AN ANALYSIS OF TEACHER'S QUESTIONING STRATEGIES DURING THE CLASSROOM INTERACTION AT SMK MUHAMMADIYAH 3 MAKASSAR
(*A Descriptive Quantitative Research*)

A THESIS

*Submitted as the Fulfillment to Accomplish Sarjana Degree
at Faculty of Teacher Training and Education
Muhammadiyah University of Makassar*

BY

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Yang MembuatPerjanjian

Desi Mentari

MOTTO :

"When someone say your dream is too big, you can say to him that his think is too small"

"Do your best, so you can't blame yourself for anything"

ABSTRACT

Desi Mentari. 2017. *An Analysis of Teacher's Questioning Strategies During the Classroom Interaction at SMK Muhammadiyah 3 Makassar.*Thesis. English Department. Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Advised by **Sulfasyah** and **Farisha Andi Baso.**

The objectives of this research were to find out the teacher's questioning strategies during the classroom interaction at SMK Muhammadiyah 3 Makassar. The samples of this research were the english teachers of senior high school in SMK Muhammadiyah 3 Makassar (2 teachers). The approach employed in this research was qualitative . Data collection of this research was conducted through observation checklist. The data gathered were analyzed through quantitatively.

 The research findings showed that the teachers used questioning strategies by applying some type of questions 28% and performing the type of questions in each session of teaching 24%. The teachers also applied other strategies, such us teachers used wait time 8%, repeating questions 8%, translating into Bahasa Indonesia or mixing the language 16%, getting closer to student 4%, and giving reward to the students 12%.

It was proved by many responses from the students. Moreover, it was proved by the observation that both the teacher and the students did a good interaction through questioning strategies.

Key words: English teacher's questioning and Strategies

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Finally, the researcher admits that her writing is still far from being perfect. Therefore she hopes some suggestions and criticism from the reader for this paper. Hopefully this thesis will have some values for her and the reader.

Makassar,   Januari 2018

The Researcher

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CHAPTER 1

INTRODUCTION

A. Background

Learning English is something almost being an obligation. As an international language, it has many roles in daily life either in study or work. English needed by people work in many job areas, such as in tourism, banking, medical etc. In Indonesia, English has known as foreign language. It exists in every education levels from kindergarten till university. Not only taught in formal school, but also many people take more course to learn English specially. It proofs that English is very important in human life.

The result of learning English depends on some factors. How the teacher conduct the teaching and learning process in the classroom affect the quality of learning itself. Teaching process involves skill of the teacher in convey the subject material. Skill is not enough for teachers they also need creativity and strategy to make the class alive. The more creative teachers will produce better result. In fact, the teachers have to make a decision on how to manage the class in the real situation. Most cases that happen in the class depend on how teachers manage it. There are many strategies in teaching language, but teaching in front of the class more complicated that the other condition.

The fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. We will find a variety of teaching strategies to help students take more responsibility for their own learning and enhance the process of teaching for learning. The key is to create learning

environments that are more interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate.

In teaching learning English, there is a process which is called asking or giving questions. It can be from the teacher to students or the students to the teacher. Questioning to students must be applied in questioning strategies. Questioning strategies are the ways which are used to ask something to the students in gaining a purpose in teaching. In teaching learning process, the teachers need to know the ability of the students and how far the students understand the material which has been taught. Furthermore, the teachers have to know the output of the students before or after teaching by giving questions. So there must be an interaction between teacher and students and then followed by feedback from the students.

Questioning is reported as one of the commonly used strategies, and in some classrooms teachers use more than half of the class time exchanging questions and answers. Moreover, in studies exploring the contribution of teachers' questions in second language classrooms, these questions play a crucial role in language acquisition. They can be used to allow the learners to keep participating in the discourse and evenmodify it so that the language used becomes more comprehensible and personallyrelevant (Richards and Lockhart 1996: 185) in Sujariati (2016).

Asking questions forms part of any lesson because it invites the student to think, and even within a 'lecture' style lesson, rhetorical questions are used to

invite silent agreement or begin the organisation of ideas to present a response. Teachers use questions to engage the students and sustain an 'active' style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organise and present new learning.

In English classroom, a common problem is teachers face a passive class, where students are unresponsive and avoid interaction from teacher. This is especially when a teachers seeks interaction in a teacher-class dialog, such us asking questions to the class as a whole, expecting at least one student to respond. Obviously, there will be time when no student can answer a teacher's questions, know the answers, and are able to produce the answer. So, students are rather reluctant to give feedback. The student as a whole do not respond voluntarily to the instructor's questions and do not participate in class discussions. Most of the class members sit looking straight ahead using minimal facial expressions, gestures and verbal utterances. Thus the teachers receive little oral feedback. What the teachers want are the students to be more positive and overtly communicative in their feedback.

