/d 12 Februari 2022.

Demikian Surat Keterangan ini diberikan kepada Mahasiswa tersebut diatas dan untuk di gunakan sebagaimana mestinya.

Eemokolo, 14 Februari 2022

Kepala SMP Negeri 15 Kabaena Utara



**MUHAMMAD ASMIN, S.Pd**

Pembina, IV/a

NIP. 19741231 200502 1 011



## Appendix H

### (Letter of Acceptance)



MAJELIS DIKTILITBANG TP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sekeloa Alauddin No. 550 Makassar  
Telp : 0811 222101 (pawadan)  
Email : pmd@unismuhmakassar.ac.id  
Web : www.unismuhmakassar.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

#### LETTER OF ACCEPTANCE 0502/BG-FKIP/LOA/B/V/1443/2022

Dear JUMWI RATNA

It is our pleasure to inform you that, after reviewing your paper:  
**THE TEACHERS' STRATEGIES FOR NON-RESPONDED QUESTION IN  
TEACHING AND LEARNING PROCESS AT SMP NEGERI 15 KABAENA  
UTARA**

The manuscript ID: 32

Detail checklist:

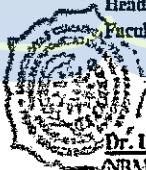
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with English Language Teaching Methodology, ISSN (paper) 2828-1586, ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [elun@bg.unismuhmakassar.ac.id](mailto:elun@bg.unismuhmakassar.ac.id)