Based on the explanation above, the researcher decided to observe it by the title "**An Analysis of Teachers' Questioning Strategies During The Classroom Interaction.**"

B. Research Question

Based on the background above, the research question "What are the teacher's questioning strategies during the classroom interaction at SMK Muhammadiyah 3 Makassar ?

C. Objective of the Research

Based on the research question above, the objective of this study is to find out the teacher's questioning strategies during the classroom interaction at SMK Muhammadiyah Makassar.

D. Significance of the Research

The results of this research will be expected to be useful information for many people in learning process, such as:

1. For the Teachers

   This research is expected to add information and encourage their teaching, especially in teaching English.

2. For the Students

   This research is expected to the students require to be active, creative and innovative to solve the problems that they face in the class.

3. For the Researcher

   This research is expected to give information and as source of information about teachers questioning strategies during the classroom interaction.

E. Scope of the Research

The scope of the research is limited toward the teacher strategy that focus on analyzing the teacher's questioning strategies during the classroom interaction.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

1. Sasmita (2008) in her thesis entitled:"An Analysis of Teachers' Elicitation Technique in the Classroom at SMA Pembangunan Laboratorium UNP". In this research, she described that elicitation technique (asking question, asking question combined with using picture, asking question combined with using games or activities, asking question with using texts or dialogue, and asking question combined with using nonverbal language) makes the students became more active because it provide opportunities for students to participate in the class and motivate the students to learn more.

2. Listanto (2010) in his thesis entitled: "Basic Questioning in Developing Students' Ability in Writing Recount Text (An Action Research on the Eight Grade Students of State Junior High School 25 Purworejo in the Academic Year of 2009/2010)", he described that basic questioning techniques successfully improved the students' ability in writing recount texts. The students' improvements were shown by the students' interest in the questions and their motivation in taking part of the activities in the learning process. It meant that there was a better participation of the students in the classroom.it indicated that basic questioning techniques definitely developed a better students' behavior in writing recount texts. In line with the result, he propose that basic questioning is one of the positive ways to increase students'

enthusiasm in learning English. This result hopefully will motivate the teachers to use the basic questioning in their classroom activities.

3. Hamnah (2012) in her thesis entitled:" Technique of Questioning Used by the English Teacher of MA Darul Ma'la Winong Pati in the Academic Year 2011/2012". She suggested that the teachers of should use the appropriate technique of questioning. For the students, she gives suggestion to recognize properly the technique of questioning used by the teacher in teaching process. In addition, other analysis of technique of questioning will be more innovative than this one is suggested for further researchers.

From the three researches finding above, the researcher concluded that in analysis of teacher's questioning strategies during the classroom interaction. The similarities of my research that we are analyzing the questioning of the teachers' and the differences between this reserarch with the privious research are the kind of instrument and my research only focused on analysis of teacher's questioning strategies during the classroom interaction.

B. Concept of Teachers' Questioning Strategies

1. Definition of Question

Question is a sentence, phrase, or gesture that seeks information through a reply. It means that question is when the teachers say something like words, phrase or sentences which are needed to replay by the interlocutor or listener. Some definition of vocabulary is proposed by some experts. According to Linch (1991) in Sujariati (2016) states that question is a command or interrogative

expressions used to elicit information or a response or to test knowledge. In other words, when the people produce sentences to other people when it involves command and interrogative expression to get any information or responses means a question .

Long & Sato (1983) in Sujariati (2016) states that question is a linguistic expression used to make a request for information, or the request made using such an expression. So, the information requested may be provided in the form of an answer. Cotton, K. (1998) in Sujariati (2016) defines question as any sentence which has an interrogative form or function. In classroom settings, teacher's questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are going to do and how they are going to do it. It focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation.

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. The present review focuses on the relationship between teachers' classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally

concerned with methods used to impart study skills, including questioning strategies,to students.

2. Definition of Questioning Strategy

Guest (1985:2) in Sujariati (2016) states that "Questioning strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking". It means that we cannot ignore that questioning strategies are very important for teachers and students.

Harvey (2000:8) in Sujariati (2016) states that questioning strategy is most effective when it allows pupils to become fully involved in the learning process. He states that while the lesson is planning, it is absolutely vital that teachers think about the types of questions will be asked to students. It also needs to be clear on what the intended outcomes of the questions/answer session should be. It means that the questioning technique will help a teacher to plan questions and answers session effectively when the teacher plays the questions effectively based on the students need and the question types to be involved fully students' interaction.

According to Gather (2008:4) in Sujariati (2016), questioning strategy is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. It means that through questioning, the teachers able to know what the students know and what they do not know. Questions help teachers and learners in teaching learning process.

3. **Types of Question**

    According to Wajnryb (1992, p. 47) there are some types of question that the teacher could use. The types of question as follow:

    a.   Yes/No questions, e.g. 'Here is a picture of woman. Have you seen her face before?'

    b.   Short answer/ retrieval-style questions, e.g. 'What did she say about the film?'

    c.   Open-ended questions, e.g. 'Whom could he have telephoned?'

    d.   Display questions (questions requesting information already known to the questioner), e.g. 'What colour is this pen?'

    e.   Referential questions (questions requesting new information), e.g. 'What did you study at university?'

    f.   Non-retrieval, imaginative questions (questions that do not require the learner to retrieve given information but instead call on inferred information or information in which an opinion judgement is called for), e.g. 'What do you think the writer was suggesting by making the central character an animal?'

4. **Why Questioning Strategy is used**

    Many reasons why teachers should give some questions to their students Either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer

connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process.

Different researchers provide various reasons why this is so. For example, Ellis (1992) in Sujariati (2016) proposes two reasons why teachers ask questions in their classrooms. First, questions require responses and, therefore, they serve as a means of obliging learners to contribute to the interactions. Learner's responses also provide the teachers with feedback which can be used to adjust content and expression in subsequent teacher-talk. Second, questions serve as a device for controlling the progress of the interaction through which a lesson is enacted. It has been found that questions can also be used to motivate students, to revise, control, test or assess, explore, explain, encourage students to focus on a particular topic, elicit information, and check understanding and to control behavior (Young 1992., Richards & Lockhart 1994) in Sujariati (2016). It means that teacher's questions are not only a means of obliging teacher-talk to guide the students' attention but also adjudge students to be more active and focus on a particular topic, so we can check and control the students' understanding.

Adler (1982: 88-89) in Sujariati (2016) said, "Teachers pose questions to students in order to engage them and elicit deeper-level thinking about the subject under discussion to the art of asking questions is one of the basic skills of good teaching". Therefore, in exercising the craft of good teaching, an educator must reach into the learner's hidden levels of knowing and awareness in order to help

the learners reach new levels of thinking. It means that through the art of thoughtful questioning, teachers can extract not only factual information, but also aid learners in connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding.

In addition, teachers use questions to stimulate thinking about a concept and challenge students to attend to higher levels of thinking appropriate to the content and learning outcomes. Using instructional of questions can be accelerated during questioning related to facts and decelerated for more complex material and open-ended questions. Teachers can allow more wait-time for students' responses for more meaningful learning. It means that instructional classroom can be as a question; furthermore,teachers should plan the question to stimulate thinking about a concept and challenge the students to attend to higher levels of thinking appropriate to the content and learning outcomes.

Questions serve to develop students' interest in a topic and to motivate students to become involved in lessons supporting their construction of meaning. Teachers often use questions as a means to evaluate students' preparation or lack thereof. Additionally, questions are used to review and summarize previous lessons and assess achievement of instructional goals or objectives. Most importantly, teachers use questions to develop critical thinking skills and nurture insights by exposing new or related relationships. The purposes are generally pursued in the context of classroom recitation, defined as a series of teacher questions, each

eliciting a student response and, on occasion, a teacher reaction to that response (Dillon, 1982) in Sujariati (2016).

5. How to Apply the Questioning strategy?

There have been some studies about teachers' questioning strategy. Durkin (1979) reveals that most teachers asked students questions after they had taught. Another study conducted in the late 1990s(Pressley, et al. 1998) revealed that despite the abundance of research supporting questioning before, during, and after teaching to help comprehension, teachers still frequently used questions in post teaching to comprehend the material.

Eble (1988) in Sujariati (2016), in additions, argues that teachers' questions can be applied in three sessions: (1) questions play at the beginning, (2) questions play at the middle of teaching, (3) and the questions play at the end after teaching in the classroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are also used. Furthermore, the questions are applied in each section based on the functions.

a. Questioning at the beginning

Addressing questions before teaching and studying material is effective for students who are low/ high ability, and/or known to be interested in the subject matter. Some teachers apply questioning in the classroom early to help students who have questions about previous lectures, readings and exam preparation (Eble: 1988).

In the beginning of a class, giving questions as opening questions in a conversation can makes easy for the students to answer, and does not force them to reveal too much about themselves. The questions before teaching can be in written as a quiz or oral questions. In this session, questions play as instructional which is the question focuses on the role that questions plays in helping students learn new material and integrating it with the old one. This questions' session can also be motivational for encouraging students' motivation to learn more and increase students' curiosity with the lesson is going. Furthermore, this session 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. The question in this session can provide some sample questions to help students write meaningful questions. These questions can then be submitted (a good way to take attendance) and randomly addressed at the beginning of the class period or used to develop exam questions. In this session, the teacher can use recall question to recall or remain anything has done. In other words, the questions used to keep students mind in remembering the lesson which has been taught. Furthermore, the questions are very useful to stimulate students before getting a new material; all at once it used to measure the input in mind.