Makassar, 10 May 2022 M  
9 Syawal 1443 H

Head of English Education Department  
Faculty of Teacher Training and Education

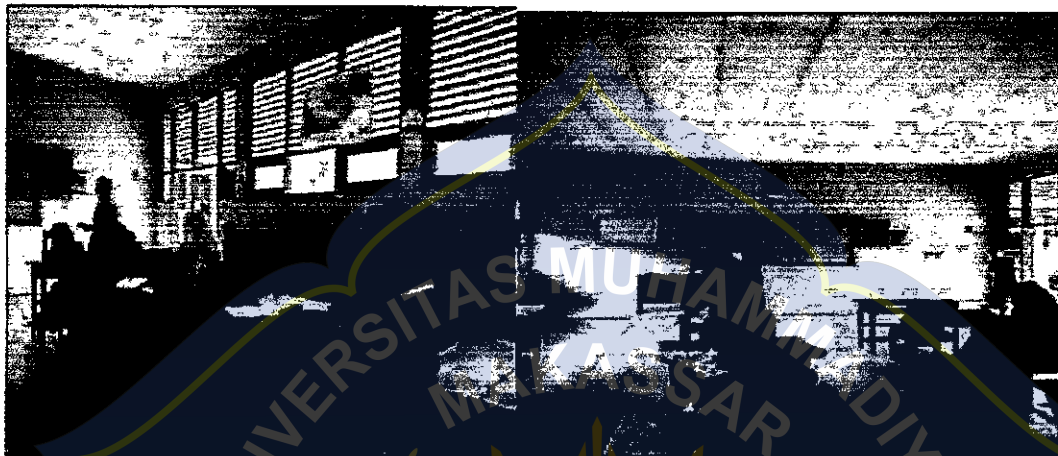


**Dr. Umni Khaerati Syam, S.Pd., M.Pd.**  
NBNL 977 807

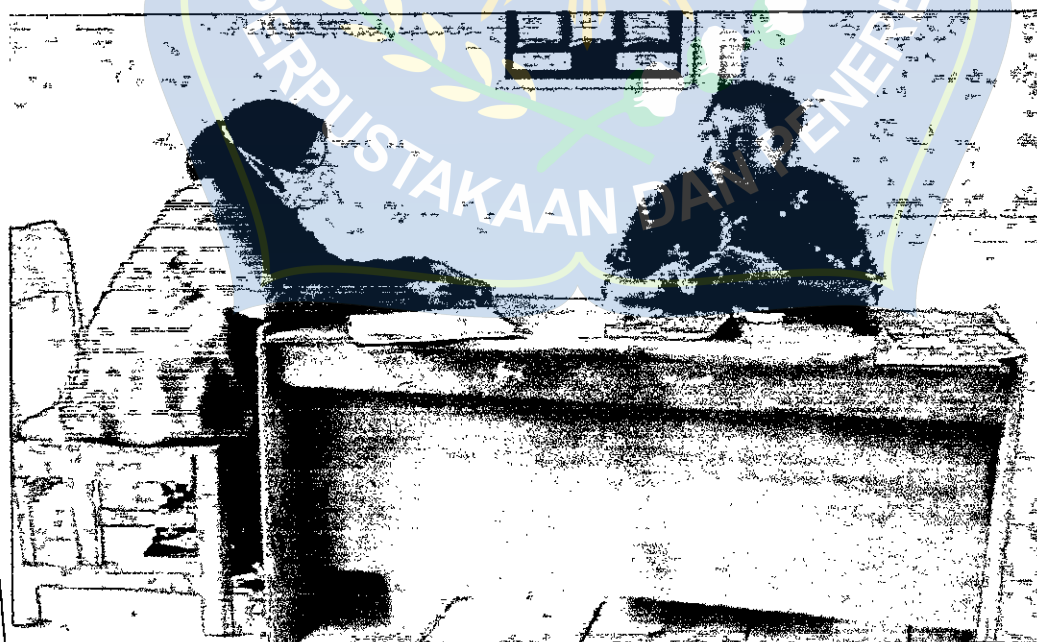


## Appendix I

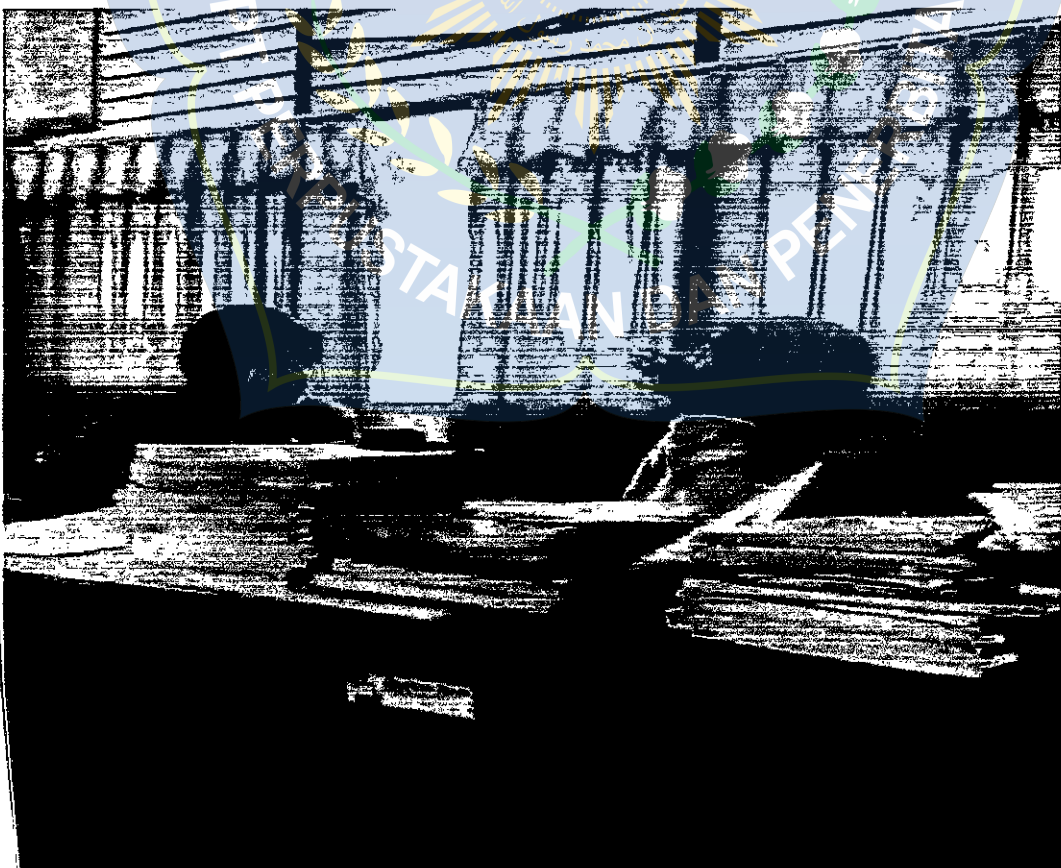
### Documentation Observation And Interview













## CURRICULUM VITAE



The researcher, Jumwi Ratna was born on December 10, 1998 in Eemokolo Kab. Bombana. She was the last child from the marriage of H. Made Ali & Manta. She has 3 brothers and 1 sister. She began her study at SD Negeri 48 Bombana and graduated in 2010. Then, she continued her education at SMPN 15 Kabaena Utara and graduated in 2013. Afterwards, she continued her study at SMAN 02 Bombana and graduated in 2016. In year 2017, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Then, at the end of her study, she could finish her thesis by the title "The Teachers' strategies for non-responded question in teaching and learning process at SMP Negeri 15 Kabaena Utara".