b. Questioning at the middle of the class

Questioning at the middle is very effective in producing achievement, it gains more than instruction carried out without questioning students. Students perform better on lesson item previously asked as recitation questions than on items they have not been exposed to before. An oral question is suitable used for

during class teaching and on learning process because it is more effective in fostering learning than are written questions. Questions which are focused student attention on salient elements in the lesson result in better comprehension than no questions. Asking questions on during class teaching learning process is positively related to learning facts. Based on the functions, the questions in this session can be as confirmation check and clarification request. It also can be motivational for students in increasing their power to mastering all the material. Furthermore, increasing the frequency of classroom questions during the class does not enhance the learning of more complex material. Students and readers or listener tend to focus only on material that will help them to answer the questions if these are posed before the lesson is end. In this session, teachers can use yes/no question or display question, or other type question which is needed by teachers. For instance, teachers want to ensure their self that the students have understood before move to other explanation or other sub topic. It also gives students chance to make clarification with an ambiguous meaning of the learning process. Questioning students during the class can motivate students to learn more.

c. Questioning at the end of the class

Questioning students at the end of class teaching is mostly used by teachers because it is essential to know students' understanding, to assess students' learning, to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In this section, it is essential for teachers to apply recall question, a referential question to check students' understanding. Open/closed questions, or other type question can also be

used by teachers in completing the target learning. Teacher can use both oral questions and written test. Based on the functions, the teacher gives questions in this session as a diagnostic tool or comprehension check when teacher needs to check students understanding and the quality of learning. Furthermore, questioning students at the end of teaching can help students synthesize the information and draw conclusions. Their responses to one last question and the muddiest point can be submitted for teachers review to address student issues at the beginning of the next class period or review to clarify content (Eble, 1988) in Sujariati (2016).

C. Concepts of Classroom Interaction.

1. Definition of classroom interaction

According to Brown (2001 165) in Musdalifah (2016) describes the term of interaction "as the heart communication; it is what communication is all about "Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

Celce (2001: 128) in Musdalifah (2016) argues that classroom interaction is "two ways process between the participants in the language process, the teacher influences the learners and vice versa." Furthermore, interaction in the classroom is categorized as the pedagogic interaction which means the interaction in the teaching and learning process (Wilhelm, 2001: 35) in Musdalifah (2016). They also note that "The classroom or pedagogic interaction is a continuous and ever changing process and the factors of context shift from minute to minute. The

teacher acts upon the students to cause a reaction. The reaction includes a response to a question, an item in a drill, a word pronunced and a sentence written." (Wilhelm et al, 2001:35) in Musdalifah (2016).

Based on the explanation above, classroom interaction was all interaction that occurs in the teaching and learning process where the teacher determines the interaction occur in the classroom.

Interaction is the heart of communication, and communication itself. Whether it is oral or written, is the central goal of the foreign language learning. In order to achieve that goal, the learners or the students need to cooperate and interact among themselves, between them and he teacher, or between them and someone else who are aware of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987) in Musdalifah (2016).

Etymology, the word "interaction" comes from Latin word: *inter* and *agree* that mean reciprocal process. Here, what is meant by reciprocal process is an activity to exchangingmessage systematically by using verbal or non-verbal media. Wray (1977) in Musdalifah (2016) defines interaction as an activity that is initiated by taking turn. He further adds that a good interaction should include address, topic or information, and response.

A classroom is a room in which teaching or learning activities can take place. Classroom are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and

humanitarian organizations. The elassroom attempts to provide a safe space where learning can take place uninterrupted by other distractions.

Classroom interaction is about the students having an active discussion during class. Interactions occur both between students with lecturer present, and with the lecturer who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing their objectives. Interaction occurs everyday in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. Moreover, Allwright and Bailey (1991: 25) in Musdalifah (2016) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere).

The classroom interaction has important role in teaching-learning process. It can be seen from the figure below.
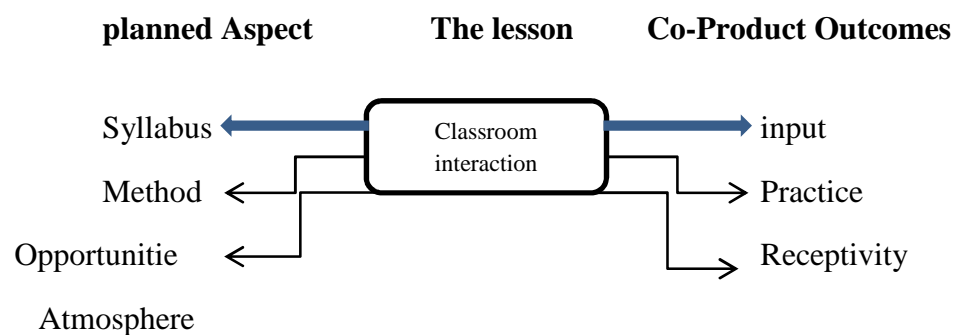
planned Aspect	The lesson	Co-Product Outcomes
Syllabus	Classroom interaction	input
Method		Practice
Opportunitie		Receptivity
Atmosphere		

Figure 1. The relationship between plans and outcomes

2. Types of Classroom Interaction

A teacher may have their own interaction in the class but according to Malamah-Thomas (1987: 150) as cited in Coulthard (1975) points out seven types of classroom interaction in the classroom aiming at teaching the target language as follow.

a. Teacher Speaking to the Whole Class

This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time (Lynch 1996: 42) in Musdalifah (2016). Furthermore, Mingzhi (2005: 59) elaborates that "This type of classroom interaction are characterized by teacher initiation , students response and teacher follow up pattern namely IRF exchange structure. "The role of teacher in this type of interaction is as a controller. This role is commonly applied when taking the roll. Telling students about information or materials, organizing drill, reading aloud and other activities related to the teacher-fronted classroom (Harmer 2001: 58) in Musdalifah (2016).

b. Teacher Speaking to an Individual student with the Rest of Students of the Class As Hearers

The second type of interaction Is the other common interaction which is applied in the language classroom. Dagarin points out: "Likewise the first type of interaction, this interaction is conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to answer. This arrangement can also be used for an Informal conversation at the beginning of the lesson or for leading students into a less guided activity. " (Lynch, 1996: 74) in Musdalifah (2016).

c. Teacher Speaking to A Group of Members

According to (Lynch, 1996: 80) in Musdalifah (2016), this type of classroom interaction "refers to the teacher participating students" group work. "In group work, students are assigned a task which involves collaboration and self-initiated Language (Brown, 2001: 177) in Musdalifah (2016). In this type of classroom interaction, the teacher acts as an organizer for giving students information about what they are going to do or when putting them into pairs or groups, and closing them when the time is over (Harmer, 2001 58) in Musdalifah (2016).

d. Student Speaking to Teacher

This type of interaction refers to the students' initiation. (Lynch, 1996: 84) in Musdalifah (2016) argues that "When this occurs, it is regarded as a learner initiative, learner initiative is common in the learner-centred classroom, but rare in the teacher-fronted classroom." The students initiative to speak to the teacher is commonly happened when they do not understand clearly about the information given by the teacher, or in other word, is to ask for the clarification.

e. Student Speaking to Student

It is related to the pair-work activities. Unlike group work, the pair-work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Firstly, it offers many opportunities to speak, to initiate the interaction, to practice in negotiation meaning, and to increase their motivation to speak (Brown, 2001: 178) in Musdalifah (2016).

f. Student Speaking to Group Members

This type of interaction is related to the group work. Lynch, 1996: 89) in Musdalifah (2016). states that this interaction "can provide more opportunities for language production". However, this group-work has the weakness, especially when the teacher does it for the purpose of giving the student more opportunity to speak in the target language. The weakness is that the students will use their native language. Brown (2001: 180) in Musdalifah (2016) explains that "it is caused by the EFL students who have a common native language".

Therefore, by impressing the students about the importance of practice in English for the eventual success and telling them that small group members can help them to build their intuition to language, the use of native language when interacting in a small group will be able to be reduced (Brown, 2001: 180) in Musdalifah (2016).

1) Collaborative interaction in peer groups

Peer group interaction has been studied quite extensively in different contexts in and out of school. The research objectives and methodological solutions have been diverse, being linked with the research goals and theoretical perspectives adopted by the researchers.

One large group of studies focusing on peer interaction from the educational perspective is located in the systematic tradition, often referred to as process-product studies of peer interaction (eg Joiner, Messer Light, & Littleton, 1995: Light, et al. 1994 : King, 1989. Teasley, 1995: Tudge 1992: Webb, Troper, & Fall, 1995). In these studies, peer interaction is analysed with coding schemes,

which categorize interaction into pre-defined categories. Variables such as student achievement and performance are statistically linked to the frequency of categories as identified in the data. Usually, the development of the actual interaction process or meaning making in interaction is not the prime interest, but the focus is rather on some specific features of the interaction and their relationship to student leaming or achievement. Consequently, the process of interaction over a period of time is not highlighted by such studies. The situated nature of interaction, as represented by the contextual features impinging upon it, also often receives only cursory inspection. One advantage of process-product studies is that they enable the analysis of large amounts of data and use publicly verifiable criteria to make their categorisations.

b. The Levels of Classroom Interaction

Barker (1982:8) in Musdalifah (2016) devides the classroom interaction into four types and levels: (l) intrapersonal; (2) Interpersonal; (3) Group; and (4) Cultural Interactions.

1. Intrapersonal is an interaction which takes place within the individual. In the classroom, self-to-self interaction will take one of two forms, that are teacher to self and student to self. In each case, interaction occures within a single teacher or single student. There are two characteristics of intrapersonal interaction; First, the originator and the responder are within the same individual. Consequently, correction of errors must be made by the individual involved in intrapersonal interaction, there is little problem in misinterpretation of language symbols. The example of intrapersonal interaction is the student who mumbles to himself.

2. Interpersonal needs two individuals-an originator and a responder (Barker, 1982: 12) in Musdalifah (2016). Interpersonal interaction may occur in any face-to-face encounter and is an important medium of interaction in the classroom. The three forms of interpersonal interaction in the classroom are the teacher to student, student to teacher, and student to student. At this level of interaction, the message is transmitted to a student by the teacher to the teacher by a particular student, or from one student to other student respectively. The example of interpersonal interaction in the cassroom are particular question about assignments, counseling sessions between the student and the teacher, team projects between the individual student, and teacher-student discussion of seatwork as the teacher moved from desk to desk. The characteristic of interpersonal is that both the originator and the responder frequently exchange roles several times within communication incident.

3. The third types and levels were group interaction. Barker (1982: 13) in Musdalifah (2016) states, that group interaction is more frequntly used in the classroom than any other single level of interaction. In involves the interaction between the teacher and several students, between several students and the teachers, or between a student and several students. For example of group interaction in the classroom are group or class discussion, class recitation, and the activities involving group projects. The group interaction level is different from any other levels of interaction in that the flow of the message may be very irregular and have spontaneity makes it difficult for the speaker to organize the message and the listeners to understand the message.

4. Barker (1982:13) in Musdalifah (2016) states the last types and levels were cultural interactions. The originator of the message is often unknowen, in the most of the forms of cultural interaction, there are numbers of originators who have helped to shape the cultural message. The rules of the school, rules in the discussions, laws, superstitious beliefs, folkways, cultural costumes, and art are all example of the originators who have helped to shape the cultural message in cultural interaction. In the classroom interaction, culture can function as the originator in self-to-self, teacher, students, or student-students interaction.

Besides, the culture can also bind the teacher and the students. In addition, culture also dictates moral value, ethical consideration, and educational values which can affect the perception of the interactional setting. In the classroom, the subculture of the immediate neighborhood in which the school is located will probably have more influence on students and teachers than the greater cultural concepts are held by the nation as a whole.

c. **The Roles of Classroom Interaction**

Interaction in the classroom plays a significant role in acquiring and learning the target language. These are several roles for interacting using the target language in the classroom.

1. Increasing Students' Language Store

According to Rivers (1987; 4-5) in Musdalifah (2016) notes that "Through interaction, students can improve their language store, or even the output of their fellow students, in discussions, skits , Joint problem-solving tasks or dialogue journals. "In interaction, students can use all they possess of the language – all they have learned or casually absorbed - in real life exchanges." (Rivers, 1987: 4-

5) in Musdalifah (2016). The authentic material is not only the language output provided by the audio or video recording, but also the language spoken by the teacher and the students when they speak using the target language.

2. Developing Communication Skill

The interaction during teaching and language process not solely can increase students"knowledge and language store. According to Thapa and Lin (2013: 175) in Musdalifah (2016), "Interaction in the classroom becomes the central factor which is able to enhance the students" linguistic resources as well as equipping them with appropriate skills for communication. " Naimat (2011: 672) in Musdalifah (2016) adds, "The communication skill, then, will be acquired through speaking activities, such as debates, discussions and about desired topics among students.

3. Building Confidence

Thapa and Lin (2013: 177) in Musdalifah (2016) explain that "In language classroom, interaction is an essential social activity for students through which they not only construct knowledge, but also build confidence and identity as competent language users". Therefore, by accostuming students to interact with their teachers and fellows will build their knowledge as well as their confidence.

4. Strengthening the Social Relationship

Interaction, for students, will strengthen the relationship, either among them or with their teachers since it gives them the chance to learn from each other and to get feedback on their performance. (Naimat, 2011: 672) in Musdalifah (2016).

CHAPTER III

RESEARCH METHOD

A. Research Method

This research used descriptive quantitative, where researcher presented data in the numerical and descriptive form. According to Sugiyono (2016: 13), quantitative research method can be interpreted as a research method that is based on the philosophy of positivism, used to examine the population or a particular sample. The aimed of this research was to analysis the teacher's questioning strategies during the classroom interaction.

B. Population and sample

1. Population

    The population of this research was all of English teachers at SMK Muhammadiyah 3 Makassar. Thera were only two English teachers in that school.

2. Sample

    This research employed total sampling technique that took 2 English teachers at SMK Muhammadiyah 3 Makassar.

C. Research Instrument

This research aimed to find the questioning strategies which used by the teachers. The instrument of this research was observation chek list, it was used to know and understand the teacher's activity and performance when she or he teaches the students.

D. Procedure of Data Collection

The data collected through the following prosedures, namely:

1. The researcher met the English teachers to know the schedule.

2. Before doing classroom observation, the researcher prepared the observation check list containing the indicators of teachers' questioning strategies.

3. The researcher observed the teacher's activities based on the indicators of teachers' questioning strategies when she taught the students. One observation session conducted for each teachers, one session(45 minute).

4. The researcher concluded the finding of the study based on the data.

E. Technique of Data Analysis

The technique for analyzing the data used in this research was descriptive quantitative analysis. The researches used an observation checklist model of analysis involving collecting the data, reducing the data, presenting the data and also drawing conclusion (Sutopo, 2002: 95) after doing classroom observation.

In analysing the data, the researcher calculating the percentage of the teacher's questioning strategies by the following formula (Sudijono,2000;40)

$$P = \frac{f}{N} \times 100\%$$

With : P = Percentage

f = Number of Occurrences

N = Total number of Occurrences

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, namely : findings and discussions. The findings consisted of the identification of teacher's questioning strategies during the classroom interaction. In discussion part the researcher described the findings in detail.

A. Findings

The findings of the research containts clear answer to the research question as obtainable objective of the research which it aims to find out the teacher's questioning strategies during the classroom interaction.

Teacher's Questioning Strategies During the Classroom Interaction

This study has revealed seven points related to the questioning strategies.

Table 3.1 : Teacher's Questioning Strategies

No	Teacher' Questioning Strategies	Number of Occurrences	Percentage(%)
1.	The teacher used some types of question in questioning the students	7	28%
2.	The teacher was questioning the students in all session of teaching	6	24%
3.	The teacher used wait time when she was questioning the student	2	8%

4.	The teacher repeated the question	2	8%
5	The teacher translated the question or mix the question into bahasa Indonesia and emphasized the question when the students seemed confuse	4	16%
6.	The teacher get closer to students when they could not answer the questions until three time	1	4%
7.	The teacher gave reward as reinforcement for students who answered the questions correctly	3	12%
	TOTAL	25	100%

Table 3.1 states that English teachers in SMK Muhammadiyah 3 Makassar used questioning strategies during the classroom interaction. The first, the teacher used some types of question in questioning the students it is upplied 7 (28%) example, open/closed question (How are you class?), yes/no question (Have you finished?), referential question (What is adjective clause?), display question (how do you say if any of your friends get the first rank in the class?)

The second, the teacher was questioning the students in all session of teaching it is upplied 6 (24%) example, question at the beginning to refresh the students, teacher used open/closed question (how are you class?), question at the

middle to review the students lesson, teacher used referential question (What is adjective clause?), question at the end of class teacher used yes/no question (Have you finished?) to ask the student whether they were finished or not.

The third, The teacher used wait time when she was questioning the student it is upplied 2 (8%) example, the teacher ask student (what is adjective clause?) the teacher gave the student enough wait time to think about the qustion or to form meaningful answer.

The fourth, the teacher repeated the question it is upplied 2 (8%) example, teacher asked the student first, if the student didn't get the point, teacher would repeated the question .

The fifth, the teacher translated the question or mix the question into bahasa Indonesia and emphasized the question when the students seemed confuse it is upplied 4 (16%) example " Any else? Masih ada lagi?".

The sixth, the teacher get closer to students when they could not answer the questions until three time it is upplied 1 (4%) example, when student cannot give the answer to the question, teacher get closer to student and ask easier question.

The last, the teacher gave reward as reinforcement for students who answered the questions correctly it is upplied 3 (12%) example, when a student answers a question correctly, the teachers gave the student point plus or the teachers said "very good" for the students, that as a motivation for another students to be active.

Base on the explanation above, English teachers at SMK Muhammadiyah 3 Makassar in used questioning strategies most used some types of question in

questioning the students and least used teacher get closer to students when they could not answer the questions until three time.

B. Discussion

Based on the findings above the English teachers at SMK Muhammadiyah 3 Makassar used questioning strategies during the classroom interaction, such us teachers used some types of question in questioning the students, teachers was questioning the students in all session of teaching, teachers used wait time when she was questioning the students, teachers repeated the question, teachers translated the question or mix the question into bahasa Indonesia and emphasized the question when the students seemed confuse, teachers get closer to students when they could not answer the questions until three time and teachers gave reward as reinforcement for students who answered the questions correctly. It can help the teachers to controling the students activities, and the teachers also easly to help the students when there something that students did not understand, students can focused in teaching learning process and the teachers would easly to interact with the students.

In this research has been relevant (Wulandari 2016) shows that the three English teachers of SMA N 1 Jekulo Kudus used the theory of teachers' questioning strategies. There are five categories, they are selecting the type of question and its level of difficulty, phrasing the question and delivering it, allowing time for students to thinking (wait time), choosing a student to answer a question, the student response and providing feedback. It means that the theory of teachers questioning strategies is a good theory. The three English teachers can

manage the class, delivering the knowledge, and knowing the characteristic of the students well. At the end of this research, the writer suggests that teachers can continue to use those strategies according to the students' need. Teachers can also elaborate the question based on the material in the classroom. (Richards and Lockhart 1996: 185) Questioning is reported as one of the commonly used strategies, and in some classrooms teachers use more than half of the class time exchanging questions and answers. Moreover, in studies exploring the contribution of teachers' questions in second language classrooms, these questions play a crucial role in language acquisition. They can be used to allow the learners to keep participating in the discourse and even modify it so that the language used becomes more comprehensible and personally relevant. Chin (2006, p. 1336) puts it, teachers' questions stimulate students to "formulate hypotheses, predict outcomes, brainstorm ideas, generate explanations, make inferences and conclusions, as well as to self-evaluate and reflect on their own thinking." It can be hypothesized that by questioning, the teacher provides not only conceptual but also linguistic scaffolding . Teachers' questions that elicit information about students' understanding can also be considered as an essential tool for formative assessment. Furthermore, as Black and Harrison (2001) point out, since the quality of teachers' questions can affect the degree to which the questions do or do not extend students' thinking and prolong their ideas, both the actual content of the questions and the ways of following up on the responses, i.e. feedback, become remarkable. Thus, an implication of the present study would be that

teachers ought to think about how questions can be constructed and implemented to develop students' learning.

Based on the observation checklist, the teachers at SMK Muhammadiyah 3 Makassar applied more than one type of questions. Open/closed and display questions were applied frequently in all session of teaching. Meanwhile, referential questions were applied only a few time. The finding are similar to previous studies. Ellis (2008), "studies of teachers' questions in the L2 classroom have focused on the frequency of the different types of questions, wait-time (the length of the time the teacher is prepared to wait for an answer), the nature of the learners' output when answering questions, the effect of the learners' level of proficiency on questioning, the possibility of training teachers to ask more communicative questions, and the variation evident in teachers' questioning strategies". In much of the research, it has been assumed that L2 learning will be improved provided that the questions lead to active student participation and negotiation of meaning.

Teachers' question is one of the important part in classroom interaction. Teacher asks questions to keep the students involvement during the learning process, to express their ideas and thoughts, and evaluate the material. In classroom interaction, the teachers use strategy of questioning to control the interaction. By using strategy, teachers can manage the classroom and easier to give the material to the students. A teacher's questioning strategies are pivotal to the instructional process because questioning is the most frequently used instructional tool (Wassermann,1991, cited in Moyer and Milewicz, 2002).

Teachers' 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, cited in David, 2007).

CHAPTER

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

A. Conclusion

This research described the used of questioning strategies in teaching classroom through applying some types of questions and using them in mostly session in the teaching. It was found that the teachers applied more than one type of questions. Such us open/closed questions, display questions, yes/no questions and referential questions were applied frequently in all session of teaching to refresh the students' mind, all at once to measure the students output of the lesson. Based on the research findings, the teachers should repeat their questions to clarify the meaning sense of the questions, and translate it into Bahasa Indonesia when the teachers find difficulties on students in understanding the question.

It can be concluded that the objective and the aims of the use questioning strategies as a teaching device can be reached by doing and applying the questioning strategies in a good and appropriate way, and make the interaction and communication between teacher and students are more valuable.

B.   Suggestion

In this research, the researchers recommend that teachers apply many questioning strategies in all sections of the teaching such as applying open/closed questions, recalling in the beginning, addressing referential questions in the beginning or at the end of teaching, or displaying after explaining the lesson or during task working, and other types of question in EFL classroom. Furthermore, the questioning strategies should be applied based on the lesson and the level of students to make the learning process run well.

This research suggests to all teachers to do the same strategies in questioning, they are question in each session of teaching, repeat the question in the same sentence or different sentence but the same meaning, emphasize the question to clarify the meaning, translate or mix the question into Bahasa Indonesia, when the students seemed confused, and try to be closer to the students to know their weakness or their problem in learning.

Finally, the researcher realizes that this thesis still far from perfect, so the researcher really hopes this thesis can be a meaningful contribution for the teacher of english as well as students and further writers.

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APPENDIX

DOCUMENTATION

Teacher 1

Teacher 2

CURRICULUM VITAE

The researcher, Desi Mentari, was born in Ternate on December 07th, 1992. She is the second child of Burhanuddin Sadik and Rosnawati. She has brothers and sisters, they are; Syah Nobri Alam, An Ikhlas Sul Amal, Siti Hardianti and Syahratul Maharani. She respectively completed her study at SDN 136 Duampanua Pinrang in 2005, SMPN 2 Duampanua Pinrang in 2007 and SMK Kesehatan Nusantara Pinrang in 2010. And then in 2013, she preceded her study and accepted as a student in English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. She could finished her study in 2017 with the thesis under the title "An Analysis of Teacher's Questioning Strategies During the Classroom Interaction".